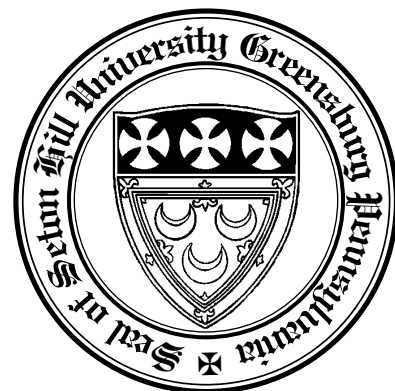


Seton Hill University

Catalog

2006-2008



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SETON HILL, a Catholic liberal arts university, is chartered by the Commonwealth of Pennsylvania.

The University is accredited by the Middle States Association of Colleges and Secondary Schools.

It holds membership in the American Association of Family and Consumer Sciences, the American Art Therapy Association, the American Chemical Society, the American Association of Marriage and Family Therapy, the American Music Therapy Association, the Council of Social Work Education, the Association of American Colleges, the Association of Catholic Colleges and Universities, the Association of Independent Colleges and Universities of Pennsylvania, the Council of Independent Colleges, the American Council on Education, the College Entrance Examination Board, the College Placement Council, the Western Pennsylvania Higher Education Council, the Pennsylvania Council of Graduate Schools, the National Association of Independent Colleges and Universities/National Institute of Independent Colleges and Universities, the National Association of Schools of Music, and the Consortium for Computing in Undergraduate Education.

The statements in this bulletin are for information only and do not constitute a contract between the student and Seton Hill University. The University reserves the right to change any policy, requirement, course offering, or fee. It reserves as well the right to develop a new Liberal Arts Core Curriculum; to require the completion of that curriculum as a partial basis for graduation; or to waive particular requirements of the Liberal Arts Core Curriculum when it deems such action advisable for the good of the student or of the University. The University also reserves the right to exclude students whose conduct or academic standing is deemed by the University not to be in accord with the requirements set forth in this catalog.

Seton Hill University Mission Statement

Seton Hill is a Catholic university rooted in Judeo-Christian values. In the tradition of Elizabeth Ann Seton, we educate students to think and act critically, creatively, and ethically as productive members of society committed to transforming the world.

Introduction to Seton Hill

Seton Hill University is a Catholic liberal arts university founded by the Sisters of Charity and chartered in 1918 by the Commonwealth of Pennsylvania. The University focuses on career growth and potential under rigorous academic standards.

The University is conscious of its Catholic intellectual heritage. As a Catholic institution, Seton Hill values the cumulative wisdom of the past, reveres human creativity and human intellectual capacity in all of its dimensions, and is mindful of the life of the spirit. Through guidance and example Seton Hill University leads students to experience and assimilate the graces of respect, courtesy, openness, kindness, and compassion.

Seton Hill University History

Seton Hill University is named for Saint Elizabeth Ann Bayley Seton, the first American-born saint and the founder of the American Sisters of Charity. A remarkable woman, Elizabeth Seton was also a wife, a mother, and a teacher. Elizabeth was resourceful, entrepreneurial, and prayerful, and a model to students of today.

Before the Civil War, what is now Seton Hill University was the country estate of Major William A. Stokes, solicitor for the Pennsylvania Railroad and an officer in the Union army. The Stokes' property had fallen into a general state of neglect after the war, and in 1882 it was bought by Mother Aloysia Lowe of the Pennsylvania Sisters of Charity, who named it Seton Hill. Saint Joseph Academy, established in 1883, and Seton Junior College in 1914, were the forerunners of the present-day liberal arts Seton Hill University.

At a time when most of the nation's preeminent colleges were closed to women at the undergraduate level, the Sisters of Charity persuaded a reluctant College and University Council to grant permission to establish Seton Hill College. The Council gave Seton Hill its approval on April 12, 1918, and the College received its charter on June 3, 1918.

In keeping with the pioneer spirit of its founders, Seton Hill University in recent years has widened and diversified its academic scope. In a time of rapid advancements in our technology, changing political and geographic patterns worldwide, and serious concerns about our societal values, the work of Seton Hill University has been and remains valuable, timely, and progressive.

Since 1918, Seton Hill has graduated over 10,000 students, from all fifty of the United States and from many other countries. In 2002, Seton Hill College became Seton Hill University and identified itself as a coeducational institution of learning.

Seton Hill University Learning Objectives

Seton Hill, a Catholic, liberal arts university founded by the Sisters of Charity in the tradition of Elizabeth Ann Seton, recognizes that the skills needed for success must be founded on the wisdom of the liberal arts and integrated with professional preparation. Capable citizens of a global community also need a vision informed by religious and ethical values to guide them in the active transformation of their world.

Therefore, the following objectives are designed for all undergraduate students:

Skills for Communication and Interaction

Skills which are necessary for contemporary life: the ability to gather, perceive, and evaluate knowledge; the means to express one's thoughts and experiences; the capacity to work successfully with others or alone.

Communication skills

- Reading, writing, speaking, listening
- Library research
- Communicating in a second language

Numerical and technological skills

- Quantitative reasoning
- Using technology as a resource for learning
- Using media in presentations

Interpersonal skills

- Collaborative group work
- Peer assessment
- Leadership
- Negotiation and consensus

Skills for Critical and Creative Thinking

Skills which emphasize judgment and decision-making and which encourage the development of imaginative resources.

Critical thinking

- Observing, hypothesizing, experimenting
- Distinguishing between opinions and facts
- Analyzing, synthesizing, and evaluating
- Problem-solving

Creativity

- Aesthetics as a mode of inquiry
- Willingness to experiment with unconventional approaches

- Self-expression in uniqueness and similarity
- Imagining new solutions to current issues

Skills for Historical and Global Awareness

Skills which emphasize tolerance and awareness of other cultures; the development of both a historical and an international perspective; and the ability to critically assess contemporary culture.

Historical perspective

- Understanding culture, race, gender, and class through time
- Appreciating the human quest for meaning throughout history

Contemporary analysis

- Experiencing culture, race, gender, and class differences
- Analyzing social privilege and oppression especially with regard to women's experience
- Understanding Catholic social teaching

Global context

- Understanding the impact of geography on culture
- Learning another culture through a modern language
- Practicing multicultural tolerance and dialogue
- Understanding environmental interdependence

Skills for Life Commitment and Flexibility

Skills which foster the ability to live with creative confidence; to develop a strong belief system; to exercise responsible freedom; and to manage one's personal and professional life effectively.

Reflection

- Experience and appreciate the Catholic tradition
- Appreciate the spiritual dimension of life
- Maintain a sense of transcendent meaning and value
- Deal creatively with change and complexity
- Have a sense of humor

Commitment

- Active, generous concern for others
- Autonomy, independence, and relatedness
- Personal and professional ethics
- Citizenship and responsibility for society
- Integrating the practice of charity with the skill of justice

Entrepreneurial skills

- Goal-setting and risk-taking
- Flexibility and team work
- Transferring knowledge into behavior
- Learning how to learn as a life-long professional
- Sound decision-making informed by values

Student-Centered Learning

The University strives to give the students an education which best suits their interests, abilities, and aims in life. Within the high academic standards of Seton Hill, each student is encouraged to find her/his own best level of achievement, and to realize it as fully as possible.

To determine the individual's abilities and what studies she/he should pursue, the University makes available the services of its deans, academic counselors, division chairs, and the entire faculty. An honors program, with expanded opportunities for advanced study and seminar work, is offered to able students beginning in their freshman year. Faculty members offer informal lectures, group discussions, and discipline-based activities for the benefit of all students.

The religious needs of the student are clearly recognized at Seton Hill. The University is conducted under Roman Catholic auspices but admits students of all faiths. Seton Hill's doctrinal assumptions and religious observances are Catholic. Sunday Mass and other liturgical services are celebrated on a regular basis.

Seton Hill students participate in the governance of the University. They enjoy voting representation on a number of committees, and in the Seton Hill Government Association they have formulated their own Senate. The objective of these activities is to develop in students a sense of social responsibility and a desire to contribute to society.

The University aims to produce self-reliant and responsible people and is proud of its students' ability to adapt to the disciplined independence of university life.

Students' Rights and Responsibilities

At Seton Hill, students participate in the formulation of policy concerning standards of conduct. The University's aim is to develop responsible and self-reliant adults.

Seton Hill also recognizes its role to assume leadership in forming values, rather than blindly following transient societal trends. The University has therefore set certain universal human values — honesty, integrity, charity, and consideration — as standards toward which each student can strive. The University places its resources of faculty and staff at the disposal of the students as they assume independence in their social and academic roles. Seton Hill's social regulations are based on developmental principles and reflect a philosophy that college students should develop the maturity to freely choose their personal values and social activities. The Seton Hill community of faculty and students continues to maintain its traditional concern for the personal welfare and well-being of its constituents. Seton Hill, then, encourages individual freedom and personal choice, but expects of its students a recog-

dition of their responsibility to the community and concern for the group. All undergraduate students are required to abide by the policies and procedures in the *Student Handbook*.

Groups and Organizations

At Seton Hill there are many groups and organizations which students may join. Some are centered around certain student interests such as singing, playing a musical instrument, skiing, drama, journalism, cultural/ethnic heritage, and intercollegiate and intramural sports. There are also professional associations and honorary societies for general scholarship or excellence. Other groups form around a special or immediate student interest.

Reeves Memorial Library

At the center of the Seton Hill Campus is Reeves Memorial Library, housing a spacious two-story library and the university archives as well as home for the university theater and Harlan Art Gallery. This building serves as the information center of the campus to students and faculty alike. The library holds a collection of approximately 115,000 items which include the following: books, periodicals, microforms, both educational and entertainment videos and DVDs, CDs, and educational software programs. Access to information is made easy through Endeavor's Voyager automated catalog. Voyager, along with certain online databases, is accessible both in the library and through any personal computer connected to the Internet.

Products currently offered to the university community online are: EBSCOhost and Lexis-Nexis Academic Universe. These databases offer thousands of abstracts, newspaper articles, legal and medical information, and legal documents, many of which are full-text, to further enhance the library's collection. To further assist students, many faculty members use e-reserves, which allow access to items without requiring them to be used in the library building.

With an emphasis on service, the library staff works in conjunction with Seton Hill's faculty in providing a thorough information literacy instruction program on library usage. Each element of the Liberal Arts Core Curriculum offers an aspect of library research and critical thinking to broaden students' capabilities in accessing and using information.

As part of the growing world of information, the library at Seton Hill offers its patrons interlibrary loan service through the Online Computer Library Center (OCLC) cataloging system. Reciprocal borrowing privileges are in place through an agreement with the Westmoreland Academic Libraries Reciprocal Borrowing Program that is comprised of: St. Vincent College; the University of Pittsburgh at Greensburg; Pennsylvania State University campuses at Fayette, McKeesport, and New Kensington; Westmoreland County Community College; and

Seton Hill University. Membership is also held in the Share Westmoreland and PALINET Consortia. These cooperative ventures further broaden the scope of library services offered.

Technology

The academic computing facilities at Seton Hill University are equipped with the most current technologies available today. Students are able to access their grades, course schedules, transcripts, status of financial aid, and current billing status via the Internet from any location.

All PC academic laboratories are equipped with state-of-the-art computers that run Windows Professional Operating System, are equipped with Antivirus Software, and have Microsoft Office Professional installed. The Macintosh academic laboratories run the OSX operating system, the Norton Antivirus software, and Microsoft Office. All academic computers are networked to a cluster of servers over a Gigabit Ethernet fiber backbone. There is a 10 Mb Ethernet drop to the desktop and to each residence hall room.

There are twenty-six academic computing labs at Seton Hill University. The current computer to student ratio is 1:6. There are 24 PC Labs and 2 Macintosh Labs. The IBM Compatible Labs have Pentium Class machines running the Windows XP Professional Operating System. The PCs are all 700 Megahertz or higher with most exceeding 1.0 Giga-hertz in processor speed. These labs include a 3D molecular modeling lab, a Macintosh graphic design lab, a music lab, a dietetics lab, an art education lab, a Macintosh theater lab, a biology (Edison) lab, a chemistry lab, a technology classroom, a computer science classroom, and a humanities lab. In addition, the Administration Building contains the Kennametal classroom, a 24-station Comweb learning laboratory for business students, and the educational methods lab, a 24-station classroom for pre-service teachers with accessibility features. All the labs contain hardware and software of the current generation. In addition, 16 smart classrooms are available.

Seton Hill University is a node on the Internet and has a World Wide Web address, <http://www.setonhill.edu/>. All students receive an account so they can send and receive e-mail or navigate the web for research. Farrell Hall, Maura Hall, DeChantal Hall, and Brownlee Hall have clusters of computers available for use by students for their general computing and research needs. Network jacks are located in each residence hall room, allowing students to connect their own PCs to the Seton Hill Network. Wireless access zones are present inside several buildings and in open campus areas.

The distance education center is equipped to transmit and receive courses from all parts of the world and to make video-conferencing available on campus including foreign language experience with students at distant locations and access to satellite educational programming. International channels for

multi-language broadcasting and selective new classroom implementations including the use of ergonomically correct desks and adaptive technology are also provided.

A CampusConnect system coupled with a JWEB learning management system encouraging interactive course communications over the web, big screen projection with dynamic audio systems, and smart boards in classrooms are some of the innovations being utilized by students and faculty to make intelligent use of technology a reality. To keep staff and faculty proficient with current hardware and software, Seton Hill has a computer-learning center to facilitate hardware and software training.

The Seton Hill University Media Center makes audio/visual resources such as Datashow projection computers, VCRs and monitors, camcorders, microphone and speaker systems, projectors, and cassette players available to all students, faculty, and staff.

I. The Undergraduate Studies Program

Admission

Secondary School Subjects Required for Admission

In the interest of the student's success, it is urged that the high school background be as strong in college preparatory work as possible.

At least 15 units, exclusive of vocational courses, are preferred for admission. These units should include:

- 4 units of English
- 2 units of college preparatory mathematics
- 2 units of social studies
- 1 unit of laboratory science
- 2 units or more of the same foreign language*
- 4 academic electives

*If a foreign language was not taken in high school, that requirement must be fulfilled while the student is enrolled at Seton Hill, provided the record presented by the applicant includes 15 college preparatory units. Students who have not completed college preparatory foreign language (units 3 and 4) should be prepared to take additional course work before fulfilling the modern language requirement. Specific major programs may require or encourage additional preparation.

Applicants who did not follow a college preparatory curriculum in high school should discuss their plans for college with an admission counselor at Seton Hill.

First-time Freshmen

A student who plans to attend Seton Hill University in the Fall or Spring term following high school graduation may apply any time after completing the junior year. It is best to apply early, particularly if financial aid is requested. The Financial Aid Office does not award aid until after the student is accepted to the University. An applicant receives the decision of the Admissions Committee according to a rolling admissions policy.

The first-time freshman should submit:

1. a completed application form, including the essay
2. a minimum of one recommendation from a teacher or guidance counselor. Additional recommendations are



welcome and may represent other sources.

3. a \$35.00 application fee (non-refundable)
4. an official secondary-school transcript or GED certificate
5. one of the following:
 - (a) official score reports from either the SAT (Scholastic Aptitude Test) of the College Entrance Examination Board (CEEB) or the ACT test of the American College Testing Program. Junior year scores on tests are acceptable; however, all applicants are encouraged to send senior year results. Senior year test results often given a truer indication of academic potential. The subscore of the writing portion of the SAT must also be submitted. If you are submitting results from the ACT, it is recommended that you take the optional writing portion of the exam and submit that score as well.
 - (b) the "Write" Option —
Prospective students who do not have SAT or ACT scores, or who wish to supplement their credentials for evaluation for admission to the University, may submit two written, graded assignments from their junior or senior year. These will be considered by the Admissions Committee in the deliberations regarding admission. The assignments must be actual samples of the student's work which have been graded by teachers, with grades and/or comments written on the work.
6. a completed health form (resident students).

Students who plan to major in music or theatre must be accepted by the program on the basis of an audition or video tape. An art portfolio must be submitted by prospective art and art therapy majors. Students who wish to be admitted to the physician assistant program should see the requirements on page 113.

Early Admission

Outstanding students may apply for early admission to Seton Hill, that is, admission prior to receiving the high school diploma. These students are expected to present the usual admissions requirements, including 15 academic units from a secondary school, and a letter from the high school indicating what coursework will be required for the student to be awarded the high school diploma.

If it is not possible for the applicant to present 4 units of English, an exception can be made by substituting another course. If necessary, the applicant may make a special arrangement with the secondary school to consider a Seton Hill English course to fulfill the secondary school diploma requirement.

Transfer Students

A student who plans to enroll at Seton Hill with advanced standing from another college must submit the following:

1. a completed application form
2. the \$35.00 application fee (non-refundable)
3. an official final high school transcript or GED certificate
4. an official transcript of all academic courses taken since high school. An official transcript from each school attended is required.
5. a catalog from any college or university from which the student would like to transfer credit (or photo copies of the catalog descriptions of all courses)
6. a statement of good standing from the Dean of Student Services from the college/university most recently attended. The required form will be provided with the application materials.
7. a completed health form (resident students).

Credits will be evaluated on an individual basis. Seton Hill University will consider awarding credit for coursework from accredited colleges, universities, and proprietary schools. Courses taken 10 years ago or longer may be evaluated to assure that the course content reflects the current theory, research, and practice in the area of study. A student's acceptance by the University is established only after the Admissions Committee has voted favorably on the student's credentials.

The following policies should be understood by transfer students from both two- and four-year institutions:

1. The Seton Hill grade point average will be based only on credits earned at Seton Hill.
2. It is necessary for all students, including transfer students, to achieve a minimum cumulative grade point average of 2.0 for graduation.
3. Only courses with the grade of C or better will be accepted for credit.
4. All courses accepted for transfer credit will be recorded on

the student's Seton Hill University transcript, unless, prior to matriculation, the student notifies the Registrar's Office which courses are not to be included on the Seton Hill record (and therefore not counted toward graduation). After matriculation, but before graduation, if the student decides to include or exclude certain transfer credits, there is a \$10 fee assessed for altering the record.

It is to be understood that all transcripts of credits become the permanent property of the University and cannot be taken from the files. The equivalent of full-time attendance for at least two years (minimum of 48 credits, including the last 30 credits) is required of a candidate for a degree, and at least one-half of the required major credits must be taken at Seton Hill University. If the student elects a minor, at least one half of the required credits for the minor must be taken at Seton Hill. Prospective art and art therapy majors must present a portfolio, and music and theatre majors must have an audition, in order to be accepted into the program and so that they may receive appropriate counseling in choosing their courses. Students who wish to be admitted to the physician assistant program should see the requirements on page 113.

Readmission

A student who has withdrawn from Seton Hill for one or more semesters must reapply through the Office of Admissions. An application for readmission must be accompanied by a non-refundable \$35.00 fee. If an applicant for readmission has attended another institution since leaving Seton Hill, she/he must request that official transcripts be sent to the Admissions Office.

Major requirements in effect at the readmission date will apply. The Registrar will consult with the appropriate faculty to determine how previous courses will apply to major requirements. Liberal Arts Core requirements from either date (original matriculation or readmission) apply, whichever is to the student's advantage.

Home Schooled Students

Seton Hill University welcomes home schooled students to apply for admission. An admissions decision will be issued once a personal interview has been completed and the following credentials have been received:

1. a completed application form, including an essay and a \$35 non-refundable application fee
2. SAT or ACT scores. The subscore of the writing portion of the SAT must also be submitted. If you are submitting results from the ACT, it is recommended that you take the optional writing portion of the exam and submit that score as well.
3. an official high school transcript issued by the school district or agency approving the curriculum, including an

official date of graduation, or a GED. On occasion, students may be asked to submit their academic portfolio or graded work for review.

4. a minimum of one recommendation from a teacher or guidance counselor. Additional recommendations are welcome and may represent other sources.

Admission of Special Students

Persons who wish to pursue special studies may register in the University, provided they fulfill the entrance requirements and the special requirements of the program they propose to enter. Such students are listed as unclassified. Should a special student decide to begin work for a degree, she/he must go through the regular procedures for admission and matriculation.

A non-matriculated student may reside on campus with written permission from the Director of Residence Life.

Admission Requirements for International Students

Seton Hill University requests that an international student submit the following documents in order to apply for admission:

1. a completed application form and an application fee of \$35.00. Checks should be made payable to Seton Hill University.
2. a minimum of one recommendation from a teacher or guidance counselor. Additional recommendations are welcome and may represent other sources.
3. official transcripts from any secondary school or college or university attended and an official course evaluation report from the World Education Service (WES) for all post-secondary courses taken.
4. the results of TOEFL Examination or equivalent test if English is not the first language. A minimum computer-based score of 173 or paper-based score of 500 is expected.
5. an English writing sample. You may write about your family, hobbies, school activities, travel experiences, decision to study in the United States, or your intended college major.
6. a Declaration of Finances. The projected yearly budget for international students is approximately \$34,730.00. There are several partial scholarships available to international students. Eligibility is based on academic achievements.

For admission to graduate programs, see page 132.

International Baccalaureate (IB)

Seton Hill University will accept for credit courses from students who have followed the International Baccalaureate curriculum in their secondary school. The restrictions on this are:

- a. Each transcript will be evaluated by the Registrar individually.
- b. Up to 24 credits may be granted.
- c. Only courses with a grade of 5 or better will be considered for transfer.

Advanced Placement

The University honors the Advanced Placement tests of the College Entrance Examination Board for entering students who have their scores sent to the Admissions Office. Credit and advanced standing will be given for scores 3, 4, and 5, where the advanced placement course is parallel to one offered at Seton Hill. Some credits may be applied to the Liberal Arts Core Curriculum requirements. Contact the Registrar's Office with specific questions about AP credits. The student must arrange to have copies of the examination scores sent to the Director of Admissions. Advanced Placement credits are entered on the Seton Hill University transcript only for matriculated students.

Lifelong Learning Options

Students may earn a maximum of 25% of the credits required for graduation in Advanced Placement and/or the various options described in this section. Credits earned under these options are placed on the Seton Hill transcript only for matriculated students. These options may not be used in the semester in which the student plans to graduate.

CLEP - The University grants credit for the general as well as the subject examinations of the College Level Examination Program. Evaluation and advisement will take place on an individual basis with the Registrar and the Director of Graduate and Adult Studies. Students are permitted to repeat a general examination one time after six months have elapsed. Any student interested in taking the test should consult the Office of Graduate and Adult Studies. CLEP tests are given at Seton Hill; information on place and dates may be obtained from that office.

PLA - The Prior Learning Assessment program is a way for qualified students to obtain college credits for experience-based learning, such as volunteer work or paid work experience, by producing a portfolio which documents that learning. Upon request, the Office of Graduate and Adult Studies will provide current information and official guidelines on the program.

DANTES - These examinations cover one semester of college work and are generally taken on the same dates as CLEP exams, administered by the Office of Graduate and Adult Studies.

NONCOLLEGIATE SPONSORED INSTRUCTION - Students may translate training received in a non-collegiate

setting such as the military or business into college credits.

CHALLENGE EXAM - This allows a student with a significant theory base to sit for a specially prepared test designed to elicit information which would normally be acquired over a semester of classroom instruction. Restrictions apply.

Information may be obtained in the Office of Graduate and Adult Studies regarding these programs.

Special Admissions/Opportunity Program

Seton Hill encourages prospective applicants whose achievement is believed to have been hampered as a result of educational, social, or economic disadvantage. These students will be chosen individually on the basis of high motivation and academic potential, as determined by interview and responsible recommendations. One-to-one tutoring and academic, career, and personal counseling are available to these and other students to help them fulfill their potential. Study skills seminars are available each semester. The Opportunity Program, funded jointly by the University and the Commonwealth of Pennsylvania, is another effort to aid disadvantaged students. The Opportunity Program offers a pre-college program for new students. Prior to beginning classes, students participate in study skills and college preparation seminars. Support services, seminars, and coursework are continued throughout the academic year. Financial aid is available for qualifying students. Further information about any of these programs may be obtained from the Admissions Office.

Campus Visits

A visit to the campus is highly recommended. You are encouraged to spend a day on campus, to sit in on classes, and — if you wish — to stay overnight in one of the residence halls.

The Admissions Office is open from 8:00 a.m. until 5:00 p.m. on weekdays. Saturday and evening hours are by appointment. All offices are closed on holidays. Campus visits are easily scheduled by calling the Admissions Office directly at 724-838-4255 or toll free 800-826-6234, or by e-mail at admit@setonhill.edu.

Admissions counselors will be better able to counsel you if you bring test records, secondary school grade reports, or college transcripts to your campus visit.

Financial Information

Expenses

Tuition, fees, and costs for room and board are published annually in the Financial Aid Brochure which is available on request from the Admissions Office (724-838-4255).

Students enrolled for 12 to 17 credits each semester are considered full-time students and are billed a flat rate for tuition. Students taking more than 17 credits are charged per credit for each credit in excess of 17.

Students enrolled for fewer than 12 credits each semester are considered part-time students and are billed on a per credit basis.

Discounts for Undergraduate Credits

(Excludes the Adult Degree Program)

35% tuition discount is offered to the following full-time students:

- Graduates of Seton Hill University
- Post-baccalaureate students

35% tuition discount is offered to the following part-time students:

- Graduates of Seton Hill University
- Post-baccalaureate students
- High school students
- Parents of Seton Hill graduates
- Parents of current full-time Seton Hill students

The following discounts are offered to part-time students who are auditing a class:

- 1/2 tuition discount for students over 30 years of age
- Full tuition discount for students over 62 years of age

Students enrolled in the Adult Degree Program should contact the Graduate and Adult Studies Office (724-838-4208) to obtain information on available discounts.

Payment of Expenses

University bills for the semester or session are due prior to the beginning of classes each semester or session. Unpaid balances at the beginning of the semester are subject to a late fee of either 2 1/2% of the unpaid balance or a minimum of \$50. Each student's account must be cleared by the Student Accounts Office. Financial clearance indicates that payment or satisfactory payment arrangements have been made by the student. If the student does not obtain financial clearance, the University reserves the right to:

- place the student on financial hold;
- withhold the student's identification card validation;
- cancel dining hall privileges;
- withhold transcripts;
- cancel registration;
- withhold conferring of degree;
- withhold participation in graduation ceremonies;
- withdraw the student from the University.

Checks should be made payable to Seton Hill University and should include the student's social security number. A service fee will be assessed on all checks that are returned from the bank for lack of sufficient funds, regardless of the maker. For the student's convenience, the Student Accounts Office also accepts VISA, MasterCard, Discover, American Express, and bank-issued debit cards.

Refunds as the Result of Overpayments

Refunds that are the result of overpayments or excess financial aid will be made to the student by check. Refunds as a result of credit card payments will be refunded back to the credit card. Refunds that are the result of a Parent Plus Loan, payments through Tuition Management Systems, or payments from OneCause will be refunded to the payer or as directed on a Refund Request Form.

Installment Payment Plans

Seton Hill University offers two types of tuition payment plans through Tuition Management Systems (TMS). One is for *full-time undergraduate* students; the other is for *graduate and Adult Degree Program* students and for *part-time* students in all programs. The plans are available for students who prefer to pay the university bill in monthly installments. Information on the payment plans is available by calling TMS at 800-722-4867. Annual plans and semester-only plans are available.

Fines

Monetary fines may be assigned for:

- library violations or late returns;
- lost library books;
- parking violations;
- room damages;
- lost room keys;
- violations of University policies that are against the general welfare and safety of the community.

Refund Policy

Total Withdrawals

To formally withdraw from all classes at the University, a student must complete the withdrawal form available in the Registrar's Office. Students who have already completed a class in a prior session of a semester should refer to the section under Course Withdrawals (Drops) from Adult Degree Program and Intensive Courses. **Non-attendance or informing the faculty member does not constitute official withdrawal from class.** Final determination of the refund amount will be based on the date on which the form is received in the Registrar's Office. An administrative fee of the lesser of \$100 or 5% of institutional charges is charged for a total withdrawal.

Students who withdraw from the dormitory after the semester has begun must notify the Residence Hall Director. Withdrawal from residence is not official until keys are returned.

Tuition, fees, room, and board charges are refunded based on the following schedule:

IF STUDENT WITHDRAWS	PERCENTAGE OF INSTITUTIONAL CHARGES THAT ARE REFUNDED
Before the first day of classes	100%
On the first day of classes through the first 10% of the semester/session	90%
After the first 10% through the first 25% of the semester/session	50%
After the first 25% through the first 50% of the semester/session	25%
After the first 50% of the enrollment period	0%

The University reserves the right to change the refund policy to comply with state or federal regulations. A current refund policy is posted in the Registrar's Office each semester and is available on-line at the Seton Hill University home page under Quick Links, Student Accounts, Withdrawal Refund Policy.

Course Withdrawals (Drops) from Semester-Based Programs

Students who drop a class (and remain enrolled in other classes) must complete an Add/Drop form (available in the Registrar's Office). If the Add/Drop form is processed prior to the end of the Add/Drop period, the student will receive a 100% refund. No refund is given to the student if the form is processed after the Add/Drop period ends.

Course Withdrawals (Drops) from Adult Degree Program and Intensive (weekend, one or two week) Courses:

Students who drop a class and remain enrolled in at least one other class must complete an Add/Drop form (available in the Registrar's Office). Students who have completed a class in a prior session and want to drop a class in a subsequent session must complete an Add/Drop form. If the Add/Drop form is processed prior to the end of the second class meeting, the student will receive a 100% refund. No refund is given to the student if the form is processed after the second class meeting. If the student drops all classes, see "Total Withdrawals".

Campus Bookstore

Textbooks and supplies may be purchased at the bookstore on campus. The bookstore accepts cash, personal checks (with a Seton Hill University I.D. and a current driver's license), VISA, MasterCard, Discover, and American Express. The website for the Seton Hill Bookstore is www.setonhillbookstore.com.

Financial Responsibility

A student will not graduate, participate in commencement activities, or receive transcripts of the Seton Hill record until all accounts with the University have been paid in full. In addition, if it becomes necessary for the University to engage an outside collection agency to assist in the collection of payment of the university bill, the student will be responsible for all collection and legal fees.

At the time a student formally registers for classes, the student agrees to assume financial responsibility for any and all charges and fees posted to his/her student account and agrees to abide by the official university policies regarding withdrawal from classes.

Seton Hill University is a non-profit institution of higher learning. Therefore, in establishing a student account, if any student is extended credit solely for the purpose of financing his or her education, any balance due will be acknowledged as a student loan and will be considered non-dischargeable under federal and state laws governing Chapters 7 and 13 of the federal and state laws governing bankruptcy.

Settlements

If an account is in collection, or has been closed and returned from collection, and the University accepts a settlement in full instead of payment in full, all financial holds will be removed from the student's account, and the University will consider the student a high financial risk and reserves the right to prevent the student from future enrollment in the University.

Financial Assistance

Need

The University gives financial assistance to new and returning students each year. Seton Hill subscribes to the view that the principal amount of gift aid granted to students should be based on financial need. For applicants who have need, other bases for awards are high school achievement, the results of the entrance examinations required for admission, and other indications of academic potential.

Scholarship

In addition, the University offers scholarships based on academic achievement, leadership ability, athletic ability, and many other special talents. Any student who wishes to apply for this type of scholarship must complete the Seton Hill application for financial aid.

Application for Aid

The University's financial aid application form may be obtained from the Financial Aid Office. Seton Hill operates on the policy of "rolling financial aid" whereby the student will be considered for financial aid after being accepted by the Admission Committee, provided all financial aid credentials are on file in the Financial Aid Office. Therefore, the student wishing to apply for financial assistance, based on need or on academic potential, is encouraged to apply early.

Assistance Programs

Seton Hill administers or coordinates the following types of aid: Seton Hill Scholarships, Grants, and Jobs; State Grants and Scholarships; Private Grants and Loans; Federal Pell and Supplemental Educational Opportunity Grants; Federal Work-Study Jobs; Perkins Loans, Federal Stafford Loans, and Federal PLUS Loans. Applicants for financial assistance based on need must submit a statement of the family finances for the calendar year preceding the fall term. Applications for aid are generally submitted each year between January 1 and April 15 for the subsequent fall term.

Types of Aid Packages

Aid awards range in value from \$100 to \$30,000 per year and are usually in the form of a combination of grant, loan, and job. Aid awards are normally renewable if the need of the student does not change considerably and if the student maintains academic progress as stated in the award letter from the University. Seton Hill University reserves the right to review and adjust the aid award of the student each year as a family situation changes, or a

new funding source is available. It is understood that the several types of federal financial aid are renewable, contingent on Congressional appropriation and financial need.

Conditions for Continuing Financial Aid

Federal regulations require that recipients of financial aid from Title IV programs continue making satisfactory progress. A student is considered to be making satisfactory progress at Seton Hill University by maintaining the following credit and cumulative grade point average levels.

Level	Credits Earned	Cumulative Grade
		Point Average
1	0-24	1.4
2	25-48	1.6
3	49-72	1.8
4	73-96	2.0
5	over 96	2.0

A student who has not made satisfactory progress will be denied aid until evidence of academic progress has been demonstrated for one semester. This can be accomplished by completing 12 credits in the next semester with the required grade point average. Institutional aid is limited to eight semesters of full-time study. In some instances, aid will be made available for the ninth semester. Students must apply for consideration for this extended aid prior to the end of the seventh semester of study.

In the event of highly unusual or extenuating circumstances which result in the student's not maintaining satisfactory progress, the student may appeal to have eligibility status reviewed by the Financial Aid Office. The appeal should be in writing and state the reasons why the student did not achieve the required academic standard and why aid should not be terminated.

A review of financial aid awards in light of academic progress will be made annually.

Toll-free Numbers

Residents of Pennsylvania should inquire about the Pennsylvania Higher Education Assistance Agency (PHEAA) Grant and Loan programs. Information is available from the Seton Hill Financial Aid Office, secondary school counselors, the Pennsylvania Higher Education Assistance Agency, 1200 N. Seventh St., Harrisburg, PA 17102-1444, or by phoning PHEAA's toll-free number: 1-800-692-7392.

Detailed information concerning Pell Grants may be obtained from the Federal Student Aid Information Center, P.O. Box 84, Washington, D.C. 20044. Telephone 1-800-4 FED AID or 1-319-337-5665.

Unrestricted Endowed Scholarships

The University has at its disposal the following founded and supported scholarships, which are in general not competitive:

Allegheny Foundation Scholarships

Founded in 1974.

The Behane Student Aid Fund

Established in October, 1996 through the generosity of the estates of Mary Jo, '22, Julia H., and Katherine A., '25, Behane to assist student(s) with commitment to academic endeavor, moral character, motivation, and interest in service to others. Preference will be given to student(s) with widowed mother or without living parents.

Cynthia Wills Black Scholarship Fund

Established in 2000 by Cynthia Wills Black, '76, to assist students with academic merit and financial need.

Sister Rose Irene Boggs Scholarship

Founded in 1995 to honor Sister Rose Irene Boggs, S.C., '29, long time Professor and Registrar of Seton Hill. Awards will be made to students who exhibit academic promise and financial need.

Mary DePaul Brennen Scholarship

Established in 1924 to assist students in need. Reactivated by a bequest from William J. Brennen in 1973.

Mother Victoria Brown Scholarship

Founded in 1974 by a Seton Hill alumna.

Catherine Kennedy Brunot Scholarship

Established in memory of Catherine Kennedy Brunot to assist students with financial need.

Sister Margaret Burns Scholarship

Established in 2001 to assist students with academic merit and financial need.

Dr. Fred T. and Lenora Campana Scholarship

Established in 2001 to assist students who have financial need.

Clark Scholarship

Founded in 1934 by Sister Mary Inez Clark, B. Mus., M.A., in memory of her parents, Daniel Henry and Mary McDonald Clark.

William T. and Margaret Brobst Harrington Scholarship

Established in 1999 to assist students who have academic merit and to recognize the generosity of Margaret Brobst Harrington.

Mary Ellen Lawrie Cooney-Higgins '64 Scholarship Fund

Founded in 2000 to assist students of any major who demonstrate financial need and academic potential.

Ann Featherston Cudahy Scholarship Fund

Established in 1986 by the Patrick and Anna A. Cudahy Fund in memory of Ann Featherston Cudahy, '52, to aid students who have high academic potential and outstanding qualities of leadership.

Michael and Meta Depta Scholarship

Founded in 1960 to assist non-Catholic women who, without this financial aid, could not attend college.

The Eberly Family Scholarship Fund

Established in 1987 with a grant by the Eberly Family Charitable Trust to provide financial aid to students primarily from Fayette County who have demonstrated exceptional academic promise.

Christine Delegram Farrell Scholarship

Founded in 1999 through the generosity of Michael and Christine Farrell to assist students who have financial need.

Monsignor Paul J. Glenn Scholarship

Established in 1966.

Goodman-Cunningham Scholarship

Established in 1990 through the generosity of William and Martha Goodman in memory of Elizabeth Cunningham Goodman and John Leo Cunningham and in honor of Sister Miriam Frances Cunningham and Sister Rose Angela Cunningham.

James and Margaret Griffey Scholarship

Established in 1983 by Frances Griffey Johnston, '28, in memory of her parents.

The Joseph C. Hebrank and Ann T. Hebrank Scholarship Fund

Established in 1987 with a gift from Ann T. Hebrank in loving memory of her late husband, Joseph C. Hebrank.

The Beth Vogel Kaiser Scholarship

Established in 1988 with a gift by Mr. and Mrs. Robert G. Kaiser in loving memory of Sister Maurice McManama.

H.E. and J.V. Vislay Klein Endowed Scholarship

Founded in 2005 to assist Seton Hill students with financial need who demonstrate the potential to succeed academically.

Lambert Scholarship

Founded in 1976 by Therese Molyneaux, '24, in memory of Rev. Louis Albert Lambert, L.L.D. (St. Vincent Seminary) and his niece, Mary Ellen Lambert (Seton Hill class of 1899).

James W. Leis Scholarship

Established in 1990 by the estate of James W. Leis to assist students with financial need who demonstrate capacity for initiative and leadership, as well as sound attitudes toward good morals and worthy citizenship.

Charles P. Malumphy Scholarships

Established in 1971 by the bequest of Dr. Thomas L'Herbette Malumphy, A.B., M.S., Ph.D., professor of biology at Holy Cross College and at Seton Hill, in memory of his brother, Colonel Chaplain Charles P. Malumphy.

Rosemary Petrosky Mazero Scholarship

Founded in 1998 through the generosity of Dr. John R. Mazero and Mrs. Rosemary Petrosky Mazero, '51, to assist students who have financial need.

Meighen Scholarship

Founded in 1989 by Ruth Meighen, '31, to honor the memory of her parents, John Clovis and Barbara Zewe Meighen.

Alice Michaels Scholarship

Founded in 1986 by Alice Michaels to assist students who have financial need.

Millennium Scholarship

Established by the Seton Hill Class of 2000 to provide financial assistance for junior or senior students who serve as class officers and/or SHGA officers and who demonstrate academic merit and financial need.

Myrtle Matthews Scholarship

An annual endowed award.

McFeely-Rogers Foundation Scholarship

Established in 1986 by the trustees of the McFeely-Rogers Foundation to assist students at Seton Hill University who demonstrate financial need.

Philip M. McKenna Foundation Scholarships

Founded in 1978 for students with financial need.

Bridget and Joseph McQuade Scholarship

Established in 1999 to assist students of academic merit and recognize the generosity of James McQuade and the McQuade family.

McQuade Moir Scholarship Fund

Established in 2000 by James McQuade in honor of Joe, Ann, and Chris.

The Margaret M. Munley Scholarship

The scholarship was established in December, 1996 through the generosity of Margaret M. Munley, '71, to aid full time students in any program of the University.

Mary Hogan O'Neil and James Michael O'Neil Scholarship Fund

Founded in 2000 by Margaret O'Neil Reese in honor of her parents for students with academic merit and financial need with preference to students from larger families.

The Wilma and Robert Patterson Memorial Scholarship

Established in 1989 with a gift from Wilma Klein Patterson to the Sisters of Charity to be used at the discretion of the Sisters to assist needy women with the expenses of an education at Seton Hill University. This gift is a memorial to Wilma and Robert Patterson.

Ruth E. Pivrotto Scholarship Fund

Founded in 1965 by Arthur M. Pivrotto in memory of his wife.

The John D. Reese and Katherine Cole Reese Scholarship

Established in 1985 by their many friends and friends of Seton Hill in memory of John D. Reese, Trustee and former Chairman of the Board (1979-1983) of Seton Hill University, and his granddaughter, Katherine Cole Reese, to provide scholarships primarily to freshman students who have need of assistance and are from Western Pennsylvania.

Helen Cronin Schmadel Scholarship

In memory of Miss Schmadel, an alumna and long-time faculty member.

Anna W. Schneider Scholarship

Established in 1986 with a bequest from Anna W. Schneider, '25, to encourage students from any field of study to attend Seton Hill.

Elizabeth Seton Scholarship Fund

Founded in 1975 to provide scholarship assistance for women with financial need.

Seton Hill University Endowed Scholarship

This scholarship includes the DeDardano and Havey awards.

Walter and Dorothy McGurty Spellman Scholarship

Established in 1997 by Mr. and Mrs. John McGrath (Mary Anne Spellman, Class of 1959) to aid students in achieving a Seton Hill University degree.

Spellman McGrath Endowed Scholarship

Founded in 2005 to assist Seton Hill students with financial need who have demonstrated the potential to succeed academically.

Sally Favo Troll Scholarship Fund

Founded in 2000 by Frederick R. Favo to assist students at Seton Hill University who demonstrate financial need.

United States Steel Foundation Scholarships

Founded in 1978 for students with financial need.

Mary Hurtik Vernarec Scholarship

Founded in 1995 by Ms. Jan Vernarec in memory of Mary Hurtik Vernarec, '33, for students who demonstrate financial need.

Vulcan, Inc. Scholarship

Founded in 1979 for students on the basis of both academic merit and financial need.

Ada Fiorelli Waddell Endowed Scholarship

Founded in 2005 to assist adult students with financial need to cover any educational expenses at Seton Hill University.

Restricted Endowed Scholarships*Alumni***Sister de Chantal Leis Alumnae Scholarship**

The former Alumnae Scholarship fund has been renamed in honor of Sister de Chantal.

Joseph C. Cahill Scholarship

Founded in 1979 by Veronica Quinn Cahill, '47, in memory of her husband, to encourage the daughters and granddaughters of Seton Hill alumnae to attend the University. Preference is given to students not receiving extensive aid from other sources.

*Business***Jacinta Mann Scholarship**

Established in 2001 by Julian C. Stanley, Jr. in recognition of Jacinta Mann, a retired faculty member and administrator at Seton Hill. Awarded annually to the woman junior business major with the highest grade point average.

*Education***Fund for Excellence in Teaching**

Established in 1986 with a gift from Alberta Nelson Palmer, '34, to encourage excellence in teaching by aiding qualified students in the junior or senior class who plan to enter the teaching profession.

John A. Kasuba and Nancy Kasuba Smith

Founded in 1999 to recognize SHU students in the field of elementary education.

*English***Sister Miriam Joseph Murphy Scholarship**

Founded in 1983 by her friends, family, and students to honor Sister Miriam Joseph Murphy, the award is given at the end of the sophomore year to one or more students who demonstrate promise as English majors. Selected by the English faculty, where Sister Miriam Joseph taught from 1939 through 1982, the "Murphy Scholars" will use the scholarship during their junior year.

*Visual and Performing Arts***Hensler-Irvin Scholarship in Art**

Awarded to a student majoring in art based on the quality of an art portfolio.

Joseph Filkosky Art Scholarship

Founded in 1993 to honor an outstanding SHU art faculty member, Josefa Filkosky. Awarded to a junior or senior art major who has shown outstanding achievement in studio courses.

Gabriel Burda Memorial/Seton Hill University Music Scholarship

Founded in 1979 with a gift from the estate of Mr. Burda for students who major in music. Recipients are chosen by the music faculty on the basis of a music audition.

Margaret Collier Music Scholarship

Founded in 1970 to honor the memory of Margaret Collier, '38, at the bequest of her sister, Mary Catherine Collier, '34.

Mildred A. and Carl G. Gardner Scholarship Fund

The Mildred A. and Carl G. Gardner Scholarship Fund was created and endowed under the will of Mildred Alvine Gardner to provide needed financial assistance to outstanding Westmoreland County students who major in music at Seton Hill University.

Alice Edwards Riley, '30, Scholarship for Music

Founded in 2002 to recognize students who major in music therapy or sacred music.

Dorcas Johnson Singley, '36, Scholarship

Founded in 2002 to provide awards to students who major in music with preference given to students whose major instrument is piano.

William Granger Ryan Scholarship for Acting

Awarding of the scholarship is based on audition, interview, and recommendations.

The Elyse Jeanne Saraceni Memorial Scholarship

Established in 1989 in memory of Elyse Jeanne Saraceni, a student at Seton Hill, by her parents, Gene A. Saraceni and Iva J. Saraceni. Awarded to an upperclass student majoring in music, art, or theatre.

The Ruth and Leo Beitler Scholarship Fund

The Ruth and Leo Beitler Scholarship Fund was established in 1990 from the estate of Ruth Erwin Beitler, '29, to be awarded to a student who majors in theatre.

Theatre Department Scholarships

The Theatre Department Scholarships provide awards to students selected by the department faculty. Scholarship recipients may major in theatre performance, theatre arts, or creative drama.

*Family and Consumer Sciences***Sister Rose Angela Cunningham Scholarship**

Founded in 1981 by the Seton Hill Home Economics Department alumnae and friends to honor Sister Rose Angela, S.C., who was a member of the department faculty from 1930 to 1980, the award is made to a Family and Consumer Sciences major. The "Cunningham Scholar" is selected on the basis of merit by the Family and Consumer Sciences faculty.

The Lillian Calistri Scholarship Fund

Established in June, 1995 with a gift from the Calistri Family Foundation to provide financial aid to promising, full-time students in any year of study with preference to those in the Family and Consumer Sciences program.

*Humanities***Humanities Scholars Award**

Founded in 1980 by a National Endowment for the Humanities Challenge Grant award. Awards are based on both academic merit and financial need and are made to students who major in humanities-related fields.

Pearl Chew Carroll Memorial Scholarship Fund

Established in 2000 by Laurie Ann Carroll, '81 to assist students who demonstrate academic excellence and major in history.

Mother Claudia Glenn Scholarship for Students in the Humanities and Fine Arts

Established through the Advancement Campaign of January, 1989 to honor Mother Claudia Glenn, former Professor of English and Dean of Students, four times Mother General of the Sisters of Charity, and President of the Board of Trustees. Funds are to be used for students in the Humanities who have high potential and high need.

Lucille Lapolla Ponte, '32, and Catherine Lapolla, '29, Scholarship

Established in 2000 to assist students with academic merit and an interest in the study of a foreign language.

Spanish Scholarship

Established to recognize incoming freshmen who major in Spanish and are recommended by their high school language teacher and a Seton Hill University Spanish professor.

*Leadership and Community Service Grants***Leadership Grants**

Awarded to students based on their academic achievement and co-curricular accomplishments. This scholarship may be renewable for a total of 8 semesters.

Community Service Grants

Awarded to incoming freshmen who have made notable contributions and achievements in community service. These awards are renewable for a total of 8 semesters.

Minority Scholarship

William Randolph Hearst Scholarship

Established in 2001 to assist students of color at Seton Hill University. Recipients must have a minimum grade point average of 2.5 and submit a statement of career goals and two letters of recommendation.

Non-Traditional Students

Martha Raak Adult Scholarship Fund

Founded in 1999 by Alpha Sigma Lambda, Gamma Upsilon Chapter, to recognize academic excellence and meet financial need of an adult (23 years or older) student. Recipient must be a member of Alpha Sigma Lambda and have a grade point average of 3.2 or higher.

Mary B. Rusnak Endowed Scholarship

Founded in 2005 to assist female students in the Adult Degree Program who are interested in studying education.

Religious Studies/Theology

The Diakonia Fund

Established in 1994 with gifts from the Sisters of Charity and from Sister Dorothy Jacko in honor of her parents, Michael and Anna Jacko. Awards are given to students who are enrolled either in the certificate or the degree program in theology and who are studying theology in order to serve in some form of ministry in their local faith communities.

The Judith Ann Drosjack Memorial Scholarship

Established in November, 1996 by Walter P. Drosjack, family, and friends in memory of Judith Ann Drosjack, '96, to provide financial aid to a non-traditional student who majors in theology or psychology. Preference will be given to a student from St. Barbara Church in Harrison City or the Diocese of Greensburg.

Science/Mathematics

The Josephine Mary Cipriany Patrick Scholarship

Founded in June, 1996 by Mr. Melio W. Patrick in memory of Josephine Mary Cipriany Patrick, '45, and in honor of Sister Rose Angela Cunningham, '30, for students who major in dietetics.

Scott Biology Scholarship

Founded in 1978 in memory of Sister Florence Marie Scott, member of the biology faculty from 1926 to 1965. This award is

given to a student who majors in biology or medical technology.

Sister Mary Leon Bettwy Scholarship

Founded in memory of Sister Mary Leon Bettwy, member of the Chemistry Department for 16 years, to assist women chemists who are developing the qualities Sister Mary Leon sought to inculcate in her students. This award will be given to a junior chemistry major to be applied to the senior year, and will be based on outstanding performance in the first three years of college chemistry as judged by the full-time members of the Chemistry faculty.

Bettwy/Westinghouse Chemistry Scholarship

Established in 1977 by the Chemistry Department through a grant from Westinghouse Corporation, this award is given to a student who majors in chemistry.

The Sister Miriam Grace Solomon Scholarship

Established in 1991 to honor Sister Miriam Grace, an outstanding Chemistry Professor at Seton Hill from 1962 to 1975, and to further the education of future Setonian chemists. Awarded to outstanding chemistry majors.

Sister Muriel Flamman Scholarship for Students in the Sciences and Mathematics

Established through the Advancement Campaign of January, 1989 to honor Sister Muriel Flamman, S.C., '30, former Professor of Biology and Dean of Administration and a woman "who worked hard to foster the things that add beauty to a place ... a woman who offered us knowledge which came from the roots of Seton Hill". Funds are to be used to assist students in the science and mathematics fields.

Kolb Family Scholarship

Founded in 2000 to provide awards to female commuter students who are juniors or seniors majoring in the sciences, family and consumer sciences, or business.

Mary Anna Carter Myers Scholarship

This scholarship was established in the name of Mary Anna Carter Myers by her husband, Virgil W. Myers, in 1990. It is intended to reward academic achievement, especially in the study of chemistry.

The W. Herman and Ruth Anne Cauley Mutschler Memorial Scholarship Fund

Established in 1987 by the relatives and friends of W. Herman and Ruth Anne Cauley Mutschler. Awarded to students who excel in mathematics or the sciences, with preference given to those with need.

Seton Hill Mathematics Scholarship

This award is made to students who excel in the mathematics field.

*Sisters of Charity***Sisters of Charity Scholarships**

Awards are made to relatives of Sisters of Charity who attend Seton Hill.

*Social Sciences***Elizabeth M. Caruthers Scholarship**

Founded in 1977 by Mr. and Mrs. Thomas F. Hart to assist students interested in social work or related fields.

The Beth Ann Johnson Memorial Scholarship

Established in 1989 in memory of Beth Ann Johnson, a student at Seton Hill, by her parents, Glenn P. Johnson, Jr. and Carole G. Johnson. Awarded to students who major in psychology.

Dr. Janice Marie Yesenosky Memorial Endowment Fund

The Dr. Janice Marie Yesenosky Memorial Endowment Fund was established in June, 1994, by donations of friends and relatives to provide financial assistance to qualified students who major in psychology. Preference will be given to graduates of Bethlehem-Center Senior High School in Fredericktown, PA.

*Regional***Anne Sloan Boreland, '49, Scholarship**

Founded in 2003 to provide awards to students from Blair and Cambria counties who are pursuing careers in the arts and who demonstrate academic merit and financial need.

Marguerite Werner Falk Scholarship

Named for Marguerite Werner Falk (Mrs. Nathan Falk) and established by her husband in 1984, the scholarship is intended to recognize academic excellence and help to meet the financial need of an incoming freshman from Southwestern Pennsylvania with preference given to residents of the Blairsville or Derry area.

Julia and Tony Ferrante Scholarship

Established in 2001 to assist students with financial need from the Kiski Valley area, including Vandergrift, Apollo, Leechburg, New Kensington, and Arnold, Pennsylvania.

Dorothy Lombardi Memorial Scholarship

Founded in memory of Dorothy Lombardi, '44, by her family and friends, this award is intended to help meet the financial need of an outstanding student with preference given to residents of the South Hills area of Pittsburgh.

Ned J. Nakles, Sr. Scholarship

Founded in 1999 and awarded to talented students from Greater Latrobe Senior High School who have demonstrated leadership qualities through academic excellence and community service.

The Margaret C. Schweinberg Scholarship

Established in 1986 by a bequest from the Estate of Margaret C. Schweinberg, '28, the scholarship is restricted to women of the Squirrel Hill, Homestead, or surrounding areas.

*Other Scholarships***Valedictorian Scholarship**

Awarded to incoming freshmen that are ranked number one in their class at the completion of the first semester of their senior year in high school. These awards are renewable for a total of 8 semesters as long as the student maintains a minimum cumulative grade point average of 3.5. These awards cannot be combined with other Seton Hill University academic based merit awards.

Presidential Scholarships

Created to recognize full-time traditional freshman students for academic achievements, leadership, and/or special talents, scholarship amounts vary based on high school class rank. Presidential Scholarships are renewable up to four years if the student meets scholarship academic standards.

Students who attend schools which do not rank may petition for consideration based on SAT scores and other criteria. Students who are graduates of the Governor's School of Excellence and participants in the Hugh O'Brien Youth Foundation Scholarship Program will be automatically considered for a scholarship. The University reserves the right to require a minimum academic standard for these scholarships.

The Elizabeth Seton Presidential Scholarship

Named in honor of the first American-born saint of the Catholic Church and founder of the Sisters of Charity in the United States, is awarded to students who rank in the top 10% of their high school class. It is renewable for four years if the student maintains a minimum cumulative grade point average of 3.3.

The Aloysia Lowe Presidential Scholarship

Named in honor of the foundress of the Sisters of Charity in Greensburg, is awarded to students who rank in the top 10 to 20% of their high school class. It is renewable for four years if the student maintains a minimum cumulative grade point average of 3.1.

The Mary T. Schmidt Presidential Scholarship

Named in honor of a renowned scholar and religious who was president of Seton Hill from 1970 to 1977, is awarded to students who rank in the top 20 to 30% of their high school class. It is renewable for four years if the student maintains a minimum cumulative grade point average of 3.0.

Honors Scholarship

Seton Hill offers an Honors Scholarship to any incoming freshman student who is selected for participation in the Honors program at Seton Hill University and chooses to partic-

ipate in the program. The scholarship is renewable for a total of 4 years providing the student continues to meet the Honors criteria and participates in the Honors program.

Academic Division Scholarships

Each academic division at Seton Hill University awards scholarships to incoming students based on academic merit. These scholarships provide recognition to outstanding students and are renewable for up to eight semesters of study.

Rising Star Scholarship

Seton Hill offers an annual scholarship to graduates of Catholic High Schools who enroll as first-year, full-time students at Seton Hill University in the academic year immediately following their high school graduation. The scholarship is renewable for a total of 4 years.

Seton Hill University Sibling Grant

Established in 1987 in recognition of the financial burden of having more than one child in university at the same time. An annual grant will be awarded where two or more undergraduate siblings are attending Seton Hill University full-time concurrently.

Athletic Scholarships

Seton Hill University, a member of the NCAA Division II, awards athletic scholarships to eligible incoming students based on their athletic prowess, an evaluation at open tryouts, and the recommendations of their high school coaches. For more information and dates for tryouts, contact the Athletic Department.

Collegiate Partners Program

Seton Hill University is a Collegiate Partner of the Horatio Alger Association, the Citizens' Scholarship Foundation of America, Inc., and the Dollars for Scholars Family of Community Scholarship Foundations. As a member of the Collegiate Partners, Seton Hill University pledges to provide additional aid in the form of scholarships, grants, or work study to awardees of these programs.

United Parcel Service Scholarship

Since 1975 UPS has provided support to the independent colleges and universities associated with the Foundation for Independent Higher Education (FIHE). One scholar will be chosen from each member institution. The recipient must be a junior or senior, full-time student with a good academic record who exhibits the qualities of a good citizen and leader.

Virginia Baird Highberger Music Scholarship

Awarded annually to entering student(s) on the basis of need and ability. Student(s) must major in music. Recipients are selected by the Music Faculty on the basis of an audition.

Westmoreland Symphonic Winds Scholarship

Awarded annually to instrumental students active in wind and/or percussion music. Students must participate in the

Westmoreland Symphonic Winds. Recipients are selected by the Music Faculty on the basis of an audition.

Westmoreland Choral Society Scholarship

Scholarships are awarded annually to entering freshman students who are active in choral music. Recipients are selected by the Music Faculty on the basis of an audition.

Tuition Exchange Programs

Seton Hill University participates in the following tuition exchange programs with institutions of higher education:

- The Catholic College Cooperative Tuition Exchange (CCTE)
- The Council of Independent Colleges (CIC-TEP)
- The Tuition Exchange, Inc. (TE)

The monetary value of these programs may vary based on the current regulations and policies of each individual program. At no time will the annual cumulative value of all Seton Hill University funding exceed the monetary value of the tuition exchange program. If a student also receives federal, state, or private funding, the value of the tuition exchange program will be adjusted to meet the regulations and guidelines of all programs involved. For specific questions, please consult with the Director of Financial Aid. Eligibility for these programs must be reviewed annually.

Student Services

The mission of the Student Services Office at Seton Hill University is to ensure the overall development of the individual student by utilizing a holistic approach to education and growth. Students are supported in their efforts for academic success and lifelong learning. An awareness of the creative process and the need for critical thinking abilities are present in opportunities for communication, technological, and interpersonal skills enhancement. This is accomplished through community living; leadership, spiritual, and career development; social, educational, and cultural activities; attention to physical, psychological, and emotional wellness; and the social acclimation of the individual to the community.

The Student Services Staff includes the Dean of Student Services, Associate Dean and Director of Residence Life, Assistant Director of Residence Life, Area Coordinator, Resident Directors, Director of Campus Ministry, Associate Director and Chaplain, Campus Minister, Music Minister, Director of Counseling, Disability, and Health Services, Coordinator of Health Education/Staff Nurse, Director of Activities and Commuter Life, and Director of Intercultural Student Services. The Student Services Staff also works closely with Campus Police, the Seton Hill Government Association, Collegiate Academic and Personal Success (C.A.P.S.) Staff, Dining Services, faculty, and other campus offices.

Student services for graduate and Adult Degree Program (ADP) students are housed in the Office of Graduate and Adult Studies. This staff includes the Director of Graduate and Adult Studies, two Program Advisors, and two Administrative Assistants. These services include: orienting new students, scheduling assistance each semester/session, test proctoring for CLEP, DANTES, and computer literacy testing, initiating the Portfolio process, facilitating the adult honor society, and overall advocacy for adult students. Students requiring other services are referred to the appropriate offices.

Some of the campus programs and services provided at Seton Hill include:

Safety and Security: To ensure the utmost protection for students, Seton Hill University maintains a Campus Police Department. As an essential part of the total university security, a campus-wide communication network is available to students via any campus phone. The security phones located throughout the campus and all residence hall room phones filter into the network system. When needed, a police officer can be dispatched to any location within a matter of seconds. A 24-hour on call staff person is available seven days per week. Security policies and procedures and crime statistics are available in accordance with PA Act 173 and the Student Right to Know Act.

Wellness Center: The Wellness Center, staffed by a registered nurse, promotes healthful living through preventative and informational programs. Services, which include basic outpatient care, first aid, allergy shots, glucose monitoring, blood pressure screenings, mono and strep testing, and referrals, are available for resident and commuter students. All students are required to submit a complete Health History Form, including proof of medical insurance and meningitis immunization, which is kept on file in the Wellness Center. Attending physicians are available through the week.

Campus Ministry: Campus Ministry, while Catholic in orientation, provides opportunities for students of all denominations to enrich their university experience by participation in prayer and worship, community service, social responsibility, and, in general, sharing the gifts of faith with the entire university community. Campus Ministry functions as a team comprised of a Director, Catholic Chaplain — Associate Director, Campus Minister, and Music Minister, all of whom welcome diverse sensibilities and encourage a range of religious and spiritual expressions in an environment rooted in ecumenical and inter-faith dialogue. The weekly publication, the VINE, keeps the campus informed of various Campus Ministry activities. All students are invited to participate in Campus Ministry.

Service Learning: Students are encouraged to study peace and justice issues at Seton Hill and to think about how they can have a creative effect on the world. Service learning has been integrated into several courses. Campus Ministry provides opportunities for students to train for, participate in,

and reflect upon meaningful service to the community. These include aiding the very young and the elderly, the unemployed and economically disadvantaged, the homeless, and the handicapped. Students enrich their own lives while helping others in the search for justice and liberation.

Counseling: A licensed professional counselor is available to provide programs and services that enable students to learn more about themselves, assess their potential, and develop goals. Counseling activities focus on conducting individual sessions, conducting group sessions, facilitating support groups, presenting workshops, and referral services to professional agencies outside of the University community. The counselor responds to students' requests for assistance related to topics such as alcoholism, family dysfunction, drug abuse, AIDS, depression, stress, relationships, and sexuality. All services are confidential.

Offices of Disability Services: The ODS is staffed by the Director of Disability Services and the Coordinator of Disability Services. Any student with a diagnosed disability who is interested in supportive services and accommodations must provide the Director with current documentation of the disability. In consultation with the student, the Director will develop a plan of accommodations. All services are confidential, individually derived, and documentation-driven.

Student Activities: Student activities are primarily planned by the Student Activities Council (S.A.C.) which is supported by the Seton Hill Government Association. Events and programs can also be supported by recognized clubs and organizations or University departments with the support of the Activities and Commuter Life Office. Activities include social and cultural events that are held on and off campus. A wide variety of activities are offered to meet the diverse interests of Seton Hill University students.

Popular events include trips to points of interest such as Pittsburgh, Washington, DC, and New York City; dances; ski trips; trips to sporting events; ballet performances; pop concerts; and many other on-campus activities. Van transportation is provided for students to most off-campus events and also is provided on a regular basis to nearby shopping malls. Sullivan Hall, which serves as a hub for many of the student activities, houses a swimming pool, gymnasium, laundry facilities, lounge with wide-screen TV, bookstore, fitness center, various gaming tables, and the Griffin's Cove, the campus snack bar.

Athletics: Seton Hill is a member of the National Collegiate Athletic Association (NCAA) Division II. The athletic programs at Seton Hill University allow students to participate in intercollegiate and recreational sports throughout the academic year. Seton Hill offers women's athletic programs and men's athletic programs at the intercollegiate level. During the fall semester, Seton Hill competes in football, men's and women's cross country, women's volleyball, men's and women's soccer, women's field hockey, and men's and women's equestrian events.

Intercollegiate sports during the winter season include wrestling and men's and women's basketball, while the spring semester offers baseball, softball, men's and women's track and field, men's and women's lacrosse, men's and women's tennis, and men's and women's golf. Intramural sports occur throughout the academic year in flag football, intramural basketball, intramural volleyball, intramural soccer, and other indoor and outdoor activities.

The sports and recreational facilities have recently expanded. The McKenna Center includes a gymnasium, coaches' offices, training rooms, dance studio, weight room, locker rooms, and an indoor running track. New outdoor amenities include a multi-sport turf field and two new grass fields. A new field house overlooks the fields and houses a training room, weight room, and locker rooms for home and visiting teams. There are also outdoor tennis courts, a softball field, a practice field, and an outdoor basketball court available to all students. Sullivan Hall is utilized for swimming and intramural basketball and volleyball.

Residence Life: For students living on campus, the Residence Life Staff plays a vital role. The Director of Residence Life, Area Coordinator, Assistant Director of Residence Life, Resident Directors, and Resident Assistants strive to create an environment that is conducive to living and learning both in and out of the classroom. The staff works closely with campus residents to promote a positive sense of community, strengthen interpersonal and intercultural relationships, and provide quality experiences in leadership and democratic self-government in their living environment. Activities are planned in the residence halls by the staff and students to promote social interactions as well as personal and spiritual growth.

Intercultural Student Services: The Intercultural Student Services Office is responsible for the general welfare of non-stateside students. The director provides orientation for all new students, assists students with personal, social, and immigration matters, and serves as an information referral center.

Commuter Student Services: The Activities and Commuter Life Office serves as the office for commuter student services. Commuting students make arrangements to secure a locker with this office. In case of inclement weather, arrangements can be made to spend the night on campus. Throughout the year, the director meets with the commuter students to get acquainted with them, have them get acquainted with each other, and discuss issues of concerns.

Child Care: There are several opportunities for child care services at the University. These include: the Child Development Center (children must be enrolled for entire semester), serving children ages 3 and 4, and the Seton Hill Kindergarten (full day program).

The Academic Program

Requirements for Degrees

Seton Hill University grants these degrees: Master of Arts, Master of Business Administration, Master of Education, Master of Science, (see the Graduate Studies Program), Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Social Work, and Bachelor of Science. Any student who has completed the following is eligible to receive the undergraduate degree appropriate to the curriculum chosen:

1. a total of 120 credits; a minimum of 48 credits, including the last 30, while registered at Seton Hill.
2. a cumulative grade average of C or better, with at least a C- in every course required for the major and the minor and the Liberal Arts Core Curriculum, and an average of C or better in courses required for the major.
3. the completion of a portfolio. A comprehensive examination is required in some majors.
4. the completion of the Liberal Arts Core Curriculum.
5. the completion of courses required for an academic major or an approved self-designed major. A maximum of 18 credits of field-learning experiences (see pg. 23) may be counted toward the degree. At least one half of the credits required for the major must be earned at Seton Hill.
6. a formal application for degree which must be submitted to the Registrar's Office before the beginning of the last semester of study and at least 60 days before the anticipated graduation date.
7. (a) A student who has a baccalaureate degree from Seton Hill may earn a second degree by satisfying the requirements of the major and earning at least 30 Seton Hill credits after the first degree was awarded.
(b) A student who wishes to earn two different baccalaureate degrees from Seton Hill in the same semester must satisfy the requirements of the major in each degree program and must additionally complete at least 30 credits beyond the 120 credits required for the Bachelor's degree.
(c) A student who has a bachelor's degree from another institution may earn a second degree by satisfying the requirements of the major and earning at least 48 Seton Hill credits.

Curriculum Models for Major Requirements

Students complete major requirements by one of the following:

Major Program

The student completes the courses required by the program in which she/he chooses to major. All majors are listed under "Undergraduate Programs of Study". Students may

choose to complete more than one major. For any major after the first major, at least 12 credits of the coursework required must be outside those courses and credits required for the other major(s).

Self-Designed Major

A student who wishes to design a curriculum appropriate to her/his individual development may present for approval a written proposal to a faculty advisor and then to the Vice President for Academic Affairs. A student may make the proposal no earlier than the second semester of the freshman year, and no later than the first semester of the junior year. In the proposed course of study, the student must identify its rationale, its liberal arts elements, the major area (usually no more than 70 credits), a proposed schedule for subsequent semesters, and the elements required in the portfolio and how it will be reviewed. The self-designed proposal must incorporate elementary, intermediate, and advanced courses. The student will be responsible for the Liberal Arts Core Curriculum requirements and portfolio requirements as defined in the proposed course of study. Guidelines are available online and in the Office of Academic Affairs.

Portfolio

All undergraduate students at Seton Hill University complete a student portfolio as part of their graduation requirements. The portfolio is a selection of student achievement reflecting classroom work, experiential learning, and learning which takes place outside the classroom. Students are introduced to the portfolio at the start of their studies. The developmental portfolio is a work in progress, representing the students' achievements as they progress through courses. When students participate in the Senior Integrative Seminar and the Capstone course for their major, the portfolio is edited so that it becomes a compilation of carefully selected examples of work that are presented to demonstrate specific competencies. This showcase portfolio is useful in job applications, interviews, or application to graduate school.

A portfolio handbook is available on the Seton Hill web page, under Academic Affairs.

Minor

The University offers a minor of 18 or more credits in many programs. No minor is required, but students have the option of choosing a minor. The minor is noted on the transcript. Students must earn a grade of C- or better in courses counted toward a minor and an average of C or better for the minor. At least one half of the credits required for the minor must be earned at Seton Hill.

A student may elect to minor in any area, within the major program or in another area, so long as the minor is a distinctly different program from the major. (Example: major in social

work and minor in sociology is appropriate; major in chemistry, minor in chemistry is not.) At least nine credits of the coursework required for the minor must be outside the courses and credits required for the student's major.

First Year

A full program of orientation to university life is provided for first year students at Seton Hill. This program begins during the summer with Setonian Days when the students register for classes and continues with Griffin Days preceding the opening of classes on through the first few months of classes. The freshmen are welcomed by the officers of the Seton Hill Government Association and by the Freshman Orientation Committee, who plan a variety of social and cultural meetings with other members of the Seton Hill community. Each new student is welcomed to the University by administration and faculty at the President's Reception.

Each student is assigned an academic advisor in the major chosen. Students who have not declared a major are advised by faculty assigned to them.

Before classes begin, freshmen have the opportunity to become involved in a developmental career process which includes assessment of interests and discussion of the numerous career paths available at Seton Hill.

Collegiate Academic and Personal Success Program (CAPS)

In cases of specialized needs, the student may be referred or may elect to seek the assistance of additional academic support services. The C.A.P.S. (Collegiate Academic and Personal Success) Program is the centralized base for numerous diagnostic, tutorial, and skill building activities. Students may schedule individualized study skills assistance, attend a text-anxiety workshop, learn how to approach a writing assignment, and meet with tutors for review or clarification of class notes and ideas. Most services are individualized and self-paced.

Education — Teaching Certification Programs

Seton Hill University provides certification programs in the following areas, which are recognized by the Commonwealth of Pennsylvania Department of Education: Art, Biology, Business, Computer, and Information Technology, Chemistry, Citizenship, Dual Elementary/Special, Early Childhood, Elementary, English, Family and Consumer Sciences, French, Instructional Technology Specialist, Mathematics, Music, Social Studies, Spanish, and Special Education.

Seton Hill is committed to preparing teachers with a foun-

dation in inclusionary techniques, providing the preparation in theory and practical application necessary in today's classrooms.

Students who seek Elementary certification will be exposed to inclusionary techniques in all courses and may receive dual certification in Elementary and Special Education by completing just three additional courses:

		credits
ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1

Students who seek certification in all other areas can increase their opportunities for employment by earning a Special Education Endorsement granted by Seton Hill University. This endorsement is granted to students who complete the following courses:

		credits
ED205*	Introduction to Exceptional Children	3
ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1
ED335**	Assessment	3
ED340*	Classroom Management and Parent Conferencing	3

* Required for all certification candidates

** Required for all certification candidates except Art, Family and Consumer Sciences, and Music

Teacher certification is regulated and granted by the Commonwealth of Pennsylvania. Students seeking teacher certification are advised that they are required to meet the Commonwealth of Pennsylvania certification requirements in effect at the time of application for certification, which may not be those in effect at the time of admission to the education program. The education faculty will make every effort to inform students of changes in teacher certification requirements.

For additional information on teaching certifications, see pages 66 through 85.

Pre-law Education

Seton Hill offers pre-law courses and a minor in legal studies, and the accredited standing of the University assures all students full consideration of their applications for admission to law school.

Students planning to attend law school should consult with the pre-law advisor, who will help them to select courses that will be useful in the study of law. Law schools accept students from various majors and disciplines. Seton Hill offers a legal studies minor (page 114) and a 3-3 Law Program (see following).

3-3 Law Program with Duquesne University

Seton Hill University and Duquesne University Law School have established a 3-3 program which allows students to study at Seton Hill University and after three years, subject to certain conditions, be eligible for admission to the Duquesne University Law School for completion of the J.D. degree within three years (Day Division) or four years (Evening Division) of work as defined by the Duquesne University Law School. Each student in this early admission program will be awarded a Bachelor's degree by Seton Hill University after successful completion of the first year (Day Division) or the first three semesters (Evening Division) of study at Duquesne University Law School. The Pre-Law Program is described on page 115.

Pre-professional Programs in the Health Sciences

Within the past ten years, Seton Hill students have graduated from or are now attending a variety of medical schools. These include medical (M.D.): Case-Western Reserve, Howard, Medical College of Pennsylvania, Pennsylvania State University, Robert Wood Johnson, SUNY-Syracuse, Temple, Jefferson, and University of Pittsburgh; osteopathic (D.O.): Iowa, Ohio, and West Virginia Universities.

Seton Hill graduates are teaching in medical schools, running private clinics, practicing many types of board-certified specialties, conducting research, and administering public health programs, and are active in other health-related fields.

The pre-health program at Seton Hill is directed by the head of the Health Professions Advisory Committee, who is a member of the National Association of Advisors to the Health Professions and the Northeast Association of Advisors to the Health Professions, and who attends regional meetings for advisors. Students should consult with the pre-health advisor early in their freshman year, but may major in any field they wish as long as they fulfill professional school admission requirements. (See page 116.) Admission to professional schools is highly competitive, and the science curriculum at Seton Hill is particularly demanding. Only those students with outstanding high school records and high motivation are encouraged to pursue a health science career.

Experiential Learning and Internships

Seton Hill University recognizes that significant learning occurs in non-academic settings and that this learning is substantially enriched through the guidance of the faculty. For this reason, the University offers a variety of field learning experiences adapted to the student's readiness to explore, to participate in, and to learn from the world outside of the classroom. Through these field experiences, the student has the opportu-

nity to learn observation skills, to explore career options, to extend academic studies into areas of special interest, and to develop skills needed to reach career goals. The staff of CareerWorks is available as a resource to students who are considering these options. A maximum of 18 credits of field learning experiences may be counted toward a degree. No more than six (6) credits in field learning experiences will be accepted for transfer students. A minimum of 40 hours of experiential study equals 1 academic credit.

Practicum - The student observes and, to a limited degree, participates on and off campus in non-academic experiences that are part of regularly offered courses. Course descriptions specify the type of experience and the approximate time requirements.

Field Work - An individually planned learning experience that provides an opportunity for exploring career possibilities or for enriching an academic program. A contract specifying the learning goals, activities, setting, and method of evaluation is developed in advance between a faculty member and student.

Internship/Apprenticeship - An intensive experience for juniors and seniors with a career focus. Activities involve the student in direct work responsibilities under the supervision of a recognized expert in a particular field. A contract is developed in advance by the student, faculty advisor, and field supervisor. The CareerWorks Office is available as a resource to faculty and students.

Professional Experience - An educationally directed field learning program for advanced students in certain professional programs. The student develops specific competencies structured by the faculty while working under the supervision of a field instructor with appropriate professional credentials.

Cooperative Education - The Cooperative Education experience at Seton Hill provides students with valuable paid work experiences that are closely related to their academic and career objectives, and which will increase their preparedness for professional work or graduate study. Students have the option of having either alternating or parallel periods of academic study and work experience. During the work experience, students work closely with on-site professionals and perform duties that are directly related to their chosen career field. They are supervised and monitored by a faculty coordinator. The Cooperative Education experience also enables students to earn money to help defray costs of their college education.

Independent Study

Independent study must be designed by the student in consultation with the professor who directs the study. Independent study is not approved if a traditional course in the subject is being offered. The student will submit the plan in writing to the Office of the Registrar and to all parties involved prior to registering for the course. There should be frequent

discussion as the study progresses and at its completion an evaluation or presentation.

Study Abroad

Qualified students may take a summer, a semester, J-term, or a year of study at a foreign university. They must select any of the countries participating in the United States Program on International Education. Seton Hill maintains special relationships with institutions in Japan, Korea, China, Israel, Italy, Morocco, Spain, and Puerto Rico. For further details concerning these programs, prospective applicants are advised to consult the Study Abroad Advisor and their Academic Advisor. It is essential that credit clearance be obtained from the major area and submitted to the Registrar's Office before the study abroad commences. Consultation should be made during the student's freshman or sophomore year.

Under specific conditions, up to \$2,500 of Seton Hill University grants or scholarships may be used for study abroad for a semester of full-time study. Information about other aid sources is available in the Financial Aid Office.

Off Campus Semester

The Washington Semester at American University is open to qualified juniors with a strong background in government related subjects. The United Nations Semester at Drew University is also open to qualified students in their junior year.

The Seton Colleges Exchange

Those institutions which trace their origins to the founding work of Saint Elizabeth Seton provide an opportunity for interested students to achieve an educational experience in another part of the United States or in Canada. A simple exchange for a semester or a year (exclusive of freshman year and the second semester of senior year) can be arranged. Application for exchange must be filed in the office of the Vice President for Academic Affairs by February 1, for the fall term; and September 15, for the spring term.

The Seton Colleges are the College of Mount Saint Vincent in Riverdale, NY, the College of Mount Saint Joseph in Cincinnati, OH, the College of Saint Elizabeth in Morristown, NJ, Mount Saint Vincent University in Halifax, Nova Scotia, Saint Mary College in Leavenworth, KN, Spalding University in Louisville, KY, and Seton Hill University in Greensburg, PA.

The National Catholic Center for Holocaust Education

The National Catholic Center for Holocaust Education, established at Seton Hill University on the anniversary of

Kristallnacht (November 9) in 1987, was founded in response to the urging of Pope John Paul II to recognize the significance of the Holocaust (Shoah), and to “promote the necessary historical and religious studies on the event which concerns the whole of humanity today.” The Center seeks to eradicate prejudice and to promote peace, truth, and justice by “educating the educators” in the hope of reaching the larger community.

Center programs are designed to engage elementary, secondary, and college educators in an interdisciplinary and interreligious program of studies focused on the Holocaust. These programs are local, national, and international in scope. The international program, the Catholic Institute for Holocaust Studies, offers an annual three-week institute in Israel at the International School for Holocaust Studies at Yad Vashem. The institute offers graduate credits through Hebrew University in Jerusalem.

Seton Hill University E-Magnify®

Founded in 1991 as Seton Hill University’s National Education Center for Women in Business, the center adopted the name of its fast growing and highly recognized website community, E-Magnify, in 2006. The mission of E-Magnify is to “strengthen the economic impact of women business owners as a collective force and to advance their growth through innovative programming in entrepreneurship and new venture creation.”

Named one of the top 100 U.S. Colleges and Universities for entrepreneurs by *Entrepreneur* magazine for the past three years, Seton Hill University continues its long-standing tradition of entrepreneurial excellence in education through diversified and tailored programs offered by E-Magnify. By encouraging entrepreneurial skills for women, beginning with undergraduate students and extending through the graduate and professional life stages, E-Magnify provides a unique opportunity for women entrepreneurs and professionals.

With a website recognized by Harvard Business School as a good source for “practical, non-gender-specific business content”, E-Magnify is a leading provider of best-practice expertise and information. The center is committed to preparing working professionals for the challenges of business ownership. E-Magnify has been recognized for its innovative entrepreneurial programs by national, regional, and local organizations including:

- the prestigious “Vision 2000” State Model of Excellence Award by the Office of Advocacy, U.S. Small Business Administration;
- the *Leavy Award for Excellence in Private Enterprise Education*;
- first place in the National Federation of Independent Business (NFIB) Education Foundation’s National Awards Program;
- the *Education Foundation’s National Awards Program*;
- the *Ernst & Young “Supporter of Entrepreneurship” Award*;
- the *Small Business Administration’s Regional Women in Business Advocate Award*;

- the *Award of Excellence in Innovative Educational Programs from the American Society of Association Executives*.

Understanding the specific challenges that women in business face, E-Magnify develops innovative programs that serve the needs of entrepreneurs not only today, but also five years from now, through a variety of educational resources, advocacy initiatives, and networking opportunities to women and men of all ages. Seton Hill students have the opportunity to become involved in a variety of programs utilizing entrepreneurial skills, including:

- Participation in “Connections,” a first year student program providing all students the unique opportunity to “Make the Entrepreneurial Connection” in their major. This two-part session provides an introduction to entrepreneurship and an opportunity for students to assess their entrepreneurial skill level and set goals to develop those skills through their undergraduate experience at Seton Hill.
- Opportunity to gain “real world” experience through internships at selected entrepreneurial sites throughout the region.

CareerWorks

CareerWorks assists students to enhance their liberal arts education by developing careers with entrepreneurial skills and internships. The career development process promotes a high level of self-knowledge and career competency through self-assessment, career exploration, job-search skill development, and decision-making. CareerWorks provides resources and services based on this foundation.

Career development begins when a student enters Seton Hill University. It continues through graduation and extends to a life long career process. All students are encouraged to use CareerWorks services throughout their studies at the University.

Seton Hill University is one of a select number of colleges and universities nationally that integrates the development of entrepreneurial skills as part of the University’s Liberal Arts Core Curriculum. The focus of career development at Seton Hill University is to assist each student with an individual career plan that begins in the first year. The plan may include career coaching and counseling, career exploration, an internship or an active learning experience, professional development such as building a skills-based resume, and interviewing on campus with employers.

CareerWorks contracts with three national Internet partners to deliver free career testing and services that are available at all hours. These services include online career assessment, a secured job listing website for Seton Hill students and alumni,

an online bulletin board of career events, and a website with downloadable handouts on all aspects of the graduate school or job search process. More information about the online services is available at <http://careerworks.setonhill.edu>.

CareerWorks sponsors at least five job fairs per year for all majors. Over 400 employers participate in these job fairs which are held locally and regionally.

Project Forward Talent Search

Seton Hill University has sponsored the Project Forward Talent Search program since 1969. Project Forward is funded by the Federal Government, and the major goals of the program are:

- to identify qualified students in grades 7 through 12 with the potential for college or other post secondary education;
- to encourage these students to stay in school and earn a high school diploma;
- to encourage these same students to enroll in college;
- to help them apply for and receive appropriate financial aid for post secondary education.

Project Forward works with over 1,400 students each year in 27 schools located in 6 counties of Southwestern Pennsylvania. Two-thirds of these students are low-income and will be the first generation in their family to attend college.

Academic Policies

Academic Credit Load

Registration for a minimum of 12 credits in a semester is required for full-time status at the undergraduate level. Students wishing to take more than 17 credits in a semester must have permission of the Registrar. There is an additional charge if the total number of credits for the semester exceeds 17. Students may not register for more than 21 credits in any semester.

Academic Engagement and Class Attendance

Students must fully engage in the learning process, are expected to attend all class meetings, and are held responsible for the full content of each course of study.

A responsible academic life implies systematic preparation in all course work. Students must devote sufficient time for adequate class preparation. A minimum of two hours outside of class for every hour a course meets is a common guideline.

Each course instructor articulates in the course syllabus a

course outline and required readings and/or assignments which must be completed prior to attendance. The syllabus also describes the teaching/learning environment required in the class (laboratory, studios, experiential exercises, team work, discussion, and lecture). Overall course assessment commonly includes participation and attendance.

The University faculty and administration support participation in intercollegiate sports, theatre productions, music recitals, conferences, workshops, and other co-curricular activities; however, it is always the student's responsibility to negotiate a way to receive information and/or materials distributed in class. Students must understand that, depending on the course design and requirements, it may not be possible to make up a missed class session. Any absence from a class for participation in such events must be negotiated by the student with the instructor prior to the absence from class.

Students who miss a class because of illness or personal emergency must contact the instructor. Depending on the course design and requirements, it may not be possible for a student to make up a missed class session.

Academic Grievance Board

If any student feels she/he has cause for grievance in academic matters, the student may request in writing that the Vice President for Academic Affairs initiate the student grievance procedure. The student must explain her/his grounds for grievance, and this request must be made no later than two weeks after grades are posted for the course. The Vice President for Academic Affairs will discuss the matter with the involved faculty and the student, and then help them to establish an *ad hoc* Grievance Board. This board will consist of two faculty members and two students, agreed upon by both parties, and a fifth member from the University community, chosen by the previously mentioned four. If the faculty involved has not named two faculty members for this board within two weeks, the Vice President for Academic Affairs will appoint them. The Grievance Board will act in an advisory capacity to the Vice President for Academic Affairs. The Grievance Board must make a recommendation within two weeks of the meeting. The decision of the Vice President for Academic Affairs is final in these matters.

Academic Honors and Awards

Graduation honors are awarded in three grades: *cum laude*, *magna cum laude*, and *summa cum laude*. These are based on minimum cumulative grade point averages of 3.70, 3.80, and 3.90 respectively.

To be eligible for these graduation honors a student must have pursued at least 70 percent of the credits in the traditional grading system.

Academic honors and awards are given at the fall and spring Honors Convocations, and to graduating students in May and December.

Academic Integrity

Academic dishonesty is any act that violates the University's Academic Policy. One found guilty of academic dishonesty is subject to academic and/or disciplinary sanctions. Academic dishonesty includes, but is not limited to:

1. Cheating: Copying or attempting to copy from another person the answers to academic work such as homework, quizzes, papers, reports, computer programs, or exams, and presenting the information as your own. Other forms of cheating involve someone else supplying academic work for a student, such as writing another student's paper, report, or computer program, or taking another student's quiz or exam. Cheating may also involve the use of unauthorized information — provided by notes, papers, books, online documents, cell phones, pagers, and so forth — for exams, quizzes, or other academic work where such information is not permitted.
2. Fabrication of information to support your work: The misrepresentation of data or information to intentionally mislead the reader that your assumptions or claims are correct.
3. Acting as an accomplice for academic dishonesty: Assisting or attempting to assist someone else with committing an act of academic dishonesty.
4. Falsifying grades: Changing or attempting to change a grade or graded academic material.
5. Unauthorized possession or distribution of academic material: Possessing, attempting to possess, distributing, or attempting to distribute academic related material — such as quizzes or exams — without proper authorization.
6. Plagiarism: Defined as the act of taking someone's thoughts or words and attempting to present these thoughts or words as your own. Plagiarism is unethical and often illegal.

In its simplest form, plagiarism may be copying text from a book, newspaper, magazine, website, and so on, into your work. Often one can avoid plagiarism by paraphrasing and citing resource material. Notice, however, that by paraphrasing work and not citing the work, you still may be considered to be plagiarizing someone else's work.

With the widespread use of the Internet to research materials, "copy and paste" techniques become more common everyday. However to "copy and paste" material from a website or other document and present as your own is a form of plagiarism.

Students have resources for help on plagiarism questions or concerns. Students who are unsure whether they are correctly paraphrasing, stating, or citing source material

should ask their instructor for insight or clarification. Students should also be aware that the Collegiate Academic and Personal Success Program (CAPS) provides assistance with various writing needs, including proper use of source materials, and may be able to answer plagiarism-related questions.

Academic Integrity Policy

To address the problem of academic dishonesty, Seton Hill University has an Academic Integrity Policy that utilizes a report system to identify and handle students with a repeat history of academic dishonesty.

This policy does *not* imply that the faculty mistrusts students. Rather, the intent of this policy is to educate students regarding proper academic behavior and to provide a means by which we can uphold University academic standards. Students who fail to follow proper academic behavior will bear the consequences of appropriate sanctions.

Resolution Procedure for Academic Dishonesty

If a faculty member believes a student has been intentionally academically dishonest — for example, by cheating, plagiarizing, or assisting others with dishonesty — the faculty member is obligated to file an Academic Dishonesty Report Form with the Office of Academic Affairs. To file an Academic Dishonesty Report Form, the faculty member collects and retains pertinent evidence to the case. The faculty member decides what sanctions to impose through an *Informal Resolution* between the faculty member and student. If the infraction is considered severe enough to affect the academic community, the faculty member also has the option to request a *Formal Academic Dishonesty Review*. The Vice President for Academic Affairs and Dean of the Faculty will also request a Formal Academic Dishonesty Review for a second or greater offense and has the option to request a formal review earlier if she believes it is warranted.

Informal Resolution

An Informal Resolution involves only the faculty member, student, and Academic Dishonesty Report Form. Here, the faculty member shall decide the sanction(s), file an Academic Dishonesty Report Form that specifies the sanction(s), and enforce the sanction(s).

The faculty member informs the student of the Academic Dishonesty Report Form and sanction. The student has the option of adding his/her understanding of the incident on the form. The student acknowledges the sanction(s) by signing the Academic Dishonesty Report Form. If the student disputes the accusation of academic dishonesty, it is also indicated on the form, and in such a case a Formal Academic Dishonesty Review occurs as described below.

The faculty member and student make copies of the report for their records. The faculty member submits the Academic Dishonesty Report Form to the Office of Academic Affairs and enforces sanction(s).

The Office of Academic Affairs maintains all filed Academic Dishonesty Report Forms. This central collection of Academic Dishonesty Report Forms provides a means of detecting repeat offenses by a student, even if the offenses span different faculty members or different academic programs. A Formal Academic Dishonesty Review occurs on any student with two or more offenses. Students on whom Academic Dishonesty Reports were filed have their academic progress assessed by the Academic Standards Committee during end-of-semester review.

Formal Academic Dishonesty Review

A case of academic dishonesty (not academic grievance) shall be resolved through Formal Academic Dishonesty Review if any of the following is true:

- the student has two or more offenses
- the offense extends beyond the classroom community
- an informal resolution is not achieved or achievable
- the student challenges the legitimacy of the academic dishonesty report by indicating such on the report filed

During a Formal Academic Dishonesty Review, the Vice President for Academic Affairs and Dean of the Faculty hands the case over to the Academic Judicial Board. This Board judges the case and decides what sanction(s) to enforce.

At the point of determining the need for a Formal Academic Dishonesty Review, the Vice President for Academic Affairs and Dean of the Faculty will communicate with the student. The Vice President for Academic Affairs and Dean of the Faculty presents to the student the reasons for the formal academic review and offers the student a hearing by the Academic Judicial Board. At this time, the student can waive his/her right to hearing and simply be given designated academic sanctions.

If the student does not accept responsibility for the violations and/or chooses a formal hearing, the Chair of the Academic Judicial Board schedules a hearing and the student is notified by the Chair of the Academic Judicial Board, in writing, of the time and place of the hearing with a minimum of 48 hours' notice. Should an accused student fail to attend the hearing, the hearing will be conducted in the student's absence. Any student who fails to appear at her/his scheduled hearing forfeits the right to an appeal.

The University provides each student with a fair and impartial hearing. The hearing is held in private, and all involved in the hearing regard all information relevant to the case as confidential. All persons involved in the hearing take an oath to maintain confidentiality and to uphold the standards of honesty, fairness, and respect for all parties involved. The hearing is voice-recorded.

The Chair of the Academic Judicial Board reviews the academic offenses filed against the student. The accused student is asked if he/she accepts responsibility for the violation(s). The student presents his/her information and answers questions about the violation(s). The faculty member(s) who filed the violations

describes the academic violation if he/she chooses to offer verbal statement(s). The room is then cleared of everyone except the members of the Academic Judicial Board. The members of the Board, through discussion, decide responsibility (or not) and assign sanctions. This decision is a result of the majority vote of the members of the Board who are present. The accused student is recalled, the decision is read, the accused student is advised of the right and process of appeal, and the case is closed.

The student receives written notification of the outcome of the hearing within 24 hours of the conclusion of the hearing.

Academic Judicial Board

The Academic Judicial Board consists of three students from the Student Superior Court and three faculty members from the Academic Standards Committee. Each member votes, and the majority prevails. In the event of a tie vote, the Vice President for Academic Affairs and Dean of the Faculty breaks the tie.

Sanctions

With an Informal Resolution, the faculty member determines the sanction(s), states the sanction(s) on the filed Academic Dishonesty Report Form, and enforces said sanction(s). Such sanctions may include, but are not limited to, the following: the student may be required to repeat the original work or a modification thereof; the work may obtain only a certain percentage of the given grade for certain work; the student's overall course grade may be lowered; the student may be required to perform extra work; or the student may fail the course.

More severe sanctions, such as academic probation, suspension, or dismissal may be imposed only through a Formal Academic Dishonesty Review or during the Semester Review by the Academic Standards Committee. Sanctions imposed by the Academic Judicial board or the Academic Standards Committee do not replace sanctions issued by the faculty member.

Appeals

Should the student disagree with either the case and/or the sanction(s) imposed by an Informal Resolution, the student has the right to file an appeal by following the Academic Grievance process as defined in the University Catalog. The appeal must be filed with the Office of Academic Affairs within five (5) work-days after the Academic Dishonesty Report Form is filed, excluding holidays when the University is closed.

If the Formal Dishonesty Review has taken place and if the accused student can demonstrate that there has been a major due process procedural error and/or if the accused student can introduce substantive new evidence, an appeal may be initiated by written request. If a student wishes to appeal a decision, she/he must do so in writing within five (5) business days. Decisions of the Academic Judicial Review Board are subject to review by appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final in these matters.

Should a case of academic dishonesty occur at the end of a semester, the faculty member must submit the student's grade by the Registrar's original due date and time. Whether a case is being appealed or is in the period for appeal does not preclude the standard grade submission requirements, and an incomplete grade may not be given as a result. Should an appeal be made in accordance with the above guidelines and granted, the grade may be changed as a result of the process.

Duration of Filed Academic Dishonesty Report Forms

The Office of Academic Affairs maintains all filed Academic Dishonesty Report Forms for a particular student until the student graduates from or leaves the University. Upon graduation or separation from the University, all academic reports filed against the student will be purged.

Academic Standing

Semester grade reports are issued on-line to students by the Registrar. Students who wish to have an official grade document must request an official transcript.

For classification as a sophomore a student shall have completed at least 30 credits; as a junior, at least 60 credits; as a senior, at least 90 credits.

Good academic standing implies a cumulative grade point average of 2.0 or higher. Any student whose average falls below this standard incurs probationary status. In addition, any student with unsatisfactory performance in any semester or in the major course work may incur probationary status and may be required to enroll in specific courses as a condition of continuation. Failure to raise the cumulative grade point average above 2.0 or significantly improve after one semester on probation may result in suspension or dismissal from the University. A student may challenge a suspension or dismissal by petitioning the Vice President for Academic Affairs in writing. The decision of the Vice President for Academic Affairs is final.

Auditing

Any course in the University may be audited. Students must notify the Registrar's Office in writing if they wish to audit any course. The credits for the audited course are included in the total count of credits for which the student is billed, but no credits are earned for any audited course.

Awarding of Posthumous Degrees

Eligibility

1. The student was enrolled at the time of his or her death or at the time when attendance ceased due to circumstances that were connected with or led to death.
2. The student was classified as a senior, or, if a graduate stu-

dent, was within nine credits of completion.

3. The successful completion of classes in the remainder of the program of study (by the end of the next session or term) would have satisfied all course requirements for the bachelor's degree. In the case of a graduate student, the successful completion of nine or fewer credits would have satisfied the requirements for the master's degree.
4. The student had already met or was expected to meet all other graduation requirements including those of grade point average, liberal arts core, standards related to the major, and residency.

Procedure

The student should be formally recommended for this award by the faculty in the academic program(s) in which the student was majoring and must be certified by the Registrar and the Vice President for Academic Affairs. Then the student's name, noted as posthumous, will be added to those who are recommended by the Registrar to the faculty and to the board for graduation prior to the next annual commencement exercises.

Dean's List

Recognition of students by the Dean of the Faculty for outstanding achievement occurs at the end of each semester. Those full-time undergraduate students who earn a semester grade point average of 3.7 or above will be named to the Dean's List and receive a letter of recognition from the Dean. To be eligible for the Dean's List a student must be registered at Seton Hill University for at least 12 credits under the traditional grading system. Averages will be computed before the end of the period for removal of Incompletes, so students who request "Incompletes" waive their right to be named to the Dean's List for that semester.

Disability Statement

Students who have a disability that requires instructor consideration should contact the Director of Disability Services. It is recommended that this be accomplished by the second week of class. If a student needs accommodations for successful participation in class activities prior to the appointment at the Disability Services Office, information must be submitted in writing that includes suggestions for assistance in participating in and completing class assignments. It is not necessary to disclose the nature of the disability.

Examinations

Final examinations or their equivalent will be given in all subjects on the days scheduled at the end of each semester. A student who is not present for any examination will be deemed to have failed that examination.

Grading System

Grades are determined by the combined results of examinations and class work as follows:

- A** indicates work of excellence and distinction. An “A” student demonstrates superior aptitude and initiative in the course and work which is frequently characterized by accuracy, practical application, originality, creativity, insight, and understanding.
- B** indicates work of high quality. A “B” student will occasionally demonstrate excellence in the above characteristics.
- C** indicates work which satisfactorily meets Seton Hill University’s standards for graduation. A “C” student will be open to new learning and will demonstrate noticeable development in that direction. This student will participate consistently in the course and give a sustained amount of effort and attention to the course and its requirements.
- D** indicates work which, while unsatisfactory in some respects, is acceptable enough on an overall basis to receive university credits.
- F** indicates failure in the course.

Other notations are:

- W** Indicates the student withdrew officially and before mid-semester.
- WF** Indicates the student withdrew officially after mid-semester with a failing grade.
- WP** Indicates the student withdrew officially after mid-semester with a passing grade.
- I** Incomplete. Indicates that certain work remains to be completed before the student can receive credit for the course. The student must request and receive permission from the instructor and the Division Chair to be granted an Incomplete in a course. This must be done during the last month of class and before the last day of classes for the course. 80% of the course work must be completed for a student to be eligible for an Incomplete. (Instructor’s discretion may be used to determine eligibility.) The due date for making up the Incomplete grade is no later than February 28 for fall classes, June 30 for spring classes, and September 30 for summer classes. If the “I” grade is not removed by that date, the default grade specified on the Incomplete Request Form is assigned, or a grade of “F” is assigned if no default grade is submitted. Students on academic probation may not request an Incomplete.
- P** Pass (for course taken Pass-Fail and for Honors courses)
- U** Failure (for course taken Pass-Fail)
- HP** Pass with distinction. The “HP” grade is assigned only for comprehensive examinations and for Honors courses.
- LP** Low Pass, assigned only for comprehensive examinations.
- AU** Audited course, no credit

The following quality points will be assigned, per credit:

A	4 points
A-	3.67 points
B+	3.33 points
B	3 points
B-	2.67 points
C+	2.33 points
C	2 points
C-	1.67 points
D+	1.33 points
D	1 point
D-	0.67 point
F	0 points

A student’s grade point average is calculated by dividing the total number of credits attempted at Seton Hill University (exclusive of pass-fail credits) into the total number of quality points earned at Seton Hill University. Courses graded with W, WP, and WF will appear as “hours attempted” on the student’s transcript but are not used in calculating the student’s grade point average.

In circumstances where a change to a student’s grade is necessary, this must be done by the faculty member in consultation with the Vice President for Academic Affairs, whose approval is required. For fall semester courses, this must be done no later than the following February 28; for spring semester courses, by June 30; and for summer term courses, by September 30.

Information Literacy

Seton Hill University defines information literate students as those who make intelligent choices when gathering information in support of a chosen topic. Students who develop information literacy skills will successfully:

- Select an appropriate topic.
- Determine the parameters of the topic.
- Locate and access relevant information.
- Critically evaluate information.
- Synthesize diverse types of information into a comprehensive and coherent work.
- Understand economic, legal, and social issues related to the information.
- Interact with faculty and staff in a manner conducive to developing acceptable research skills.

Knowledge of Requirements

Although advisors will assist the student about matters such as course and program selection, the ultimate responsibility for knowledge of requirements, course prerequisites, and verification of accuracy of records maintained by the Registrar remains with the student. Consequently students should be familiar with the contents of the Catalog, and monitor their own

progress toward graduation.

Mid-Semester Grades

Mid-semester grades for traditional semester-long courses will be submitted to the Registrar by mid-October in the fall semester, and early March in the spring semester, for all freshmen and for upper level students who have grades of D or F. These grades are used for counseling purposes and are not recorded on the student's permanent record. The student and the advisor are informed of these grades on-line.

Military Call-up

Seton Hill University will enforce its withdrawal and refund policies as described in the University Catalog to the full extent possible and practical in every situation. In the case of the issuance of a call-up of reservists to military duty which takes place after the Drop/Add period has ended in a given semester, the following options are available:

1. If the course content allows for completion through independent study, a grade of Incomplete ("I") is assigned, and the student may complete the course work to receive a grade (and credits if the course is passed) in a time frame not to exceed one semester after the release from active military duty.
2. If the course's structure does not permit completion by the method described in #1, the student may receive a grade of "W" in the course and receive a voucher for the cost of the course (tuition and course-specific fees), provided that the student enrolls in the same course within two years after the release from active military duty, and provided that the student has fully met the financial obligation to Seton Hill prior to that enrollment. If either of these conditions is not met, the voucher will be invalid, and the student will be required to pay for any courses taken in the following semesters.

No credit will be issued for courses that are partially complete, nor will refunds be issued except as the University's policy states.

Pass-Fail Option

Students may choose to take as many elective courses as they wish on a pass-fail basis. Courses which will be counted toward their major or minor requirements, teacher certification, or the Liberal Arts Core Curriculum may not be taken as pass-fail.

"P" is equivalent to a grade of A, B, C, or D in the traditional system. "U" indicates a P-F failure. Students who elect the P-F option must designate this when registering for the course to which it applies. The pass-fail designation may not be changed

after one week beyond the date of submission of mid-semester grades. Students on academic probation may not elect to take courses on a pass-fail basis. Freshmen may not use the pass-fail option during their first semester of study. The pass-fail option may not be used to gain credit for a course that is being repeated. No letter grade (A, B, C, D) will be available for reporting if the pass-fail option is used.

Program Advisement

To be admitted to classes, students must discuss their proposed class schedule and have it approved by their faculty advisor or advisors. Signed course schedules are maintained in faculty advising files. Students register in person or on-line. Prior to each registration period, the student and faculty advisor meet to discuss academic progress as reflected in the development of the student's portfolio. Failure of the student to meet for advising prior to course registration is noted in the student's advising folder.

Program Changes

A student may change the program of courses for which she/he is registered only by consent of the faculty advisor and the Registrar. The University reserves the right to withdraw any course for which fewer than ten students register.

Repetition of Courses

A student may repeat a course, in which case only the higher grade shall be used in computing the grade point average. However, the previous grade received is not removed from the transcript. Only the credits earned in the repeated course count toward graduation. Exceptions to this are courses which are noted as "repeatable for credit."

Resolution of Student Concerns Involving a Faculty Member

The following procedure should be followed for those instances in which a student has a concern about a faculty member:

- The student should make an appointment with the faculty member to discuss the problem and/or concern. This step must take place before any further action can occur. The only exception to a direct meeting with the faculty member is if the student feels she/he is in physical danger.
- If the student has met with the faculty member and is still not satisfied, she/he should meet with the Chair of the Division (or the Program Director, if a student in the Visual and Performing Arts Division). If appropriate, the Chair/Program Director may schedule a three-way meeting to discuss the issue(s) being raised.

- If the concern is not resolved at the Program Director level in the Visual and Performing Arts Division, the student should make an appointment with the Division Chair.
- If the concern is not resolved at the divisional level, the student should make an appointment with the Vice President for Academic Affairs. Prior to the meeting, the student will be informed that the Vice President for Academic Affairs will consult with the Division Chair to determine how the issue has been handled to this point. Depending on the student complaint, if the issue is not resolved, the Vice President for Academic Affairs may recommend that the student consider filing a formal academic grievance.
- If the concern is not resolved after meeting with the Vice President for Academic Affairs and the student has decided not to file a formal academic grievance, the decision of the Vice President for Academic Affairs in these matters is final.

The procedure described above is different from a formal academic grievance. A formal academic grievance is filed when the student believes that she/he has been dealt with unfairly in an academic matter, commonly related to unfair grading practice.

Student Records

A. STUDENT RIGHT TO INSPECT AND DISCLOSE

Seton Hill University has adopted a policy consistent with the Family Educational Rights and Privacy Act (FERPA) which allows each student to inspect and to review her/his educational records and limits the circumstances in which information contained in a student's education records might be disclosed. The policy is maintained in the Student Services Office, and any student may get a copy of it there. FERPA accords students certain rights which include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.
2. The right to request the amendment of the student's education records that the student believes to be inaccurate.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Seton Hill; a person or company with whom Seton Hill has contracted; or a student designated by a Seton Hill employee in performing his or her official tasks. A school official has legitimate educational interest if he or she needs to review an education record in order to fulfill his or her professional responsibility.

Under this policy, the following student information is considered to be directory information which may be disclosed by the University unless a student exercises her/his right to request that such information not be disclosed:

Name; address (local, home, and e-mail); telephone number (local and home); date and place of birth; dates of attendance; major field of study and class level; degrees, honors, and awards received; previous institutions attended; past and present participation in officially recognized activities and sports; height and weight of athletic team members.

To withhold disclosure of such directory information, written notification must be received in the Student Services Office no later than the last day of the drop/add period in any given semester. A form must be filed in each academic year to renew the request to withhold information.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Seton Hill University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

B. TRANSCRIPTS

An official copy of the student's transcript will be prepared for any student or for an individual whom the student designates, provided that the student submits the request in writing, with signature, social security number, current address, telephone number, and payment of \$5 per copy, and provided the student is financially cleared by the Student Accounts Office. "Unofficial" transcripts will be provided only to personnel employed by the University who have legitimate educational interest in the student (e.g., advisor.)

C. NAME CHANGE

Students who have a name change after their last enrollment at Seton Hill University or a change from the name submitted on their application for admission must provide a copy of the Social Security card, driver's license, or other official document showing the new name. No enrollment or records services can be accomplished for a student with a name that differs from that on her/his Seton Hill records. All grade reports, transcripts, and diplomas are issued only under the person's legal name as recorded by the University Registrar.

D. REPORTING INFORMATION

If a student knowingly makes a false statement or conceals material information on an application for admission, registration document, or any other university document, the registration of that student may be canceled. If the falsification is discovered after the student has established an academic record at Seton Hill University, the student may be subject to dismissal from the University. Such a student will be ineligible, except by

special action of the University, for subsequent enrollment at the University.

Technology Devices

Unless the instructor specifically permits the use of an electronic device (cell phones, PDAs, Ipods, etc.) to support the learning experience, use of such devices is prohibited during class time. All sounds should be turned off, so as not to disrupt the class. Emergency situations must be discussed with the instructor.

Tobacco-Free Environments

All academic facilities (academic support services areas, art studios, classrooms, computer laboratories, lecture halls, performance spaces, Reeves Memorial Library, science laboratories, and seminar rooms) are tobacco-free environments. Smoking and the chewing of tobacco are prohibited in these areas.

Undergraduate Students Enrolled in Graduate Courses

Seton Hill University seniors may enroll in graduate courses if appropriate to their academic program of study. The student must have the Graduate Program Director's written permission, upon the recommendation of the student's academic advisor, to enroll in graduate course work. When enrolling in graduate courses, the student should understand that she/he is expected to complete work at the graduate level, with all academic requirements being the same for graduate and undergraduate students. When a student enrolls in a graduate course prior to receiving her/his baccalaureate degree she/he will designate in writing to the Registrar whether the course is to be counted as undergraduate credit or as graduate credit. If the course is designated as graduate credit, the student must have successfully completed a minimum of 120 credits in addition to the graduate course(s) to receive the Bachelor's degree. In order for the graduate course work to be credited towards completion of a graduate degree, the student must have achieved a grade of "C" or better in the course.

Withdrawal

A student who wishes to withdraw from a course at any time must consult with the major advisor and submit a form with proper signatures to the Registrar. When a student withdraws from all courses at the University, the Registrar must be consulted.

Withdrawal from a course prior to mid-semester shows on the student's academic record as "W." After mid-semester, until 80% of the course schedule has been completed, the course professor will assign either a "WP" (withdraw passing) or "WF" (withdraw failing). This will be recorded on the transcript, but

is not used in grade point computation. After 80% of the course schedule is completed, no withdrawal is permitted. Failure to attend class or merely giving notice to an instructor will not be regarded as official notice of withdrawal.

Cooperative Programs

Community College of Allegheny County

An articulation agreement between the Community College of Allegheny County and Seton Hill University promotes the transfer of two-year associate degree students to Seton Hill to complete their Bachelor's degree programs.

The Art Institute of Pittsburgh

A transfer agreement exists between Seton Hill University and the Art Institute of Pittsburgh for students interested in completing the Bachelor's degree program at Seton Hill.

Cambria County Area Community College

An agreement of articulation exists between the Cambria County Area Community College and Seton Hill University which facilitates the transfer of students to Seton Hill to earn the Bachelor's degree.

Cottey College

An advanced admission agreement is in effect between Seton Hill University and Cottey College of Nevada, Missouri which provides a blueprint for students to move from Cottey, a two-year liberal arts college for women, to Seton Hill University to complete the Bachelor's degree.

The Inter American University of Puerto Rico

Inter American University of Puerto Rico and Seton Hill University have agreed to cooperate in the areas of exchange of students, exchange of faculty, administrators, and professional staff, and the development of special projects. This exchange offers faculty, staff, and students an intercultural experience as well as broader academic opportunities.

Nanzan Junior College

Students from Seton Hill University may study at the Center for Japanese Studies in Japan for one semester or preferably one academic year.

The objectives of the student exchange are:

- to give students opportunities to experience a culture different from their own, to broaden their view of the world, and to deepen mutual understanding,
- to give students opportunities to learn the language of the host country,
- to provide opportunities for students to undertake formal coursework at an accredited institution of higher learning.

Pittsburgh Filmmakers' Institute

Seton Hill University has an articulation agreement with the Pittsburgh Filmmakers' Institute for students who wish to register for approved courses.

University of Pittsburgh at Greensburg

An academic exchange program offers learning opportunities to the students of Seton Hill University and the University of Pittsburgh at Greensburg. Library facilities at both institutions are available to all students.

University of the Sacred Heart

The University of the Sacred Heart of Santurce, Puerto Rico and Seton Hill University have agreed to cooperate in the areas of exchange of students, exchange of faculty, administrators, and professional staff, and the development of special projects. This exchange offers faculty, staff, and students an intercultural experience as well as broader academic opportunities.

Saint Vincent College

An academic exchange program offers learning opportunities to the students of Seton Hill University and Saint Vincent College. Library facilities at both institutions are available to all students.

University of Trento

The University of Trento in Trento, Italy and Seton Hill University have agreed to cooperate in the areas of exchange of students, exchange of faculty, administrators, and professional staff, and the development of special projects. This exchange offers faculty, staff, and students an intercultural experience as well as broader academic opportunities.

Westmoreland County Community College

Seton Hill University and Westmoreland County Community College have an articulation agreement for students who wish to commence their college experiences at WCCC and complete the Bachelor's degree program at Seton Hill. Detailed plans of study are available for specific majors in the Office of the Registrar.

Undergraduate Programs of Study

All students who are pursuing the Bachelor's degree must complete the requirements of the Liberal Arts Core Curriculum (described below) and the requirements for a major program of study (described on following pages).

LIBERAL ARTS CORE CURRICULUM

The Seton Hill University faculty believe that the liberal arts and sciences are the essential elements in the higher education of a student. They also recognize that a liberal arts education can be achieved in a variety of ways, depending on the individual who seeks it. They support both beliefs with the requirement that all students build their education on the foundation of a Liberal Arts Core.

Guiding Principles

- The Seton Hill University mission statement is the basis of the Liberal Arts Core Curriculum;
- The Liberal Arts Core Curriculum fosters the development of communication and interpersonal skills, critical and creative thinking, historical and global awareness, and reflective thinking;
- The Liberal Arts Core Curriculum specifies goals as articulated in the University Learning Objectives;
- The Liberal Arts Core Curriculum complements and augments study in the major;
- The Liberal Arts Core Curriculum promotes the integration of knowledge.

Students enrolled in the undergraduate program will meet the following Liberal Arts Core Curriculum requirements:

	credits
I. Communication, Self Awareness, and Reflection	10
A. Artistic Expression	3
B. Connections (traditional program students only)	1
C. Entrepreneurial Skills Development	0
D. Basic Composition	3
E. Seminar in Thinking and Writing	3
II. Historical, Cultural, and Global Awareness	15-18
A. Language Study	3-6
B. Non-Western Cultures	3

	credits
C. U.S. Cultures	3
D. Western Cultures	6
III. Quantitative and Scientific Thinking	6-11
A. Computer Competencies	0 or 3
B. Mathematics and Quantitative Skills	3-4
C. Science	3-4
IV. Spiritual and Philosophical Perspectives	12
A. Faith, Religion, and Society	3
B. Philosophy	3
C. Senior Seminar	3
D. Theology	3
Total credits:	43-51

I. Communication, Self Awareness, and Reflection

Emphasizes the acquisition and development of essential communication skills, critical thinking, reflection, and creativity. Requires students to identify their personal strengths, areas of growth, and personal/professional goals.

A. Artistic Expression

Students engage in study that stresses the use of imagination and the acquisition of basic skills to produce a work of art. While the study presumes no previous training in the medium, it provides students with opportunity to experience the discipline, creativity, and appreciation that constitute the artistic process. Courses that fulfill the artistic expression requirement are lodged in the major programs. The diverse courses, developed in the different disciplines, will vary in topic, theme, and emphasis. Approved courses are designated by the letters AE in the course booklet. *3 credits are required.*

B. Connections

The course required for traditional students is LA102. It incorporates study of academic strategies and orientation to college life and resources. *1 credit is required.*

C. Entrepreneurial Skills Development

Entrepreneurship is the ability to fully identify and use one's innate abilities and gifts. Students will learn to identify their strengths and weaknesses, develop goal setting and evaluation strategies, and understand entrepreneurial examples and skills necessary in a given career area and how to present their abilities personally and professionally.

Introductory Skill Development. Students will participate in an individual and peer-to-peer entrepreneurial skills assessment as part of LA102. Students will review their talents and gifts and how these might relate to their future work. The results of the entrepreneurial assessment will be reflected in a portfolio assignment in which students describe themselves as entrepreneurs.

Intermediate Skill Development. Through on-line study the students will complete entrepreneurial skills related assignments designed to assist them in understanding career opportunities in their major. Assignments will include in-person, on-line, or telephone informational interviews with an entrepreneur in their professional area. By the end of the study, students will complete a reflection paper that discusses what the student has learned about work, how that knowledge and awareness will influence their own work attitudes, and their own awareness of specific entrepreneurial skills. They will also provide a written assessment of their informational interviews. This segment of entrepreneurial skills development must be completed by the time a student has completed 90 credits toward graduation.

Capstone Skill Development. Students will develop a skill-based resume reflecting their entrepreneurial skill development to be submitted in LA400. Their entrepreneurial skills will be reflected in their ability to revise their developmental portfolio to a showcase portfolio. CareerWorks personnel will meet for one session of each Senior Seminar.

D. Writing

Writing is the primary content of both LA100 Basic Composition and LA101 Seminar in Thinking and Writing. By "writing" the faculty mean not just mastery of grammatical or rhetorical conventions (though these are essential), but also engagement in a complex intellectual activity that both prompts and is prompted by critical thinking. All writing courses will guide students through a series of common writing projects, designed to facilitate their movement through the developmental process of learning to write critically. In particular, students will practice revising their work substantially, working with suggestions from instructor and peers to move their thinking forward as well as their writing.

In LA100 Basic Composition, students will focus on sentence construction (in the context of short writing assignments), paragraph construction, the organization of ideas, and writing as a process. Students will benefit from supervised and individual practice in both grammar exercises and the composition of short essays. Instructors will provide detailed guidance and feedback on students' writing progress.

In LA101 Seminar for Thinking and Writing, students will approach intermediate to advanced levels of critical reading, critical thinking, oral communication, research, information literacy, and persuasive writing. The theme of Seminar for Thinking and Writing is *cultural identities*, which offers a lens through which students can examine the ways their own identities are shaped in relation to others. Instructors in the different disciplines approach the theme of cultural identities in unique ways, but all students will encounter writings that explore the role of race, class, or gender in the formation of the self. To support this exploration, the seminars share a common text (a composition reader), from which the leaders select some of their readings. Each leader may also select one or more additional texts.

The required courses for all students (traditional and adult degree program) are LA100 and LA101. *6 credits are required. The Basic Composition 3-credit requirement may be waived for students with qualifying sub-scores on the SAT or ACT essay test.*

II. Historical, Cultural, and Global Awareness

Explores the history and context of the world from multiple perspectives.

A. Language Study

Students are required to demonstrate proficiency in speaking, reading, and writing a modern language different from the student's native language. This gives the student power over the language and increasing appreciation for the native language. Study of the modern language has as its goal the enhancement of the student's general knowledge of the world and appreciation for its cultural diversity.

Students whose native language is a language other than English must complete ES105.

Study in Spanish and French is offered at Seton Hill. The student must achieve college-level proficiency by completing FR105 or SP105, or for adult degree students, SP150 and SP151 or FR150 and FR151.

The student may study modern languages at other institutions or through study abroad, and then transfer in the credits with the approval of the Academic Advisor and the Vice President for Academic Affairs. Language study is available as part of the University's Study Away program during J-term and M-term.

American sign language may be studied to fulfill the Language Study requirement, provided the student achieves college-level proficiency.

Approved courses are designated by the letters ML in the course booklet. *3-6 credits are required.*

B. Non-Western Cultures

Students study cultures grounded in traditions different from Western cultures. These might include the cultures of Latin America, the Middle East, Africa, and Asia; the cultures of indigenous peoples of the world; or cultures in which there is significant interaction between East and West, such as Eastern European cultures. Students may augment their class studies with appropriate fieldwork and/or study-travel.

Courses that fulfill the Non-Western Cultures requirement are lodged in the major programs. The diverse courses, developed in the different disciplines, will vary in topic, theme, and emphasis, but must address the learning objectives identified for the Non-Western Cultures component. Approved courses are designated by the letters NW in the course booklet. *3 credits are required.*

C. U.S. Cultures

Study of U.S. cultures prompts students to explore the diversity and complexity of American culture. Each course examines the roles of race, class, ethnicity, and gender in the United States, with attention to past and present struggles to achieve the democratic ideals of liberty, equality, and justice.

Students will gain historical perspective through the use of some primary historical documents and artifacts. A course that mainly engages in contemporary analysis will need to examine the history of the issues or conflicts on which it focuses. Students in the U.S. Cultures course will complete an independent research project.

Courses that fulfill the U.S. Cultures requirement are lodged in the major programs. The diverse courses, developed in the different disciplines, will vary in topic, theme, and emphasis, but must address the learning objectives identified for the U.S. Cultures component. Approved courses are designated by the letters US in the course booklet. *3 credits are required.*

C. Western Cultures

Students are introduced to the heritage of the West by an overview of ancient, medieval, and recent past. It is understood that our beliefs and customs are a result of a particular history in a particular time and place, that we cannot understand our own assumptions of what is right or wrong, significant or trivial, without seeing how the people of our heritage discovered and created meaning in their own lives.

The period from the rise of ancient civilization to modern time is covered. Although most of the focus is on the culture of Western Europe, its roots and development require us to pay attention to Africa, the Middle East, Eastern Europe, and Eurasia, as well as the Americas.

Courses that fulfill this requirement are LA200 and LA201, AR105 and AR110, HY220 and HY221, MU270 and MU272. Approved courses are designated by the letters WE in the course booklet. *6 credits are required.*

III. Quantitative and Scientific Thinking

Encourages the development of logical-mathematical intelligence and scientific discovery.

A. Computer Competencies

Students must develop an ability to understand and use computer and multimedia technology. Students will be expected to demonstrate computer competence through applications throughout the curriculum.

To fulfill this requirement, students must demonstrate computer competence by passing a standardized computer test or complete CS110 or a more advanced computer course. Approved courses are designated by the letter CL in the course booklet.

70% or higher on the standardized test or 3 credits are required.

B. Mathematics and Quantitative Skills

Those who understand and can do mathematics have significantly enhanced opportunities and options for shaping their futures. The underpinnings of everyday life are increasingly mathematical and technological. New knowledge, tools, and ways of doing and communicating mathematics continue to emerge and evolve and are needed in the workplace. Students will be expected to develop the abilities to interpret and reason with quantitative information, information that involves mathematical ideas and numbers, and to apply these ideas to topics both within and outside of mathematics.

Courses that fulfill the Mathematics and Quantitative Skills requirement are designated by the letters MA in the course booklet. *3-4 credits are required.*

C. Science

Study in the sciences exposes student to the process of scientific inquiry. Topics such as formulation of a hypothesis, experimental design, analysis of data, and making assertions based on evidence are among the areas that are included. Students learn about the social aspects of science, how research findings are reported in peer-reviewed publications, and how research is funded.

Distinguishing between scientific and pseudoscientific approaches, students develop an understanding for both the use and misuse of science in modern society. Three broad aspects of science are included: content and language of science, practice of science (laboratory experience), and applications of science in modern society.

Courses that fulfill the Science requirement are lodged in the natural science disciplines and require a laboratory. The diverse courses, developed in the different disciplines, will vary in topic, theme, and emphasis, but must address the learning objectives identified for the science component. Approved courses are designated by the letters SC in the course booklet. *3-4 credits are required.*

IV. Spiritual and Philosophical Perspectives

These courses invite students to wonder and make meaning of the essentials of the human experience and provide a forum of understanding the faith and reason, ambiguity and absolutes, and the development of personal and community value systems.

A. Faith, Religion, and Society

The required course, LA150, is an exploration of the foundational roles of religious and spiritual traditions in the shaping of personal spiritual, religious, and ethical values and in the forming of human cultures. Consideration is given to the place of spirituality and faith in human growth and development. There is opportunity for dialogue with Christianity, Judaism, and Islam as exam-

ples of religious faith traditions. The dynamic interrelationship between religious traditions and culture is also examined. Students formulate plans for continuing spiritual and ethical growth. *3 credits are required.*

B. Philosophy

Critical analysis, synthesis, and evaluation of texts, authors, ideas/concepts, and the comments of other students form the heart of philosophical pedagogy. Philosophy courses foster an ability to critically analyze philosophical and ethical positions and to move toward synthesizing one's own beliefs into a coherent system of values.

Courses that fulfill the Philosophy requirement will be courses that address the learning objectives identified for the philosophy component. Approved courses are designated by the letters PL in the course booklet. *3 credits are required.*

C. Senior Integrative Seminar

The required course, LA400, is a capstone, cross-disciplinary experience in which a student is required to examine her/his personal value system in relationship to the value system of society.

Students evaluate the strengths and limitations of their major field and develop an understanding of how they might integrate their gifts within the context of their profession. Through reflection on their learning, skill development, and personal accomplishments, students transform their developmental portfolios into showcase portfolios. Students are challenged to utilize their skills for active participation in transforming the world, and to strategize on how to engage in a life long learning process. *3 credits are required.*

D. Theology

Students are introduced to the academic/theological study of the Christian faith tradition. They learn the basic methods of critical theological inquiry and apply these methods to an in-depth study of some essential area of the Christian faith tradition, such as Christology, spirituality, ecclesiology, worship and sacraments, and Christian ethics.

Theology courses (200 level) that satisfy this requirement are identified in the course booklet by the letters TH. *3 credits are required.*

The University reserves the right to change the Liberal Arts Core Curriculum as experience dictates, to require the completion as a partial basis for graduation, and to waive particular requirements in favor of comparable components when it deems such action advisable for the good of the student or the University.

The Liberal Arts Core Curriculum is the part of a Seton Hill degree which all students, regardless of their major, have in common; it is based on a broad intellectual experience which is the starting point for a distinctive and lifelong education.

Honors Program

The Honors Program allows students to expand their abilities at a pace that challenges without frustration and also connects them to their social world in order to overcome intellectual isolation. Students with the proven aptitude and with a positive attitude will find a home in the Honors Program.

As an Honors student, you experience specially designed Liberal Arts Core Curriculum courses populated with peers. You share an innovative Honors Seminar. You select a Capstone experience that allows you to explore novel ideas on a sustained basis. The innovative nature of these Capstone experiences offers you a unique Honors Program.

Honors students take a one credit Honors Seminar during the spring semester of the first year and, within four years, four Honors selections of Liberal Arts Core courses. Liberal Arts Core courses, by their very nature, explore unfamiliar ideas, and Honors sections of the Liberal Arts Core offer this exploration accompanied by innovative faculty members and well-prepared Honors students. Three options for the Honors Capstone Experience offer a variety of choices. All capstone experiences require a scholarly paper submission and a public presentation.

The three options for the Honors Capstone Experience are:

Project Capstone, an independent study under the mentorship of two faculty. Most capstone projects include field work.

Travel as Text Capstone, entails two alternatives: *Study Abroad* and *City as Text*. *Study Abroad* requires a semester abroad with all course work; *City as Text* involves an intense study experience, with study preparation before travel and identified assignments.

Certification Capstone. This option allows the student to identify an area of study commonly offered in the community, e.g., earning a black belt in a martial art or completing a certificate in meditation. The Director of the Honors Program must approve the project, and the student must fulfill all requirements of the certifying body.

Required courses for the Honors Program:

		credits
HP100	Honors Seminar	1
	Honors Liberal Arts Core courses	12
HP300	Honors Capstone Experience	1
HP301	Seniors Honors Presentation	1

Students must maintain a minimum cumulative grade point average of 3.30 to remain and graduate in Honors. Failure to maintain the required grade point average will result probation or dismissal from the Honors Program.

ACCOUNTING**Faculty:**

Carole Parker, Ph.D.
 Catherine Giunta, M.A.
 Paul W. Mahady, Jr., M.B.A.
 Thomas Daughenbaugh, M.B.A., CPA
 Elizabeth Boyle, B.A., CPA
 Doina Vlad, Ph.D.

The accounting curriculum prepares students for careers in private and public accounting, and for graduate study, including law school. The courses are both theoretical and practical. By completing the program elements listed below, they have the credit requirements to sit for the CPA examination in Pennsylvania.

Learning Objectives: Accounting

1. Demonstrate ability to communicate effectively, orally and in writing with clients and professionals.
2. Demonstrate capacity to use critical thinking skills to analyze quantitative and nonquantitative information.
3. Demonstrate ability to use analytical skills and the appropriate technology to analyze numerical data for the purpose of professional evaluation and decision making.
4. Demonstrate ability to think and respond creatively to professionally oriented situations.
5. Articulate an ethical, values-based understanding of personal and professional practice.
6. Incorporate a global perspective in professional decision making.
7. Apply entrepreneurial skills in personal and professional practice.
8. Demonstrate an ability to understand and use the theoretical framework supporting the discipline.

All candidates for the Bachelor of Science degree in Accounting must complete the Liberal Arts Core Curriculum requirements, the portfolio requirements, and the required courses for the major, and develop competency in written and verbal business communication skills. A minimum of 120 credits is required.

Required courses for the Accounting Major:

	credits
BU100 Principles of Accounting I	3
BU101 Principles of Accounting II	3
BU180 Principles of Management	3
BU201 Managerial Accounting	3
BU202 Intermediate Accounting I	3
BU203 Intermediate Accounting II	3
BU204 Principles of Finance	3
BU205 Principles of Taxation	3
BU206 Auditing	3

	credits
BU220 Marketing	3
BU301 Advanced Accounting	3
BU302 Financial Statement Analysis	3
BU305 Corporate Finance	3
BU340 Business Law I	3
BU342 Business Law II	3
BU430* Internship	3
BU465 Integrative Seminar	3
CA130 Oral Communication	3
EC101 Principles of Microeconomics	3
EC102 Principles of Macroeconomics	3
MA107** Mathematics for Managerial Sciences	
OR	
MA130** Calculus 1 with Analytic Geometry	3-4
MA108 Applied Calculus for Business and Accounting	
OR	
MA140 Calculus 2	4
SS250 Introductory Statistics	3

Total credits: 70-71

* Accounting students who have one or more years of professional work experience in accounting that is beyond the clerical capacity may apply for a waiver from the internship requirement and will be required to complete an additional upper level accounting or business course to substitute for BU430. The internship waiver form affords students the opportunity to document their professional experience. The internship waiver form will be reviewed in the Graduate and Adult Studies Office. Academic advisors will work with students to determine the appropriate course work, and course equivalency forms will be sent to the Registrar's Office.

** Satisfies Mathematics requirement of the Liberal Arts Core.

ACCOUNTING — MINOR**Required courses for the minor in Accounting:**

BU100 Principles of Accounting I	3
BU101 Principles of Accounting II	3
BU202 Intermediate Accounting I	3
BU203 Intermediate Accounting II	3

6 credits from: 6

BU201 Managerial Accounting	
BU205 Principals of Taxation	
BU206 Auditing	
BU301 Advanced Accounting	
BU302 Financial Statement Analysis	

Total credits: 18

ART — ART AND TECHNOLOGY**Faculty:**

Patricia Beachley, M.F.A.
 Carol Brode, M.A.
 Mary Kay Neff, S.C., M.F.A.
 Philip Rostek, M.F.A.
 Stuart R. Thompson, Ph.D.
 Maureen Vissat, M.A.

**Learning Objectives:
Art and Technology**

1. Develop technical skills and self-discipline to enhance creativity.
2. Take risks in the areas of process and concept to enhance creative expression; display creativity, imagination, and growth in studio art production and approaches to problem solving; utilize constructive dialogue and feedback for improvement.
3. Demonstrate an understanding of a broad chronology of art and the traditions of Western art; examine and question the theories and assumptions of art history and contemporary art criticism from a variety of disciplinary viewpoints; demonstrate an ability to analyze, contextualize, and evaluate art objects from a variety of cultures with sensitivity and understanding of cultural relativity.
4. Demonstrate effective oral and written communication skills by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements.
5. Demonstrate an informed understanding of professional practices and the artist's role in the community; initiate one's own learning and growth through study and involvement in professional organizations; create a professional slide portfolio/package, including an articulate artist's statement; read professional technology-based periodicals.
6. Understand the impact of art on one's life as a means of personal growth and self-expression and explore artistic expression as a reflection of both personal and cultural views; envision one's potential as an active member of the community through a community-based project or proposal.
7. Demonstrate a high level of proficiency by learning computer software, hardware, and techniques such as image and text scanning to support image making.
8. Integrate and synthesize knowledge by creating artwork based on or enhanced by a variety of technological methods.

Acceptance into the art and technology program is based on a portfolio review and interview with Art faculty. Majors in all art program options who have not achieved a minimum grade point average of 3.0 in art courses must submit for review, during the second semester of their sophomore year, a portfolio of their work. Continued enrollment in the art program is contingent upon passing this portfolio review. Seton Hill also has a cooperative program with Pittsburgh Filmmakers' Institute. Seton Hill Art and Technology students are able to take advantage of studio, digital video, and animation courses at Pittsburgh Filmmakers'.

All candidates for the Bachelor of Fine Arts degree in Art and Technology must complete the Liberal Arts Core requirements, the portfolio requirements, the required major courses, and the comprehensive requirement which consists of a portfolio and senior art exhibit. A minimum of 120 credits is required.

**Required courses for the
Art — Art and Technology Major:**

	credits
AR105*	History of Western Art I 3
AR110*	History of Western Art II 3
AR115**	Drawing I 3
AR120	Design I 3
AR135	Black and White Photography 3
AR180	Digital Imaging 3
AR190	Graphic Design I 3
AR210	Twentieth Century Art II 3
AR215	Drawing II 3
AR220	Design II 3
AR265	Printmaking 3
AR271	Computer for the Fine Artist 3
AR440	Apprenticeship 3-6
AR480	Professional Practice for Visual Artists 3
PL320***	Philosophy of Art 3
<i>16 Credits in Major:</i>	
16	
Upper level approved course work taken at Pittsburgh Filmmakers' Institute	
AR475	Art Seminar

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ART — ART AND TECHNOLOGY Cont.

	credits
<i>12 Credits for the minor studio from:</i>	12
AR125 Clay	
AR130 Calligraphy	
AR200 Renaissance Art	
AR205 Twentieth Century Art I	
AR230 Typography I	
AR235 Black and White Photography	
AR240 Fibers	
AR245 Metalsmithing	
AR250 Color Photography	
AR255 Painting	
AR260 Sculpture	
AR290 Typography II	
AR295 Illustration	
AR310 Advanced 2D Media	
AR311 Advanced 3D Media	
AR370**** American Art	
AR375 Art Seminar (Art History)	
AR390 Graphic Design II	
AR410 Independent Study or Research	
AR475 Art Seminar (Mixed Media)	
AR490 Graphic Design III	
HU265 The Art of Film	

	credits
<i>9 Credits for the minor studio from:</i>	9
AR200 Renaissance Art	
AR205 Twentieth Century Art I	
AR370**** American Art	
AR375 Art Seminar (Art History)	
BU180 Principles of Management	
CA100 Communication Theory and Technologies	
TR101 Theatre Survey	

Total credits: 82-85

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

*** Satisfies the Philosophy requirement of the Liberal Arts Core.

**** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

ART — EDUCATION

*(Kindergarten through 12th Grade
Teaching Certificate)*

Faculty:

Patricia Beachley, M.F.A.	Mary Kay Neff, S.C., M.F.A.
Carol Brode, M.A.	Audrey M. Quinlan, D.Ed.
Michelle H. Conway, Ed.D.	Philip Rostek, M.F.A.
Alicia Costa, S.S.F., Ph.D.	Ronald Silvis, Ph.D.
Daniel Gray, Ed.D.	Mary Spataro, M.S.
Shirley Huls, M.Mus.Ed.	Stuart R. Thompson, Ph.D.
Sondra Lettrich, Ph.D.	Maureen Vissat, M.A.
Joann Migyanka, M.Ed.	
Kaye Fierle, M.Ed., Director of Campus Kindergarten	
Richelle Gourley, B.A., Teacher, Child Development Center	
Georgine Hallam, M.Ed., Director of Child Development Center	

Learning Objectives: Art Education

1. Develop technical skills, including in-depth competence in at least one medium, and self-discipline to enhance one's own artistic production and to enhance the teaching/learning experience in a classroom setting; demonstrate computer literacy.
2. Take risks in the areas of process and concept to enhance creative expression; engage in problem solving; utilize constructive dialogue and feedback for improvement both artistically and pedagogically.
3. Demonstrate an understanding of a broad chronology of art and the traditions of Western and non-western art; examine and question the theories and assumptions of art history and contemporary art criticism from a variety of disciplinary viewpoints. Demonstrate an ability to analyze, contextualize, and evaluate art objects from a variety of cultures with sensitivity and understanding of cultural relativity.
4. Demonstrate effective oral and written communication skills by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements. Provide a critical analysis of one's own artwork and of the works of others.

5. Gain an understanding of the history, techniques, approaches, and professional opportunities of the education profession; initiate one's own learning and growth through study and involvement in professional art and education organizations and the local, state, and national artistic communities by visiting museums, galleries, and artist's lectures, and reading journals and periodicals.
6. Understand the impact of art on one's life as a means of personal growth and self-expression and explore artistic expression as a reflection of both personal and cultural views.
7. Demonstrate knowledge, skills, and techniques in the development and delivery of instruction in art making, art history, criticism, and aesthetic thought; demonstrate computer literacy to support creative expression and teaching.
8. Develop a professional Art Education Portfolio.

Acceptance into the art program is based on a portfolio review and interview with Art faculty. See "Admission to the Education Program" (page 66) for teaching certification requirements and learning objectives. Majors in all art program options who have not achieved a minimum grade point average of 3.0 in art courses must submit for review, during the second semester of their sophomore year, a portfolio of their work. Continued enrollment in the art program is contingent upon passing this portfolio review.

All candidates for the Bachelor of Arts degree in Art Education must complete the Liberal Arts Core requirements, the portfolio requirements, the required major courses, and the comprehensive requirement which consists of a portfolio and senior art exhibit. A minimum of 120 credits is required.

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ART — EDUCATION Cont.

Required courses for the Art Education major:

	credits
AR105*	3
AR110*	3
AR115**	3
AR120	3
AR215	3
AR220	3
AR255	3
AR260	3
AR385*****	3
ED110	3
ED118	3
ED201	3
ED205	3
ED305	1
ED315	3
ED316	3
ED340	3
ED434	12
ED435	1
EL266****	3
EL267****	3
MA100*****	3
MA102	3
PL320***	3
PY225	3
<i>3 credits from:</i>	3
AR135	3
AR180	3
AR190	3
AR265	3
<i>3 credits from:</i>	3
AR125	3
AR245	3

credits

6 credits in one art history area from: 6

AR200	Renaissance Art	6
AR205	Twentieth Century Art I	
AR210	Twentieth Century Art II	
AR370	American Art	

Studio concentration: 3-6

A second studio course in painting, sculpture, clay, metalsmithing, photography, graphic design, printmaking, or digital artmaking

OR

Two studio courses in one area from calligraphy, fibers, illustration, or media art

Total credits: 92-95

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

*** Satisfies the Philosophy requirement of the Liberal Arts Core.

**** Satisfies the U. S. Cultures requirement of the Liberal Arts Core.

***** Satisfies the Mathematics requirement of the Liberal Arts Core.

***** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1
ED335	Assessment	3

ART — GRAPHIC DESIGN**Faculty:**

Patricia Beachley, M.F.A.
 Carol Brode, M.A.
 Mary Kay Neff, S.C., M.F.A.
 Philip Rostek, M.F.A.
 Stuart R. Thompson, Ph.D.
 Maureen Vissat, M.A.

Learning Objectives: Graphic Design

1. Develop technical skills and self-discipline to enhance creativity.
2. Take risks in the areas of process and concept to enhance creative expression; display creativity, imagination, and growth in studio art production and approaches to problem solving; utilize constructive dialogue and feedback for improvement.
3. Demonstrate an understanding of a broad chronology of art and the traditions of Western art; examine and question the theories and assumptions of art history and contemporary art criticism from a variety of disciplinary viewpoints; demonstrate an ability to analyze, contextualize, and evaluate art objects from a variety of cultures with sensitivity and understanding of cultural relativity.
4. Demonstrate effective oral and written communication skills by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements.
5. Demonstrate an informed understanding of professional practices and the artist's role in the community; initiate one's own learning and growth through study and involvement in professional organizations; create a professional slide portfolio/package; read professional technology-based periodicals.
6. Understand the impact of art on one's life as a means of personal growth and self-expression and explore artistic expression as a reflection of both personal and cultural views; envision one's potential as an active member of the community through a community-based project or proposal.
7. Demonstrate a high level of proficiency using computer software and hardware to create graphic design for both print and electronic media.

Acceptance into the art program is based on a portfolio review and interview with Art faculty. Majors in all art program options who have not achieved a minimum grade point average of 3.0 in art courses must submit for review, during the second semester of their sophomore year, a portfolio of their work. Continued enrollment in the art program is contingent upon passing this portfolio review.

The graphic design program at Seton Hill displays appropriate and measurable objectives. The Liberal Arts Core of the University enhances the major. Majors are advised to consider their career goals and select an apprenticeship that will support these goals or broaden their experience in the field.

All candidates for the Bachelor of Fine Arts degree in Graphic Design must complete the Liberal Arts Core requirements, the portfolio requirements, the required major courses, and the comprehensive requirement which consists of a portfolio and senior art exhibit. A minimum of 120 credits is required.

Required courses for the Art-Graphic Design major:

	credits
AR105*	History of Western Art I 3
AR110*	History of Western Art II 3
AR115**	Drawing I 3
AR120	Design I 3
AR135	Black and White Photography 3
AR180	Digital Imaging 3-4
AR190	Graphic Design I 3
AR210	Twentieth Century Art II 3
AR215	Drawing II 3
AR220	Design II 3
AR230	Typography I 4
AR250	Color Photography 3

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ART — GRAPHIC DESIGN Cont.

	credits
AR290	4
AR390	4
AR395	3
AR440	6
AR480	3
AR490	4
PL320***	3
 <i>12 credits for the Minor Studio from:</i>	
AR125	12
AR130	
AR200	
AR205	
AR235	
AR240	
AR245	
AR255	
AR260	
AR265	
AR295	
AR310	
AR311	
AR370****	
AR375	
AR410	
AR475	
HU265	
Approved courses at Pittsburgh Filmmakers' Institute	

	credits
<i>3 credits for the Minor Studio from:</i>	
AR200	3
AR205	
AR370****	
CA100	
 <i>3 credits from:</i>	
BU180	3
BU220	
BU235	
Total credits:	82-83

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

*** Satisfies the Philosophy requirement of the Liberal Arts Core.

**** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

ART HISTORY

Faculty:

Patricia Beachley, M.F.A.
 Carol Brode, M.A.
 Mary Kay Neff, S.C., M.F.A.
 Philip Rostek, M.F.A.
 Stuart R. Thompson, Ph.D.
 Maureen Vissat, M.A.

Learning Objectives: Art History

1. Experience the techniques and practices of studio art to gain an understanding of the creative process; demonstrate computer literacy.
2. Display creativity and imagination in approaches to problem solving; utilize constructive dialogue and feedback for improvement.
3. Demonstrate a thorough understanding of the chronology of art and the traditions of Western art; examine and question the theories and assumptions of art history and contemporary art criticism from a variety of disciplinary viewpoints; demonstrate an ability to analyze, contextualize, and evaluate art objects from a variety of cultures with sensitivity and understanding of cultural relativity.
4. Demonstrate effective oral and written communication skills by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements.
5. Demonstrate an informed understanding of professional practices; initiate learning and growth through study and involvement in professional organizations and the local, national, and international artistic communities by visiting museums, galleries, and artist's lectures, and reading journals and periodicals.
6. Understand the impact of art on one's life as a means of personal growth and self-expression and explore artistic expression as a reflection of both personal and cultural views; envision one's potential as an active member of the community through a community-based project or proposal.
7. Participate in academic discussions of art history as well as its contemporary multicultural applications.

Acceptance into the art history program is based on a portfolio review and interview with Art faculty. Majors in all art program options who have not achieved a minimum grade point average of 3.0 in art courses must submit for review, during the second semester of their sophomore year, a portfolio of their work. Continued enrollment in the art program is contingent upon passing this portfolio review.

The art history program at Seton Hill displays appropriate and measurable objectives. The Liberal Arts Core of the University enhances the major. Majors are advised to consider their career goals and select another major or minor to ensure their success, e.g., business for gallery work.

All candidates for the Bachelor of Arts degree in Art History must complete the Liberal Arts Core requirements, the portfolio requirements, the required major courses, and the comprehensive requirement which consists of a portfolio and senior research paper. A minimum of 120 credits is required.

Required courses for the Art History major:

	credits
AR105*	History of Western Art I 3
AR110*	History of Western Art II 3
AR200	Renaissance Art 3
AR205	Twentieth Century Art I 3
AR210	Twentieth Century Art II 3
AR370**	American Art 3
AR375	Art Seminar (Art History) 3
AR410, 411	Independent Study or Research (Thesis) 3
AR440	Apprenticeship 3
AR480	Professional Practice for Visual Artists 3
PL320***	Philosophy of Art 3
<i>6 credits from:</i>	
AR115****	Drawing I 3
AR120****	Design I 3
AR135****	Black and White Photography 3
AR180****	Digital Imaging 3
<i>6 credits from:</i>	
EL261	European Literature 3
PL201	Philosophy in Context 3
TR202, 203	Theatre History I, II 3
History course(s) at the 200 or 300 level	
Total credits:	45

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Philosophy requirement of the Liberal Arts Core.

**** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

ART—STUDIO ARTS**Faculty:**

Patricia Beachley, M.F.A.
 Carol Brode, M.A.
 Nina Denninger, M.A., A.T.R.,-BC
 Mary Kay Neff, S.C., M.F.A.
 Philip Rostek, M.F.A.
 Stuart R. Thompson, Ph.D.
 Maureen Vissat, M.A.

Learning Objectives: Studio Arts

1. Develop technical skills and self-discipline to enhance creativity.
2. Take risks in the areas of process and concept to enhance creative expression; display creativity, imagination, and growth in studio art production and approaches to problem solving; utilize constructive dialogue and feedback for improvement.
3. Demonstrate an understanding of a broad chronology of art and the traditions of Western art; examine and question the theories and assumptions of art history and contemporary art criticism from a variety of disciplinary viewpoints. Demonstrate an ability to analyze, contextualize, and evaluate art objects from a variety of cultures with sensitivity and understanding of cultural relativity.
4. Demonstrate effective oral and written communication skills by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements; provide a critical analysis of one's own artwork.
5. Demonstrate an informed understanding of professional practices, initiate learning and growth through study and involvement in professional organizations and the local, national, and international artistic communities by visiting museums, galleries, and artist's lectures, and reading art periodicals.
6. Understand the impact of art on one's life as a means of personal growth and self-expression and explore artistic expression as a reflection of both personal and cultural views; envision one's potential as an active member of the community through a community-based project or proposal.
7. Demonstrate a high level of proficiency in the major area of studio concentration that reflects evolving concepts and perceptions; demonstrate computer literacy to support creative expression.
8. Write an articulate artist's statement that reflects an understanding of one's own artistic process and expression as part of a professional portfolio which includes the presentation of images.

Acceptance into the art program is based on a portfolio review and interview with Art faculty. Majors in all art program options who have not achieved a minimum grade point average of 3.0 in art courses must submit for review, during the second semester of their sophomore year, a portfolio of their work. Continued enrollment in the art program is contingent upon passing this portfolio review.

All candidates for the Bachelor of Arts degree in Art-Studio Arts must complete the Liberal Arts Core requirements, the portfolio requirements, the required major courses, and the comprehensive requirement which consists of a portfolio and senior art exhibit. A minimum of 120 credits is required.

Required courses for the Art-Studio Arts major:

		credits
AR105*	History of Western Art I	3
AR110*	History of Western Art II	3
AR115**	Drawing I	3
AR120	Design I	3
AR200	Renaissance Art	3
AR205	Twentieth Century Art I	3
AR210	Twentieth Century Art II	3
AR215	Drawing II	3
AR220	Design II	3
AR440	Apprenticeship	3
AR475	Art Seminar	3
AR480	Professional Practice for Visual Artists	3
PL320****	Philosophy of Art	3

18 credits from:

AR125	Clay	18
AR130	Calligraphy	
AR135, 235	Black and White Photography	
AR180	Digital Imaging	
AR190	Graphic Design I	
AR230	Typography I	
AR240	Fibers	
AR245	Metalsmithing	
AR250	Color Photography	
AR255	Painting	
AR260	Sculpture	
AR265	Printmaking	
AR271	Computer for the Fine Artist	
AR290	Typography II	
AR295	Illustration	
AR310	Advanced 2D Media	
AR311	Advanced 3D Media	
AR390, 490	Graphic Design II, III	
Approved courses at Pittsburgh Filmmakers' Institute		

3 additional credits from:

AR200	Renaissance Art	3
AR370***	American Art	
AR375, 475	Art Seminar (Art History)	

Total credits: **60**

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

*** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

**** Satisfies the Philosophy requirement of the Liberal Arts Core.

ART THERAPY

Faculty:

Alvaro Barriga, Ph.D.
 Patricia Beachley, M.F.A.
 Carol Brode, M.A.
 Nina Denninger, M.A., A.T.R.-BC, LPC
 Lawrence Jesky, M.A.
 Cynthia Magistro, Ph.D.
 Mary Kay Neff, S.C., M.F.A.
 Philip Rostek, M.F.A.
 Stuart R. Thompson, Ph.D.
 Maureen Vissat, M.A.

Learning Objectives: Art Therapy

1. Demonstrate technical skills in the use of various art media, including, but not limited to drawing, painting, and clay sculpture. Demonstrate computer literacy to support creative expression.
2. Appreciate, analyze, and evaluate art objects and art movements from a variety of cultures with sensitivity and understanding of cultural relativity.
3. Practice art making with personal growth and self-expression as conscious objectives. Take risks in the areas of process and concept to enhance creative expression.
4. Identify, interpret, and evaluate theories and assumptions that inform the disciplines of art history, art education, psychology, and art therapy.
5. Describe and differentiate the practices of art education, psychology, and art therapy.
6. Employ empathic responses and engage in meaningful dialogues with others about their interpersonal processes and their art-making processes and products.
7. Apply constructive critique and supervisory feedback to the practice of studio art and art therapy.
8. Compose and produce effective oral and written presentations of material germane to the fields of art, psychology, and art therapy.
9. Assess the needs of a chosen population and design appropriate creative and expressive art activities for that population.
10. Describe how creative processes can be used as a tool in service to the community.

This interdisciplinary major is designed to prepare students in the basic areas of the fine arts and the behavioral and social sciences. This preparation is intended for students who plan to continue education or training in their specialization after completing their bachelor's degree. There is ample opportunity to take advanced courses in the field of specialization and related studies after undergraduates are admitted to graduate school. It is not considered desirable, according to the

American Art Therapy Association, for undergraduate students to have highly specialized courses in art therapy.

Initial admission into the art program is based on a portfolio review. Students are formally admitted into the art therapy program at the end of their sophomore year if they have maintained a minimum 3.0 grade point average in their art and psychology courses. Continuation in the art therapy major beyond AT220 is upon recommendation of the program coordinator.

All candidates for the Bachelor of Arts degree in Art Therapy must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major and earn a passing grade on the comprehensive, which includes a written paper, and senior exhibit. A minimum of 120 credits is required.

Required courses for the Art Therapy major:

	credits	
AR105*	History of Western Art I	3
AR110*	History of Western Art II	3
AR115**	Drawing I	3
AR120	Design I	3
AR125	Clay	3
AR205	Twentieth Century Art I	3
AR210	Twentieth Century Art II	3
AR215	Drawing II	3
AR220	Design II	3
AR255	Painting	3
AR480	Professional Practice for Visual Artists	3
AT220	Art Therapy Theories and Methods I	3
AT320	Art Therapy Theories and Methods II	3
AT390	Experiential Art Therapy	3
AT420	Field Work	3
ED316	Art in Elementary Education	3
PY110	Introductory Psychology	3
PY225	Infancy, Childhood, and Adolescence	
	+ Laboratory	3
PY235	Adult Development	3
PY270	Introduction to Counseling	3
PY280	Abnormal Psychology	3
PY370	Personality Theory	3

Total credits: **66**

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

ART — 3D MEDIA**Faculty:**

Patricia Beachley, M.F.A.
 Carol Brode, M.A.
 Mary Kay Neff, S.C., M.F.A.
 Philip Rostek, M.F.A.
 Stuart R. Thompson, Ph.D.
 Maureen Vissat, M.A.

Learning Objectives: 3D Media

1. Develop technical skills and self-discipline to enhance creativity.
2. Take risks in the areas of process and concept to enhance creative expression; display creativity, imagination, and growth in studio art production and approaches to problem solving; utilize constructive dialogue and feedback for improvement.
3. Demonstrate an understanding of a broad chronology of art and the traditions of Western art; examine and question the theories and assumptions of art history and contemporary art criticism from a variety of disciplinary viewpoints; demonstrate an ability to analyze, contextualize, and evaluate art objects from a variety of cultures with sensitivity and understanding of cultural relativity.
4. Demonstrate effective oral and written communication skills by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements; provide a critical analysis of one's own artwork.
5. Demonstrate an informed understanding of professional practices; initiate learning and growth through study and involvement in professional organizations and the local, national, and international artistic communities by visiting museums, galleries, and artist's lectures, and reading art periodicals.
6. Understand the impact of art on one's life as a means of personal growth and self-expression and explore artistic expression as a reflection of both personal and cultural views; envision one's potential as an active member of the community through a community-based project or proposal.
7. Demonstrate a high level of proficiency in the major and minor areas of studio concentration that reflects evolving concepts and perceptions; demonstrate computer literacy to support creative expression.
8. Write an articulate artist's statement that reflects an understanding of one's own artistic process and expression as part of a professional portfolio which includes the presentation of images.

Acceptance into the art program is based on a portfolio review and interview with Art faculty. Majors in all art program options who have not achieved a minimum grade point average of 3.0 in art courses must submit for review, during the second semester of their sophomore year, a portfolio of their work. Continued enrollment in the art program is contingent upon passing this portfolio review. The student will concentrate in one of the following studio areas: clay, metalsmithing, or sculpture. The student also minors in drawing, painting, printmaking, art history, or varied studio electives.

The B.F.A. degree is preparation for the graduate school Master of Fine Arts degree program.

All candidates for the Bachelor of Fine Arts degree in 3D Media must complete the Liberal Arts Core requirements, the portfolio requirements, the required major courses, and the comprehensive requirement which consists of a portfolio and a senior art exhibit. A minimum of 120 credits is required.

Required courses for the Art — 3D Media major:

		credits
AR105*	History of Western Art I	3
AR110*	History of Western Art II	3
AR115**	Drawing I	3
AR120	Design I	3
AR125	Clay	3
AR180	Digital Imaging	3
AR205	Twentieth Century Art I	3
AR210	Twentieth Century Art II	3
AR215	Drawing II	3
AR220	Design II	3
AR245	Metalsmithing	3
AR260	Sculpture	3
AR440	Apprenticeship	3-6
AR480	Professional Practice for Visual Artists	3
PL320***	Philosophy of Art	3

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ART — 3D MEDIA Cont.

	credits
<i>16 credits for the Major Studio from:</i>	
AR311 Advanced 3D Media	16
AR475 Art Seminar	
<i>12 credits for the Minor Studio from:</i>	
AR130 Calligraphy	12
AR135 Black and White Photography	
AR190,390,490 Graphic Design I, II, III	
AR200 Renaissance Art	
AR230 Typography I	
AR235 Black and White Photography	
AR240 Fibers	
AR250 Color Photography	
AR255 Painting	
AR265 Printmaking	
AR271 Computer for the Fine Artist	
AR290 Typography II	
AR295 Illustration	
AR310 Advanced 2D Media	
AR370**** American Art	
AR375 Art Seminar	
AR410, 411 Independent Study or Research	
AR475 Art Seminar (Mixed Media)	
Approved courses at Pittsburgh Filmmakers' Institute	
<i>9 credits from:</i>	
AR200 Renaissance Art	9
AR370**** American Art	
AR375 Art Seminar	
AR385***** Non-Western Art: Special Topics	
HU265 The Art of Film	
Total credits:	82-85
* Counts toward the Western Cultures requirement of the Liberal Arts Core.	
** Satisfies the Artistic Expression requirement of the Liberal Arts Core.	
*** Satisfies the Philosophy requirement of the Liberal Arts Core.	
**** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.	
***** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.	

ART — 2D MEDIA**Faculty:**

Patricia Beachley, M.F.A.
 Carol Brode, M.A.
 Mary Kay Neff, S.C., M.F.A.
 Philip Rostek, M.F.A.
 Stuart R. Thompson, Ph.D.
 Maureen Vissat, M.A.

Learning Objectives: 2D Media

1. Develop technical skills and self-discipline to enhance creativity.
2. Take risks in the areas of process and concept to enhance creative expression; display creativity, imagination, and growth in studio art production and approaches to problem solving; utilize constructive dialogue and feedback for improvement.
3. Demonstrate an understanding of a broad chronology of art and the traditions of Western art; examine and question the theories and assumptions of art history and contemporary art criticism from a variety of disciplinary viewpoints; demonstrate an ability to analyze, contextualize, and evaluate art objects from a variety of cultures with sensitivity and understanding of cultural relativity.
4. Demonstrate effective oral and written communication skills by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements; provide a critical analysis of one's own artwork.
5. Demonstrate an informed understanding of professional practices; initiate learning and growth through study and involvement in professional organizations and the local, national, and international artistic communities by visiting museums, galleries, and artist's lectures, and reading art periodicals.
6. Understand the impact of art on one's life as a means of personal growth and self-expression and explore artistic expression as a reflection of both personal and cultural views; envision one's potential as an active member of the community through a community-based project or proposal.
7. Demonstrate a high level of proficiency in the major and minor areas of studio concentration that reflects evolving concepts and perceptions; demonstrate computer literacy to support creative expression.
8. Write an articulate artist's statement that reflects an understanding of one's own artistic process and expression as part of a professional portfolio which includes the presentation of images.

CONTINUED ON PAGE 50

ART — 2D MEDIA Cont.

Acceptance into the art program is based on a portfolio review and interview with Art faculty. Majors in all art program options who have not achieved a minimum grade point average of 3.0 in art courses must submit for review, during the second semester of their sophomore year, a portfolio of their work. Continued enrollment in the art program is contingent upon passing this portfolio review. The student will concentrate in one of the following studio areas: clay, drawing, painting, or printmaking. The student also minors in clay, metalsmithing, sculpture, art history, or varied studio electives.

The B.E.A. degree is preparation for the graduate school Master of Fine Arts degree program.

All candidates for the Bachelor of Fine Arts degree in 2D Media must complete the Liberal Arts Core requirements, the portfolio requirements, the required major courses, and the comprehensive requirement which consists of a portfolio and senior art exhibit. A minimum of 120 credits is required.

Required courses for the Art — 2D Media major:

	credits	
AR105*	History of Western Art I	3
AR110*	History of Western Art II	3
AR115**	Drawing I	3
AR120	Design I	3
AR135	Black and White Photography	3
AR180	Digital Imaging	3
AR205	Twentieth Century Art I	3
AR210	Twentieth Century Art II	3
AR215	Drawing II	3
AR220	Design II	3
AR255	Painting	3
AR265	Printmaking	3
AR440	Apprenticeship	3-6
AR480	Professional Practice for Visual Artists	3
PL320***	Philosophy of Art	3

credits*16 credits for the Major Studio from:*

16

AR310	Advanced 2D Media
AR475	Art Seminar

12 credits for the Minor Studio from:

12

AR125	Clay
AR130	Calligraphy
AR185	The Art of Film
AR190, 390, 490	Graphic Design I, II, III
AR200	Renaissance Art
AR230	Typography I
AR235	Black and White Photography
AR240	Fibers
AR245	Metalsmithing
AR250	Color Photography
AR260	Sculpture
AR271	Computer for the Fine Artist
AR290	Typography II
AR295	Illustration
AR311	Advanced 3D Media
AR370****	American Art
AR375	Art Seminar
AR410, 411	Independent Study or Research
AR475	Art Seminar (Mixed Media)
Approved courses at Pittsburgh Filmmakers' Institute	

9 credits from:

9

AR200	Renaissance Art
AR370****	American Art
AR375	Art Seminar
AR385*****	Non-Western Art: Special Topics
HU265	The Art of Film

Total credits:**82-85**

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

*** Satisfies the Philosophy requirement of the Liberal Arts Core.

**** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

***** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

ART— VISUAL ARTS MANAGEMENT**Faculty:**

Patricia Beachley, M.F.A.
 Carol Brode, M.A.
 Mary Kay Neff, S.C., M.F.A.
 Philip Rostek, M.F.A.
 Stuart R. Thompson, Ph.D.
 Maureen Vissat, M.A.

Learning Objectives: Visual Arts

1. Experience the techniques and practices of the creative process to enhance future liaison work as an arts manager; demonstrate computer literacy.
2. Display creativity and imagination in approaches to problem solving; utilize constructive dialogue and feedback for improvement.
3. Demonstrate a thorough understanding of the chronology of art and the traditions of visual art; examine and question the theories and assumptions of art history and contemporary art criticism from a variety of disciplinary viewpoints; demonstrate an ability to analyze, contextualize, and evaluate art objects from a variety of cultures with sensitivity and understanding of cultural relativity.
4. Demonstrate effective oral and written communication skills by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements.
5. Demonstrate an informed understanding of professional practices; initiate learning and growth through study and involvement in professional organizations and the local, national, and international artistic communities by visiting museums, galleries, artist's lectures, and reading journals and periodicals.
6. Articulate the impact of art on one's life as a means of personal growth and self-expression and explore artistic expression as a reflection of both personal and cultural views; envision one's potential as an active member of the community through a community-based project or proposal.
7. Demonstrate an understanding of management principles as they apply to arts organizations.

Acceptance into the art program is based on a portfolio review and interview with Art faculty. Majors in all art program options who have not achieved a minimum grade point average of 3.0 in art courses must submit for review, during the second semester of their sophomore year, a portfolio of their work. Continued enrollment in the art program is contingent upon passing this portfolio review.

The visual arts management major at Seton Hill University displays appropriate and measurable objectives and is enhanced by the Liberal Arts Core. Majors are advised to consider their career goals and apply for two apprenticeship experiences, e.g., one in a for-profit gallery and another in a museum/non-profit arts organization.

All candidates for the Bachelor of Arts degree in Art-Visual Arts Management must complete the Liberal Arts Core requirements, the portfolio requirements, the required major courses, and the comprehensive requirement which consists of a portfolio and senior art exhibit. A minimum of 120 credits is required.

Required courses for the Art-Visual Arts Management major:

	credits	
AR105*	History of Western Art I	3
AR110*	History of Western Art II	3
AR120**	Design I	3
AR205	Twentieth Century Art I	3
AR210	Twentieth Century Art II	3
AR220	Design II	3
AR370***	American Art	3
AR440	Apprenticeship	6
AR480	Professional Practice for Visual Artists	3
<i>6 credits from:</i>		6
AR135	Black and White Photography	
AR180	Digital Imaging	
AR200	Renaissance Art	
AR375	Art Seminar	
AR475	Art Seminar	
<i>18 credits from:</i>		18
BU100	Principles of Accounting I	
BU101	Principles of Accounting II	
BU180	Principles of Management	
BU220	Marketing	
BU295	Personnel/Human Resource Management OR	
BU371	Training and Development	
EC101	Principles of Microeconomics OR	
EC102	Principles of Macroeconomics	
<i>6 credits from:</i>		6
AR115	Drawing I	
AR135	Black and White Photography	
AR180	Digital Imaging	
AR190	Graphic Design I	
AR200	Renaissance Art	
AR375, 475	Art Seminar	
BU235	Small Venture Planning and Finance	
PL320****	Philosophy of Art	

Total credits: **60**

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

*** Satisfies the American Studies requirement of the Liberal Arts Core.

**** Satisfies the Philosophy requirement of the Liberal Arts Core.

ART — MINOR

The minor in art may be chosen from the following four options or may be self-designed with the approval of the Art faculty.

Required courses for the Art minor (choose one option):**Option 1: Minor in Fine Arts**

	credits
AR105 History of Western Art I	3
AR115 Drawing I	3
AR120 Design I	3
AR215 Drawing II	3

6 credits from: 6

AR130 Calligraphy	
AR135 Black and White Photography	
AR180 Digital Imaging	
AR240 Fibers	
AR255 Painting	
AR265 Printmaking	

Total credits: **18**

Option 2: Minor in Graphic Design

AR115 Drawing I	3
AR120 Design I	3
AR180 Digital Imaging	3
AR190 Graphic Design I	3
AR230 Typography I	3
AR390 Graphic Design II	3

Total credits: **18**

Option 3: Minor in 3-D Art Studies

	credits
AR105 History of Western Art I	3
AR115 Drawing I	3
AR120 Design I	3
AR220 Design II	3

6 credits from: 6

AR125 Clay	
AR245 Metalsmithing	
AR260 Sculpture	

Total credits: **18**

Option 4: Minor in Art History

AR105 History of Western Art I	3
AR110 History of Western Art II	3

12 credits from: 12

AR200 Renaissance Art	
AR205 Twentieth Century Art I	
AR210 Twentieth Century Art II	
AR375, 475 Art Seminar (Art History)	
PL320 Philosophy of Art	

Total credits: **18**

BIOCHEMISTRY**Faculty:**

Frances Blanco-Yu, Ph.D.
 John Cramer, Ph.D.
 Anthony Parker, Ph.D.
 Susan Yochum, S.C., Ph.D.

The Bachelor of Science degree in biochemistry is available for students who are interested in combining the disciplines of biology and chemistry. In addition to preparing students for graduate study in biochemistry, chemistry, genetics, biology, and medicine, the biochemistry degree provides direct entry into industrial, research, and teaching careers. The chemistry program is approved by the Committee on Professional Training of the American Chemical Society.

Learning Objectives: Biochemistry

1. Develop an understanding of the chemical and physical properties of substances in terms of molecular properties including bonding, structure, and reactivity.
2. Develop written communication and quantitative reasoning skills for the interpretation of laboratory data as demonstrated through laboratory reports, scientific article summaries and critiques, poster presentations, and senior theses.
3. Utilize computer technology with respect to the use of software including word processors, spreadsheets, graphing, mathematical, molecular modeling, and computational chemistry packages.
4. Use the Internet for research and study as well as online searching of scientific databases including Chemical Abstracts.
5. Demonstrate the ability to analyze and interpret the primary chemical literature.
6. Demonstrate an understanding and application of the crucial role which honesty and integrity play in scientific research.
7. Demonstrate an understanding of the ethical application of chemistry.
8. Demonstrate a sense of stewardship with respect to relationships with other students, the use of instrumentation, and the environment.
9. Demonstrate the ability to articulate research to the scientific community via poster presentation and public seminars including presentations at American Chemical Society meetings.
10. Demonstrate a commitment to community service and interaction with persons from diverse populations.
11. Encourage and promote the entry of women into scientific careers.

All candidates for the Bachelor of Science degree in Biochemistry must complete the Liberal Arts Core, the portfolio requirements, and major required courses. A minimum of 120 credits is required.

Required courses for the Biochemistry major:

	credits	
BL150*	General Biology I	3
BL151*	General Biology I Laboratory	1
BL152	General Biology II	3
BL153	General Biology II Laboratory	1
BL212	Genetics	3
BL213	Genetics Laboratory	1
BL325	Molecular Biology	3
BL326	Molecular Biology Laboratory	1
CH110	General Chemistry I	3
CH111	Quantitative Analysis I Laboratory	1
CH112	General Chemistry II	3
CH113	Quantitative Analysis II Laboratory	1
CH210	Organic Chemistry I	3
CH211	Organic Chemistry I Laboratory	2
CH212	Organic Chemistry II	3
CH213	Organic Chemistry II Laboratory	2
CH325	Biochemistry	3
CH326	Biochemistry Laboratory	1
CH330	Thermodynamics	3
CH331	Thermodynamics Laboratory	2
CH332	Quantum Mechanics	3
CH345	Inorganic Chemistry	3
CH346	Advanced Spectroscopic Methods	2
CH355	Instrumental Analysis	3
CH356	Advanced Instrumental Analysis Laboratory	2
CH400	Chemistry Seminar	1
MA130**	Calculus 1 with Analytic Geometry	4
MA140	Calculus 2	4
MA200	Calculus 3	4
PH110	General Physics I	3
PH111	General Physics I Laboratory	1
PH112	General Physics II	3
PH113	General Physics II Laboratory	1
<i>2 credits from:</i>		2
CH430	Internship	
CH435	Research	

Total credits: **79**

* Counts toward the Science requirement of the Liberal Arts Core.

** Satisfies the Mathematics requirement of the Liberal Arts Core.

BIOLOGY**Faculty:**

Steven G. Bassett, Ph.D.
Bernadette Fondy, Ph.D.
Jamie Fornasaglio, Ph.D.

The biology curriculum provides opportunities for students to become independent, creative individuals, rather than passive observers of the activities of others. The curriculum is primarily designed to prepare students for graduate study in the life sciences or for the pursuit of advanced degrees in the health professions. Seton Hill Biology graduates can pursue advanced training in dentistry, medicine, occupational therapy, optometry, physical therapy, podiatry, or veterinary medicine, as well as in any number of research/academic fields requiring the Ph.D. (environmental science, genetics, immunology, marine biology, molecular biology, etc.). Biology graduates have also found employment as teachers, laboratory technicians, laboratory supervisors, and veterinary technicians without pursuing a graduate degree.

Learning Objectives: Biology

1. Demonstrate the proper use of the language of biological science in oral and written communications.
2. Utilize the Internet as an information and communication resource in the practice of biological science.
3. Summarize one's own data and interpret others' data through the use of graphs, charts, and tables.
4. Communicate to others one's knowledge of key biological concepts.
5. Address the unity of life at the cellular, organism, and population levels. Comprehend that evolution is the source of both unity and diversity in living and extinct organisms.
6. Identify key concepts of biological science including those from the disciplines of anatomy, ecology, evolution, genetics, molecular biology, physiology, and systematics.
7. Discuss the relationships between biology and the disciplines of chemistry, mathematics, and physics.
8. Apply a scientific approach to problem solving.
9. Access, read, and analyze the scientific literature.
10. Distinguish between pseudoscience and authentic science.
11. Identify and gain experience with the tools of biological research including those associated with the laboratory, field studies, and computers.
12. Analyze one or more biological subdisciplines to formulate original questions and synthesize information in ways that go beyond memorization of facts.
13. Develop and test a hypothesis in a laboratory setting.
14. Delineate the influence that biological ideas and discoveries have had on the development of culture and society.

15. Identify a role for one's self in the global community of individuals who pursue scientific solutions to many of the problems that plague humanity.
16. Analyze the insights provided by science concerning the impact of human activities on the environment.
17. Identify and be prepared for specific career options associated with biological science, including those that require graduate-level education.
18. Address the important role that personal integrity and honesty play in the continuing advance of science.
19. Evaluate ethical considerations associated with applications of biotechnology, especially in the fields of ecology and genetics. Be able to express one's own position on such issues.
20. Advocate the need for women to pursue careers in the sciences.

All candidates for the Bachelor of Arts or Bachelor of Science degree in Biology must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major, and must earn a passing grade on a written comprehensive biology examination. A minimum of 120 credits is required.

Students who are interested in receiving teaching certification in biology should see requirements on page 69.

**Bachelor of Arts Degree -
Required courses for the
Biology major:**

		credits
BL150*	General Biology I	3
BL151*	General Biology I Laboratory	1
BL152	General Biology II	3
BL153	General Biology II Laboratory	1
BL212	Genetics	3
BL213	Genetics Laboratory	1
BL247	Cell Biology	3
BL248	Cell Biology Laboratory	1
BL270	Ecological Plant Physiology	3
BL271	Ecological Plant Physiology Laboratory	1
BL300	Biology Seminar	1
BL405	Special Topics in Biology	1
CH110	General Chemistry I	3
CH111	Quantitative Analysis I Laboratory	1
CH112	General Chemistry II	3
CH113	Quantitative Analysis II Laboratory	1
CH210	Organic Chemistry I	3
CH211	Organic Chemistry I Laboratory	2
CH212	Organic Chemistry II	3
CH213	Organic Chemistry II Laboratory	2
SS250***	Introductory Statistics	3

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BIOLOGY cont.

	credits
<i>4 credits from:</i>	4
BL220 Comparative Vertebrate Anatomy	
BL221 Comparative Vertebrate Anatomy Laboratory	
BL229 Animal Physiology	
BL230 Animal Physiology Laboratory	
 <i>4 credits from:</i>	 4
BL220 Comparative Vertebrate Anatomy	
BL221 Comparative Vertebrate Anatomy Laboratory	
BL229 Animal Physiology	
BL230 Animal Physiology Laboratory	
BL311 Teaching Biology	
BL405 Special Topics in Biology	
NT300 Principles of Nutrition	
<i>Or other biology courses above BL200</i>	
 <i>4 credits from:</i>	 4
Research Sequence (if chosen, all 4 credits must be taken)	
BL301 Research Seminar	
BL302 Research	
BL303 Thesis	
BL3__ or BL4__ Elective	
CH325** Biochemistry	
CH326** Biochemistry Laboratory	
 Total credits:	 55

* Counts toward the Science requirement of the Liberal Arts Core.

** Counted toward biology major only if not applied to chemistry major or minor.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

**Bachelor of Science Degree -
Required courses for the
Biology major**

*Include all courses for the Bachelor of Arts
in Biology, plus:*

	credits
MA130 Calculus 1 with Analytic Geometry	4
PH110 General Physics I	3
PH111 General Physics I Laboratory	1
PH112 General Physics II	3
PH113 General Physics II Laboratory	1
 Total credits:	 67

BIOLOGY — MINOR**Required courses for the
minor in Biology:**

BL150 General Biology I	3
BL151 General Biology I Laboratory	1
BL152 General Biology II	3
BL153 General Biology II Laboratory	1

8 credits in: 8

CH100 Chemical Principles	
CH101 Chemical Principles Laboratory	
CH110 General Chemistry I	
CH111 Quantitative Analysis I Laboratory	
CH112 General Chemistry II	
CH113 Quantitative Analysis II Laboratory	
CH120 Organic Chemistry Principles	
CH121 Organic Chemistry Principles Laboratory	

12 credits from Biology courses above BL200 12

Total credits: 28

BUSINESS**Faculty:**

Daniel Bernstein, Ed.D.	Carole Parker, Ph.D.
Catherine Giunta, M.A.	Doina Vlad, Ph.D.
Paul W. Mahady, Jr., M.B.A.	

The business program is designed to provide the broad background needed for a position in contemporary business. It allows the student to combine personal experience, the many resources of the University, and professional aspirations. Actual work experience is a part of the program.

Learning Objectives: Business

1. Synthesize quantitative and qualitative data in problem solving and decision-making.
2. Comprehend the challenges and rewards of issues in business.
3. Develop skills relevant to specialized area of business study as evidenced in the portfolio requirements.
4. Use theoretical frameworks from functional business areas to interpret and analyze business situations and communicate results to others.
5. Develop critical and analytical skills to excel in work and/or graduate study.
6. Incorporate ethical, global, value-based decision-making in business situations.

All candidates for the Bachelor of Science or the Bachelor of Arts degrees in Business must complete the Liberal Arts Core requirements, the portfolio requirements, the required courses for the major, and develop competency in written and verbal business communication skills. A minimum of 120 credits is required.

BACHELOR OF ARTS DEGREE**Required courses for the Business major:**

		credits
BU100	Principles of Accounting I	3
BU101	Principles of Accounting II	3
BU180	Principles of Management	3
BU201	Managerial Accounting	3
BU204	Principles of Finance	3
BU240	International Business	3
BU295	Personnel/Human Resource Management	3
BU340	Business Law I	3
BU430*	Internship	6
BU465	Integrative Seminar	3
EC101	Principles of Microeconomics	3
EC102	Principles of Macroeconomics	3

		credits
MA107**	Mathematics for Managerial Sciences OR	
MA130**	Calculus 1 with Analytic Geometry	3-4
SS250	Introductory Statistics	3

Total credits: 45-46

* Business students who have one or more years of professional work experience that is beyond the clerical capacity may apply for a waiver from the internship and will be required to complete additional upper level accounting or business courses to substitute for the BU430 requirement. The internship waiver form affords students the opportunity to document their professional experience. The internship waiver form will be reviewed in the Graduate and Adult Studies Office. Academic advisors will work with students to determine the appropriate course work, and course equivalency forms will be sent to the Registrar's Office.

** Satisfies the Mathematics Requirement of the Liberal Arts Core.

Students may elect one of the following specializations:

BACHELOR OF ARTS DEGREE

Include all courses for the Bachelor of Arts in Business, plus:

1. Required courses for the Business-Entrepreneurial Studies Specialization:

BU220	Marketing	3
BU235	Small Venture Planning and Finance	3
BU390	Seminar for Entrepreneurs	3
Total credits:		9-12

2. Required courses for the Business-Human Resources Specialization:

BU345	Labor/Employment Law and Negotiations	3
BU371	Training and Development	3
BU372	Human Resource Management Seminar	3

Plus 6 credits from: 6

BU270*	Gender Issues in the Workplace	
CA280	Organizational Leadership	
PY265	Industrial and Organizational Psychology	
PY270	Introduction to Counseling	
Total credits:		60-61

* Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

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BUSINESS cont.**3. Required courses for the Business-International Organization Specialization:**

	credits
BU220 Marketing	3
BU315* International Marketing	3
BU320 Advanced Marketing Seminar	3
PS142 Introduction to International Relations	3

Plus

**Minor in modern language 18

Total credits: 75-76

* Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

** Satisfies the Language Studies requirement of the Liberal Arts Core.

4. Required courses for the Business-Marketing Specialization:

BU220 Marketing	3
BU320 Advanced Marketing Seminar	3
BU330 Effective Selling	3

Plus 6 credits from: 6

BU315* International Marketing	
CA195 Integrated Marketing Communication	
CA295 Campaign and Event Development	
FC245** Consumer in Our Society	
SS260 Social Science Research Methods	

Total credits: 60-61

* Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

** Satisfies the U.S. culture requirement of the Liberal Arts Core

BACHELOR OF SCIENCE DEGREE

Include all courses for the Bachelor of Arts in Business, plus:

5. Required courses for the Business-Human Resources Specialization:

Include all courses for the Bachelor of Arts in Business-Human Resources plus:

BU220 Marketing	3
BU320 Advanced Marketing Seminar OR	
BU330 Effective Selling	3

Total credits: 66-67

6. Required courses for the Business-Information Management Specialization:

	credits
CS115 Introduction to Programming	2
CS230 Database Management System	3
CS300 Structured System Analysis	3
CS310 Computers, Ethics, and Society	1
CS391 Computer Networks	3

Plus 6 credits from: 6

CS215 Unix Concepts and Programming	
CS220 Java Programming	
CS280 Computer Organization and Assembly Language Programming	
CS320 Operating Systems Fundamentals	

Total credits: 63-64

7. Required courses for the Business-Marketing Specialization:

Include all courses for the Bachelor of Arts in Business-Marketing specialization plus:

BU371 Training and Development	3
BU372 Human Resource Management Seminar	3

Total credits: 66-67

BUSINESS — MINOR**Required courses for the Business minor:**

BU100	Principles of Accounting I	3
BU101	Principles of Accounting II	3
BU180	Principles of Management	3
BU220	Marketing	3
BU295	Personnel/Human Resource Management OR	
BU371	Training and Development	3
EC101	Principles of Microeconomics OR	
EC102	Principles of Macroeconomics	3

Total credits: 18

Required courses for the Entrepreneurial Studies minor:

BU180	Principles of Management	3
BU220	Marketing	3
BU235	Small Venture Planning and Finance	3
BU240	International Business	3
BU295	Personnel/Human Resource Management	3
BU390	Seminar for Entrepreneurs	3

Total credits: 18

FINANCE — MINOR**Required courses for the Finance minor:**

BU100	Principles of Accounting I	3
BU101	Principles of Accounting II	3
BU204	Principles of Finance	3
BU220	Marketing	3
BU302	Financial Statement Analysis	3
BU305	Corporate Finance	3
EC102	Principles of Macroeconomics	3

Total credits: 21

CHEMISTRY**Faculty:**

Frances Blanco-Yu, Ph.D.
John Cramer, Ph.D.
Anthony Parker, Ph.D.
Susan Yochum, S.C., Ph.D.

Chemistry is a highly interdisciplinary central science rooted in mathematics and physics. In addition to preparing students for graduate study in chemistry, biochemistry, and medicine, a chemistry degree provides direct entry into such careers as chemical research, teaching, and business. The chemistry degree also provides a basis for careers in such interdisciplinary fields as environmental science, patent law, geochemistry, molecular biology, genetics, pharmacology, and toxicology. Chemistry courses in the major emphasize the foundational principles of chemistry and the development of laboratory skills. The chemistry program is approved by the Committee on Professional Training of the American Chemical Society.

Learning Objectives: Chemistry

1. Develop an understanding of the chemical and physical properties of substances in terms of molecular properties including bonding, structure, and reactivity.
2. Develop written communication and quantitative reasoning skills for the interpretation of laboratory data as demonstrated through laboratory reports, scientific article summaries and critiques, poster presentations, and senior theses (BS majors).
3. Utilize computer technology with respect to the use of software including word processors, spreadsheets, graphing, mathematical and molecular modeling, and computational chemistry packages.
4. Use the Internet for research and study as well as online searching of scientific databases including Chemical Abstracts.
5. Demonstrate the ability to analyze and interpret the primary chemical literature.
6. Demonstrate an understanding and application of the crucial role which honesty and integrity play in scientific research.
7. Demonstrate understanding of the ethical application of chemistry.
8. Demonstrate a sense of stewardship with respect to relationships with other students, the use of instrumentation, and the environment.
9. Demonstrate the ability to articulate research to the scientific community via poster presentations including presentations at American Chemical Society meetings (BS majors).
10. Demonstrate a commitment to community service and interaction with persons from diverse populations.
11. Encourage and promote the entry of women into scientific careers.

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CHEMISTRY cont.

All candidates for the Bachelor of Arts or Bachelor of Science degree in Chemistry must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Students interested in receiving teaching certification in chemistry should see requirements on pages 71-72.

Bachelor of Arts Degree - required courses for the Chemistry major:

	credits
CH110*	3
CH111*	1
CH112	3
CH113	1
CH210	3
CH211	2
CH212	3
CH213	2
CH330	3
CH331	2
CH332	3
CH355	3
CH356	2
CH400	1
MA130**	4
MA140	4
MA200	4
PH110	3
PH111	1
PH112	3
PH113	1
Total credits:	52

Bachelor of Science Degree - required courses for the Chemistry major:

	credits
<i>Include all courses for the Bachelor of Arts in Chemistry plus:</i>	52
CH345 Inorganic Chemistry	3
CH346 Advanced Spectroscopic Methods	2
An upper level Chemistry course beyond CH213	4
<i>2 credits from:</i>	2
CH430 Internship	
CH435 Research	
Total credits:	63

* Counts toward the Science requirement of the Liberal Arts Core.

** Satisfies the Mathematics requirement of the Liberal Arts Core.

CHEMISTRY — MINOR**Required courses for the Chemistry minor:**

	credits
CH110 General Chemistry I	3
CH111 Quantitative Analysis I Laboratory	1
CH112 General Chemistry II	3
CH113 Quantitative Analysis II Laboratory	1
CH210 Organic Chemistry I	3
CH211 Organic Chemistry I Laboratory	2
CH212 Organic Chemistry II	3
CH213 Organic Chemistry II Laboratory	2
<i>4-5 credits from one of the following lecture and lab combinations:</i>	4-5
CH325 Biochemistry	
CH326 Biochemistry Laboratory	
CH330 Thermodynamics	
CH331 Thermodynamics Laboratory	
CH355 Instrumental Analysis	
CH356 Advanced Instrumental Analysis Laboratory	
Total credits:	22-23

COMMUNICATION**Faculty:**

John Ciak, Sc.D.
 Michael Cary, D.A.
 Frank Klapak, Ph.D.

The mission of the communication program is to assist in the holistic growth of the individual learner, enhancing the intellectual, emotional, social, psychological, and spiritual person with the professional communication knowledge, skills, and attributes necessary to become an agent of change in a pluralistic society.

Learning Objectives: Communication

1. Understand the inferences of communicating a message using specific methods of delivery.
2. Communicate a message using a variety of methodologies and technologies.
3. Recognize relationships among theoretical constructs and current issues.
4. Analyze and evaluate diversified viewpoints on an issue, including personal reflection.
5. Develop and communicate original viewpoints on an issue.
6. Engage in expository discussion.
7. Collaborate with diverse associates.
8. Be a critical and creative thinker in the information and technologies driven age.
9. Present a portfolio that reflects the understanding of the University, Division, and program missions; adherence to the liberal arts core objectives; and the attainment of the principles, tenets, and skills of the communication professional in theory and practice.

The communication program offers a Bachelor of Arts degree in Communication, with an option for specialization in political communication. As part of their culminating learning experience, students are required to successfully complete CA400 Integrative Studies Seminar, CA415 Seminar in Communication Research, and a senior internship or equivalent, and present a Program Professional Portfolio that represents achievement in practical applications and professional development.

All candidates for the Bachelor of Arts degree in Communication must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required Courses for the Communication major:

	credits	
CA100	Communication Theory and Technologies	3
CA130	Oral Communication	3
CA180	Communication Literacy	3
CA195	Integrated Marketing Communication	3
CA251	Writing for Corporate Communication	3
CA280	Organizational Leadership	3
CA290	Print Communication	3
CA295	Campaign and Event Development	3
CA320	Legal and Ethical Issues in Communication	3
CA340	Public Discourse	3
CA390	Internet Communication	3
CA395	Managing Public Relations	3
CA400	Integrative Studies Seminar	3
CA415	Seminar in Communication Research	3
CA430	Senior Internship	3
PS228	Public Opinion and Propaganda	3

Total credits: 48

Required Courses for the Communication major with Specialization in Political Communication:

<i>Include all requirements for the Communication major</i>	48	
<i>Plus the requirements for the minor in Political Science</i>	15	
<i>Plus</i>		
PS400	Public Policy Seminar	3

Total credits: 66

COMMUNICATION — MINOR**Required Courses for the Communication minor:**

	credits	
CA100	Communication Theory and Technologies	3
CA195	Integrated Marketing Communication	3
CA251	Writing for Corporate Communication	3
CA290	Print Communication	3
CA295	Campaign and Event Development	3
CA390	Internet Communication	3
CA395	Managing Public Relations	3

Total credits: 21

COMPUTER SCIENCE**Faculty:**

Christopher Diaz, Ph.D.
Anastasia Tircuit, Ph.D.

The curriculum is based upon the recommendations of the Association for Computing Machinery for undergraduate study and is designed to prepare the student to study computer science at the graduate level or to enter a computer science career in industry. Majors are encouraged to complement the major with courses from mathematics, accounting, business, and the natural and social sciences.

Career opportunities include systems analysis and design, software engineering, computer programming, network and systems administration, and database management.

**Learning Objectives:
Computer Science**

1. Learn the fundamentals of computing including problem solving, algorithm development, programming, and developing effective solutions.
2. Demonstrate expertise with programming in various languages.
3. Demonstrate expertise in the use of computer hardware technology.
4. Communicate technical information to both computer professionals and end users.
5. Demonstrate the ability to independently explore new concepts in the computer industry.
6. Develop the ability to function both professionally and ethically in a technical industry.

All candidates for the Bachelor of Science degree in Computer Science must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

**Required courses for the
Computer Science major:**

		credits
CS130	Computer Science I	3
CS140	Computer Science II	3
CS215	Unix Concepts and Programming	3
CS230	Database Management System	3
CS250	Programming Languages	3
CS280	Computer Organization and Assembly Language Programming	3
CS290	Data Structures and Object Oriented Programming	3
CS300	Structured System Analysis	3
CS310	Computers, Ethics, and Society	1
CS321	Operating Systems	3
CS391	Computer Networks	3
CS400	Introduction to Computer Systems Research/Seminar	3
MA130*	Calculus 1 with Analytic Geometry	4
MA140	Calculus 2	4
MA205	Discrete Mathematics	3
MA225	Linear Algebra	3
SS250	Introductory Statistics	3

plus 9 credits from:

CS220	Java Programming	9
CS270	Computer Forensics	
CS295	Introduction to Graphics Programming	
CS320	Operating System Fundamentals	
CS341	Algorithms Analysis	
CS351	Automata Theory	
CS355	Introduction to Compilers	
CS370	Parallel Computing	
CS371	Software Engineering	
CS381	Artificial Intelligence	

including a maximum of 3 credits from:

CS410	Independent Study
CS420	Field Work
CS430	Internship

Total credits:**60**

* Satisfies the Mathematics requirement of the Liberal Arts Core.

**COMPUTER SCIENCE OR
INFORMATION SCIENCE — MINOR**

Two minors are offered. The student may choose one of these to complement the major studies in any field.

**Required courses for the
Computer Science minor:**

	credits
CS130 Computer Science I	3
CS140 Computer Science II	3
CS215 Unix Concepts and Programming	3
CS220 Java Programming	3
CS290 Data Structures and Object Oriented Programming	3

6 credits from: 6

CS230 Database Management System
CS321 Operating Systems
CS341 Algorithms Analysis
CS351 Automata Theory
CS371 Software Engineering
CS381 Artificial Intelligence
CS391 Computer Networks

plus 3-4 credits from the following: 3-4

MA100 Structure of the Number System 1
MA107 Mathematics for Managerial Sciences
MA120 Precalculus
MA130 Calculus 1 with Analytic Geometry

Total credits: **24-25**

**Required courses for the
Information Science minor:**

	credits
CS130 Computer Science I	3
CS140 Computer Science II	3
CS215 Unix Concepts and Programming	3
CS220 Java Programming	3
CS230 Database Management System	3
CS300 Structured System Analysis	3

plus 3-4 credits from the following: 3-4

MA100 Structure of the Number System 1
MA107 Mathematics for Managerial Sciences
MA120 Precalculus
MA130 Calculus 1 with Analytic Geometry

Total credits: **21-22**

CRIMINAL JUSTICE**Faculty:**

Alvaro Barriga, Ph.D.
 Marilyn Sullivan-Cosetti, Ph.D.
 Susan Eichenberger, Ph.D.
 Barbara Flowers, B.S.
 James Paharik, Ph.D.

The criminal justice major at Seton Hill University provides students with broad training that includes the study of adult and juvenile justice systems, law enforcement, law adjudication, corrections, and criminological theory and research. Through experiential learning in the community, students gain practical knowledge in preparation for careers in the field of criminal justice.

Learning Objectives: Criminal Justice

1. Understand the principles and operations of the criminal justice system including police, courts, and corrections.
2. Understand the principles and operations of the juvenile justice system.
3. Demonstrate an understanding of fundamental sociological and psychological principles related to the criminal justice system.
4. Develop a professional persona and demonstrate effective use of self.
5. Demonstrate cultural competencies to work with diverse populations.
6. Utilize statistics and appropriate research methods in interpreting and conducting criminological research.
7. Apply criminology theory and research to the operation of the criminal justice system.
8. Incorporate ethical and value-based service in the professional practice of criminal justice.
9. Analyze and evaluate the interaction between the operation of the criminal justice system and societal inequities.

All candidates for the Bachelor of Arts degree in Criminal Justice must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the Criminal Justice major:

	credits
CH105*	Fundamentals of Criminalistics 3
CJ110	Introduction to Criminal Justice 3
CJ200	Law Enforcement in the Community 3
CJ225	The Criminal Court 3
CJ250	Special Topics (taken twice) 2-6
CJ300	Corrections 3
CJ325	Female Crime and Delinquency 3
CJ430	Criminal Justice Internship and Seminar 3
CJ435	Criminal Justice Capstone 1
PY225	Infancy, Childhood, and Adolescence + Laboratory OR
SW250	Human Behavior and the Social Environment I 3
PY345	The Psychology of Crime and Delinquency 3
SO100	Principles of Sociology 3
SO200	Race, Class, and Gender 3
SO220	Juvenile Delinquency 3
SO280	Sociology of Deviance 3
SO340	Criminology 3
SS250**	Introductory Statistics 3
SS260	Social Science Research Methods 3
SW271	The Helping Relationship 3

Total credits: 54-58

* Satisfies the Science Requirement of the Liberal Arts Core.

** Satisfies the Mathematics Requirement of the Liberal Arts Core.

DIETETICS*(Coordinated Program in Nutrition/Dietetics)***Faculty:**

Janice G. Sandrick, Ph.D., R.D., F.A.D.A.,
L.D.N., Program Director
Doreen Tracy, M.S., R.D., L.D.N.

The Coordinated Program in Nutrition/Dietetics provides didactic courses that meet Foundation Knowledge and Skills and supervised practice courses that include the Core Competencies for Dietitians and a general emphasis. Graduates of this program are eligible to take the registration exam upon graduation without the need for an additional dietetic internship.

The Seton Hill University Coordinated Program in Nutrition/Dietetics is currently granted continuing accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312-899-5400.

Students apply for admission to the Coordinated Program in Nutrition/Dietetics in the second semester of their sophomore year. The Coordinated Program begins in the fall semester of the junior year. Seton Hill courses BL214, BL216, CH202, FC320, and NT300 or equivalent courses from another institution must be taken within ten years of admittance to the Coordinated Program. If not, the course(s) must be retaken or the student must successfully complete the challenge examination(s). A student is required to have a minimum grade point average of 2.7 in required science, family and consumer science, and nutrition/dietetics courses for entrance consideration. For retention in the program, a student must maintain a minimum grade point average of 2.7 in all courses required of the Nutrition/Dietetics major.

Learning Objectives: Nutrition/Dietetics

1. Apply the science of food and nutrition in the development of nutrition recommendations for health promotion and disease prevention.
2. Interpret food science information appropriate to consumer needs.
3. Analyze the impact of cultural and economic issues on client needs and dietetic practice.
4. Plan, implement, and evaluate nutrition education programs for specific audiences.
5. Advocate for the provision of food and nutrition services in public policy development.
6. Evaluate nutritional status using appropriate clinical assessment strategies.
7. Plan and implement individualized, appropriate medical nutrition therapy for clients.
8. Apply ethical principles and the profession's Code of Ethics to the practice of dietetics.
9. Demonstrate effective oral and written communication skills with clients, professionals, and nonprofessionals.
10. Employ managerial skills in the practice of dietetics.
11. Use critical thinking skills in the practice of dietetics.
12. Apply technological and mathematical skills in the practice of dietetics.
13. Apply entrepreneurial skills in the practice of dietetics.
14. Participate in community and/or professional service activities.

All candidates for the Bachelor of Science degree in Nutrition/Dietetics must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Post baccalaureate students can earn a certificate in dietetics by successfully completing required courses for the major and by demonstrating writing competency and computer literacy. Post baccalaureate students interested in earning a B.S. degree should consult the Registrar for credit requirements.

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DIETETICS cont.**Required courses for the Dietetics major:**

		credits
BL141	Medical Terminology	1
BL203	Microbiology	3
BL204	Microbiology Laboratory	1
BL214	Human Anatomy and Physiology I	3
BL215	Human Anatomy and Physiology I Laboratory	1
BL216	Human Anatomy and Physiology II	3
BU180	Principles of Management	3
CH100**	Chemical Principles	3
CH101**	Chemical Principles Laboratory	1
CH120	Organic Chemistry Principles	3
CH121	Organic Chemistry Principles Laboratory	1
CH202	Biochemical Principles	3
FC120	Food Science and Technology I	3
FC245*	Consumer in Our Society	
	OR	
SW210*	Social Welfare	3
FC280	Teaching Nutrition/FCS	3
FC281	Teaching Nutrition/FCS-Supervised Practice	1
FC320	Food Science and Technology II	4
FC390	Food Service Systems Management I	4
FC450	Food Service Systems Management II	3
NT200	Seminar in Nutrition/Dietetics	3
NT220	Safety and Sanitation in Food Service	1
NT300	Principles of Nutrition	3
NT326	Food Service Systems Management I - Supervised Practice	2
NT330	Health Care Issues and Administration	3
NT350	Medical Nutrition Therapy I	3
NT370	Advanced Nutrition	3
NT400	Community Nutrition	3
NT402	Community Nutrition - Supervised Practice	0+2

		credits
NT415	Medical Nutrition Therapy I-Supervised Practice	2
NT421	Nutrition Care Process	3
NT426	Food Service Systems Management II - Supervised Practice	5
NT450	Medical Nutrition Therapy II	4
NT451	Medical Nutrition Therapy II - Supervised Practice	5
PY110	Introductory Psychology	3
SS250***	Introductory Statistics	3
Total credits:		95

* Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

** Counts toward the Science requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

EDUCATION PROGRAM

Learning Objectives for the Education Program

1. Design appropriate instructional strategies utilizing community resources and integrating related disciplines to meet the needs of all students.
2. Demonstrate creative, effective, and reflective teaching practices which employ varied, student-centered, pedagogical modes and assessment techniques.
3. Conduct management of the classroom in a manner which creates an appropriate atmosphere for learning.
4. Work collaboratively in providing educational programs for all students.
5. Demonstrate awareness of students with disabilities and understand the need for appropriate accommodations.
6. Demonstrate an understanding of the laws governing education.
7. Demonstrate effective verbal and written communication skills.
8. Demonstrate a commitment to life-long learning.

I — ADMISSION TO THE EDUCATION PROGRAM

Students may be admitted to the Education Program after they have earned 48 credits of study (60 credits for Music Education). To be admitted to the Education Program, all students must do the following:

1. Pass the Praxis I series of the Professional Assessment for Beginning Teachers. Praxis I is to be taken concurrently with ED201. Postbaccalaureate students must also take the content area Praxis II test.
2. Achieve a B- or better in ED201, before progressing to methods courses.
3. Earn 3 credits in an English Composition course and 3 credits in an English Literature course with a C- or better.
4. Earn 6 credits in two college level math courses: MA100 Structure of the Number System 1 and MA102 Structure of the Number System 2 with a C- or better in both.
5. Upon completion of the above, students will present evidence of completion of these requirements to their Education Advisor to apply for admission to the Program.
6. Students who have not been admitted to the Education Program may not register for methods courses.

II — RETENTION IN THE EDUCATION PROGRAM

All students pursuing teacher certification will be reviewed by the education faculty at the end of each semester. To maintain standing in the Program, students must:

1. Maintain a minimum cumulative grade point average of 3.0. Only courses with a C- or better will be accepted for certification.
2. Pass the Program's Professional Rubric. Two failing grades on this rubric may result in dismissal from the program.

III — ADMISSION TO STUDENT TEACHING

All students pursuing teacher certification will apply for student teaching in ED432 Pre-Student Teaching Clinical Lab. (Students in Art, Music, and Family and Consumer Sciences apply in the semester prior to that in which they intend to student teach.) In order to be approved for student teaching, all students must have:

1. Been admitted to the Education Program.
2. Maintained a cumulative grade point average of 3.0 or higher.
3. Passed the Program's Professional Rubric.
4. Achieved a B- or better in ED432 Pre-Student Teaching Clinical Lab. (Students in Art, Music, and Family and Consumer Sciences must achieve a B- or better in their secondary methods course, namely, Art - ED315; Music - MU331; Family and Consumer Sciences - FC280/281.)
5. Received the recommendation of both the education and content area faculty.

NOTICE: Teacher certification is regulated and granted by the Commonwealth of Pennsylvania. Students are advised that they are required to meet the certification requirements in effect at the time of application, not necessarily the same as those in effect at the time of admission into the Education Program.

EDUCATION — ART EDUCATION

(Kindergarten through 12th Grade
Teaching Certification)

Faculty:

Patricia Beachley, M.F.A.	Joann Migyanka, M.Ed.
Carol Brode, M.A.	Mary Kay Neff, S.C., M.F.A.
Michele H. Conway, Ed.D.	Audrey M. Quinlan, D.Ed.
Alicia Costa, S.S.F., Ph.D.	Philip Rostek, M.F.A.
Daniel Gray, Ed.D.	Ronald Silvis, Ph.D.
Shirley Huls, M.Mus.Ed.	Stuart R. Thompson, Ph.D.
Sondra Lettrich, Ph.D.	Maureen Vissat, M.A.
Georgine Hallam, M.Ed., Director of Child Development Center	
Kaye Fierle, M.Ed., Director of Campus Kindergarten	
Richelle Gourley, B.A., Teacher, Child Development Center	
Mary Spataro, M.S.	

Learning Objectives: Art Education

1. Develop technical skills, including in-depth competence in at least one medium, and self-discipline to enhance one's own artistic production and to enhance the teaching/learning experience in a classroom setting; demonstrate computer literacy.
2. Take risks in the areas of process and concept to enhance creative expression; engage in problem solving; utilize constructive dialogue and feedback for improvement both artistically and pedagogically.
3. Demonstrate an understanding of a broad chronology of art and the traditions of Western and non-western art, examine and question the theories and assumptions of art history and contemporary art criticism from a variety of disciplinary viewpoints. Demonstrate an ability to analyze, contextualize, and evaluate art objects from a variety of cultures with sensitivity and understanding of cultural relativity.
4. Demonstrate effective oral and written communication skills by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements. Provide a critical analysis of one's own artwork and of the works of others.
5. Gain an understanding of the history, techniques, approaches, and professional opportunities of the education profession; initiate one's own learning and growth through study and involvement in professional art and education organizations and the local, state, and national artistic communities by visiting museums, galleries, and artist's lectures, and reading journals and periodicals.
6. Understand the impact of art on one's life as a means of a personal growth and self-expression and explore artistic expression as a reflection of both personal and cultural views; envision one's potential as an active member of the community through a community-based project or proposal.

7. Demonstrate, through student teaching experience, knowledge, skills, and techniques in the development and delivery of instruction in art making, art history, criticism, and aesthetic thought; demonstrate computer literacy to support creative expression and teaching.
8. Develop a professional Art Education Portfolio.

Acceptance into the art program is based on a portfolio review and interview with Art faculty. See "Admission to the Education Program" (page 66) for teaching certification requirements and learning objectives. Majors in all art program options who have not achieved a minimum grade point average of 3.0 in art courses must submit for review, during the second semester of their sophomore year, a portfolio of college work. Continued enrollment in the art program is contingent upon passing this portfolio review.

All candidates for the Bachelor of Arts degree in Art Education must complete the Liberal Arts Core requirements, the portfolio requirements, the required major courses, and the comprehensive requirement which consists of a portfolio and senior art exhibit. A minimum of 120 credits is required.

Required courses for the Art Education major:

	credits	
AR105*	History of Western Art I	3
AR110*	History of Western Art II	3
AR115**	Drawing I	3
AR120	Design I	3
AR215	Drawing II	3
AR220	Design II	3
AR255	Painting	3
AR260	Sculpture	3
AR385*****	Non-Western Art: Special Topics	3
ED110	Foundations of Education and School Law + Practicum	3
ED118	Principles of Instructional Technologies	3

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EDUCATION — ART EDUCATION**cont.**

	credits
ED201 Instructional Strategies for Inclusive Education	3
ED205 Introduction to Exceptional Children	3
ED305 Practicum: Multiculturalism	1
ED315 Art in Secondary Education	3
ED316 Art in Elementary Education	3
ED340 Classroom Management and Parent Conferencing	3
ED434 Student Teaching	12
ED435 Student Teaching Seminar	1
EL266**** American Literature from 1800 to 1915 OR	
EL267**** American Literature from 1915 to the Present	3
MA100***** Structure of the Number System 1	3
MA102 Structure of the Number System 2	3
PL320*** Philosophy of Art	3
PY225 Infancy, Childhood, and Adolescence + Laboratory	3
<i>3 credits from:</i>	3
AR135 Black and White Photography	
AR190 Graphic Design I	
AR265 Printmaking	
AR271 Computer for the Fine Artist	
<i>3 credits from:</i>	3
AR125 Clay	
AR245 Metalsmithing	
<i>6 credits in <u>one</u> art history area from:</i>	6
AR200 Renaissance Art	
AR205 Twentieth Century Art I	
AR210 Twentieth Century Art II	
AR370 American Art	

credits

3-6

Studio concentration:

A second studio course in painting, sculpture, clay, metalsmithing, photography, graphic design, printmaking, or digital artmaking

OR

Two studio courses in one area from calligraphy, fibers, illustration, or media art

Total credits:**92-95**

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

*** Satisfies the Philosophy requirement of the Liberal Arts Core.

**** Satisfies the U. S. Cultures requirement of the Liberal Arts Core.

***** Satisfies the Mathematics requirement of the Liberal Arts Core.

***** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1
ED335	Assessment	3

EDUCATION — BIOLOGY*(Grades 7-12 Teaching Certification)***Faculty:**

Steven G. Bassett, Ph.D.	Sondra Lettrich, Ph.D.
Michele H. Conway, Ed.D.	Joann Migyanka, M.Ed.
Alicia Costa, S.S.F., Ph.D.	Audrey M. Quinlan, D.Ed.
Bernadette Fondy, Ph.D.	Ronald Silvis, Ph.D.
Jamie Fornasaglio, Ph.D.	Mary Spataro, M.S.
Daniel Gray, Ed.D.	

See “Admission to the Education Program” (page 66) for teaching certification requirements and learning objectives.

Learning Objectives: Biology

1. Demonstrate the proper use of the language of biological science in oral and written communications.
2. Utilize the Internet as an information and communication resource in the practice of biological science.
3. Summarize one’s own data and interpret others’ data through the use of graphs, charts, and tables.
4. Communicate to others one’s knowledge of key biological concepts.
5. Address the unity of life at the cellular, organism, and population levels. Comprehend that evolution is the source of both unity and diversity in living and extinct organisms.
6. Identify key concepts of biological science including those from the disciplines of anatomy, ecology, evolution, genetics, molecular biology, physiology, and systematics.
7. Discuss the relationships between biology and the disciplines of chemistry, mathematics, and physics.
8. Apply a scientific approach to problem solving.
9. Access, read, and analyze the scientific literature.
10. Distinguish between pseudoscience and authentic science.
11. Identify and gain experience with the tools of biological research including those associated with the laboratory, field studies, and computers.
12. Analyze one or more biological subdisciplines to formulate original questions and synthesize information in ways that go beyond memorization of facts.
13. Develop and test a hypothesis in a laboratory setting.
14. Delineate the influence that biological ideas and discoveries have had on the development of culture and society.
15. Identify a role for one’s self in the global community of individuals who pursue scientific solutions to many of the problems that plague humanity.
16. Analyze the insights provided by science concerning the impact of human activities on the environment.
17. Identify and be prepared for specific career options associated with biological science, including those that require graduate-level education.
18. Address the important role that personal integrity and honesty play in the continuing advance of science.

19. Evaluate ethical considerations associated with applications of biotechnology, especially in the fields of ecology and genetics. Be able to express one’s own position on such issues.
20. Advocate the need for women to pursue careers in the sciences.

All candidates for the Bachelor of Arts or Bachelor of Science degree in Biology must see pages 54-55 and follow the requirements for the major in Biology (B.A. or B.S.).

Required courses for the major in Biology, with Teaching Certification:

credits

Required courses for the Biology major (see pages 54-55) 55-67

plus

ED110	Foundations of Education and School Law + Practicum	3
ED118	Principles of Instructional Technologies	3
ED201	Instructional Strategies for Inclusive Education	3
ED205	Introduction to Exceptional Children	3
ED301	Practicum: Secondary	1
ED304	Practicum: Secondary Methods	1
ED305	Practicum: Multiculturalism	1
ED319	Science in Secondary Education	3
ED327	Reading in the Secondary Content Area	3
ED335	Assessment	3
ED340	Classroom Management and Parent Conferencing	3
ED432	Pre-Student Teaching Clinical Lab	1
ED434	Student Teaching	12
ED435	Student Teaching Seminar	1
EL266*	American Literature from 1800 to 1915 OR	
EL267*	American Literature from 1915 to the Present	3
MA1__	An additional mathematics course numbered 130 or higher	3
PH110	General Physics I	3
PH111	General Physics Laboratory I	1
PY225	Infancy, Childhood, and Adolescence + Lab	3

Total credits: 109-114

* Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1

EDUCATION — BUSINESS, COMPUTER, AND INFORMATION TECHNOLOGY

(Grades K-12 Teaching Certification)

Faculty:

Michele H. Conway, Ed.D.	Sondra Lettrich, Ph.D.
Alicia Costa, S.S.F., Ph.D.	Paul Mahady, Jr., M.B.A.
Christopher Diaz, Ph.D.	Joann Migyanka, M.Ed.
Catherine Giunta, M.A.	Audrey M. Quinlan, D.Ed.
Daniel Gray, Ed.D.	Ronald Silvis, Ph.D.
Victoria Marie Gribshaw, S.C., Ph.D, CFSC	Mary Spataro, M.S. Anastasia Tircuit, Ph.D.

Students should see “Admission to the Education Program” (page 66) for certification requirements, learning objectives, and information about teaching certification. Students who wish to obtain a Bachelor’s degree must fulfill the requirements of the Liberal Arts Core, the portfolio requirements, and the courses required for an **academic major of the student’s choice**, plus the following courses. Students who have a Bachelor’s degree need to take the following courses only.

Required courses for the Business, Computer, and Information Technology Teaching Certification:

	credits
BU100 Principles of Accounting I	3
BU101 Principles of Accounting II	3
BU180 Principles of Management	3
BU201 Managerial Accounting	3
BU204 Principles of Finance	3
BU220 Marketing	3
BU235 Small Venture Planning and Finance	3
BU240 International Business	3
BU295 Personnel/Human Resource Management	3
BU320 Advanced Marketing Seminar	3
BU340 Business Law I	3
BU371 Training and Development	3
BU465 Integrative Seminar	3
CA100 Communication Theory and Technologies	3
CS110 Introduction to Computers	3
CS130 Computer Science I	3
EC101 Principles of Microeconomics	3
EC102 Principles of Macroeconomics	3
ED110* Foundations of Education and School Law + Practicum	3
ED118 Principles of Instructional Technologies	3
ED201 Instructional Strategies for Inclusive Education	3
ED205 Introduction to Exceptional Children	3

	credits
ED301 Practicum: Secondary	1
ED304 Practicum: Secondary Methods	1
ED305 Practicum: Multiculturalism	1
ED327 Reading in the Secondary Content Area	3
ED334 Methods of Teaching Business, Computers, and Information Technology	3
ED335 Assessment	3
ED340 Classroom Management and Parent Conferencing	3
ED432 Pre-Student Teaching Clinical Lab	1
ED434 Student Teaching	12
ED435 Student Teaching Seminar	1
EL266** American Literature 1800 to 1915 OR	
EL267** American Literature 1915 to Present	3
FC245 Consumer in Our Society	3
MA100*** Structure of the Number System 1	3
MA102 Structure of the Number System 2	3
OFA109 Keyboarding I (WCCC)	3
PY225 Infancy, Childhood, and Adolescence + Laboratory	3
Active membership in the Business Club	
Total credits:	113

* Satisfies the Computer Literacy requirement of the Liberal Arts Core.

** Satisfies the U. S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208 Characteristics and Strategies I	3
ED209 Characteristics and Strategies II	3
ED303 Practicum: Special Education	1

EDUCATION — CHEMISTRY*(Grades 7-12 Teaching Certification)***Faculty:**

Michele H. Conway, Ed.D.	Anthony Parker, Ph.D.
Alicia Costa, S.S.F., Ph.D.	Audrey M. Quinlan, D.Ed.
John Cramer, Ph.D.	Ronald Silvis, Ph.D.
Daniel Gray, Ed.D.	Mary Spataro, M.S.
Sondra Lettrich, Ph.D.	Susan Yochum, S.C., Ph.D.
Joann Migyanka, M.Ed.	Frances Blanco-Yu, Ph.D.

Learning Objectives: Chemistry

1. Develop an understanding of the chemical and physical properties of substances in terms of molecular properties including bonding, structure, and reactivity.
2. Develop written communication and quantitative reasoning skills for the interpretation of laboratory data as demonstrated through laboratory reports, scientific article summaries and critiques, poster presentations, and senior theses (BS majors).
3. Utilize computer technology with respect to the use of software including word processors, spreadsheets, graphing, mathematical and molecular modeling, and computational chemistry packages.
4. Use the Internet for research and study as well as online searching of scientific databases including Chemical Abstracts.
5. Demonstrate the ability to analyze and interpret the primary chemical literature.
6. Demonstrate an understanding and application of the crucial role which honesty and integrity play in scientific research.
7. Demonstrate understanding of the ethical application of chemistry.
8. Demonstrate a sense of stewardship with respect to relationships with other students, the use of instrumentation, and the environment.
9. Demonstrate the ability to articulate research to the scientific community via poster presentations including presentations at American Chemical Society meetings (BS majors).
10. Demonstrate a commitment to community service and interaction with persons from diverse populations.
11. Encourage and promote the entry of women into scientific careers.

All candidates for the Bachelor of Arts in Chemistry or Bachelor of Science degree in Biochemistry or Chemistry must see page 53 or 58 and follow the requirements for the major in Chemistry (B.A. or B.S.).

For the student who does not hold a Bachelor's degree, Secondary Teaching Certification may be obtained in conjunction with the Bachelor of Science in Biochemistry, the Bachelor of Arts in Chemistry, or the Bachelor of Science in Chemistry by completing the required courses for one of those majors, plus the courses listed (See "Admission to the Education Program," page 66, for certification requirements and learning objectives.)

Required courses for the major in Chemistry, with teaching certification:

	credits
<i>Include all courses for the Bachelor of Arts or Bachelor of Science in Chemistry or Biochemistry (page 53 or 58)</i>	52-79
<i>plus:</i>	
BL150 General Biology I	3
BL151 General Biology I Laboratory	1
ED110 Foundations of Education and School Law + Practicum	3
ED118 Principles of Instructional Technologies	3
ED201 Instructional Strategies for Inclusive Education	3
ED205 Introduction to Exceptional Children	3
ED301 Practicum: Secondary	1
ED304 Practicum: Secondary Methods	1
ED305 Practicum: Multiculturalism	1
ED319 Science in Secondary Education	3
ED327 Reading in the Secondary Content Area	3
ED335 Assessment	3
ED340 Classroom Management and Parent Conferencing	3
ED432 Pre-Student Teaching Clinical Lab	1
ED434 Student Teaching	12
ED435 Student Teaching Seminar	1
EL266* American Literature from 1800 to 1915 OR	
EL267* American Literature from 1915 to Present	3
PY225 Infancy, Childhood, and Adolescence + Laboratory	3
Total credits:	126 for BS in Biochemistry
	103 for BA in Chemistry
	114 for BS in Chemistry

* Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

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EDUCATION — CHEMISTRY cont.

For students who have been granted a Bachelor's degree and who wish to obtain Secondary Teaching Certification in Chemistry, the following courses only are required:

	credits
BL150 General Biology I	3
BL151 General Biology I Laboratory	1
CH110 General Chemistry I	3
CH111 Quantitative Analysis I Laboratory	1
CH112 General Chemistry II	3
CH113 Quantitative Analysis II Laboratory	1
CH210 Organic Chemistry I	3
CH211 Organic Chemistry I Laboratory	2
CH212 Organic Chemistry II	3
CH213 Organic Chemistry II Laboratory	2
MA130 Calculus 1 with Analytic Geometry	4
PH110 General Physics I	3
PH111 General Physics I Laboratory	1
<i>4-5 credits (1 lecture and 1 lab) from the following:</i>	<i>4-5</i>
CH325 Biochemistry	
CH326 Biochemistry Laboratory	
CH330 Thermodynamics	
CH331 Thermodynamics Laboratory	
CH345 Inorganic Chemistry	
CH346 Advanced Spectroscopic Methods	
CH355 Instrumental Analysis	
CH356 Advanced Instrumental Analysis Laboratory	

plus:

	credits
ED110 Foundations of Education and School Law + Practicum	3
ED118 Principles of Instructional Technologies	3
ED201 Instructional Strategies for Inclusive Education	3
ED205 Introduction to Exceptional Children	3
ED301 Practicum: Secondary	1
ED304 Practicum: Secondary Methods	1
ED305 Practicum: Multiculturalism	1
ED319 Science in Secondary Education	3
ED327 Reading in the Secondary Content Area	3
ED335 Assessment	3
ED340 Classroom Management and Parent Conferencing	3
ED432 Pre-Student Teaching Clinical Lab	1
ED434 Student Teaching	12
ED435 Student Teaching Seminar	1
EL266 American Literature from 1800 to 1915 OR	
EL267 American Literature from 1915 to Present	3
MA1___ An additional mathematics course numbered 100 or higher	3
PY225 Infancy, Childhood, and Adolescence + Laboratory	3

Total credits: 84-85

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208 Characteristics and Strategies I	3
ED209 Characteristics and Strategies II	3
ED303 Practicum: Special Education	1

EDUCATION — CITIZENSHIP*(Grades 7-12 Teaching Certification)***Faculty:**

Michael Cary, D.A.
 Michele H. Conway, Ed.D.
 Alicia Costa, S.S.F., Ph.D.
 Daniel Gray, Ed.D.
 Sondra Lettrich, Ph.D.
 Joann Migyanka, M.Ed.
 James Paharik, Ph.D.
 Audrey M. Quinlan, D.Ed.
 Robin Rohrer, Ph.D.
 Ronald Silvis, Ph.D.
 Mary Spataro, M.S.
 John Spurlock, Ph.D.

**Learning Objectives:
 Citizenship Teaching Certification**

1. Discuss and explain the basic terminology and concepts in history, sociology, political science, geography, and economics.
2. Use general concepts such as class, gender, and ethnicity to analyze and explain developments in human life in diverse times and places.
3. Use a variety of teaching strategies appropriate to diverse student populations.

Students should see “Admission to the Education Program” (page 66) for certification requirements and learning objectives. Students who wish to obtain a Bachelor’s degree will fulfill the requirements of the Liberal Arts Core, the portfolio requirements, and the courses required for **an academic major of the student’s choice** (History is recommended), plus the following courses. Students who have a Bachelor’s degree need to take the following courses only.

**Required courses for Social Studies
 Teaching Certification:**

	credits
EC102 Principles of Macroeconomics	3
ED110 Foundations of Education and School Law + Practicum	3
ED118 Principles of Instructional Technologies	3
ED201 Instructional Strategies for Inclusive Education	3
ED205 Introduction to Exceptional Children	3
ED301 Practicum: Secondary	1
ED304 Practicum: Secondary Methods	1
ED305 Practicum: Multiculturalism	1

	credits
ED323 Social Studies Education in Secondary Education	3
ED327 Reading in the Secondary Content Area	3
ED335 Assessment	3
ED340 Classroom Management and Parent Conferencing	3
ED432 Pre-Student Teaching Clinical Lab	1
ED434 Student Teaching	12
ED435 Student Teaching Seminar	1
EL266** American Literature from 1800 to 1915 OR	
EL267** American Literature from 1915 to the Present	3
HY103 Introduction to American History	3
HY106 Historical and Political Geography	3
HY335 The New Nation	3
LA200* Western Cultural Traditions I	3
LA201* Western Cultural Traditions II	3
MA100*** Structure of the Number System 1	3
MA102 Structure of the Number System 2	3
PS121 American National Government	3
PS122 Introduction to American Law	3
PS142 Introduction to International Relations	3
PY225 Infancy, Childhood, and Adolescence + Laboratory	3
<i>6 credits from:</i>	6
HY206 The Era of Civil War and Reconstruction	
HY337 The U.S. Civil Rights Movement	
HY391 Topics in Twentieth Century U.S. History	
<i>3 credits from:</i>	3
HY230**** Latin America: An Introduction	
HY307**** African History and Culture	
HY311**** Russian and Soviet History	
HY340**** The Middle East	
Total credits:	89

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

**** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208 Characteristics and Strategies I	3
ED209 Characteristics and Strategies II	3
ED303 Practicum: Special Education	1

EDUCATION — EARLY CHILDHOOD

(Nursery school through 3rd Grade
Teaching Certification)

Faculty:

Michele H. Conway, Ed.D.
Alicia Costa, S.S.F., Ph.D.
Daniel Gray, Ed.D.
Shirley Huls, M.Mus.Ed.
Sondra Lettrich, Ph.D.
Joann Migyanka, M.Ed.
Audrey M. Quinlan, D.Ed.
Ronald Silvis, Ph.D.
Mary Spataro, M.S.
Stuart Thompson, Ph.D.
Georgine Hallam, M.Ed., Director of
Child Development Center
Kaye Fierle, M.Ed., Director of Campus Kindergarten
Richelle Gourley, B.A., Teacher, Child Development Center

Students should see “Admission to the Education Program” (page 66) for teaching certification requirements and learning objectives. Students who wish to obtain a Bachelor’s degree must fulfill the requirements of the Liberal Arts Core, the portfolio requirements, and the courses required for an **academic major of the student’s choice**, plus the following courses. Students who have a Bachelor’s degree need to take the following courses only.

Required courses for Early Childhood Teaching Certification:

	credits
ED110	Foundations of Education and School Law + Practicum 3
ED118	Principles of Instructional Technologies 3
ED201	Instructional Strategies for Inclusive Education 3
ED205	Introduction to Exceptional Children 3
ED212	Physical Education Activities for the Handicapped and Non-Handicapped 1
ED223	Science/Health in Elementary Education 3

	credits
ED224	Social Studies in Elementary Education 3
ED300	Practicum: Early Childhood/Elementary 1
ED302	Practicum: Reading 1
ED305	Practicum: Multiculturalism 1
ED316*	Art in Elementary Education 3
ED317	Music in Elementary Education + Practicum 2
ED321	Mathematics in Elementary Education 3
ED325	Reading and Language Arts I (K-3) 3
ED335	Assessment 3
ED340	Classroom Management and Parent Conferencing 3
ED432	Pre-Student Teaching Clinical Lab 1
ED434	Student Teaching 12
ED435	Student Teaching Seminar 1
EL266***	American Literature from 1800 to 1915 OR
EL267***	American Literature from 1915 to the Present 3
FC361	Early Childhood Education and Child Care Administration 3
MA100**	Structure of the Number System 1 3
MA102	Structure of the Number System 2 3
MU127	Fundamentals of Music Theory 1
PY225	Infancy, Childhood, and Adolescence + Laboratory 3

Total credits: 69

To achieve Early Childhood/Elementary Dual Teaching certification, in addition to courses for Early Childhood Certification:

ED326	Reading & Language Arts II (4-6) 3
HY103	Introduction to American History 3

plus one session of student teaching in grades 4, 5, or 6

Total credits: 75

* Satisfies the Artistic Expression requirement of the Liberal Arts Core.

** Satisfies the Mathematics requirement of the Liberal Arts Core.

*** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

EDUCATION — ELEMENTARY TEACHING CERTIFICATION

(Kindergarten through Sixth Grade)

Faculty:

Michele H. Conway, Ed.D.
 Alicia Costa, S.S.F., Ph.D.
 Daniel Gray, Ed.D.
 Shirley Huls, M.Mus.Ed.
 Sondra Lettrich, Ph.D.
 Joann Migyanka, M.Ed.
 Audrey M. Quinlan, D.Ed.
 Ronald Silvis, Ph.D.
 Mary Spataro, M.S.
 Stuart Thompson, Ph.D.
 Georgine Hallam, M.Ed., Director of
 Child Development Center
 Kaye Fierle, M.Ed., Director of Campus Kindergarten
 Richelle Gourley, B.A., Teacher, Child Development Center

Students should see “Admission to the Education Program” (page 66) for certification requirements, learning objectives, and information about teaching certification. Students who wish to obtain a Bachelor’s degree must fulfill the requirements of the Liberal Arts Core, the portfolio requirements, and the courses required for an **academic major of the student’s choice**, plus the following courses. Students who have a Bachelor’s degree need to take the following courses only.

Required Courses for Elementary Teaching Certification:

	credits	
ED110	Foundations of Education and School Law + Practicum	3
ED118	Principles of Instructional Technologies	3
ED201	Instructional Strategies for Inclusive Education	3
ED205	Introduction to Exceptional Children	3
ED212	Physical Education Activities for the Handicapped and Non-Handicapped	1
ED223	Science/Health in Elementary Education	3
ED224	Social Studies in Elementary Education	3
ED300	Practicum: Early Childhood/Elementary	1
ED302	Practicum: Reading	1
ED305	Practicum: Multiculturalism	1
ED316*	Art in Elementary Education	3
ED317	Music in Elementary Education + Practicum	2
ED321	Mathematics in Elementary Education	3
ED325	Reading and Language Arts I (K-3)	3

		credits
ED326	Reading and Language Arts II (4-6)	3
ED335	Assessment	3
ED340	Classroom Management and Parent Conferencing	3
ED432	Pre-Student Teaching Clinical Lab	1
ED434	Student Teaching	12
ED435	Student Teaching Seminar	1
EL266**	American Literature from 1800 to 1915 OR	
EL267**	American Literature from 1915 to the Present	3
HY103	Introduction to American History	3
MA100***	Structure of the Number System 1	3
MA102	Structure of the Number System 2	3
MU127	Fundamentals of Music Theory	1
PY225	Infancy, Childhood, and Adolescence + Laboratory	3
Total credits:		72

* Satisfies the Artistic Expression requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

To achieve Early Child/Elementary Dual Teaching certification, in addition to courses required for Elementary Certification:

FC361	Early Childhood Education and Child Care Administration	3
Total credits:		75

To achieve Elementary/Special Education Dual Teaching certification, in addition to courses required for Elementary Certification:

ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1
plus one session of teaching in special education		
Total credits:		79

EDUCATION — ENGLISH*(Grades 7-12 Teaching Certification)***Faculty:**

Michael A. Arnzen, Ph.D.	Joann Migyanka, M.Ed.
Michele H. Conway, Ed.D.	Laura Patterson, Ph.D.
Alicia Costa, S.S.F., Ph.D.	Audrey M. Quinlan, D.Ed.
Daniel Gray, Ed.D.	Ronald Silvis, Ph.D.
Stephen Honeygosky, Ph.D.	Mary Spataro, M.S.
Dennis Jerz, Ph.D.	Albert Wendland, Ph.D.
Sondra Lettrich, Ph.D.	

The program in English education prepares teachers to instruct students in writing, language, literature, and communication, and to inspire in them a love of the written word in all its manifestations. Prospective teachers learn methods of encouraging students to interact with the writing of the past and today, and to produce the writing of the future — the poetry, drama, fiction, and novels yet to be written. Through courses designed especially for teachers, students experience and demonstrate contemporary practices in the instruction of English in its many forms.

Learning Objectives: English Education

1. Examine a wide range of genres, styles, and cultural literatures.
2. Examine the traditional canon and innovative nontraditional writers and writing.
3. Demonstrate analytical skills of reading literature.
4. Demonstrate a high level of writing skills and literary research.
5. Write and speak in a wide range of formats appropriate to major emphasis: fiction, non-fiction, poetry, critical essay, oral presentation.
6. Speak and write about issues in the discipline and how they interact with the culture at large.
7. Articulate the ongoing relation between personal habits of reading and writing and the evolving study of English.
8. Demonstrate an informed engagement with current theoretical questions concerning language learning, literacy, and pedagogy.
9. Demonstrate proficiency in developing, evaluating, and selecting appropriate materials and effective methods for the teaching of English.

All candidates for the Bachelor of Arts degree in English must see pages 87, 88, and 99 and follow the requirements for a major in Creative Writing, Journalism, or Literature.

Students should see “Admission to the Education Program” (page 66) for certification requirements and learning objectives.

Required courses for the English major, with teaching certification:

		credits
CA130	Oral Communication	3
ED110	Foundations of Education and School Law + Practicum	3

		credits
ED118	Principles of Instructional Technologies	3
ED201	Instructional Strategies for Inclusive Education	3
ED205	Introduction to Exceptional Children	3
ED222	English in Secondary Education	3
ED301	Practicum: Secondary	1
ED304	Practicum: Secondary Methods	1
ED305	Practicum: Multiculturalism	1
ED327	Reading in the Secondary Content Area	3
ED335	Assessment	3
ED340	Classroom Management and Parent Conferencing	3
ED432	Pre-Student Teaching Clinical Lab	1
ED434	Student Teaching	12
ED435	Student Teaching Seminar	1
EL150	Introduction to Literary Study	3
EL220	Linguistics	3
EL227	Newswriting	3
EL264	Major British Writers I	3
EL265	Major British Writers II	3
EL266**	American Literature from 1800 to 1915	3
EL267	American Literature from 1915 to the Present	3
EL311	Shakespeare	3
EL312	Literary Criticism	3
EL344	Literature for Young Adults	3
MA100***	Structure of the Number System 1	3
MA102	Structure of the Number System 2	3
PY225	Infancy, Childhood, and Adolescence + Laboratory	3

3 credits from: 3

EL232****	The Writing of Fiction
EL233****	The Writing of Poetry
EL235****	Magazine Writing

3 credits from: 3

EL261	European Literature
EL263*	Topics in World Literature

Total credits: 89

* Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

**** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1

**EDUCATION —
FAMILY AND CONSUMER SCIENCES**

(Kindergarten through 12th Grade Teaching Certification)

Faculty:

Michele H. Conway, Ed.D.
 Alicia Costa, S.S.F., Ph.D.
 Kaye Fierle, M.Ed., Director of Campus Kindergarten
 Richelle Gourley, B.A., Teacher, Child Development Center
 Daniel Gray, Ed.D.
 Victoria Marie Gribshaw, S.C., Ph.D., CFCS
 Georgine Hallam, M.Ed.,
 Director of Child Development Center
 Sondra Lettrich, Ph.D.
 Joann Migyanka, M.Ed.
 Audrey M. Quinlan, D.Ed.
 Janice G. Sandrick, Ph.D., R.D., F.A.D.A.
 Ronald Silvis, Ph.D.
 Mary Spataro, M.S.
 Doreen Tracy, M.S., R.D.

The family and consumer sciences education major is for students preparing to teach life management skills at the junior and/or senior high level. This concentration also provides opportunities for experience in career and technology centers and elementary schools. Students should see "Admission to the Education Program" (page 66) for certification requirements and learning objectives.

**Learning Objectives:
Family and Consumer Science
Education**

1. Advocate for the well being of individual, family, and community life.
2. Actively participate in professional and voluntary organizations in support of individuals, families, and communities.
3. Communicate orally and in writing with parents, students, clients, professionals, and non-professionals.
4. Integrate theory with practice in understanding individuals and families, e.g., fieldwork, internship, supervised practice, or student teaching experiences.
5. Critically analyze the use of human and material resources in service of the well being of individuals and families.
6. Apply entrepreneurial skills in personal and professional practice.

7. Apply written communication skills in the analysis of laboratory experiences.
8. Use library resources and Internet sources to write critiques of classroom presentations and discussions about housing environments.
9. Advocate for individuals and families in local, state, national, and global communities.
10. Incorporate an ethical value-base in decision-making related to families and consumers.
11. Apply knowledge from their program of study to the issues of individuals, family members, consumers, and communities in the environment in which they function to enable the wellness of these entities.
12. Demonstrate competency in the following areas required for FCS certification:
 - A. Financial and Resource Management
 - B. Balancing Family, Work, and Community Responsibility
 - C. Food Science and Nutrition
 - D. Child Development
13. Develop a resource file for teaching family and consumer sciences education.
14. Develop and implement lesson plans for preschool through adult including special needs.

All candidates for the Bachelor of Science degree in Family and Consumer Sciences Education must complete the Liberal Arts Core requirement, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

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**EDUCATION — FAMILY AND
CONSUMER SCIENCES cont.**
**Required Courses for the
Family and Consumer Sciences
Education major:**

	credits
CH100* Chemical Principles	3
CH101* Chemical Principles Laboratory	1
CH120 Organic Chemistry Principles	3
CH121 Organic Chemistry Principles Laboratory	1
ED110 Foundations of Education and School Law + Practicum	3
ED118 Principles of Instructional Technologies	3
ED201 Instructional Strategies for Inclusive Education	3
ED205 Introduction to Exceptional Children	3
ED305 Practicum: Multiculturalism	1
ED327 Reading in the Secondary Content Area	3
ED335 Assessment	3
ED340 Classroom Management and Parent Conferencing	3
ED434 Student Teaching	12
ED435 Student Teaching Seminar	1
EL266 American Literature from 1800 to 1915 OR	
EL267 American Literature from 1915 to the Present	3
FC120 Food Science and Technology I	3
FC201 Family and Consumer Sciences Seminar	3
FC245** Consumer in Our Society	3
FC260 Housing: Physical, Social, and Economic Environment	3
FC280 Teaching Nutrition/FCS	3
FC281 Teaching Nutrition/FCS - Supervised Practice	1

	credits
FC315 Interpersonal Relationships: Marriage and Family	3
FC320 Food Science and Technology II	4
FC355 Parenting	3
FC398 Family Financial and Resource Management	3
FC480 Family and Consumer Sciences Capstone	1
MA100*** Structure of the Number System 1	3
MA102 Structure of the Number System 2	3
NT300 Principles of Nutrition	3
PY225 Infancy, Childhood, and Adolescence + Laboratory	3
Total credits:	88

* Counts toward the Science requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

**For students who wish to receive Special Education
Endorsement in Secondary Education, the additional
required courses are:**

ED208 Characteristics and Strategies I	3
ED209 Characteristics and Strategies II	3
ED303 Practicum: Special Education	1

EDUCATION — FRENCH

(Kindergarten through 12th Grade
Teaching Certification)

Faculty:

Michele Chossat, Ph.D.
Michele H. Conway, Ed.D.
Alicia Costa, S.S.F., Ph.D.
Kaye Fierle, M.Ed., Director of Campus Kindergarten
Richelle Gourley, B.A., Teacher, Child Development Center
Daniel Gray, Ed.D.
Georgine Hallam, M.Ed., Director of
Child Development Center
Sondra Lettrich, Ph.D.
Joann Migyanka, M.Ed.
Audrey M. Quinlan, D.Ed.
Ronald Silvis, Ph.D.
Mary Spataro, M.S.

Learning Objectives: French

1. Use French at advanced intermediate level (ACTFL Guidelines).
2. Conduct short presentations in French about a general cultural or social topic.
3. Write in French in a variety of communicative genres including: summary, analysis, commentary, composition, *explication de texte*, letter, journalism, and fiction writing.
4. Speak and write about the extra-literary manifestations of Francophone culture and language including journalism, art, cinema, popular music, and other manifestations of popular culture.
5. Conduct independent research dealing with current and/or social debates in the French-speaking world.
6. Understand and use the M.L.A. format for research paper writing.

Students should see “Admission to the Education Program” (page 66) for certification requirements and learning objectives. Students who are pursuing a Bachelor’s degree will fulfill the requirements of the Liberal Arts Core, the portfolio requirements, and **an academic major of the student’s choice**, plus the following courses. Students who have a Bachelor’s degree must take the following courses only.

Required courses for the French teaching certification:

	credits
ED110 Foundations of Education and School Law + Practicum	3
ED118 Principles of Instructional Technologies	3

credits

ED201 Instructional Strategies for Inclusive Education	3
ED205 Introduction to Exceptional Children	3
ED301 Practicum: Secondary	1
ED304 Practicum: Secondary Methods	1
ED305 Practicum: Multiculturalism	1
ED314 Methods of Teaching Foreign Language	3
ED327 Reading in the Secondary Content Area	3
ED335 Assessment	3
ED340 Classroom Management and Parent Conferencing	3
ED432 Pre-Student Teaching Clinical Lab	1
ED434 Student Teaching	12
ED435 Student Teaching Seminar	1
EL266** American Literature from 1800 to 1915 OR	
EL267** American Literature from 1915 to the Present	3
FR205* Intermediate French Language and Culture	3
FR245 French Conversation and Phonetics	3
FR255 Writing in French	3
FR300 Advanced Topics in Literature and Culture (taken three times, survey courses or approved electives)	9
FR300 Advanced Topics: French Women Writers	3
FR300 Advanced Topics: Cinema	3
FR330*** Francophone African Literature	3
FR341 Modern and Contemporary France	3
MA100**** Structure of the Number System 1	3
MA102 Structure of the Number System 2	3
PY225 Infancy, Childhood, and Adolescence + Laboratory	3

Total credits: 83

* Satisfies the Language Study requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Non Western Cultures requirement of the Liberal Arts Core.

**** Satisfies the Mathematics requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208 Characteristics and Strategies I	3
ED209 Characteristics and Strategies II	3
ED303 Practicum: Special Education	1

EDUCATION — MATHEMATICS*(Grades 7-12 Teaching Certification)***Faculty:**

Geoff Atkinson, Ph.D.	Joann Migyanka, M.Ed.
Michele H. Conway, Ed.D.	Audrey M. Quinlan, D.Ed.
Alicia Costa, S.S.F., Ph.D.	Joshua Sasmor, Ph.D.
Daniel Gray, Ed.D.	Ronald Silvis, Ph.D.
Sondra Lettrich, Ph.D.	Mary Spataro, M.S.

The curriculum is designed to prepare the student to study mathematics at the graduate level or enter the teaching profession. Majors are encouraged to complement the major with courses from computer science, the natural and social sciences, economics, and business.

Career opportunities include statistical research, actuary science, computer consulting and programming, operations research, engineering, and teaching.

Learning Objectives: Mathematics

1. Communicate effectively, in written and oral form, using terminology and symbols accepted in the field of mathematics.
2. Utilize computer technology as a tool for communication, computation, research, and problem solving.
3. Create mathematical models to study real world phenomena.
4. Apply mathematical techniques to solve real world problems.
5. Utilize the accepted rules of logic and proof techniques to solve problems and verify results.
6. Identify the contributions made by women and persons from other cultures to the field of mathematics.
7. Work effectively in a team.
8. Model an ethical code of conduct during the pursuit of educational and professional goals.
9. Recognize the contribution mathematics has made to the advance of scientific knowledge and the improvement of human life.
10. Experiment with and experience new ideas, new technique, and new concepts in the pursuit of solutions to new and old (classic) problems.
11. Discuss the historical and cultural background of the development of mathematical reasoning and computational technology.

All candidates for the Bachelor of Arts degree in Mathematics must see page 100 and follow the requirements for the major in Mathematics. Students should see “Admission to the Education Program” (page 66) for certification requirements and learning objectives.

Required courses for the Mathematics major, with teaching certification:

		credits
CS130	Computer Science I	3
ED110	Foundations of Education and School Law + Practicum	3
ED118	Principles of Instructional Technologies	3
ED201	Instructional Strategies for Inclusive Education	3
ED205	Introduction to Exceptional Children	3
ED301	Practicum: Secondary	1
ED304	Practicum: Secondary Methods	1
ED305	Practicum: Multiculturalism	1
ED320	Mathematics in Secondary Education	3
ED327	Reading in the Secondary Content Area	3
ED335	Assessment	3
ED340	Classroom Management and Parent Conferencing	3
ED432	Pre-Student Teaching Clinical Lab	1
ED434	Student Teaching	12
ED435	Student Teaching Seminar	1
EL266**	American Literature from 1800 to 1915 OR	
EL267**	American Literature from 1915 to the Present	3
MA130*	Calculus 1 with Analytic Geometry	4
MA140	Calculus 2	4
MA200	Calculus 3	4
MA205	Discrete Mathematics	3
MA210	Euclidean and Non-Euclidean Geometries	3
MA225	Linear Algebra	3
MA230	Probability	3
MA235	Mathematical Statistics	3
MA240	Readings in Mathematics	3
MA310	Abstract Algebra	3
MA325	Calculus 4 with Differential Equations	4
PH110***	General Physics I	3
PH111***	General Physics I Laboratory	1
PY225	Infancy, Childhood, and Adolescence + Laboratory	3
Total credits:		91

* Satisfies the Mathematics requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Science requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1

EDUCATION — MUSIC*(Kindergarten through 12th Grade Teaching Certification)***Faculty:**

Kathleen M. Campbell, M.M.
 Michele H. Conway, Ed.D.
 Alicia Costa, S.S.F., Ph.D.
 Ted A. DiSanti, D.A.
 Kaye Fierle, M.Ed., Director of Campus Kindergarten
 Richelle Gourley, B.A., Teacher, Child Development Center
 Daniel Gray, Ed.D.
 Georgine Hallam, M.Ed., Director of
 Child Development Center
 Marvin Huls, M.A.
 Shirley Huls, M.Mus.Ed.
 Laurie Jones, M.M.T., M.T.-B.C., L.P.C.
 Sondra Lettrich, Ph.D.
 Joann Migyanka, M.Ed.
 Audrey M. Quinlan, D.Ed.
 Curt Scheib, D.M.A.
 Ronald Silvis, Ph.D.

Applied Adjunct Faculty:

Daphne Alderson, M.M., Daniel Cloutier, B.M.,
 Kathleen Costello, B.M., Nancy Gorinsky, M.M., Britt Herbert, B.M.,
 Emily Keene, M.M., Elisa Kohansky, M.M., Risé Kostilnik, B.F.A.,
 Jennifer Kunkle, M.M., Edward Kuhn, M.F.A., John Marcinizyn, Ph.D.,
 Thomas Milchick, M.M., Katerina Musetti, B.M., David Sinclair, M.M.,
 Rosalind Stack, B.M., Lynn Williams, M.M., Mary Jo Zetts, M.A.

Learning Objectives: Music

1. Demonstrate a high level of proficiency on the major instrument or voice and perform from a cross-section of the appropriate repertoire.
2. Demonstrate an understanding of the skills necessary to work as a leader and in collaboration on matters of musical interpretation.
3. Demonstrate an appropriate level of secondary proficiency on piano, voice, and one secondary woodwind, brass, string, or percussion instrument.
4. Demonstrate growth in artistry, technical skills, collaborative competence, and knowledge of repertoire through regular ensemble experiences.
5. Identify the common elements and organizational patterns of music and their interaction, and employ this understanding in aural, verbal, and visual analyses.
6. Demonstrate an ability to read music at sight with fluency.
7. Create derivative or original music both extemporaneously and in written form.
8. Demonstrate a basic knowledge of music history from antiquity through the present time.

9. Demonstrate a working knowledge of technological applications in music.
10. Communicate knowledge, skills, and techniques in the development and delivery of instruction.

Admission to the program in music is based on the successful completion of an audition for the music faculty, as well as admission to the University. Auditions are scheduled by appointment throughout the academic year. Consideration for music scholarships is determined by the quality of the entrance audition. Students should see "Admission to the Education Program" (page 66) for certification requirements and learning objectives.

All candidates for the Bachelor of Music degree in Music Education must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major and pass a performance test. A minimum of 120 credits is required. Completion of the requirements for the degree normally requires additional time, either in summer study or in a ninth semester of course work.

Bachelor of Music — Required courses for the Music Education major:

	credits	
ED110	Foundations of Education and School Law + Practicum	3
ED201	Instructional Strategies for Inclusive Education	3
ED205	Introduction to Exceptional Children	3
ED305	Practicum: Multiculturalism	1
ED340	Classroom Management and Parent Conferencing	3
ED434	Student Teaching	12
ED435	Student Teaching Seminar	1
EL266***	American Literature from 1800 to 1915 OR	
EL267***	American Literature from 1915 to the Present	3
MA100****	Structure of the Number System 1	3
MA102	Structure of the Number System 2	3
MU130	Strings	1
MU132	Woodwinds	2
MU134	Brass	2
MU136	Percussion	1
MU160	Harmony I	2
MU161	Aural Theory I	2
MU162	Harmony II	2
MU163	Aural Theory II	2
MU260	Harmony III	2
MU261	Aural Theory III	2
MU262	Harmony IV	2
MU263	Aural Theory IV	2
MU270*****	Music from 1750 to Present	3
MU271	A Survey of Music Literature	3
MU272*****	Music from Antiquity to 1750	3

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EDUCATION — MUSIC cont.

(Kindergarten through 12th Grade
Teaching Certification)

	credits
MU330 Music in the Elementary Schools (with practicum)	2
MU331 Music in the Secondary Schools (with practicum)	1
MU332 Techniques in Marching Band	1
MU333 Instrumental Methods (with practicum)	2
MU334 Choral Conducting	2
MU335 Instrumental Conducting	2
MU362 Orchestration	2
MU416* Recital Attendance	0
PY225 Infancy, Childhood, and Adolescence + Laboratory	3
<i>14 credits from:</i> Performance: Major Instrument**	14
<i>4 credits from:</i> participation in a vocal ensemble each semester	4
<i>4 credits from:</i> participation in an instrumental ensemble each semester	4
<i>2 credits from:</i> Class Voice/Secondary Voice Performance or Diction	2
<i>2 credits from:</i> Class Piano/Secondary Piano Performance or Secondary Instrument Performance	2

In addition, all music majors will have a performance examination on their major instrument each semester, and must pass a performance test upon graduation. They must also participate in two Music Program large ensembles each semester, one instrumental and one vocal. All music majors are required to pass a voice and piano proficiency; music education majors must also pass an instrumental proficiency. All proficiencies must be completed before the student teaching experience. All music majors must also perform in at least one recital every semester.

Total credits: 107

* Must be scheduled each semester of attendance.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

*** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

**** Satisfies the Mathematics requirement of the Liberal Arts Core.

***** Counts toward the Western Cultures requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1
ED335	Assessment	3

EDUCATION — SOCIAL STUDIES*(Grades 7-12 Teaching Certification)***Faculty:**

Michael Cary, D.A.
 Michele H. Conway, Ed.D.
 Alicia Costa, S.S.F., Ph.D.
 Daniel Gray, Ed.D.
 Sondra Lettrich, Ph.D.
 Joann Migyanka, M.Ed.
 James Paharik, Ph.D.
 Audrey M. Quinlan, D.Ed.
 Robin Rohrer, Ph.D.
 Ronald Silvis, Ph.D.
 Mary Spataro, M.S.
 John Spurlock, Ph.D.

**Learning Objectives:
 Social Studies Teaching Certification**

1. Discuss and explain the basic terminology and concepts in history, sociology, political science, geography, and economics.
2. Use general concepts such as class, gender, and ethnicity to analyze and explain developments in human life in diverse times and places.
3. Use a variety of teaching strategies appropriate to diverse student populations.

Students should see “Admission to the Education Program” (page 66) for certification requirements and learning objectives. Students who wish to obtain a Bachelor’s degree will fulfill the requirements of the Liberal Arts Core, the portfolio requirements, and the courses required for **an academic major of the student’s choice** (History is recommended), plus the following courses. Students who have a Bachelor’s degree need to take the following courses only.

**Required courses for Social Studies
 Teaching Certification:**

	credits
EC102 Principles of Macroeconomics	3
ED110 Foundations of Education and School Law + Practicum	3
ED118 Principles of Instructional Technologies	3
ED201 Instructional Strategies for Inclusive Education	3
ED205 Introduction to Exceptional Children	3
ED301 Practicum: Secondary	1
ED304 Practicum: Secondary Methods	1
ED305 Practicum: Multiculturalism	1
ED323 Social Studies Education in Secondary Education	3

	credits
ED327 Reading in the Secondary Content Area	3
ED335 Assessment	3
ED340 Classroom Management and Parent Conferencing	3
ED432 Pre-Student Teaching Clinical Lab	1
ED434 Student Teaching	12
ED435 Student Teaching Seminar	1
EL266** American Literature from 1800 to 1915 OR	
EL267** American Literature from 1915 to the Present	3
HY103 Introduction to American History	3
HY106 Historical and Political Geography	3
HY112 History and Geography of Pennsylvania	3
HY335 The New Nation	3
LA200* Western Cultural Traditions I	3
LA201* Western Cultural Traditions II	3
MA100*** Structure of the Number System 1	3
MA102 Structure of the Number System 2	3
PS121 American National Government	3
PS122 Introduction to American Law	3
PS142 Introduction to International Relations	3
PY225 Infancy, Childhood, and Adolescence + Laboratory	3
SO100 Introduction to Sociology	3
SO285**** Anthropology of Tribal Cultures	3
6 credits from:	6
HY206 The Era of Civil War and Reconstruction	
HY337 The U.S. Civil Rights Movement	
HY391 Topics in Twentieth Century U.S. History	
3 credits from:	3
HY230 Latin America: An Introduction	
HY307 African History and Culture	
HY311 Russian and Soviet History	
HY340 The Middle East	
Total credits:	98

* Counts toward the Western Cultures requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

**** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208 Characteristics and Strategies I	3
ED209 Characteristics and Strategies II	3
ED303 Practicum: Special Education	1

EDUCATION — SPANISH

(Kindergarten through 12th Grade
Teaching Certification)

Faculty:

Michele H. Conway, Ed.D.
 Michele Chossat, Ph.D.
 Alicia Costa, S.S.F., Ph.D.
 Kaye Fierle, M.Ed., Director of Campus Kindergarten
 Judith Garcia Quismondo, Ph.D.
 Richelle Gourley, B.A., Teacher, Child Development Center
 Daniel Gray, Ed.D.
 Georgine Hallam, M.Ed., Director of
 Child Development Center
 Sondra Lettrich, Ph.D.
 Joann Migyanka, M.Ed.
 Audrey M. Quinlan, D.Ed.
 Ronald Silvis, Ph.D.
 Mary Spataro, M.S.
 John Spurlock, Ph.D.
 Begona Vilouta-Vazquez, M.A.

The major in Spanish provides students with the opportunity to acquire thorough linguistic proficiency as well as in-depth knowledge of both cultural and literary topics. Spanish is the second language of the United States in its number of speakers, and one of the three most widely spoken languages in the world. The Spanish major is designed with those facts in mind and offers a wide range of courses in the language, literatures, and cultures of the twenty Spanish-speaking countries in Europe and Latin America. Students should see "Admission to the Education Program" (page 66) for certification requirements and learning objectives.

Learning Objectives: Spanish

1. Use the Spanish language at the advanced mid level (ACTFL Guidelines) for majors, and at the intermediate mid-level for minors.
2. Conduct short presentations in Spanish about a general cultural or social topic.
3. Write efficiently in Spanish in a variety of communicative genres.
4. Connect major topics of history, culture, and geography to current events in Spain and Spanish-speaking countries.
5. Examine the literary manifestations of culture in Spain and the Spanish language from origins in Latin America.
6. Speak and write about the extra-literary manifestations of the culture and language including cinema, journalism, visual arts, products of popular culture, and various social and political institutions.
7. Conduct independent research (M.L.A. Style) dealing with current cultural and/or social debates in the Spanish-speaking world.

All candidates for the Bachelor of Arts degree in Spanish must see page 123 and follow the requirements for the major in Spanish.

**Required courses for the major
in Spanish, with teaching certification:**

		credits
ED110	Foundations of Education and School Law + Practicum	3
ED118	Principles of Instructional Technologies	3
ED201	Instructional Strategies for Inclusive Education	3
ED205	Introduction to Exceptional Children	3
ED301	Practicum: Secondary	1
ED304	Practicum: Secondary Methods	1
ED305	Practicum: Multiculturalism	1
ED314	Methods of Teaching Foreign Language	3
ED327	Reading in the Secondary Content Area	3
ED335	Assessment	3
ED340	Classroom Management and Parent Conferencing	3
ED432	Pre-Student Teaching Clinical Lab	1
ED434	Student Teaching	12
ED435	Student Teaching Seminar	1
EL266**	American Literature from 1800 to 1915 OR	
EL267**	American Literature from 1915 to the Present	3
MA100***	Structure of the Number System 1	3
MA102	Structure of the Number System 2	3
PY225	Infancy, Childhood, and Adolescence + Laboratory	3
SP205*	Intermediate Spanish Language and Culture I	3
SP210	Intermediate Spanish Language and Culture II	3
SP245	Conversation and Phonetics	3
SP250	Spanish Grammar for Reading and Writing	3
SP300	Spanish Civilization and Culture	3
SP310	Latin American Civilization and Culture	3
SP320	Topics in Literature and Culture (taken twice)	6
SP330	Latin American Literature	3
SP335	Survey of Peninsular Literature	3
SP360	Research Methods and Projects	3
Total credits:		86

* Satisfies the Language Study requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1

EDUCATION — SPECIAL EDUCATION/ ELEMENTARY EDUCATION

(Dual Teaching Certification-Birth through age 21)

Faculty:

Michele H. Conway, Ed.D.
 Alicia Costa, S.S.F., Ph.D.
 Daniel Gray, Ed.D.
 Shirley Huls, M.Mus.Ed.
 Sondra Lettrich, Ph.D.
 Joann Migyanka, M.Ed.
 Audrey M. Quinlan, D.Ed.
 Ronald Silvis, Ph.D.
 Mary Spataro, M.S.
 Stuart Thompson, Ph.D.
 Georgine Hallam, M.Ed., Director of
 Child Development Center
 Kaye Fierle, M.Ed., Director of Campus Kindergarten
 Richelle Gourley, B.A., Teacher, Child Development Center

Certification in Special Education includes Cognitive, Behavior, Physical/Health Disabilities (CBP/HD). Students should see "Admission to the Education Program" (page 66) for certification requirements, learning objectives, and information about teaching certification. Students who wish to obtain a Bachelor's degree must fulfill the requirements of the Liberal Arts Core, the portfolio requirements, and the **courses required for an academic major** of the student's choice, plus the following courses. Students who have a Bachelor's degree need to take the following courses only.

Required courses for Special Education/Elementary Teaching Certification:

	credits	
ED110	Foundations of Education and School Law + Practicum	3
ED118	Principles of Instructional Technologies	3
ED201	Instructional Strategies for Inclusive Education	3
ED205	Introduction to Exceptional Children	3
ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED212	Physical Education Activities for the Handicapped and Non-Handicapped	1
ED223	Science/Health in Elementary Education	3
ED224	Social Studies in Elementary Education	3
ED300	Practicum: Early Childhood/Elementary	1
ED302	Practicum: Reading	1

		credits
ED303	Practicum: Special Education	1
ED305	Practicum: Multiculturalism	1
ED316*	Art in Elementary Education	3
ED317	Music in Elementary Education + Practicum	2
ED321	Mathematics in Elementary Education	3
ED325	Reading and Language Arts I (K-3)	3
ED326	Reading and Language Arts II (4-6)	3
ED335	Assessment	3
ED340	Classroom Management and Parent Conferencing	3
ED432	Pre-Student Teaching Clinical Lab	1
ED434	Student Teaching	12
ED435	Student Teaching Seminar	1
EL266**	American Literature from 1800 to 1915 OR	
EL267**	American Literature from 1915 to the Present	3
HY103	Introduction to American History	3
MA100***	Structure of the Number System 1	3
MA102	Structure of the Number System 2	3
MU127	Fundamentals of Music Theory	1
PY225	Infancy, Childhood, and Adolescence + Laboratory	3

Total credits: 79

* Satisfies the Artistic Expression requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

ENGINEERING PROGRAM (3+2)

Seton Hill University offers a five-year cooperative liberal arts and engineering program. The student spends three years at Seton Hill, concentrating on liberal arts courses, with a major in chemistry or mathematics, and fulfills the prerequisites for an engineering program. Many engineering colleges and universities welcome three-two programs.

The engineering program provides the foundational coursework for students to continue study in a wide range of engineering fields such as mechanical, electrical, civil, or chemical. The students must consult with the Engineering Faculty Advisor to ensure that their course of study includes the requirements for the engineering program in which they wish to enroll.

During the three years at Seton Hill, the student satisfies the requirements of the Liberal Arts Core, the pre-engineering courses, and the major requirements including the portfolio. Upon receipt of the engineering degree at the engineering school, the student will provide documentation to the Seton Hill University Registrar, and the Seton Hill Bachelor of Arts degree will be conferred at that time.

In the event the student leaves the engineering school before receiving a degree she/he may return to Seton Hill and follow the normal chemistry or mathematics course of study to earn a degree.

Required courses:

CH110	General Chemistry I
CH111	Quantitative Analysis I Laboratory
CH112	General Chemistry II
CH113	Quantitative Analysis II Laboratory
CS130	Computer Science I
CS140	Computer Science II
MA130	Calculus 1
MA140	Calculus 2
MA200	Calculus 3
MA225	Linear Algebra
MA325	Calculus 4 with Differential Equations
PH110	General Physics I
PH111	General Physics I Laboratory
PH112	General Physics II
PH113	General Physics II Laboratory

Chemistry major track (Recommended for chemical engineering):

CH210	Organic Chemistry I
CH211	Organic Chemistry I Laboratory
CH212	Organic Chemistry II
CH213	Organic Chemistry II Laboratory
CH330	Thermodynamics
CH331	Thermodynamics Laboratory
CH332	Quantum Mechanics

Mathematics major track (Recommended for mechanical and civil engineering):

MA300	Numerical Analysis
MA331	Complex Variables and Applications
SVCMA213	Seminar for Engineers
SVCMA223	Mechanics: Statics
SVCMA224	Mechanics: Dynamics

ENGLISH — CREATIVE WRITING**Faculty:**

Michael A. Arnzen, Ph.D.
 Christine Cusick, Ph.D.
 Stephen Honeygosky, Ph.D.
 Dennis Jerz, Ph.D.
 Laura Patterson, Ph.D.
 Albert Wendland, Ph.D.

The creative writing specialization in the English major at Seton Hill provides students with varied opportunities for creative work in a supportive, energized environment. Writing workshops offer students extensive feedback on their writing. Students are encouraged to practice writing in different genres, from poetry to science fiction or romance, in order to gain the broadest possible experience in writing for different audiences. Creative writing students also gain inspiration and understanding by studying the best literature of the past and present. Guest writers of regional and national fame, brought in through Seton Hill's graduate writing program, enrich the student writer's experience outside the classroom; Seton Hill's award-winning literary magazine, *Eye Contact*, offers the opportunity for publication and editorial experience.

The strong communication skills gained in the English major are crucial in most professions. Career opportunities include journalism, free-lance writing, teaching, editing, business, and technical writing; English majors are also excellent candidates for graduate work in law and the humanities.

Students who are interested in receiving teaching certification in English should see requirements on page 76.

Learning Objectives: English — Creative Writing

1. Examine a wide range of genres, styles, and cultural literatures.
2. Examine the traditional canon and innovative nontraditional writers and writing.
3. Demonstrate analytical skills of reading literature.
4. Demonstrate a high level of research and writing skills.
5. Write and speak in a wide range of formats appropriate to major emphasis: fiction, non-fiction, poetry, critical essay, oral presentation.
6. Speak and write about issues in the discipline and how they interact with the culture at large.
7. Articulate the ongoing relation between personal habits of reading and writing and the evolving study of English.
8. Produce one or more market-ready manuscripts.

All candidates for the Bachelor of Arts degree in English must complete the courses required for the Liberal Arts Core, the portfolio requirements, and the courses required for the major. A minimum of 120 credits is required.

Required courses for the English-Creative Writing major:

	credits
EL150 Introduction to Literary Study	3
EL232* The Writing of Fiction	3
EL233 The Writing of Poetry	3
EL266** American Literature from 1800 to 1915	3
EL267 American Literature from 1915 to the Present	3
EL310 Chaucer	3
EL311 Shakespeare	3
<i>6 credits from:</i>	6
EL261 European Literature	
EL264 Major British Writers I	
EL265 Major British Writers II	
<i>12 credits from:</i>	12
EL227 Newswriting	
EL230 Topics in Journalism	
EL231 Topics in Creative Writing	
EL235 Magazine Writing	
EL236 Writing for the Internet	
EL331 Publication Workshop	
EL430 Internship (in Writing)	
Total credits:	39

* Satisfies the Artistic Expression requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

ENGLISH — LITERATURE**Faculty:**

Michael A. Arnzen, Ph.D.
 Christine Cusick, Ph.D.
 Stephen Honeygosky, Ph.D.
 Dennis Jerz, Ph.D.
 Laura Patterson, Ph.D.
 Albert Wendland, Ph.D.

The English curriculum challenges students to interact with the literature of the past and to create the literature of the future. The contemporary world depends on global communication — which is most often, given the Internet, written communication. English majors study the development and achievement of writing: how people express themselves through poetry, drama, fiction, and journalism. They explore the great writers of the past — Shakespeare, Wordsworth, the Brontes — as well as innovative writers of the present. Majors are encouraged to complement their program of study with courses from Modern Languages, Business, or Communication, or a minor of particular interest to them.

The strong communication skills gained in the English major are crucial in most professions. Career opportunities include journalism, free-lance writing, teaching, editing, business, and technical writing; English majors are also excellent candidates for graduate work in law and the humanities.

Students who are interested in receiving teaching certification in English should see requirements on page 76.

Students interested in Journalism — New Media should see requirements on page 99.

**Learning Objectives:
English — Literature**

1. Examine a wide range of genres, styles, and cultural literatures.
2. Examine the traditional canon and innovative nontraditional writers and writing.
3. Demonstrate analytical skills of reading literature.
4. Demonstrate a high level of research and writing skills.
5. Write and speak in a wide range of formats appropriate to major emphasis: fiction, non-fiction, poetry, critical essay, oral presentation.
6. Speak and write about issues in the discipline and how they interact with the culture at large.
7. Articulate the ongoing relation between personal habits of reading and writing and the evolving study of English.

All candidates for the Bachelor of Arts degree in English must complete the courses required for the Liberal Arts Core, the portfolio requirements, and the courses required for the major and earn a passing grade on the written comprehensive examination. A minimum of 120 credits is required.

**Required courses for the
English-Literature major:**

	credits
EL150 Introduction to Literary Study	3
EL266* American Literature from 1800 to 1915	3
EL267 American Literature from 1915 to the Present	3
EL309 Advanced Study in Literature	3
EL310 Chaucer	3
EL311 Shakespeare	3
EL312 Literary Criticism	3
<i>3 credits from:</i>	<i>3</i>
EL227 Newswriting	
EL230 Topics in Journalism	
EL231** Topics in Creative Writing	
EL232** The Writing of Fiction	
EL233** The Writing of Poetry	
<i>6 credits from:</i>	<i>6</i>
EL261 European Literature	
EL264 Major British Writers I	
EL265 Major British Writers II	
<i>9 credits from:</i>	<i>9</i>
English courses numbered EL250 or above	
Total credits:	39

* Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

ENGLISH — MINOR

The minor in English may be elected in literature or creative writing.

Option 1:**Required courses for the English-Literature minor:**

	credits
EL150 Introduction to Literary Study	3
<i>15 credits from:</i> EL250 to EL312 with at least 3 credits at the EL300 level	15
Total credits:	18

Option 2:**Required courses for the English-Creative Writing minor:**

	credits
EL150 Introduction to Literary Study	3
<i>15 credits from:</i>	15
EL227 Newswriting	
EL231 Topics in Creative Writing	
EL232 The Writing of Fiction	
EL233 The Writing of Poetry	
EL235 Magazine Writing	
EL236 Writing for the Internet	
EL265 Major British Writers II	
EL267 American Literature from 1915 to the Present	
EL311 Shakespeare	
EL331 Publication Workshop	
Total credits:	18

FAMILY & CONSUMER SCIENCES — CHILD CARE ADMINISTRATION

Faculty:

Victoria Marie Gribshaw, S.C., Ph.D.
Georgine Hallam, M.Ed., Director of Child
Development Center
Doreen Tracy, M.S., R.D.

The child care administration major is for students who wish to open, manage, or teach in a child care center or early childhood program. Students work directly with children in several courses and complete an internship in a child care center. Students pursuing this concentration are encouraged to elect education courses to support the major.

Learning Objectives: Child Care Administration

1. Apply the developmental concepts from birth across the lifespan to the task of parenting.
2. Promote the value that children are the responsibility of all people in society.
3. Discuss early childhood education as a means of meeting the needs of families and children in today's world.
4. Develop a personal philosophy regarding the education and care of young children.
5. Identify NAEYC Developmentally Appropriate Guidelines to achieve quality programs and accreditation.
6. Develop a business plan for a childcare center.
7. Apply written communication skills in the analysis of laboratory experiences.
8. Communicate orally and in writing with professionals and non-professionals.
9. Integrate theory with practice in understanding individuals and families, e.g., fieldwork, internship, supervised practice, or student teaching experiences.
10. Critically analyze the use of human and material resources in service of the well being of individuals and families.
11. Apply entrepreneurial skills in personal and professional practice.
12. Advocate for individuals and families in local, state, national, and global communities.
13. Incorporate an ethical value-base in decision-making related to families and consumers.
14. Use information literacy skills to complete research assignments.
15. Apply knowledge from their programs of study to the issues of individuals, family members, consumers, and communities in the environment in which they function to enable the well-being of these entities.

16. Actively participate in professional and voluntary organizations in support of individuals, families, and communities.

All candidates for the Bachelor of Science degree in Family and Consumer Sciences Child Care Administration must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the Family and Consumer Sciences- Child Care Administration major:

	credits
BU180 Principles of Management	3
ED201 Instructional Strategies for Inclusive Education	3
ED205 Introduction to Exceptional Children	3
ED212 Physical Education Activities for the Handicapped and Non-Handicapped	1
ED325 Reading and Language Arts I (K-3)	3
FC160* Nutrition for Life	3
FC201 Family and Consumer Sciences Seminar	3
FC245** Consumer in Our Society	3
FC260 Housing: Physical, Social, and Economic Environment	3
FC315 Interpersonal Relationships: Marriage and Family	3
FC355 Parenting	3
FC361 Early Childhood Education and Child Care Administration	3
FC398 Family Financial and Resource Management	3
FC435 Child Care Programs and Administration Experience	3
FC480 Family and Consumer Sciences Capstone	1
MA100*** Structure of the Number System 1	3
PY225 Infancy, Childhood, and Adolescence + Laboratory	3
Total credits:	47

* Satisfies the Science requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

FAMILY & CONSUMER SCIENCES EDUCATION

*(Kindergarten through 12th Grade
Teaching Certification)*

Faculty:

Michele H. Conway, Ed.D.
Alicia Costa, S.S.F., Ph.D.
Kaye Fierle, M.Ed., Director of Campus Kindergarten
Richelle Gourley, B.A., Teacher, Child Development Center
Daniel Gray, Ed.D.
Victoria Marie Gribshaw, S.C., Ph.D., CFCS
Georgine Hallam, M.Ed.,
Director of Child Development Center
Sondra Lettrich, Ph.D.
Joann Migyanka, M.Ed.
Audrey M. Quinlan, D.Ed.
Janice G. Sandrick, Ph.D., R.D., F.A.D.A.
Ronald Silvis, Ph.D.
Mary Spataro, M.S.
Doreen Tracy, M.S., R.D.

The family and consumer sciences education major integrates financial and resource management; the balancing of family, work, and community responsibility; food science and nutrition; and child development to prepare majors to educate K-12 students to manage the challenges of living and working in a diverse, global society.

Learning Outcomes: Family and Consumer Sciences Education Program

1. Advocate for the well being of individual, family, and community life.
2. Actively participate in professional and voluntary organizations in support of individuals, families, and communities.
3. Communicate orally and in writing with parents, students, clients, professionals, and non-professionals.
4. Integrate theory with practice in understanding individuals and families, e.g., fieldwork, internship, supervised practice, or student teaching experiences.
5. Critically analyze the use of human and material resources in service of the well being of individuals and families.

6. Apply entrepreneurial skills in personal and professional practice.
7. Apply written communication skills in the analysis of laboratory experiences.
8. Use information literacy skills to complete research assignments.
9. Advocate for individuals and families in local, state, national, and global communities.
10. Apply knowledge from their program of study to the issues of individuals, family members, consumers, and communities in the environment in which they function to enable the wellness of these entities.
12. Demonstrate competency in the following areas required for FCS certification:
 - A. Financial and Resource Management
 - B. Balancing Family, Work, and Community Responsibility
 - C. Food Science and Nutrition
 - D. Child Development
13. Develop a resource file for teaching family and consumer sciences education.
14. Develop and implement lesson plans for preschool through adult including special needs.

All candidates for the Bachelor of Science degree in Family and Consumer Sciences Education must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required. Students should see "Admission to the Education Program" (page 66) for certification requirements and learning objectives.

CONTINUED ON PAGE 92

**FAMILY & CONSUMER SCIENCES
EDUCATION cont.**
**Required courses for the
Family and Consumer Sciences
major with teaching certification:**

	credits	
CH100*	Chemical Principles	3
CH101*	Chemical Principles Laboratory	1
CH120	Organic Chemistry Principles	3
CH121	Organic Chemistry Principles Laboratory	1
ED110	Foundations of Education and School Law + Practicum	3
ED118	Principles of Instructional Technologies	3
ED201	Instructional Strategies for Inclusive Education	3
ED205	Introduction to Exceptional Children	3
ED305	Practicum: Multiculturalism	1
ED327	Reading in the Secondary Content Area	3
ED335	Assessment	3
ED340	Classroom Management and Parent Conferencing	3
ED434	Student Teaching	12
ED435	Student Teaching Seminar	1
EL266	American Literature from 1800 to 1915 OR	
EL267	American Literature from 1915 to the Present	3
FC120	Food Science and Technology I	3
FC201	Family and Consumer Sciences Seminar	3
FC245**	Consumer in Our Society	3
FC260	Housing: Physical, Social, and Economic Environment	3
FC280	Teaching Nutrition/FCS	3
FC281	Teaching Nutrition/FCS - Supervised Practice	1
FC315	Interpersonal Relationships: Marriage and Family	3
FC320	Food Science and Technology II	4
FC355	Parenting	3
FC398	Family Financial and Resource Management	3
FC480	Family and Consumer Sciences Capstone	1
MA100***	Structure of the Number System 1	3
MA102	Structure of the Number System 2	3
NT300	Principles of Nutrition	3
PY225	Infancy, Childhood, and Adolescence + Laboratory	3
Total credits:		88

* Satisfies the Science requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

		credits
ED208	Characteristics and Strategies I	3
ED209	Characteristics and Strategies II	3
ED303	Practicum: Special Education	1

**FAMILY & CONSUMER SCIENCES —
MINOR**
**Required courses for the Family
and Consumer Sciences minor:**

FC160	Nutrition for Life	3
FC245	Consumer in Our Society	3
FC260	Housing: Physical, Social, and Economic Environment	3
FC315	Interpersonal Relationships: Marriage and Family	3
FC355	Parenting	3
FC398	Family Financial and Resource Management	3
Total credits:		18

FAMILY STUDIES — MINOR
**Required courses for the minor
in Family Studies:**

		credits
FC315	Interpersonal Relationships: Marriage and the Family	3
FC355	Parenting	3
FC398	Family Financial and Resource Management	3
PY225	Infancy, Childhood, and Adolescence + Laboratory	3
PY235	Adult Development	3
SO200	Race, Class, and Gender	3
Total credits:		18

FORENSIC SCIENCE**Faculty:**

Frances Blanco-Yu, Ph.D.
 John Cramer, Ph.D.
 Barbara Flowers, B.S.
 Anthony Parker, Ph.D.
 Susan Yochum, S.C., Ph.D.

The forensic science major will provide students with the quality training in biology, chemistry, criminalistics, physics, mathematics, political science, and sociology required for entry-level placement in a crime laboratory or related laboratory. Forensic or crime laboratories deal with the examination and analysis of physical evidence associated with crime scenes, victims, and suspects. Laboratory work will have a major emphasis in the program of study.

**Learning Objectives:
Forensic Science**

1. Demonstrate an understanding of the scientific methods used to gather and analyze evidence from crime scenes.
2. Demonstrate written communication and quantitative reasoning skills for the interpretation of laboratory data.
3. Demonstrate the ability to analyze and interpret forensic science literature.
4. Demonstrate an understanding and application of the crucial role that honesty and integrity play in data collection, analysis, and documentation in forensic investigations.
5. Demonstrate an understanding of the specialties within the field of forensic science.
6. Demonstrate a fundamental understanding of the criminal justice system.
7. Demonstrate an understanding of the fundamental sociological principles related to persons involved in a criminal activity.

All candidates for the Bachelor of Science in Forensic Science must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

**Required courses for the
Forensic Science major:**

	credits	
BL150*	General Biology I	3
BL151*	General Biology I Laboratory	1
BL152	General Biology II	3
BL153	General Biology II Laboratory	1
BL212	Genetics	3
BL213	Genetics Laboratory	1
CH110	General Chemistry I	3
CH111	Quantitative Analysis I Laboratory	1
CH112	General Chemistry II	3
CH113	Quantitative Analysis II Laboratory	1

		credits
CH210	Organic Chemistry I	3
CH211	Organic Chemistry I Laboratory	2
CH212	Organic Chemistry II	3
CH213	Organic Chemistry II Laboratory	2
CH300	Criminalistics	3
CH301	Criminalistics Laboratory	1
CH315	Forensic Biology and Pattern Analysis	4
CH320	Forensic Science in the Courtroom	3
CH325	Biochemistry	3
CH326	Biochemistry Laboratory	1
CH355	Instrumental Analysis	3
CH356	Advanced Instrumental Analysis Laboratory	2
CH430	Internship	2
CJ110	Introduction to Criminal Justice	3
CJ200	Law Enforcement in the Community	3
MA130**	Calculus 1	4
PH110	General Physics I	3
PH111	General Physics I Laboratory	1
PH112	General Physics II	3
PH113	General Physics II Laboratory	1
SO340	Criminology	3
SS250	Introductory Statistics	3

Total credits: 76

* Counts toward the Science requirement of the Liberal Arts Core.

** Satisfies the Mathematics requirement of the Liberal Arts Core.

FORENSIC SCIENCE — MINOR**Required courses for the
Forensic Science minor:**

		credits
CH110	General Chemistry I	3
CH111	Quantitative Analysis I Laboratory	1
CH112	General Chemistry II	3
CH113	Quantitative Analysis II Laboratory	1
CH210	Organic Chemistry I	3
CH211	Organic Chemistry I Laboratory	2
CH212	Organic Chemistry II	3
CH213	Organic Chemistry II Laboratory	2
CH300	Criminalistics	3
CH301	Criminalistics Laboratory	1
CJ110	Introduction to Criminal Justice	3
CJ200	Law Enforcement in the Community	3
SO340	Criminology	3

Total credits: 31

FRENCH**Faculty:**

Michele Chossat, Ph.D.

Within the French minor students achieve an advanced intermediate proficiency in French language comprehension, writing, and speaking. Students also acquire a broad understanding of French culture, including an appreciation for contemporary diversity within the French-speaking world.

**Learning Objectives:
French (ACTFL Guidelines)**

1. Use French at advanced intermediate level.
2. Conduct short presentations in French about a general cultural or social topic.
3. Write in French in a variety of communicative genres including: summary, analysis, commentary, composition, *explication de texte*, letter, journalism, and fiction writing.
4. Speak and write about the extra-literary manifestations of Francophone culture and language including journalism, art, cinema, popular music, and other manifestations of popular culture.
5. Conduct independent research dealing with current and/or social debates in the French-speaking world.
6. Understand and use the M.L.A. format for research paper writing.

**Required courses for the
French minor:**

	credits
FR205 Intermediate French Language and Culture	3
FR245 French Conversation and Phonetics	3
FR255 Writing in French	3
FR300 Advanced Topics in Literature and Culture	3
FR330 Francophone African Literature	3
FR341 Modern and Contemporary France	3
Total credits:	18

Students wishing to receive teaching certification in French should see page 79.

GENERAL STUDIES

This program is designed for persons who have earned sixty (60) or more credits from accredited colleges or universities. To receive the Bachelor of Arts degree in General Studies the student must complete:

1. a minimum total of 120 credits, including a minimum of 48 credits at Seton Hill University.
2. the requirements for two minors selected from catalog listings.
3. the Liberal Arts Core.
4. the portfolio requirements.
5. the comprehensive examination, integrative seminar, portfolio review, or its equivalent in one of the chosen minor departments.

HISTORY**Faculty:**

Michael Cary, D.A.
 Robert R. Kollar, M.A.
 Nenad Radulovich, M.A.
 Robin Rohrer, Ph.D.
 John Spurlock, Ph.D.

The study of history provides students with the research, writing, and analytical skills required for a wide variety of interesting careers. History majors enter the fields of teaching, government service, research, journalism, business and industry, law, graduate studies, and political office. All history majors complete a concentration in political science.

Learning Objectives: History

1. Discuss issues that require an understanding of historical contexts and change over time.
2. Critically evaluate both primary and secondary materials, considering context and author subjectivity and the relationship of the document to other historical writing.
3. Design and carry out independent research that will use standard reference works, secondary historical works, current technology, and primary sources; explore and clarify historical questions; and use the major historiographic modes of analysis.
4. Discuss geographical relations and the impact of physical, political, and economic place on human society.
5. Analyze political, economic, and social relationships.
6. Demonstrate understanding of the issues of citizenship and civic obligation and apply this understanding to one's own life.

All candidates for the Bachelor of Arts degree in History must complete the Liberal Arts Core requirements, the portfolio requirements, and the courses required for the major. A minimum of 120 credits is required.

Required courses for the History major:

	credits
HY103 Introduction to American History	3
HY106 Historical and Political Geography	3
HY206 The Era of Civil War and Reconstruction	3
HY335** The New Nation	3

credits

HY400 Research Methods and Historiography	3
HY405 Research Seminar	3
HY430 Internship	0-3
PS121 American National Government	3
PS142 Introduction to International Relations	3
PS235 Political Theory	3

plus 18 credits from: 18

HY230* Latin America: An Introduction	
HY307* African History and Culture	
HY311* Russian and Soviet History	
HY340* The Middle East	
HY390 Special Topics in History	
HY392 Topics in European History	
SP311* Mexican Civilization and Culture	

plus 3 credits from: 3

HY337** The U.S. Civil Rights Movement	
HY391 Topics in Twentieth Century U.S. History	
PS338 Politics of the Sixties	

Total credits: 48-51

* Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

HISTORY — MINOR**Required courses for the History minor:**

	credits
HY103 Introduction to American History	3
HY106 Historical and Political Geography	3
HY335 The New Nation	3
HY392 Topics in European History	3

plus 6 credits of History electives 6

Total credits: 18

HOSPITALITY AND TOURISM

Faculty:

Daniel H. Bernstein, Ed.D.
 Jayne Huston, M.B.A.
 Paul W. Mahady, Jr., M.B.A.
 Doreen Tracy, M.S., R.D., L.D.N.

The hospitality and tourism program offers a quality Bachelor of Science degree with a focus on customer service. The program incorporates the study of hospitality and tourism within the context of the history, culture, and heritage of Southwestern Pennsylvania.

Learning Objectives: Hospitality and Tourism

1. Integrate ethical principles of practice in hospitality and tourism.
2. Demonstrate proficiency in the development of hospitality and tourism plans that maximize the resources available in the region.
3. Extend computer literacy skills through the use of hospitality and tourism specific software at externship sites.
4. Develop critical thinking and sound decision making skills rooted in reflective thought to enhance project results.
5. Demonstrate ability to communicate effectively, orally and in writing, with clients and hospitality and tourism industry professionals.
6. Apply entrepreneurial skills in personal and professional practice.
7. Synthesize quantitative and qualitative data in problem solving and decision making in the hospitality and tourism environment.
8. Demonstrate a commitment to customer service and interact with persons from diverse populations.
9. Encourage and promote the entry of women into hospitality and tourism careers.

All candidates for the Bachelor of Science degree in Hospitality and Tourism must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the Hospitality and Tourism major:

		credits
BU100	Principles of Accounting I	3
BU180	Principles of Management	3
BU201	Managerial Accounting	3
BU220	Marketing	3
BU295	Personnel/Human Resource Management	3
FC120	Food Science & Technology I	3
FC390	Food Service Systems Management I	4
FC450	Food Service Systems Management II	3
HT100	Overview -Tourism and the Hospitality Industry	3
HT105	Customer Sales and Service	3
HT220	Computer Systems for Hospitality and Tourism	2
HT250	Hospitality and Tourism Marketing	3
HT255	Facilities Management	3
HT320	Lodging and Front Desk Operations	3
HT350	Financial Management	3
HT355	Hospitality and Tourism Law	3
HT420	Special Topics in Hospitality and Tourism (taken 3 times)	3
HT430	Externship I	3
HT431	Externship II	3
HT432	Externship III	3
HT440	Events and Meeting Management	3
HT495	Senior Seminar and Portfolio	1
NT220	Safety and Sanitation in Food Service	1

Total credits: **65**

HUMAN SERVICES**Faculty:**

Alvaro Barriga, Ph.D.
 Terri Bassi, M.A.
 Cynthia Magistro, Ph.D.
 James Paharik, Ph.D.

This major is designed for the Adult Degree Program students. Students not enrolled in that program should consult with their advisor to determine whether this major is appropriate, based on learning and career goals.

Learning Objectives: Human Services

1. Understand the historical development of the human services.
2. Examine theoretical perspectives in the discipline, including systems theory.
3. Appreciate the importance of diversity, including racial, ethnic, gender, and class differences in the helping process.
4. Learn methods used to conduct empirical research.
5. Articulate ethical principles that guide human services practice.
6. Master intervention skills that are client-appropriate.
7. Gain awareness of the effects of personal values and qualities on work within the human service profession.

All candidates for the Bachelor of Arts degree in Human Services must complete the Liberal Arts Core requirements, the portfolio requirements, and the courses required for the major. A minimum of 120 credits is required.

Required courses for the Human Services major:

	credits
FC315	Interpersonal Relationships: Marriage and Family 3
PS121	American National Government 3
PY110	Introductory Psychology 3
PY225	Infancy, Childhood, and Adolescence + Laboratory 3
PY235	Adult Development 3
PY270	Introduction to Counseling 3

	credits
PY280	Abnormal Psychology 3
SO100	Principles of Sociology 3
SO250	Introduction to Human Services 3
SO365	Aging and Old Age 3
SO390	Health and Society 3
SO400	Human Services Seminar 3
SO430	Internship 2-3
SS250	Introductory Statistics 3
SS260	Social Science Research Methods 3
SW122	Understanding Addictions: Origins, Basics, Treatment, and Prevention 3
SW271	The Helping Relationship 3

Total credits: 50-51

* Satisfies the Mathematics requirement of the Liberal Arts Core.

HUMAN SERVICES — MINOR**Required courses for the Human Services minor:**

PY110	Introductory Psychology 3
PY225	Infancy, Childhood, and Adolescence + Laboratory 3
	OR
PY235	Adult Development 3
SO100	Principles of Sociology 3
SO250	Introduction to Human Services 3
SS250	Introductory Statistics 3
SS260	Social Science Research Methods 3

Total credits: 18

INTERNATIONAL STUDIES

Faculty:

Michael Cary, D.A.
 Michele Chossat, Ph.D.
 Dorothy Jacko, S.C., Th.D.
 Robin Rohrer, Ph.D.
 John Spurlock, Ph.D.

International studies is an interdisciplinary program that seeks to develop global citizens, persons sensitive to the changing terrain of international relations and prepared for life and work in this evolving world. Students will prepare for the responsibilities of global citizenship by sharpening their perceptions of world and regional events and by working to improve their skills of communication, critical thought and analysis, and cultural sensitivity.

Learning Objectives: International Studies

1. Discuss the history and theories of international systems and international relations and use this background to analyze current issues in international studies.
2. Analyze the cultures of different areas of the world.
3. Identify and discuss relations among world regions, climate, terrain, culture, and economic development.
4. Speak, read, and write in a second language at the advanced intermediate level.
5. Describe and analyze the conditions of justice and reconciliation.
6. Design and carry out research on contemporary global issues.

All candidates for the Bachelor of Arts degree in International Studies must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the International Studies major:

		credits
BU240	International Business	3
EC102	Principles of Macroeconomics	3
HY106	Historical and Political Geography	3
IS400	International Studies Project	3
PS142	Introduction to International Relations	3
PS235	Political Theory	3

6 credits from: 6

HU105**	Chinese Culture and Contemporary China
PL280	Asian Perspectives
RT320**	Religions of Asia
RT340**	Third World Theologies

6 credits from: 6

HY230	Latin America: An Introduction
HY307	African History and Culture
HY311	Russian and Soviet History
HY340	The Middle East

plus minor in French or Spanish* 18

Total credits: 48

* Satisfies the Language Study requirement of the Liberal Arts Core.

** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

JOURNALISM — NEW MEDIA**Faculty:**

Michael A. Arnzen, Ph.D.
Christine Cusick, Ph.D.
Dennis Jerz, Ph.D.
Laura Patterson, Ph.D.
Albert Wendland, Ph.D.

The contemporary world depends on global communication — which is most often, given the Internet, written communication. Majors in Journalism—New Media study the development and achievement of writing: how people express themselves through poetry, drama, and fiction, as well as journalism. They explore the great writers of the past, as well as innovative writers of the present day. Majors are encouraged to complement their program of study with additional courses or minors.

The strong communication skills gained in the Journalism—New Media major are crucial in most professions. Career opportunities include journalism, free-lance writing, editing, and business and technical writing. Journalism—New Media majors are also excellent candidates for graduate work in law and the humanities.

Students who are interested in receiving teaching certification in English should see requirements on page 76.

**Learning Objectives:
Journalism — New Media**

1. Write with a high level of skill in a wide range of styles including both print and Internet journalism.
2. Design web pages that are aesthetic and effective.
3. Create “new narratives” of hypertext.
4. Analyze emergent trends in media including electronic media.
5. Identify the historical and social contexts of media.
6. Define and apply visual aesthetics.
7. Recognize issues of journalistic ethics and academic integrity.
8. Present products based on new and converging technology in a marketable way.

All candidates for the Bachelor of Arts degree in Journalism—New Media must complete the courses required for the Liberal Arts Core, the portfolio requirements, and the courses required for the major and earn a passing grade on the written comprehensive examination. A minimum of 120 credits is required.

**Required courses for the
Journalism - New Media major:**

	credits
AR180* Digital Imaging	3
CA100 Communication Theory and Technologies	3

	credits
EL200 Media Lab (repeatable)	4
EL227 Newswriting	3
EL236 Writing for the Internet	3
EL331 Publication Workshop	3
EL335 Topics in Media Aesthetics	3
EL336 Topics in Media and Culture	3
EL405 New Media Projects	3
EL430 Internship (in Writing-New Media)	3
PS228 Public Opinion and Propaganda	3

plus 3 credits from: 3

EL263*** Topics in World Literature	
EL264 Major British Writers I	
EL265 Major British Writers II	
EL266** American Literature 1800 to 1915	
EL267** American Literature 1915 to Present	

plus 3 credits from: 3

AR135 Black and White Photography	
AR390 Graphic Design II	
CA195 Integrated Marketing Communication	
CA290 Print Communication	

Total credits: 40

* Satisfies the Artistic Expression requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

JOURNALISM - NEW MEDIA — MINOR**Required courses for the
Journalism - New Media minor:**

	credits
EL227 Newswriting	3
<i>plus 15 credits from:</i> 15	
CA100 Communication Theory and Technologies	
EL200 Media Lab	
EL235 Magazine Writing	
EL236 Writing for the Internet	
EL267 American Literature from 1915 to the Present	
EL331 Publication Workshop	
EL335 Topics in Media Aesthetics	
EL336 Topics in Media and Culture	
PS228 Public Opinion and Propaganda	

Total credits: 18

MATHEMATICS**Faculty:**

Geoff Atkinson, Ph.D.

Joshua Sasmor, Ph.D.

The curriculum is designed to prepare the student to obtain a career in industry or government, or study mathematics at the graduate level. Students are encouraged to complement the major with courses from computer science, the natural and social sciences, economics, and business.

Career opportunities include statistical research, actuary science, computer consulting and programming, operations research, and engineering.

Learning Objectives: Mathematics

1. Communicate effectively, in written and oral form, using terminology and symbols accepted in the field of mathematics.
2. Utilize computer technology as a tool for communication, computation, research, and problem solving.
3. Create mathematical models to study real world phenomena.
4. Apply mathematical techniques to solve real world problems.
5. Utilize the accepted rules of logic and proof techniques to solve problems and verify results.
6. Identify the contributions made by women and persons from other cultures to the field of mathematics.
7. Work effectively in a team.
8. Model an ethical code of conduct during the pursuit of educational and professional goals.
9. Recognize the contribution mathematics has made to the advance of scientific knowledge and the improvement of human life.
10. Experiment with and experience new ideas, new technique, and new concepts in the pursuit of solutions to new and old (classic) problems.
11. Discuss the historical and cultural background of the development of mathematical reasoning and computational technology.

All candidates for the Bachelor of Arts degree in Mathematics must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Students interested in receiving teaching certification in Mathematics should see page 80.

Required courses for the Mathematics major:

		credits
CS130	Computer Science I	3
MA130*	Calculus 1 with Analytic Geometry	4
MA140	Calculus 2	4
MA200	Calculus 3	4
MA205	Discrete Mathematics	3
MA225	Linear Algebra	3
MA240	Readings in Mathematics	3
MA310	Abstract Algebra	3
MA325	Calculus 4 with Differential Equations	4
PH110**	General Physics I	3
PH111**	General Physics I Laboratory	1

plus three additional math courses from: 9

MA210	Euclidean and Non-Euclidean Geometry
MA230	Probability
MA235	Mathematical Statistics
MA300	Numerical Analysis
MA331	Complex Variables and Applications
MA342	Graph Theory

Total credits: 44

* Satisfies the Mathematics requirement of the Liberal Arts Core.

** Counts toward the Science requirement of the Liberal Arts Core.

MATHEMATICS — MINOR**Required courses for the Mathematics minor:**

		credits
MA130	Calculus 1 with Analytic Geometry	4
MA140	Calculus 2	4
MA225	Linear Algebra	3

plus two additional math courses from: 6-8

MA200	Calculus 3
MA210	Euclidean and Non-Euclidean Geometry
MA230	Probability
MA235	Mathematical Statistics
MA300	Numerical Analysis
MA325	Calculus 4 with Differential Equations
MA331	Complex Variables and Applications
MA342	Graph Theory

Total credits: 17-19

MATHEMATICS — ACTUARY SCIENCE

Faculty:

Geoff Atkinson, Ph.D.
Joshua Sasmor, Ph.D.

The curriculum is designed to prepare the student to obtain a career in industry or government, or study mathematics at the graduate level. Students are encouraged to complement the major with courses from computer science, the natural and social sciences, economics, and business.

Career opportunities include statistical research, actuary science, computer consulting and programming, operations research, and engineering.

Learning Objectives: Mathematics

1. Communicate effectively, in written and oral form, using terminology and symbols accepted in the field of mathematics.
2. Utilize computer technology as a tool for communication, computation, research, and problem solving.
3. Create mathematical models to study real world phenomena.
4. Apply mathematical techniques to solve real world problems.
5. Utilize the accepted rules of logic and proof techniques to solve problems and verify results.
6. Identify the contributions made by women and persons from other cultures to the field of mathematics.
7. Work effectively in a team.
8. Model an ethical code of conduct during the pursuit of educational and professional goals.
9. Recognize the contribution mathematics has made to the advance of scientific knowledge and the improvement of human life.
10. Experiment with and experience new ideas, new technique, and new concepts in the pursuit of solutions to new and old (classic) problems.
11. Discuss the historical and cultural background of the development of mathematical reasoning and computational technology.

All candidates for the Bachelor of Arts degree in Mathematics must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the Mathematics-Actuary Science major:

		credits
BU100	Principles of Accounting I	3
BU204	Principles of Finance	3
CS130	Computer Science I	3
CS140	Computer Science II	3
EC101	Principles of Microeconomics	3
EC102	Principles of Macroeconomics	3
MA130*	Calculus 1 with Analytic Geometry	4
MA140	Calculus 2	4
MA200	Calculus 3	4
MA205	Discrete Mathematics	3
MA225	Linear Algebra	3
MA230	Probability	3
MA235	Mathematical Statistics	3
MA240	Readings in Mathematics	3
PH110**	General Physics I	3
PH111**	General Physics I Laboratory	1
Total credits:		49

* Satisfies the Mathematics requirement of the Liberal Arts Core.

** Counts toward the Science requirement of the Liberal Arts Core.

MEDICAL TECHNOLOGY

Coordinator:

Steven G. Bassett, Ph.D.

A student may prepare for the profession of medical technology in either a 3 + 1 or 4 + 1 program.

In the **3 + 1 program in medical technology** the student earns a Bachelor of Science degree. After three successful years of study, each student devotes 12 months to clinical education at one of the approved schools of medical technology to which she/he gains admission on a competitive basis. Clinical school spaces are limited, standards for admission are high, and admission to the medical technology program of the University does not guarantee admission to the clinical school year. Seton Hill University grants 32 credits for this year of education. After completing the fourth year of the program, the student graduates in August.

In the **4 + 1 program in medical technology** the student studies four years at Seton Hill, earning a Bachelor of Arts or Bachelor of Science degree with a major in chemistry or biology including at least 16 credits in Biology (Microbiology with laboratory is required) and 16 credits in Chemistry. After graduation she/he studies one year of clinical education in an approved hospital school. This program takes longer, but allows the student to obtain a broader and deeper education that is well-suited to later specialization in chemistry or microbiology.

After graduation and the clinical year of study, a student is eligible to take any of several national examinations that certify the student as a professional medical technologist.

Affiliating hospital schools of medical technology are Altoona Hospital and Saint Vincent Health Center (Erie). These schools are accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Students may choose another accredited hospital school of medical technology with permission of the coordinator of Medical Technology.

Learning Objectives: Medical Technology

1. Demonstrate the proper use of the language of biological science in oral and written communications.
2. Utilize the Internet as an information and communication resource in the practice of biological science.
3. Summarize and interpret data through the use of graphs, charts, and tables.
4. Communicate to others knowledge of key biological concepts.
5. Address the unity of life at the cellular, organism, and population levels.

6. Identify key concepts of biological science, including those from the disciplines of anatomy, evolution, genetics, molecular biology, and physiology.
7. Discuss the relationships between biology and disciplines of chemistry, mathematics, and physics.
8. Apply a scientific approach to problem solving.
9. Access, read, and analyze the scientific literature.
10. Identify and gain experience with the tools of biological research, including those associated with the laboratory, field studies, and computers.
11. Delineate the influence that biological ideas and discoveries have had on the development of culture and society.
12. Evaluate ethical considerations associated with applications of biotechnology, especially in the fields of ecology and genetics, and express one's own position on such issues.
13. Be prepared to take the official exam(s) to become certified as a medical technologist.

All candidates for the Bachelor of Science degree in Medical Technology must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the Medical Technology (3+1 program) major:

	credits	
BL150*	General Biology I	3
BL151*	General Biology I Laboratory	1
BL203	Microbiology	3
BL204	Microbiology Laboratory	1
BL212	Genetics	3
BL213	Genetics Laboratory	1
BL214	Human Anatomy and Physiology I	3
BL215	Human Anatomy and Physiology I Laboratory	1
BL216	Human Anatomy and Physiology II	3
BL217	Human Anatomy and Physiology II Laboratory	1
BL402	Medical Technology Clinical Education I	16
BL403	Medical Technology Clinical Education II	16
CH110	General Chemistry I	3
CH111	Quantitative Analysis I Laboratory	1
CH112	General Chemistry II	3
CH113	Quantitative Analysis II Laboratory	1
CH210	Organic Chemistry I	3
CH211	Organic Chemistry I Laboratory	2
CH212	Organic Chemistry II	3
CH213	Organic Chemistry II Laboratory	2
CH325	Biochemistry	3
CH326	Biochemistry Laboratory	1
SS250**	Introductory Statistics	3
Total credits:		77

* Counts toward the Science requirement of the Liberal Arts Core.

** Satisfies the Mathematics requirement of the Liberal Arts Core.

MUSIC

Faculty:

Kathleen M. Campbell, M.M.
 Ted A. DiSanti, D.A.
 Edgar Highberger, M.F.A.
 Marvin Huls, M.A.
 Shirley Huls, M.Mus.Ed.
 Laurie Jones, M.M.T., M.T.B.C., L.P.C.
 Curt Scheib, D.M.A.

Applied Adjunct Faculty:

Daphne Alderson, M.M., Daniel Cloutier, B.M.,
 Kathleen Costello, B.M., Nancy Gorinsky, M.M., Britt Herbert, B.M.,
 Emily Keene, M.M., Elisa Kohansky, M.M., Risé Kostilnik, B.F.A.,
 Jennifer Kunkle, M.M., Edward Kuhn, M.F.A., John Marcinizyn, Ph.D.,
 Thomas Milchick, M.M., Katerina Musetti, B.M., David Sinclair, M.M.,
 Rosalind Stack, B.M., Lynn Williams, M.M., Mary Jo Zetts, M.A.

Learning Objectives:

B.A in Music

1. Demonstrate an ability to hear, identify, and work conceptually with the elements of music.
2. Demonstrate an understanding of compositional process, aesthetic properties of style, and the ways these are shaped by artistic and cultural forces.
3. Identify a wide selection of musical literature, including the principal eras, genres, and cultural sources, including western and non-western cultures.
4. Demonstrate an ability to develop and defend musical judgements.
5. Demonstrate an ability to perform on the major instrument or voice at an appropriate level, showing an understanding of musical styles along with the ability to read at sight.

Admission to the program in music is based on the successful completion of an audition for the music faculty, as well as admission to the University. Auditions are scheduled by appointment throughout the academic year. Consideration for music scholarships is determined by the quality of the entrance audition.

All candidates for the Bachelor of Arts degree in Music must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major and pass a performance test. A minimum of 120 credits is required.

The design of the Bachelor of Arts in Music is meant to facilitate flexibility in meeting student needs and interest. The degree is designed to allow for the inclusion of a minor as well as other course work. As such, the degree can help prepare students for a

variety of careers, within music, music-related, or outside of the field entirely. Possible career paths could include private studio teaching, management of an arts school or facility, music industry, publishing, music criticism, or other music-related fields. Bachelor of Arts in Music students will work with the advisor to help develop a course of study that best meets their needs and interests. Students will be led through the entrepreneurial element of the Liberal Arts Core Curriculum and through the portfolio to investigate and develop a career plan and focus.

Bachelor of Arts Degree —

Required courses for the Music major:

		credits
MU160	Harmony I	2
MU161	Aural Theory I	2
MU162	Harmony II	2
MU163	Aural Theory II	2
MU260	Harmony III	2
MU261	Aural Theory III	2
MU262	Harmony IV	2
MU263	Aural Theory IV	2
MU270***	Music from 1750 to Present	3
MU271	A Survey of Music Literature	3
MU272***	Music from Antiquity to 1750	3
MU416**	Recital Attendance	0
	8 credits in large ensembles*	8
	12 credits in Performance: Major Instrument****	12
	2 credits in Class Voice/Secondary Voice Performance or Diction	2
	2 credits in Class Piano/Secondary Piano Performance or Secondary Instrument Performance	2
	Total credits:	49

* Must include one ensemble from MU184, MU187-190, or MU195 each semester, earning a minimum of 8 credits.

** Must be scheduled each semester of attendance.

*** Counts toward the Western Cultures requirement of the Liberal Arts Core.

**** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

In addition, all music majors will have a performance examination on their major instrument each semester, and must pass a performance test upon graduation. They must also participate in one music program large ensemble each semester. All music majors are required to pass a voice and piano proficiency, and perform in at least one recital every semester.

MUSIC EDUCATION*(Kindergarten through 12th Grade Teaching Certification)***Faculty:**

Kathleen M. Campbell, M.M.
 Michele H. Conway, Ed.D.
 Alicia Costa, S.S.F., Ph.D.
 Ted A. DiSanti, D.A.
 Kaye Fierle, M.Ed., Director of Campus Kindergarten
 Richelle Gourley, B.A., Teacher, Child Development Center
 Daniel Gray, Ed.D.
 Georgine Hallam, M.Ed., Director of
 Child Development Center
 Marvin Huls, M.A.
 Shirley Huls, M.Mus.Ed.
 Laurie Jones, M.M.T., M.T.B.C., L.P.C.
 Sondra Lettrich, Ph.D.
 Joann Migyanka, M.Ed.
 Audrey M. Quinlan, D.Ed.
 Curt Scheib, D.M.A.
 Ronald Silvis, Ph.D.

Applied Adjunct Faculty:

Daphne Alderson, M.M., Daniel Cloutier, B.M.,
 Kathleen Costello, B.M., Nancy Gorinsky, M.M., Britt Herbert, B.M.,
 Emily Keene, M.M., Elisa Kohansky, M.M., Risé Kostilnik, B.F.A.,
 Jennifer Kunkle, M.M., Edward Kuhn, M.F.A., John Marcinzyn, Ph.D.,
 Thomas Milchick, M.M., Katerina Musetti, B.M., David Sinclair, M.M.,
 Rosalind Stack, B.M., Lynn Williams, M.M., Mary Jo Zetts, M.A.

Learning Objectives: Music Education

1. Demonstrate a high level of proficiency on the major instrument or voice, and perform from a cross-section of the appropriate repertoire.
2. Demonstrate an understanding of the skills necessary to work as a leader and in collaboration on matters of musical interpretation.
3. Demonstrate an appropriate level of secondary proficiency on piano, voice, and one secondary woodwind, brass, string, or percussion instrument.
4. Demonstrate growth in artistry, technical skills, collaborative competence, and knowledge of repertoire through regular ensemble experiences.
5. Identify the common elements and organizational patterns of music and their interaction, and employ this understanding in aural, verbal, and visual analyses.
6. Demonstrate an ability to read music at sight with fluency.
7. Create derivative or original music both extemporaneously and in written form.
8. Demonstrate a basic knowledge of music history from antiquity through the present time.

9. Demonstrate a working knowledge of technological applications in music.
10. Communicate knowledge, skills, and techniques in the development and delivery of instruction.

Admission to the program in music is based on the successful completion of an audition for the music faculty, as well as admission to the University. Auditions are scheduled by appointment throughout the academic year. Consideration for music scholarships is determined by the quality of the entrance audition. Students should see "Admission to the Education Program" (page 66) for certification requirements and learning objectives.

All candidates for the Bachelor of Music degree in Music Education must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major and pass a performance test. A minimum of 120 credits is required. Completion of the requirements for the degree normally requires additional time, either in summer study or in a ninth semester of course work.

**Bachelor of Music —
 Required courses for the Music
 Education major:**

		credits
ED110	Foundations of Education and School Law + Practicum	3
ED201	Instructional Strategies for Inclusive Education	3
ED205	Introduction to Exceptional Children	3
ED305	Practicum: Multiculturalism	1
ED340	Classroom Management and Parent Conferencing	3
ED434	Student Teaching	12
ED435	Student Teaching Seminar	1
EL266***	American Literature from 1800 to 1915 OR	
EL267***	American Literature from 1915 to the Present	3
MA100****	Structure of the Number System 1	3
MA102	Structure of the Number System 2	3
MU130	Strings	1
MU132	Woodwinds	2
MU134	Brass	2
MU136	Percussion	1
MU160	Harmony I	2
MU161	Aural Theory I	2
MU162	Harmony II	2
MU163	Aural Theory II	2
MU260	Harmony III	2
MU261	Aural Theory III	2
MU262	Harmony IV	2
MU263	Aural Theory IV	2
MU270*****	Music from 1750 to Present	3
MU271	A Survey of Music Literature	3

CONTINUED ON PAGE 105

MUSIC EDUCATION cont.

	credits
MU272***** Music from Antiquity to 1750	3
MU330 Music in the Elementary Schools (with practicum)	2
MU331 Music in the Secondary Schools (with practicum)	1
MU332 Techniques in Marching Band	1
MU333 Instrumental Methods (with practicum)	2
MU334 Choral Conducting	2
MU335 Instrumental Conducting	2
MU362 Orchestration	2
MU416* Recital Attendance	0
PY225 Infancy, Childhood, and Adolescence + Laboratory	3
<i>14 credits from:</i>	14
Performance: Major Instrument**	
<i>4 credits from:</i>	4
participation in a vocal ensemble each semester	
<i>4 credits from:</i>	4
participation in an instrumental ensemble each semester	
<i>2 credits from:</i>	2
Class Voice/Secondary Voice Performance or Diction	
<i>2 credits from:</i>	2
Class Piano/Secondary Piano Performance or Secondary Instrument Performance	

In addition, all music majors will have a performance examination on their major instrument each semester, and must pass a performance test upon graduation. They must also participate in two Music Program large ensembles each semester, one instrumental and one vocal. All music majors are required to pass a voice and piano proficiency; music education majors must also pass an instrumental proficiency. All proficiencies must be completed before the student teaching experience. All music majors must also perform in at least one recital every semester.

Total credits: **107**

* Must be scheduled each semester of attendance.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

*** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

**** Satisfies the Mathematics requirement of the Liberal Arts Core.

***** Counts toward the Western Cultures requirement of the Liberal Arts Core.

For students who wish to receive Special Education Endorsement in Secondary Education, the additional required courses are:

	credits
ED208 Characteristics and Strategies I	3
ED209 Characteristics and Strategies II	3
ED303 Practicum: Special Education	1
ED335 Assessment	3

MUSIC — PERFORMANCE**Faculty:**

Kathleen M. Campbell, M.M.
 Ted A. DiSanti, D.A.
 Edgar Highberger, M.F.A.
 Marvin Huls, M.A.
 Shirley Huls, M.Mus.Ed.
 Laurie Jones, M.M.T., M.T.B.C., L.P.C.
 Curt Scheib, D.M.A.

Applied Adjunct Faculty:

Daphne Alderson, M.M., Daniel Cloutier, B.M.,
 Kathleen Costello, B.M., Nancy Gorinsky, M.M., Britt Herbert, B.M.,
 Emily Keene, M.M., Elisa Kohansky, M.M., Risé Kostilnik, B.F.A.,
 Jennifer Kunkle, M.M., Edward Kuhn, M.F.A., John Marcinizyn, Ph.D.,
 Thomas Milchick, M.M., Katerina Musetti, B.M., David Sinclair, M.M.,
 Rosalind Stack, B.M., Lynn Williams, M.M., Mary Jo Zetts, M.A.

**Learning Objectives:
Music/Performance**

1. Demonstrate a high level of proficiency on the major instrument or voice, and perform from a cross-section of the appropriate repertoire.
2. Demonstrate an understanding of the skills necessary to work as a leader and in collaboration on matters of musical interpretation.
3. Demonstrate an appropriate level of secondary proficiency on piano and voice.
4. Demonstrate growth in artistry, technical skills, collaborative competence, and knowledge of repertoire through regular ensemble experiences.
5. Identify the common elements and organizational patterns of music and their interaction, and employ this understanding in aural, verbal, and visual analyses.
6. Demonstrate an ability to read music at sight with fluency.
7. Create derivative or original music both extemporaneously and in written form.
8. Demonstrate a basic knowledge of music history from antiquity through the present time.
9. Demonstrate a working knowledge of technological applications in music.

Admission to the program in music is based on the successful completion of an audition for the music faculty, as well as admission to the University. Auditions are scheduled by appointment throughout the academic year. Consideration for music scholarships is determined by the quality of the entrance audition.

All candidates for the Bachelor of Music degree in Music Performance must complete the Liberal Arts Core requirements,

the portfolio requirements, and the required courses for the major and pass a performance test. A minimum of 120 credits is required.

**Bachelor of Music Degree —
Required courses for the
Music Performance major:**

	credits
MU160 Harmony I	2
MU161 Aural Theory I	2
MU162 Harmony II	2
MU163 Aural Theory II	2
MU184, 187-199* Ensembles	16
MU260 Harmony III	2
MU261 Aural Theory III	2
MU262 Harmony IV	2
MU263 Aural Theory IV	2
MU270**** Music from 1750 to Present	3
MU271 A Survey of Music Literature	3
MU272**** Music from Antiquity to 1750	3
MU334 Choral Conducting OR	
MU335 Instrumental Conducting	2
MU362 Orchestration	2
MU372 Literature and Pedagogy of the Major	2
MU415 Recital	2
MU416** Recital Attendance	0
 24 credits in Performance: Major Instrument***	 24
 2 credits in Class Voice/Secondary Voice Performance or Diction	 2
 2 credits in Class Piano/Secondary Piano Performance	 2
 2 credits in Secondary Voice, Piano, or Instrument Performance	 2
 2 credits in Jazz Improvisation and/or Composition	 2
 Pre-recital test and solo public recital	
 Total credits:	 81

* Must be scheduled each semester of attendance earning a minimum of 16 credits.

** Must be scheduled each semester of attendance.

*** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

**** Counts toward the Western Cultures requirement of the Liberal Arts Core.

In addition, all music majors will have a performance examination on their major instrument each semester, and must pass a performance test upon graduation. They must also participate in one music program large ensemble each semester. All music majors are required to pass a voice and piano proficiency, and perform in at least one recital every semester.

MUSIC — SACRED MUSIC**Faculty:**

Kathleen M. Campbell, M.M.
 Ted A. DiSanti, D.A.
 Edgar Highberger, M.F.A.
 Marvin Huls, M.A.
 Shirley Huls, M.Mus.Ed.
 Dorothy Jacko, S.C., Th.D.
 Laurie Jones, M.M.T., M.T.B.C., L.P.C.
 Francis M. Leap, Ph.D.
 Curt Scheib, D.M.A.

Applied Adjunct Faculty:

Daphne Alderson, M.M., Daniel Cloutier, B.M.,
 Kathleen Costello, B.M., Nancy Gorinsky, M.M., Britt Herbert, B.M.,
 Emily Keene, M.M., Elisa Kohansky, M.M., Risé Kostilnik, B.F.A.,
 Jennifer Kunkle, M.M., Edward Kuhn, M.F.A., John Marcinizyn, Ph.D.,
 Thomas Milchick, M.M., Katerina Musetti, B.M., David Sinclair, M.M.,
 Rosalind Stack, B.M., Lynn Williams, M.M., Mary Jo Zetts, M.A.

Learning Objectives: Sacred Music

1. Demonstrate a high level of proficiency on the major instrument or voice, and perform from a cross-section of the appropriate repertoire.
2. Demonstrate an understanding of the skills necessary to work as a leader and in collaboration on matters of musical interpretation.
3. Demonstrate an appropriate level of secondary proficiency on piano and voice.
4. Demonstrate growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular ensemble experiences.
5. Identify the common elements and organizational patterns of music and their interaction, and employ this understanding in aural, verbal, and visual analyses.
6. Demonstrate an ability to read music at sight with fluency.
7. Create derivative or original music both extemporaneously and in written form.
8. Demonstrate a basic knowledge of music history from antiquity through the present time.
9. Demonstrate a working knowledge of technological applications in music.
10. Demonstrate an understanding of musical religious practice including orders of worship, hymnology, and administrative structures and procedures, and the relationships between sacred music and the music of the general culture.

Admission to the program in music is based on the successful completion of an audition for the music faculty, as well as admission to the University. Auditions are scheduled by appointment throughout the academic year. Consideration for music scholarships is determined by the quality of the entrance audition.

All candidates for the Bachelor of Music degree in Music-Sacred Music must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major and pass a performance test. A minimum of 120 credits is required.

**Bachelor of Music Degree—
 Required courses for the
 Music-Sacred Music major:**

	credits
MU160	2
MU161	2
MU162	2
MU163	2
MU260	2
MU261	2
MU262	2
MU263	2
MU270****	3
MU271	3
MU272****	3
MU330	2
MU334	2
MU335	2
MU356	2
MU362	2
MU372	2
MU415	2
MU416**	0
MU440	2
RT200****	3
RT210****	3
RT250	3
12 credits in large ensembles*	12

plus one of the following options, organ or voice:

CONTINUED ON PAGE 108

MUSIC — SACRED MUSIC cont.

	credits
Option 1: Organ	
18 credits in Organ Performance*** (includes instruction in Service Playing)	18
2 credits in Class Voice/Secondary Voice	2
2 credits in Secondary Piano	2
4 credits in Secondary Voice, Piano or Instrument Performance	4
Service Playing Exam	0

Total credits: **85**

Option 2: Voice

16 credits in Voice Performance***	16
2 credits in Diction	2
2 credits in Class Piano or Secondary Piano	2
4 credits in Secondary Organ, Piano or Instrument Performance	4
2 credits in Composition and/or Jazz improvisation	2

Total credits: **85**

* Must include one ensemble from MU184, MU187-190, or MU195 each semester, earning a minimum of 12 credits.

** Must be scheduled each semester of attendance.

*** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

**** Satisfies the Theology requirement of the Liberal Arts Core.

***** Counts toward the Western Cultures requirement of the Liberal Arts Core.

In addition, all music majors will have a performance examination on their major instrument each semester, and must pass a performance test upon graduation. They must also participate in one music program large ensemble each semester. All music majors are required to pass a voice and piano proficiency, and perform in at least one recital every semester.

MUSIC — MINOR**Required courses for the Music minor:**

	credits
MU160 Harmony I	2
MU161 Aural Theory I	2
MU162 Harmony II	2
MU163 Aural Theory II	2
MU416 Recital Attendance	0
plus one of the following options:	

1. Theory Option:

MU256 Composition	2
MU260 Harmony III	2
MU261 Aural Theory III	2
MU262 Harmony IV	2
MU263 Aural Theory IV	2
MU362 Orchestration	2

Total credits: **20**

2. History Option:

MU270 Music from 1750 to Present	3
MU271 A Survey of Music Literature	3
MU272 Music from Antiquity to 1750	3
MU356 A Survey of Christian Hymnody	2

Total credits: **19**

3. Performance Option:

8 credits in performance (MU237, 240-254)	8
4 credits in ensembles	4

Total credits: **20**

MUSIC — MUSIC THERAPY**Faculty:**

Alvaro Barriga, Ph.D.
 Kathleen M. Campbell, M.M.
 Ted A. DiSanti, D.A.
 Edgar Highberger, M.F.A.
 Marvin Huls, M.A.
 Shirley Huls, M.Mus.Ed.
 Lawrence Jesky, M.A.
 Laurie Jones, M.M.T., M.T.B.C., L.P.C.
 Cynthia Magistro, Ph.D.
 Curt Scheib, D.M.A.

Applied Adjunct Faculty:

Daphne Alderson, M.M., Daniel Cloutier, B.M.,
 Kathleen Costello, B.M., Nancy Gorinsky, M.M., Britt Herbert, B.M.,
 Emily Keene, M.M., Elisa Kohansky, M.M., Risé Kostilnik, B.F.A.,
 Jennifer Kunkle, M.M., Edward Kuhn, M.F.A., John Marcinizyn, Ph.D.,
 Thomas Milchick, M.M., Katerina Musetti, B.M., David Sinclair, M.M.,
 Rosalind Stack, B.M., Lynn Williams, M.M., Mary Jo Zetts, M.A.

Learning Objectives: Music Therapy

1. Demonstrate a high level of proficiency on the major instrument or voice, and perform from a cross-section of the appropriate repertoire.
2. Demonstrate an understanding of the skills necessary to work as a leader and in collaboration on matters of musical interpretation.
3. Demonstrate an appropriate level of secondary proficiency on piano, voice, and guitar.
4. Demonstrate growth in artistry, technical skills, collaborative competence, and knowledge of repertory through regular ensemble experiences.
5. Identify the common elements and organizational patterns of music and their interaction and employ this understanding in aural, verbal, and visual analyses.
6. Demonstrate an ability to read music at sight with fluency.
7. Create derivative or original music both extemporaneously and in written form.
8. Demonstrate a basic knowledge of music history from antiquity through the present time.
9. Demonstrate a working knowledge of technological applications in music.

10. Demonstrate basic knowledge of the dynamics and processes of therapy utilizing accepted methods and theories of major therapeutic approaches, including other creative arts therapies.
11. Demonstrate basic knowledge of human systems and development as well as a basic knowledge of the potentials, limitations, and problems of exceptional individuals.
12. Demonstrate a comprehensive understanding of music therapy foundations and principles, including history and philosophy; observation, assessment, and measurement techniques; treatment planning; methods and materials; professional role and ethics; the psychology of music; and the influences of music on behavior.

Admission to the program in music therapy is based on the successful completion of an audition for the music faculty, as well as acceptance to the University. Auditions are scheduled throughout the academic year. Consideration for music scholarships is determined by the quality of the entrance audition. In addition to the entrance audition, music therapy students must receive the recommendation of the Music Therapy faculty as well as that of two additional faculty members in order to be admitted into the Internship/Fieldwork phase of the program.

All candidates for the Bachelor of Music in Music Therapy must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major, pass a performance test, and complete an internship. A minimum of 120 credits is required. Individuals who hold a bachelor's degree in music may be interested in the Certificate in Music Therapy (page 178).

**Bachelor of Music Degree —
Required courses for the
Music Therapy major:**

		credits
AT220	Art Therapy Theories and Methods I	3
BL134****	Human Biology and Medicine	3
MT100	Repertoire for Music Therapy I	1
MT110	Repertoire for Music Therapy II	1
MT120	The Psychology of Music	3
MT200	Applications in Music Therapy I	2
MT210	Applications in Music Therapy II	2
MT300	Methods in Music Therapy I	2
MT310	Methods in Music Therapy II	2
MT400	Business of Music Therapy	2
MT420	Music Therapy Clinical Practicum (1 credit/4 semesters)	4
MT430	Internship	6
MU136	Percussion	1
MU160	Harmony I	2

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MUSIC — MUSIC THERAPY cont.

	credits
MU161 Aural Theory I	2
MU162 Harmony II	2
MU163 Aural Theory II	2
MU260 Harmony III	2
MU261 Aural Theory III	2
MU262 Harmony IV	2
MU263 Aural Theory IV	2
MU270*** Music from 1750 to Present	3
MU271 A Survey of Music Literature	3
MU272*** Music from Antiquity to 1750	3
MU334 Choral Conducting OR	
MU335 Instrumental Conducting	2
MU362 Orchestration	2
MU416* Recital Attendance	0
PY110 Introductory Psychology	3
PY223 Lifespan Development	3
PY270 Introduction to Counseling	3
PY280 Abnormal Psychology	3
 <i>14 credits from:</i>	 14
Performance: Major Instrument**	
 <i>4 credits from:</i>	 4
Performance in a vocal or instrumental ensemble each semester (must enroll every semester — 4 semesters may be at 0 credit)	

credits

2 credits from: 2
 Class Voice/Secondary Voice Performance
 or Diction

2 credits from: 2
 Class Piano/Secondary Piano Performance
 or Secondary Instrument Performance

2 credits from: 2
 MU126 Class Guitar I
 MU226 Class Guitar II

In addition, all music majors will have a performance examination on their major instrument each semester, and must pass a performance test upon graduation. All music majors are required to pass a voice and piano proficiency; music therapy majors must pass all proficiencies (piano, voice, guitar) before the internship experience. All music majors must also perform in at least one recital each semester. Additionally, music therapy majors must have the recommendation of the music therapy faculty and that of two additional faculty to begin the practicum/internship phase of the program. They must also complete at least 120 hours of internship experience and fulfill the requirements of the clinical training contract before graduation.

Total credits: 97

* Must be scheduled each semester of attendance.

** Satisfies the Artistic Expression requirement of the Liberal Arts Core.

*** Counts toward the Western Cultures requirement of the Liberal Arts Core.

**** Satisfies the Science requirement of the Liberal Arts Core.

NURSING 2 + 2**Coordinator:**

Bernadette Fondy, Ph.D.

Seton Hill University has pre-clinical courses for students who wish to become nurses. After two years at Seton Hill, students can transfer to another college or university which offers the clinical education and the degree, Bachelor of Science in Nursing. It is important to check on the prerequisite courses of the college to which you plan to transfer.

Seton Hill University collaborates with The Catholic University of America, Washington, D.C., which has one of the top 10 nursing programs in the United States. To be accepted into their accelerated transfer program, a student must have a minimum cumulative grade point average of 3.0 and a minimum grade point average of 3.0 in the sciences. The program at Catholic University combines the three clinical years of an undergraduate nursing program into an intensive 20-month sequence of courses.

Suggested Course Sequence at Seton Hill University**Freshman**

Fall Semester		credits
BL141	Medical Terminology	1
BL214	Human Anatomy and Physiology I	3
BL215	Human Anatomy and Physiology I Laboratory	1
CH100	Chemical Principles	3
CH101	Chemical Principles Laboratory	1
LA100	Basic Composition	3
LA102	Connections	1
SO100	Principles of Sociology	3

Spring Semester

BL216	Human Anatomy and Physiology II	3
BL217	Human Anatomy and Physiology II Laboratory	1
CH120	Organic Chemistry Principles	3
CH121	Organic Chemistry Principles Laboratory	1
CS110	Introduction to Computers	3
LA101	Seminar in Thinking and Writing	3
PY110	Introductory Psychology	3

Sophomore**Fall Semester**

CA130	Oral Communication	3
LA150	Faith, Religion, and Society	3
NT300	Principles of Nutrition	3

		credits
PL100	Introduction to Philosophy	3
SS250	Introductory Statistics	3

Spring Semester

SVC AN121	Anthropology I	3
BL203	Microbiology	3
BL204	Microbiology Laboratory	1
PL___	Philosophy Elective	3
PY235	Adult Development	3
RT___	Religious Studies Elective	3

Minimum number of credits: 64

Suggested Course Sequence at Catholic University**Junior**

Scientific Foundations of Nursing Practice	2
Assessment and Skills I	3
Communication for Health Care Professionals	3
Nursing Applications	3
Health Promotion and Nutrition	4
Pharmacology	3
Pathophysiology	4
Assessment and Skills II	3
Community and Environmental Nursing	3
Professional Foundations of Nursing Practice	2
Nursing Performance I	1
The Christian Difference	3
The Classical Mind	3

Summer After Junior Year

Nursing with Women in Childbearing Years	3
Nursing Performance II	2
Nursing with Infants and Children	3
Mental Health Nursing	3
Nursing Performance III	4

Senior

Nursing with Adolescent and Young Adults	3
Nursing with Midlife and Older Adults	3
Seminar in Nursing Issues and Trends	1
Care of Patients with Complex Nursing	3
Seminar in Nursing Practice	3
Introduction to Research	3
Management of Health Care Delivery	3
Bioethics	3
Nursing Performance IV	4
Nursing Performance V	4

PHILOSOPHY — MINOR**Faculty:**

John Michael Atherton, Ph.D.

Philosophy prepares us to communicate and think clearly, consistently, coherently, and comprehensively, skills useful in any career and at all stages of life. We meet ideas in their historical and global contexts and converse with exemplars of thought.

Philosophy demands reflection of its practitioners. Reflection clarifies goals, offers confidence in risk-taking, lasts a lifetime, and develops a sense of humor. Clear thought that remains adaptable, flexible, and vibrant gives the student the skills necessary for such careers as law, education, publishing, computer science, library science, policy analysis, administration, and business.

**Required courses for the
Philosophy minor:**

	credits
PL100 Introduction to Philosophy	3
PL200 Mind and Body	3
PL201 Philosophy in Context	3
PL210 Introduction to Ethics	3
PL405 Readings in Selected Texts	3
any additional upper level philosophy course	3
Total credits:	18

PHYSICIAN ASSISTANT

Bachelor of Science Degree, Master of Science Degree

Faculty

James Hull, M.P.A.S., PA-C, Clinical Coordinator
 Richard Hutchinson, B.S.N., M.P.A.S., PA-C,
 Academic Coordinator
 Maryanne Perry, B.S., PA-C, Clinical Coordinator
 Cathy Shallenberger, M.S., PA-C, Program Director
 Theodore Stem, M.D., Medical Director

The physician assistant program at Seton Hill University offers a combined undergraduate and graduate program leading to the Bachelor of Science and Master of Science degrees in Physician Assistant. These degrees are awarded concurrently at the completion of all undergraduate and graduate requirements.

Admission criteria for the BS/MS degrees

- SAT scores of 1000 or above; or ACT score of 24 or above
- B average or higher in high school science courses; or minimum 3.0 cumulative grade point average in post secondary education and minimum grade of B in all prerequisite courses

Completed applications will be reviewed, and qualified applicants will be invited for an interview.

Criteria for approval to enter the graduate program

- Completion of the Seton Hill University Liberal Arts Core requirements
- Completion of all prerequisite undergraduate courses listed below; all must have been completed within the last seven years
- Minimum 3.0 cumulative grade point average
- Minimum grade point average of 3.0 in prerequisite undergraduate courses
- Completion of at least 300 hours of health care experience involving direct patient contact and three shadowing experiences of physician assistants in different specialties
- Demonstrated skills in oral and written language
- Evidence of ability to complete intensive program of study and training
- Demonstrated maturity and professional qualities required for the physician assistant program as outlined in the Technical Standards

All candidates for the joint Bachelor of Science/Master of Science in Physician Assistant must complete the Liberal Arts Core, all required undergraduate and graduate courses for the major, and the portfolio requirements. There is no stand-alone undergraduate major in physician assistant. Students in the joint program will achieve graduate student status upon meeting all requirements for entry into the graduate program and having at least 120 credits posted on their Seton Hill transcripts.

Required undergraduate courses for the physician assistant program:

		credits
BL141	Medical Terminology	1
BL214*	Human Anatomy and Physiology I	3
BL215*	Human Anatomy and Physiology I Laboratory	1
BL216	Human Anatomy and Physiology II	3
BL217	Human Anatomy and Physiology II Laboratory	1
CH100	Chemical Principles	3
CH101	Chemical Principles Laboratory	1
CH120	Organic Chemistry Principles	3
CH121	Organic Chemistry Principles Laboratory	1
PY223	Lifespan Development OR	
PY280	Abnormal Psychology	3
SS250**	Introductory Statistics	3

Total credits for undergraduate required courses: 23

* Counts toward the Science requirement of the Liberal Arts Core.

** Satisfies the Mathematics requirement of the Liberal Arts Core.

For the description of the graduate program in physician assistant and a listing of the required graduate courses, see pages 155-156.

Students who do not complete the requirements for the Master of Science degree must choose and complete the requirements for another undergraduate major to earn a Bachelor's degree. This may delay the student's graduation for a year or more.

POLITICAL SCIENCE**Faculty:**

Michael Cary, D.A.
Robin Rohrer, Ph.D.
John Spurlock, Ph.D.

The study of political science provides the background needed for a wide variety of interesting careers. Political science majors enter the fields of law, paralegal studies, government service, teaching and research, business and industry, journalism, social welfare, interest groups, and political office. All political science majors complete a concentration in history.

Learning Objectives: Political Science

1. Identify, explain, and analyze political science terms and concepts.
2. Critically analyze political communication (rhetoric, images, etc.) using appropriate terminology.
3. Engage in personal and cultural self-assessment with respect to the development of a political identity and values.
4. Identify and explain relationships between politics and geography, including the impact of physical, political, and economic place on human society.
5. Articulate an understanding of comparative similarities and differences between nation states, regions, and cultures.
6. Demonstrate an understanding of the issues of citizenship, civic obligation, and social justice, and apply this understanding to one's own life.
7. Engage in independent research using appropriate primary and secondary sources and use current technology to explore and clarify questions arising from political ideas, issues, and values.

All candidates for the Bachelor of Arts degree in Political Science must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the Political Science major:

	credits
HY103 Introduction to American History	3
HY106 Historical and Political Geography	3
HY335* The New Nation	3
HY400 Research Methods and Historiography	3
PS121 American National Government	3
PS122 Introduction to American Law	3
PS142 Introduction to International Relations	3
PS228 Public Opinion and Propaganda	3
PS235 Political Theory	3
PS338 Politics of the Sixties	3
PS342 American Foreign Policy	3
PS390 Special Topics	3

PS400 Public Policy Seminar	3
PS430 Internship	0-3

plus one of the following: 3

HY230** Latin America: An Introduction	
HY307** African History and Culture	
HY340** The Middle East	

Total credits: 42-45

* Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

** Satisfies the Non Western Cultures requirement of the Liberal Arts Core.

LEGAL STUDIES — MINOR**Required courses for the Legal Studies minor:**

	credits
BU340 Business Law I	3
HY335 The New Nation	3
PL270 Logic and Argument	3
PS121 American National Government	3
PS122 Introduction to American Law	3
PS301 Verbal and Legal Reasoning	1
SO385 Law and Society	3

Total credits: 19

POLITICAL SCIENCE — MINOR**Required courses for the Political Science minor:**

	credits
HY106 Historical and Political Geography	3
PS121 American National Government	3
PS142 Introduction to International Relations	3
PS228 Public Opinion and Propaganda	3
PS235 Political Theory	3

plus one additional course from: 3

HY230 Latin America: An Introduction	
HY307 African History and Culture	
HY340 The Middle East	

Total credits: 18

PRE-LAW PROGRAM**Faculty:**

Michael Cary, D.A.
Robin Rohrer, Ph.D.
John Spurlock, Ph.D.

Seton Hill University offers a 3+3 pre-law program with Duquesne University. Seton Hill students who successfully complete their three-year program at Seton Hill with a minimum 3.5 grade point average and achieve a score in the 60th percentile or higher on the LSAT are eligible for admission to Duquesne University Law School.

Upon satisfactory completion of the first year (Day Division) or the first three semesters (Evening Division) at Duquesne University Law School, the student is awarded the Bachelor of Arts degree from Seton Hill University.

Candidates for the 3+3 Pre-Law Program must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses listed below. A minimum of 90 credits at Seton Hill University is required.

**Required courses for the
Pre-law Program:**

Choose one of the following options:

A. History Option**Learning Objectives: History**

(See page 95 for learning objectives.)

	credits
HY103 Introduction to American History	3
HY106 Historical and Political Geography	3
HY206 The Era of Civil War and Reconstruction	3
HY335* The New Nation	3
HY400 Research Methods and Historiography	3
HY405 Research Seminar	3
PS121 American National Government	3
PS142 Introduction to International Relations	3
PS235 Political Theory	3

credits*12 credits from:*

HY230**	Latin America: An Introduction	12
HY307**	African History and Culture	
HY311**	Russian and Soviet History	
HY340**	The Middle East	
HY390	Special Topics in History	
HY392	Topics in European History	

3 credits from:

HY391*	Topics in Twentieth Century U.S. History	3
PS338	Politics of the Sixties	

Total credits:**42****B. Political Science Option****Learning Objectives: Political Science**

(See page 114 for learning objectives.)

HY103	Introduction to American History	3
HY106	Historical and Political Geography	3
HY335*	The New Nation	3
HY400	Research Methods and Historiography	3
PS121	American National Government	3
PS122	Introduction to American Law	3
PS142	Introduction to International Relations	3
PS228	Public Opinion and Propaganda	3
PS235	Political Theory	3
PS338	Politics of the Sixties	3
PS342	American Foreign Policy	3
PS390	Special Topics	3
PS400	Public Policy Seminar	3

3 credits from:

HY230**	Latin America: An Introduction	3
HY307**	African History and Culture	
HY340**	The Middle East	

Total credits:**42**

* Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

PRE-PROFESSIONAL PROGRAMS IN THE HEALTH SCIENCES

Following is a list of prerequisite courses for graduate training in the health professions. **These are not majors** but rather the courses that students must take before attending graduate school. Most students interested in pursuing a graduate health degree major in either biology or biochemistry as an undergraduate. Many of the courses listed below are also part of those two majors. It is possible, however, to major in other undergraduate disciplines and still fulfill the prerequisites for graduate school. Over the years, numerous Seton Hill graduates have gone on to challenging careers in medicine, veterinary medicine, dentistry, optometry, and physical/occupational therapy. Students should consult with the college's Health Professions Advisor about specific career issues.

Required courses for all health sciences:

	credits	
BL150*	General Biology I	3
BL151*	General Biology I Laboratory	1
BL152	General Biology II	3
BL153	General Biology II Laboratory	1
CH110	General Chemistry I	3
CH111	Quantitative Analysis I Laboratory	1
CH112	General Chemistry II	3
CH113	Quantitative Analysis II Laboratory	1
CH210	Organic Chemistry I	3
CH211	Organic Chemistry I Laboratory	2
CH212	Organic Chemistry II	3
CH213	Organic Chemistry II Laboratory	2
MA130**	Calculus 1 with Analytical Geometry	4
PH110	General Physics I	3
PH111	General Physics I Laboratory	1
PH112	General Physics II	3
PH113	General Physics II Laboratory	1

* Counts toward the Science requirement of the Liberal Arts Core.

** Satisfies the Mathematics requirement of the Liberal Arts Core.

In addition, Pre-Medical (including Medical, Dental, Osteopathic, and Podiatric) students should take:

Required course:		credits
BL141	Medical Terminology	1
BL229	Animal Physiology	3
BL230	Animal Physiology Laboratory	1

Recommended courses:

CH325	Biochemistry	3
CH326	Biochemistry Laboratory	1
PY223	Lifespan Development	3

In addition, Pre-Veterinary students should take:

Required courses:		credits
BL220	Comparative Vertebrate Anatomy	3
BL221	Comparative Vertebrate Anatomy Laboratory	1
BL229	Animal Physiology	3
BL230	Animal Physiology Laboratory	1

Recommended courses:

BL141	Medical Terminology	1
CH325	Biochemistry	3
CH326	Biochemistry Laboratory	1

In addition, Pre-Optometry students should take:

Required courses:		
BL141	Medical Terminology	1
BL203	Microbiology	3
BL204	Microbiology Laboratory	1

Recommended courses:

CH325	Biochemistry	3
CH326	Biochemistry Laboratory	1
PY223	Lifespan Development	3

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PRE-PROFESSIONAL PROGRAMS IN THE HEALTH SCIENCES cont.

In addition, Pre-Physical Therapy students should take:

(Note: Students must check with specific graduate schools for prerequisites since programs are not uniform. The courses listed below are the ones that most schools require.)

Required courses:

BL141	Medical Terminology	1
BL214	Human Anatomy and Physiology I	3
BL215	Human Anatomy and Physiology I Laboratory	1
BL216	Human Anatomy and Physiology II	3
BL217	Human Anatomy and Physiology II Laboratory	1
PY110	Introductory Psychology	3
PY223	Lifespan Development	3
SS250	Introductory Statistics	3

Additional pre-requisite courses required by some graduate Physical Therapy programs:

BL229	Animal Physiology	3
BL230	Animal Physiology Laboratory	1
PY280	Abnormal Psychology	3
SO100	Principles of Sociology	3

In addition, Pre-Occupational Therapy students should take:

(Note: Students must check with specific graduate schools for prerequisites since programs are not uniform. The courses listed below are the ones that most schools require. Also note that PH110-113 General Physics I and II are not generally required for Pre-Occupational Therapy programs.)

BL141	Medical Terminology	1
BL214	Human Anatomy & Physiology I	3
BL215	Human Anatomy & Physiology I Laboratory	1
BL216	Human Anatomy & Physiology II	3
BL217	Human Anatomy & Physiology II Laboratory	1
PY110	Introductory Psychology	3
PY223	Lifespan Development	3
PY280	Abnormal Psychology	3
SO100	Principles of Sociology	3
SS250	Introductory Statistics	3

PSYCHOLOGY

Faculty:

Alvaro Barriga, Ph.D.
Lawrence Jesky, M.A.
Cynthia Magistro, Ph.D.

The psychology major emphasizes both psychological research and the application of research findings in service, treatment, or educational settings. Students design and implement original research and also practice skills useful in applied settings.

The diversified professional backgrounds of the faculty in clinical, experimental, and developmental psychology allow each student to pursue special academic and vocational interests.

Practical experience can be gained in a variety of applied settings, such as mental health services, substance abuse treatment, and agencies serving women and children.

A solid emphasis on academic learning prepares students for graduate or professional school or for a career in teaching, probation services, mental health services counseling, business, or industry.

Learning Objectives: Psychology

In keeping with the American Psychological Association's Undergraduate Psychology Learning Goals and Outcomes, the student who completes this major will:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
4. Understand and apply psychological principles to personal, social, and organizational issues.
5. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
6. Demonstrate information competence and the ability to use computers and other technology for many purposes.
7. Communicate effectively in a variety of formats.
8. Recognize, understand, and respect the complexity of sociocultural and international diversity.
9. Develop insight into her/his own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

10. Emerge from the major with realistic ideas about how to implement her/his psychological knowledge, skills, and values in occupational pursuits in a variety of settings.

All candidates for the Bachelor of Arts degree in Psychology must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the majors.

Students who wish to pursue Early Childhood, Elementary, and/or Special Education may follow the curriculum for the Psychology major and must meet with Education faculty to enroll in appropriate courses. Students should see "Admission to the Education Program" (page 66) for certification requirements and learning objectives. A minimum of 120 credits is required.

Required courses for the Psychology major:

	credits	
PY110	Introductory Psychology	3
PY225	Infancy, Childhood, and Adolescence + Laboratory	3
PY270	Introduction to Counseling	3
PY280	Abnormal Psychology	3
PY291	Professional Issues in Psychology	1
PY350*	Biological Psychology	3
PY351*	Biological Psychology Laboratory	1
PY365	Psychology of Women OR	
SO200	Race, Class, and Gender	3
PY380	Social Psychology	3
PY381	Social Psychology Laboratory	1
PY390	History and Systems of Psychology	3
PY430	Internship	1
PY435	Internship Seminar	1
SS250**	Introductory Statistics	3
SS260	Social Science Research Methods	3

6 credits from the following:

PY235	Adult Development	6
PY265	Industrial and Organizational Psychology	
PY326	Crisis Intervention	
PY340	Motivation and Emotion	
PY345	The Psychology of Crime and Delinquency	
PY370	Personality Theory	

Total credits: **41**

* Satisfies the Science requirement of the Liberal Arts Core.

** Satisfies the Mathematics requirement of the Liberal Arts Core.

PSYCHOLOGY — MINOR**Required courses for the Psychology minor:**

		credits
PY110	Introductory Psychology	3
SS250	Introductory Statistics	3
SS260	Social Science Research Methods	3
<i>9 credits from:</i>		9
PY225	Infancy, Childhood, and Adolescence + Laboratory	
PY235	Adult Development	
PY265	Industrial and Organizational Psychology	
PY270	Introduction to Counseling	
PY280	Abnormal Psychology	
PY326	Crisis Intervention	
PY340	Motivation and Emotion	
PY345	The Psychology of Crime and Delinquency	
PY350	Biological Psychology	
PY365	Psychology of Women	
PY370	Personality Theory	
PY380	Social Psychology	
PY390	History and Systems of Psychology	

Total credits: **18**

RELIGIOUS STUDIES/THEOLOGY**Faculty:**

Dorothy Jacko, S.C., Th.D.
Frances Leap, Ph.D.

The curriculum is designed to prepare the student for graduate studies in theology and for career opportunities in pastoral ministry, religious education, spirituality, and various human service fields of employment. Students choose from two options: **academic** or **pastoral ministry**.

Majors following the academic option are encouraged to complement their program of study with courses in philosophy and modern languages. Students choosing the pastoral ministry option are encouraged to take additional coursework in psychology, sociology, social work, and education.

**Learning Objectives:
Religious Studies/Theology**

1. Articulate a broad understanding of the Christian tradition in its historical richness and theological diversity.
2. Apply various constructive critiques to the tradition, including the liberationist critique.
3. Place the Christian tradition in dialogue with critical issues in contemporary life.
4. Engage in dialogue with other religious traditions.
5. Reflect on one's own spiritual journey.
6. Engage in meaningful action for the creation of a more just and compassionate world.

All candidates for the Bachelor of Arts degree in Religious Studies must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major and earn a passing grade on the portfolio presentation. A minimum of 120 credits is required.

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RELIGIOUS STUDIES/THEOLOGY cont.**Required courses for the Religious Studies-Academic major:**

		credits
RT200*	The Hebrew Scriptures	3
RT210	The Christian Scriptures OR	3
RT280	Jesus	
RT215	Christian Traditions	3
RT235	Protestant Traditions	3
RT240	Ecclesiology	3
RT250	Liturgy and Sacrament	3
RT260	Contemporary Christian Ethics	3
RT290	Women and Religion OR	
RT295	Saints, Sages, and Mystics: Women's Spiritualities	3
RT340**	Third World Theologies	3
RT400	Theological Method and Research	3
Total credits:		30

Required courses for the Religious Studies-Pastoral Ministry major:

RT200*	The Hebrew Scriptures	3
RT210	The Christian Scriptures OR	
RT280	Jesus	3
RT235	Protestant Traditions	3
RT240	Ecclesiology	3
RT250	Liturgy and Sacrament	3
RT260	Contemporary Christian Ethics	3
RT290	Women and Religion OR	
RT295	Saints, Sages, and Mystics: Women's Spiritualities	3
RT340**	Third World Theologies	3
RT390	Pastoral Ministry Seminar	3
RT420	Field Work/Practicum in Ministry	3
SW250	Human Behavior and the Social Environment I	3
SW271	The Helping Relationship	3
Total credits:		36

* Satisfies the Theology requirement of the Liberal Arts Core.

** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

Joint Religious Studies - Pastoral Ministry major and certificate in Ministry:

Students who choose the Pastoral Ministry major may also earn the Certificate in Ministry, offered jointly by the Diocese of Greensburg and Seton Hill University. The following additions in the program requirements listed above are needed:

		credits
RT180	Introduction to Pastoral Ministry	3
	Completion of a spiritual formation component	

RELIGIOUS STUDIES — MINOR**Required courses for the Religious Studies minor:**

		credits
RT200	The Hebrew Scriptures	3
RT210	The Christian Scriptures	3

plus 12 credits from: 12

MU356 A Survey of Christian Hymnody
RT courses numbered above 200

Total credits: **18**

Note: The courses chosen for the minor must be proposed in writing to the Religious Studies/Theology faculty, approved by that faculty, and submitted to the Registrar's Office before a minor in Religious Studies may be declared. Alterations in that plan must follow the same procedure.

SOCIAL WORK

Faculty:

David Droppa, M.S.W., Ph.D., Field Coordinator
Marilyn Sullivan-Cosetti, M.S.W., Ph.D., Program Director

The social work program prepares students for entry into the social work profession. It emphasizes generalist social work practice at all systems levels which allows social workers to function in a variety of roles including counselor/caseworker, group worker, mental health educator, broker, case manager, mediator, administrator, planner, community organizer, and researcher. The program integrates the liberal arts knowledge base of the University's Liberal Arts Core with the knowledge, values, and practice skills unique to the social work profession. The purpose of social work is to work with individuals, families, groups, organizations, communities, and society as a whole to enhance or restore social functioning and to create societal conditions which contribute to their maximal social functioning.

The Seton Hill University Social Work Program is accredited by the Council on Social Work Education.

Learning Objectives: Social Work

1. Prepare for beginning level generalist social work practice.
2. Prepare for long term employment in social work generalist practice and/or for graduate school in social work or related fields.
3. Understand the values and ethics of the social work profession and provide service delivery according to the National Association of Social Workers Code of Ethics.
4. Demonstrate critical thinking and excellent writing and communication skills, both verbal and nonverbal.
5. Develop one's professional persona and demonstrate the effective use of self.
6. Understand and analyze the impact of social policies on client systems, workers, and agencies.
7. Understand the connections among theory, research, and practice at the micro, mezzo, and macro levels.
8. Understand the history of the social work profession.
9. Keep abreast of new developments in the field and advance the knowledge base of the profession.
10. Understand and demonstrate a willingness and a commitment to work with diverse populations.
11. Relate the principles and concepts of social work learned in the classroom to actual practice.

All students must apply for formal admission to the Social Work Program, after successful completion of SW215. Transfer students apply during the semester in which they are enrolled in their first Seton Hill social work course. Formal acceptance

requires completion of the application form and a two-page essay detailing the student's understanding of the field of social work and interest in social work as a profession. All students must have a minimum cumulative grade point average of 2.0 for acceptance into the program.

All candidates for the Bachelor of Social Work degree must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major and earn a passing grade on the written comprehensive examination. A minimum of 120 credits is required.

Required courses for the Social Work major:

	credits	
BL134*	Human Biology and Medicine OR Another Biology course with Lab; BL150 or above	3-4
PY110	Introductory Psychology	3
SO100	Principles of Sociology	3
SO200	Race, Class, and Gender	3
SS250**	Introductory Statistics	3
SS260	Social Science Research Methods	3
SW210***	Social Welfare	3
SW215	Introduction to the Profession of Social Work	3
SW250	Human Behavior and the Social Environment I	3
SW251	Human Behavior and the Social Environment II	3
SW310	Social Policy	3
SW320	Organizations: Administration and Research	3
SW330	Generalist Practice I: Individuals	3
SW331	Generalist Practice II: Families and Groups	3
SW332	Generalist Practice III: Organizations and Communities	3
SW400	Senior Synthesis in Social Work	3
SW440	Field Practicum	12

Total credits: **60-61**

* Satisfies the Science requirement of the Liberal Arts Core.

** Satisfies the Mathematics requirement of the Liberal Arts Core.

*** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

SOCIOLOGY**Faculty:**

Susan Eichenberger, Ph.D.
James Paharik, Ph.D.

Through the study of sociology, students learn to view societies as whole entities encompassing the entire range of social life, from families to community associations, nation-states, and international organizations. In order to investigate this reality, students are trained to use theoretical tools and research techniques, and learn to apply the results of their investigations in accordance with ethical principles and for the betterment of society.

Learning Objectives: Sociology

1. Articulate the distinctive sociological perspective on human behavior, and apply it to the study of behavior.
2. Apply a systems perspective to the study of micro, mezzo, and macro level phenomena, and to the investigation of institutions such as the family, health care, education, and the global economy.
3. Identify the historical and contemporary roles of racial, ethnic, class, and gender differences in American society and in other societies.
4. Describe key features of leading classical and contemporary theories, apply these theories to the analysis of social life, and evaluate their strengths and weaknesses.
5. Correctly use the terminology associated with empirical research and employ quantitative and qualitative research methods to study social reality.
6. Describe the main principles of the ASA code of ethics and apply them to case studies that professionals typically confront.

All candidates for the Bachelor of Arts degree in Sociology must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the Sociology major:

	credits
SO100 Principles of Sociology	3
SO200 Race, Class, and Gender	3
SO320 Sociological Theory	3
SO355 Applied Research Methods	3
SO430 Internship	2-3
SO431 Sociology Seminar	1
SS250* Introductory Statistics	3
SS260 Social Science Research Methods	3

plus four additional courses chosen from at least two of the following areas:

12

1. Deviance and Criminology

SO220	Juvenile Delinquency
SO280	Sociology of Deviance
SO340	Criminology
SO385**	Law and Society

2. Global and Intercultural Issues

SO285***	Anthropology of Tribal Cultures
SO305**	Latinos in the United States
SO306	Genocide in Comparative Perspective
SO330***	World Demography

3. Social Policy

FC315	Interpersonal Relationships: Marriage and Family
SO365	Aging and Old Age
SO390	Health and Society

Total credits: 33-34

* Satisfies the Mathematics requirement of the Liberal Arts Core.

** Satisfies the U.S. Cultures requirement of the Liberal Arts Core.

*** Satisfies the Non-Western Cultures requirement of the Liberal Arts Core.

SOCIOLOGY — MINOR**Required courses for the Sociology minor:**

SO100	Principles of Sociology	3
SO200	Race, Class, and Gender	3

plus

4 sociology electives at the 200 level or above 12

Total credits: 18

SPANISH**Faculty:**

Michele Chossat, Ph.D.
 Judith Garcia-Quismondo, Ph.D.
 John Spurlock, Ph.D.
 Begona Vilouta-Vazquez, M.A.

The major in Spanish provides students with the opportunity to acquire proficiency in the Spanish language, as well as in-depth knowledge of both cultural and literary topics. Spanish is the second language of the United States in its number of speakers, and one of the four most widely spoken languages in the world. The Spanish major is designed with those facts in mind and offers a wide range of courses in the language, literatures, and cultures of the twenty Spanish-speaking countries in Europe and Latin America. The minor in Spanish provides students with competency in the language and culture, which they can use in their fields of specialization.

The major and minor in Spanish are complementary to interests in other disciplines including: international studies, education, history, business, economics, environmental studies, literature in English, political science, and religious studies, among others. Students majoring in these or other areas, as well as those considering a career in medicine or law, are strongly encouraged to pursue a double major.

Learning Objectives: Spanish

1. Use the Spanish language at the advanced mid level (ACTFL Guidelines) for majors, and at the intermediate mid-level for minors.
2. Conduct short presentations in Spanish about a general cultural or social topic.
3. Write efficiently in Spanish in a variety of communicative genres.
4. Connect major topics of history, culture, and geography to current events in Spain and Spanish-speaking countries.
5. Examine the literary manifestations of culture in Spain and the Spanish language from origins in Latin America.
6. Speak and write about the extra-literary manifestations of the culture and language including cinema, journalism, visual arts, products of popular culture, and various social and political institutions.
7. Conduct independent research (M.L.A. Style) dealing with current cultural and/or social debates in the Spanish-speaking world.

All candidates for the Bachelor of Arts degree in Spanish must complete the requirements of the Liberal Arts Core, the portfolio requirements, and the courses required for the major. A minimum of 120 credits is required.

Students interested in receiving teaching certification in Spanish should see page 84.

Required courses for the Spanish major:

	credits	
SP205*	Intermediate Spanish Language and Culture I	3
SP210	Intermediate Spanish Language and Culture II	3
SP245	Conversation and Phonetics	3
SP250	Spanish Grammar for Reading and Writing	3
SP300	Spanish Civilization and Culture	3
SP310	Latin American Civilization and Culture	3
SP320	Seminar in Literature and Culture (taken twice)	6
SP330	Latin American Literature	3
SP335	Survey of Peninsular Literature	3
SP360	Research Methods and Projects	3
Total credits:		33

* Satisfies the Language Study requirement of the Liberal Arts Core.

**SPANISH — MINOR
Required courses for the Spanish minor:**

SP205	Intermediate Spanish Language and Culture I	3
SP210	Intermediate Spanish Language and Culture II	3
SP245	Conversation and Phonetics	3
SP250	Spanish Grammar for Reading and Writing	3
SP300	Spanish Civilization and Culture	3
SP310	Latin American Civilization and Culture	3
Total credits:		18

THEATRE ARTS

Faculty:

Terry Brino-Dean, Ph.D.
 Ken Clothier, M.F.A.
 Karen A. Glass, M.F.A.
 Denise Pullen, M.F.A.

Learning Objectives: Theatre Arts

1. Demonstrate the ability to perform and understand the basic tasks of the actor including the practice of character analysis, memorization of text, application of character makeup, participation in ensemble, the employment of sufficient volume of sound and clarity of speech to communicate to an audience, and use of the body in an expressive and communicative way.
2. Demonstrate the ability to handle basic technical theatre functions such as operating a sewing machine, hanging and focusing a stage lighting instrument, and operating basic power tools of a scene shop as well as constructing and painting scenery.
3. Demonstrate the ability to function congenially, cooperatively, and productively in the construction and running of a theatrical production by participation in various crew responsibilities.
4. Demonstrate an understanding of representative plays from the major periods of theatre history.
5. Demonstrate knowledge of the physical theatres, the patterns of production organization, and the production techniques of major periods of theatre history.
6. Comprehend the conventional standards by which dramatic art has been judged.
7. Demonstrate a basic understanding of the fundamental skills required of the director: script analysis, communication of directorial intent/concept, audition procedures, rehearsal procedures, and communication with collaborative artists.
8. Demonstrate an understanding of the process involved in the designing of stage costumes, lighting design, and stage settings.

Acceptance into the theatre program is based upon the successful completion of an audition or portfolio review and interview, which also enables the applicant to compete for several theatre scholarships.

The theatre program provides a variety of performance and production experiences annually through four full-length presentations staged in Reeves Theatre and by a variable number of shorter works presented in the performance studio in St. Mary Hall. Production responsibilities are required each semester, and guidelines for such work are outlined in the program's *Production Manual*, which also contains the program's operating policies and expectations for successful student achievement. Students should purchase a copy from the bookstore as soon after admission as possible.

All candidates for the Bachelor of Arts degree in Theatre Arts must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the Theatre Arts major:

		credits
TR121	Production Technology	3
TR122	Costume Technology	3
TR140	Modern Dance	2
TR150	Voice and Speech	3
TR154*	Acting I	3
TR202	Theatre History I	3
TR203	Theatre History II	3
TR210	Form and Analysis I	3
TR211	Form and Analysis II	3
TR230	Scene Design	3
TR253	Oral Interpretation	3
TR360	Directing Theory	2
TR361	Directing Laboratory	1
TR425	Production	8
Total credits:		43

* Satisfies the Artistic Expression requirement of the Liberal Arts Core.

THEATRE/PERFORMANCE — MINOR**Required courses for the
Theatre-Performance minor:**

		credits
TR140	Modern Dance	2
TR150	Voice and Speech	3
TR154	Acting I	3
TR203	Theatre History II	3
TR211	Form and Analysis II	3
TR250	Stage Movement	3
TR360	Directing Theory	2
Total credits:		19

**TECHNICAL THEATRE
AND DESIGN — MINOR****Required courses for the
Technical Theatre and Design minor:**

TR121	Production Technology	3
TR122	Costume Technology	3
TR211	Form and Analysis II	3
TR230	Scene Design	3
TR231	Theatre Lighting OR	
TR233	Costume Design	3
TR360	Directing Theory	2
TR425	Production	1

Total credits: **18**

THEATRE/BUSINESS**Faculty:**

Terry Brino-Dean, Ph.D.
 Ken Clothier, M.F.A.
 Catherine Giunta, M.A.
 Karen A. Glass, M.F.A.
 Paul Mahady, Jr., M.B.A.
 Carole Parker, Ph.D.
 Denise Pullen, M.F.A.
 Doina Vlad, Ph.D.

**Learning Objectives:
Theatre/Business**

1. Demonstrate the ability to perform and understand the basic tasks of the actor including the practice of character analysis, memorization of text, application of character makeup, participation in ensemble, the employment of sufficient volume of sound and clarity of speech to communicate to an audience, and use of the body in an expressive and communicative way.
2. Demonstrate the ability to handle basic technical theatre functions such as operating a sewing machine, hanging and focusing a stage lighting instrument, and operating basic power tools of a scene shop as well as constructing and painting scenery.
3. Demonstrate the ability to function congenially, cooperatively, and productively in the construction and running of a theatrical production by participation in various crew responsibilities.
4. Demonstrate an understanding of representative plays from the major periods of theatre history.
5. Demonstrate knowledge of the physical theatres, the patterns of production organization, and the production techniques of major periods of theatre history.
6. Comprehend the conventional standards by which dramatic art has been judged.
7. Demonstrate a basic understanding of the fundamental skills required of the director: script analysis, communication of directorial intent/concept, audition procedures, rehearsal procedures, and communication with collaborative artists.
8. Demonstrate an understanding of the process involved in the designing of stage costumes, lighting design, and stage settings.

Acceptance into the theatre program is based upon the successful completion of an audition or portfolio review and interview, which also enables the applicant to compete for several theatre scholarships.

The theatre program provides a variety of performance and production experiences annually through four full-length presentations staged in Reeves Theatre and by a variable number of shorter works presented in the performance studio in St. Mary Hall. Production responsibilities are required each semester, and guidelines for such work are outlined in the program's *Production Manual*, which also contains the program's operating policies and expectations for successful student achievement. Students should purchase a copy from the bookstore as soon after admission as possible.

All candidates for the Bachelor of Arts degree in Theatre/Business must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

**Required courses for the Theatre/
Business major:**

		credits
BU100	Principles of Accounting I	3
BU180	Principles of Management	3
BU220	Marketing	3
BU235	Small Venture Planning and Finance	3
BU295	Personnel/Human Resource Management	3
BU320	Advanced Marketing Seminar	3
BU430	Internship OR	6
TR430	Internship	
EC102	Principles of Macroeconomics	3
TR121	Production Technology	3
TR122	Costume Technology	3
TR140	Modern Dance	2
TR150	Voice and Speech	3
TR154*	Acting I	3
TR202	Theatre History I	3
TR203	Theatre History II	3
TR210	Form and Analysis I	3
TR211	Form and Analysis II	3
TR230	Scene Design	3
TR253	Oral Interpretation	3
TR360	Directing Theory	2
TR361	Directing Laboratory	1
TR425	Production	8
Total credits:		70

* Satisfies the Artistic Expression requirement of the Liberal Arts Core.

THEATRE — MUSIC/THEATRE**Faculty:**

Terry Brino-Dean, Ph.D.
 Kathleen M. Campbell, M.M.
 Ken Clothier, M.F.A.
 Ted A. DiSanti, D.A.
 Karen A. Glass, M.F.A.
 Edgar Highberger, M.F.A.
 Marvin Huls, M.A.
 Shirley Huls, M.Mus.Ed.
 Denise Pullen, M.F.A.
 Curt Scheib, D.M.A.

Learning Objectives:**Theatre — Music/Theatre**

1. Demonstrate the ability to perform and understand the basic tasks of the actor including the practice of character analysis, memorization of text, application of character makeup, participation in ensemble, the employment of sufficient volume of sound and clarity of speech to communicate to an audience, and use of the body in an expressive and communicative way.
2. Demonstrate the ability to handle basic technical theatre functions such as operating a sewing machine, hanging and focusing a stage lighting instrument, and operating basic power tools of a scene shop as well as constructing and painting scenery.
3. Demonstrate the ability to function congenially, cooperatively, and productively in the construction and running of a theatrical production by participation in various crew responsibilities.
4. Demonstrate an understanding of representative plays from the major periods of theatre history.
5. Demonstrate knowledge of the physical theatres, the patterns of production organization, and the production techniques of major periods of theatre history.
6. Comprehend the conventional standards by which dramatic art has been judged.
7. Demonstrate a basic understanding of the fundamental skills required of the director: script analysis, communication of directorial intent/concept, audition procedures, rehearsal procedures, and communication with collaborative artists.
8. Demonstrate an understanding of the process involved in the designing of stage costumes, lighting design, and stage settings.
9. Demonstrate the ability to act, i.e., to project oneself believably in word and action into imaginary circumstances, evoked improvisationally or through text.

10. Demonstrate the ability to engage in improvisations effectively both by oneself and in an ensemble.
11. Develop technique for analyzing the specific tasks required in performing varied characters from written plays.
12. Demonstrate the ability to analyze and scan verse drama and to perform verse convincingly.
13. Demonstrate the ability to use the body effectively on stage as an instrument for characterization and to be responsive to changing time/rhythm demands and spatial relationships.
14. Understand the specific demands of acting in plays of each major period and genre of dramatic literature.
15. Demonstrate comprehension of the basic business procedures of the actor's profession.
16. Demonstrate a high level of vocal proficiency and perform from a cross-section of the appropriate repertoire.
17. Identify the common elements and organizational patterns of music and their interaction, and employ this understanding in aural, verbal, and visual analysis.
18. Demonstrate a high level of proficiency in the analysis and acting of songs written for the musical theatre.
19. Demonstrate a high level of proficiency in dance and movement technique appropriate to the musical theatre.

Acceptance into the theatre program is based upon the successful completion of an audition or portfolio review and interview, which also enables the applicant to compete for several theatre scholarships.

The theatre program provides a variety of performance and production experiences annually through four full-length presentations staged in Reeves Theatre and by a variable number of shorter works presented in the performance studio in St. Mary Hall. Production responsibilities are required each semester, and guidelines for such work are outlined in the program's *Production Manual*, which also contains the program's operating policies and expectations for successful student achievement. Students should purchase a copy from the bookstore as soon after admission as possible.

All candidates for the Bachelor of Arts degree in Theatre-Music/Theatre must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

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THEATRE — MUSIC/THEATRE cont.**Required courses for the Theatre-Music/Theatre major:**

		credits
MU128	Class Piano I	1
MU129	Class Voice I	1
MU160	Harmony I	2
MU161	Aural Theory I	2
MU162	Harmony II	2
MU163	Aural Theory II	2
MU185	Women's Chorale OR	4
MU188	University Choir	
MU229	Class Voice II	1
MU241	Secondary Voice	10
TR121	Production Technology	3
TR122	Costume Technology	3
TR140	Modern Dance	2
TR141	Beginning Tap	2
TR142	Beginning Ballet	2
TR144	Beginning Jazz	2
TR150	Voice and Speech	3
TR154*	Acting I	3
TR202	Theatre History I	3
TR203	Theatre History II	3
TR210	Form and Analysis I	3
TR211	Form and Analysis II	3
TR230	Scene Design	3
TR250	Stage Movement	3
TR253	Oral Interpretation	3
TR254	Acting II	3
TR353	Acting III	3
TR354	Acting IV	3
TR360	Directing Theory	2
TR361	Directing Laboratory	1
TR425	Production	8
Total credits:		86

* Satisfies the Artistic Expression requirement of the Liberal Arts Core.

THEATRE — PERFORMANCE**Faculty:**

Terry Brino-Dean, Ph.D.

Ken Clothier, M.F.A.

Karen A. Glass, M.F.A.

Denise Pullen, M.F.A.

Learning Objectives:**Theatre — Performance**

1. Demonstrate the ability to perform and understand the basic tasks of the actor including the practice of character analysis, memorization of text, application of character makeup, participation in ensemble, the employment of sufficient volume of sound and clarity of speech to communicate to an audience, and use of the body in an expressive and communicative way.
2. Demonstrate the ability to handle basic technical theatre functions such as operating a sewing machine, hanging and focusing a stage lighting instrument, and operating basic power tools of a scene shop as well as constructing and painting scenery.
3. Demonstrate the ability to function congenially, cooperatively, and productively in the construction and running of a theatrical production by participation in various crew responsibilities.
4. Demonstrate an understanding of representative plays from the major periods of theatre history.
5. Demonstrate knowledge of the physical theatres, the patterns of production organization, and the production techniques of major periods of theatre history.
6. Comprehend the conventional standards by which dramatic art has been judged.
7. Demonstrate a basic understanding of the fundamental skills required of the director: script analysis, communication of directorial intent/concept, audition procedures, rehearsal procedures, and communication with collaborative artists.
8. Demonstrate an understanding of the process involved in the designing of stage costumes, lighting design, and stage settings.
9. Demonstrate the ability to act, i.e., to project oneself believably in word and action into imaginary circumstances, evoked improvisationally or through text.
10. Demonstrate the ability to engage in improvisations effectively both by oneself and in an ensemble.
11. Develop technique for analyzing the specific tasks required in performing varied characters from written plays.
12. Demonstrate the ability to analyze and scan verse drama and to perform verse convincingly.
13. Demonstrate the ability to use the body effectively on stage as an instrument for characterization and to be responsive to changing time/rhythm demands and spatial relationships.

14. Understand the specific demands of acting in plays of each major period and genre of dramatic literature.

15. Demonstrate comprehension of the basic business procedures of the actor's profession.

Acceptance into the theatre program is based upon the successful completion of an audition or portfolio review and interview, which also enables the applicant to compete for several theatre scholarships.

The theatre program provides a variety of performance and production experiences annually through four full-length presentations staged in Reeves Theatre and by a variable number of shorter works presented in the performance studio in St. Mary Hall. Production responsibilities are required each semester, and guidelines for such work are outlined in the program's *Production Manual*, which also contains the program's operating policies and expectations for successful student achievement. Students should purchase a copy from the bookstore as soon after admission as possible.

All candidates for the Bachelor of Arts degree in Theatre-Performance must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the Theatre-Performance major:

		credits
TR121	Production Technology	3
TR122	Costume Technology	3
TR140	Modern Dance	2
TR150	Voice and Speech	3
TR154*	Acting I	3
TR202	Theatre History I	3
TR203	Theatre History II	3
TR210	Form and Analysis I	3
TR211	Form and Analysis II	3
TR230	Scene Design	3
TR250	Stage Movement	3
TR253	Oral Interpretation	3
TR254	Acting II	3
TR353	Acting III	3
TR354	Acting IV	3
TR360	Directing Theory	2
TR361	Directing Laboratory	1
TR425	Production	8

Total credits: **55**

* Satisfies the Artistic Expression requirement of the Liberal Arts Core.

THEATRE — TECHNICAL THEATRE**Faculty:**

Patricia Beachley, M.F.A.
 Terry Brino-Dean, Ph.D.
 Carol Brode, M.A.
 Ken Clothier, M.F.A.
 Karen A. Glass, M.F.A.
 Mary Kay Neff, S.C., M.F.A.
 Denise Pullen, M.F.A.
 Philip Rostek, M.F.A.
 Stuart Thompson, Ph.D.
 Maureen Vissat, M.A.

Learning Objectives:**Theatre — Technical Theatre**

1. Demonstrate the ability to perform and understand the basic tasks of the actor including the practice of character analysis, memorization of text, application of character makeup, participation in ensemble, the employment of sufficient volume of sound and clarity of speech to communicate to an audience, and use of the body in an expressive and communicative way.
2. Demonstrate the ability to handle basic technical theatre functions such as operating a sewing machine, hanging and focusing a stage lighting instrument, and operating basic power tools of a scene shop as well as constructing and painting scenery.
3. Demonstrate the ability to function congenially, cooperatively, and productively in the construction and running of a theatrical production by participation in various crew responsibilities.
4. Demonstrate an understanding of representative plays from the major periods of theatre history.
5. Demonstrate knowledge of the physical theatres, the patterns of production organization, and the production techniques of major periods of theatre history.
6. Comprehend the conventional standards by which dramatic art has been judged.
7. Demonstrate a basic understanding of the fundamental skills required of the director: script analysis, communication of directorial intent/concept, audition procedures, rehearsal procedures, and communication with collaborative artists.
8. Demonstrate an understanding of the process involved in the designing of stage costumes, lighting design, and stage settings.
9. Demonstrate a high level of understanding of the relationship between scripts and visual images.
10. Demonstrate the ability to develop a design appropriate to individual production styles, spaces, and budgetary circumstances.

11. Demonstrate minimal competency in an art studio skill that supports the chosen design area.
12. Demonstrate the ability to determine the visual and physical needs of a production through script analysis.

Acceptance into the theatre program is based upon the successful completion of an audition or portfolio review and interview, which also enables the applicant to compete for several theatre scholarships.

The theatre program provides a variety of performance and production experiences annually through four full-length presentations staged in Reeves Theatre and by a variable number of shorter works presented in the performance studio in St. Mary Hall. Production responsibilities are required each semester, and guidelines for such work are outlined in the program's *Production Manual*, which also contains the program's operating policies and expectations for successful student achievement. Students should purchase a copy from the bookstore as soon after admission as possible.

All candidates for the Bachelor of Arts degree in Theatre-Technical Theatre must complete the Liberal Arts Core requirements, the portfolio requirements, and the required courses for the major. A minimum of 120 credits is required.

Required courses for the Theatre — Technical Theatre major:

		credits
TR121	Production Technology	3
TR122	Costume Technology	3
TR140	Modern Dance	2
TR150	Voice and Speech	3
TR154*	Acting I	3
TR202	Theatre History I	3
TR203	Theatre History II	3
TR210	Form and Analysis I	3
TR211	Form and Analysis II	3
TR230	Scene Design	3
TR253	Oral Interpretation	3
TR360	Directing Theory	2
TR361	Directing Laboratory	1
TR425	Production	8

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**THEATRE —
TECHNICAL THEATRE cont.**

Plus one of the following options:

1. Scenery, Lighting, or Costume

	credits
AR105** History of Western Art I	3
AR110** History of Western Art II	3
AR115* Drawing I	3
AR120 Design I	3
AR271 Computer for the Fine Artist	3
TR231 Theatre Lighting	3
TR233 Costume Design	3

Total credits: 64

2. Sound

MA130*** Calculus 1 with Analytic Geometry	4
MU127 Fundamentals of Music Theory	1
MU270 Music from 1750 to Present	3
MU271 A Survey of Music Literature	3
PH110**** General Physics I	3
PH111**** General Physics I Laboratory	1
TR231 Theatre Lighting	3
plus one elective approved by the advisor	3-4

Total credits: 64-65

* Satisfies the Artistic Expression requirement of the Liberal Arts Core.

** Counts toward the Western Cultures requirement of the Liberal Arts Core.

*** Satisfies the Mathematics requirement of the Liberal Arts Core.

**** Counts toward the Science requirement of the Liberal Arts Core.

WOMEN'S STUDIES — MINOR

Coordinator:

Pati Beachley, M.F.A.

In women's studies classes, students and faculty actively participate in teaching and learning, with each individual's life experience serving as an important foundation for knowledge. Women's studies courses integrate subjective and objective learning, studying gender's effects on power, relationships, social customs, and institutions. Students gain sensitivity to oppression based on all types of prejudice, and they are encouraged to act on the values they discover, often receiving course credit for community service.

Women's studies courses help students gain confidence and motivation and offer opportunities for leadership. The women's studies minor complements majors such as psychology, social work, and theology, offering especially good preparation for family and women-centered social service careers. Additionally, since many graduate programs (including art history, literature, history, psychology, and law) emphasize women's issues, the minor offers a clear advantage for students who pursue graduate work in these fields.

**Required courses for the minor
in Women's Studies:**

	credits
WS300 Theories in Women's Studies	3

plus 15 credits from:

AR375 Art Seminar (<i>Women in Art</i>)	15
BU270 Gender Issues in the Workplace	
EL253 Topics in Women in Literature	
HY390 Special Topics in History (<i>Women's History, European Women</i>)	
PY365 Psychology of Women	
RT290 Women and Religion	
RT295 Sages, Saints, and Mystics: Women's Spiritualities	
SO200 Race, Class, and Gender	
WS100 Introduction to Women's Studies	
WS200 Topics in Women's Studies	
WS410 Independent Study	
WS430 Internship	

Total credits: 18