



**COLLEGE IN HIGH SCHOOL
COURSE CATALOG**

**ACADEMIC YEAR
2024-2025**

COLLEGE IN HIGH SCHOOL COURSE CATALOG 2024-2025

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I. Introduction

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 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.

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.

University Learning Objectives

1. Communication and Problem Solving

- 1.1 Express ideas clearly, in written, multimodal, and oral communication, considering purpose, audience, and format.
- 1.2 Analyze issues, make decisions, and address problems using critical thinking.
- 1.3 Demonstrate leadership, including negotiation, relational, consensus-building, and teamwork skills.
- 1.4 Communicate and express ideas through the arts.
- 1.5 Integrate appropriate technologies to solve problems, complete tasks, and accomplish goals.

2. Historical, Cultural, and Global Awareness

- 2.1 Relate effectively across various linguistic and cultural settings.
- 2.2 Use time, place, and social change as frameworks for analyzing social developments from multiple disciplinary perspectives.
- 2.3 Evaluate current and historical events through the lens of spirituality and global social justice.
- 2.4 Critique privilege and oppression from the perspective of diverse identities.

3. Multiple Modes of Inquiry, Reasoning, and Expression

- 3.1 Generate, analyze, and interpret numerical data.
- 3.2 Locate, analyze, evaluate, and organize, primary and secondary sources, including expressive media, to comprehend the significance of an issue or an event.
- 3.3 Interpret quantitative and qualitative information to formulate positions to reach conclusions or to present a logical argument.
- 3.4 Demonstrate respect for multiple ideas and worldviews.

4. Reflection and Self-Assessment

- 4.1 Employ ethical decision-making grounded in philosophical inquiry.
- 4.2 Apply Catholic social teaching to the analysis of contemporary social issues.
- 4.3 Explain the value of diverse spiritual and religious perspectives.
- 4.4 Integrate the action of charity with the virtue of justice.
- 4.5 Exercise responsible freedom and civic engagement based on an informed value system.

5. Professionalism and Career Readiness

- 5.1 Model ethical behavior, responsible freedom, and engaged citizenship.
- 5.2 Demonstrate accountability, effective work habits, and the ability to assess areas necessary for professional, personal, and societal growth.
- 5.3 Identify and articulate skills, strengths, knowledge, and experiences relevant to one's career goals.
- 5.4 Complete experiential learning to pursue professional opportunities.

Nondiscrimination Statement

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

For More Information

Requests for information should be directed to the relevant office listed below:

College in High School Dual Credit Program	724-838-4219
Registrar	724-830-1010
Reeves Memorial Library	724-838-4270
Admissions: Undergraduate and Transfer	724-838-4255

<https://www.setonhill.edu/admissions/undergraduate-admissions/>

Disclaimer Statement

The statements in this catalog 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, course delivery, or fee. 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.

II. Accreditation

Seton Hill University is accredited nationally by the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources. The Commission is dedicated to quality assurance and improvement through accreditation via peer evaluation. Middle States accreditation instills public confidence in institutional mission, goals, performance, and resources through its rigorous accreditation standards and their enforcement.

Discipline accreditations held by Seton Hill University include:

- **Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).** The ARC-PA is the accrediting agency that protects the interests of the public and the Physician Assistant (PA) profession by defining the standards for PA education and evaluating PA educational programs within the territorial United States to ensure their compliance with those standards. The ARC-PA awards accreditation to programs through a peer review process that includes documentation and periodic site visit evaluation to substantiate compliance with the

Accreditation Standards for Physician Assistant Education. The accreditation process is designed to encourage sound educational practices and innovation by programs and to stimulate continuous self-study and improvement.

- **Academy of Nutrition and Dietetics, Accreditation Council for Education in Nutrition and Dietetics (ACEND).** The Accreditation Council for Education in Nutrition and Dietetics (ACEND) is an autonomous accrediting agency for education programs preparing students to begin careers as registered dietitians or dietetic technicians. registered Programs meeting the ACEND Accreditation Standards are accredited by ACEND. ACEND ensures the quality of nutrition and dietetics education to advance the practice of the profession and is valued for advancing excellence in nutrition and dietetics education.
- **Commission on Dental Accreditation (CODA).** Seton Hill University's program in orthodontics and dentofacial orthopedics is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL, 60611. The Commission's web address is: http://www.ada.org/prof/ed/programs/search_index.asp.
- **Committee on Accreditation for the Exercise Sciences (CoAES).** CoAES was established in April 2004 under the auspices of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The primary role of the CoAES is to establish standards and guidelines for academic programs that facilitate the preparation of students seeking employment in the health, fitness, and exercise industry. The secondary role of the CoAES is to establish and implement a process of self-study, review, and recommendation for all programs seeking accreditation. Seton Hill's Exercise Science program achieved initial Accreditation in July of 2018.
- **Council on Accreditation in Physical Therapy Education (CAPTE).** The Commission on Accreditation in Physical Therapy Education is an accrediting agency that is nationally recognized by the US Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. The Doctor of Physical Therapy Program at Seton Hill University was granted Candidate for Accreditation status by CAPTE in July 2021. Candidate for Accreditation is an accreditation status of affiliation that indicates the program may matriculate students in technical/professional courses.
- **Council on Social Work Education (CSWE).** CSWE is a non-profit national association representing over 3,000 individual members as well as 158 graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the Council for Higher Education Accreditation as the sole accrediting agency for social work education in the United States.
- **International Accreditation Council for Business Education (IACBE), undergraduate programs in accounting and business administration, MBA.** International Accreditation Council for Business Education (IACBE) is the premier professional accreditor for business programs in student-centered colleges and universities throughout the world. The IACBE exists to promote, develop, and recognize excellence in business education.
- **National Academy of Early Childhood Programs (NAEYC).** The Academy is a division of the National Association for the Education of Young Children, an organization that establishes guidelines for excellence in Early Childhood Programs. Membership in NAEYC does not automatically accredit a program. The accreditation process is voluntary. Accredited programs must meet and maintain stringent criteria in the areas of health and safety, staff and administration, curriculum, evaluation, and environment.
- **National Association of Schools of Music (NASM), Commission on Accreditation.** The National Association of Schools of Music, founded in 1924, is an organization of schools, conservatories, colleges, and universities with over 600 accredited institutional members. It establishes national standards for undergraduate and graduate degrees in music and other

credentials. Institutional Membership is gained only through the peer process of accreditation. Seton Hill's music programs have been accredited since 1948.

Discipline program approvals include:

- **American Art Therapy Association (AATA) (graduate program in art therapy).** The AATA is an organization of professionals dedicated to the belief that the creative process involved in art making is healing and life enhancing. Its mission is to serve its members and the general public by providing standards of professional competence and developing and promoting knowledge in, and of, the field of art therapy.
- **American Music Therapy Association (music therapy program).** AMTA's purpose is the progressive development of the therapeutic use of music in rehabilitation, special education, and community settings. AMTA is committed to the advancement of education, training, professional standards, credentials, and research in support of the music therapy profession.
- **The Pennsylvania Department of Education (teacher certification programs).** The Pennsylvania Department of Education authorizes Seton Hill University to conduct programs that lead to certificates for teachers. Seton Hill meets the following requirements: (1) is approved as a baccalaureate or graduate degree granting institution by the Department and (2) is evaluated and approved as a teacher preparing institution to offer specific programs leading to certification in accordance with procedures established by the Department.

III. Grading – Undergraduate

Grade	Scale	Quality Points	Description
A	93-100%	4.00	Indicates the student has demonstrated superior aptitude and initiative in the course and produced work of excellence and distinction characterized by practical application, originality, creativity, insight, and understanding.
A-	90-92%	3.67	
B+	87-89%	3.33	Indicates the student has demonstrated very good aptitude and given evidence of marked achievement in accuracy, practical application, originality, creativity, insight, and understanding.
B	83-86%	3.00	
B-	80-82%	2.67	
C+	77-79%	2.33	Indicates the student has demonstrated minimal aptitude and achievement toward accuracy, practical application, originality, creativity, insight, and understanding.
C	73-76%	2.00	
C-	70-72%	1.67	
D+	67-69%	1.33	Indicates work which, while unsatisfactory in some respects, is acceptable enough on an overall basis to receive university credits.
D	63-66%	1.00	
D-	60-62%	0.67	
F	0-59%	0.00	Indicates failure in the course. No credit is awarded.
W			Indicates the student withdrew officially before mid-semester.

In circumstances where a change to a student’s grade is necessary, this must be done by the faculty member in consultation with the Registrar, 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.

IV. Student Academic Credit

The University will award credit to students who successfully complete courses identified in this Course Catalog and the University will record this credit in a manner similar to other undergraduate students who take a course at the University. If a College in High School Dual Credit student matriculates at the University following graduation from the School/District, the University will recognize those credits as applying to the student's degree requirements as it would for any regularly enrolled postsecondary student who took its courses.

V. FERPA

The University is committed to providing an academically vigorous, safe, and secure environment for all individuals, which includes protecting the rights and the privacy of all students. The Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C §1232g, is a federal law that sets forth the rights and protections that every student is entitled to.

FERPA expressly states that rights are transferred from the parent to the student when a student (1) reaches the age of 18, or (2) enrolls in a postsecondary institution, regardless of the student's age. If a student is dually enrolled in high school and the University, the two schools may exchange information pertaining to that student. Parents still retain the rights under FERPA at the high school if the student is a minor. In this case, parents may inspect and review records sent by the University to the high school. The University also permits direct disclosure of student information to parents in select circumstances.

To view the University's Student Educational Records Privacy (FERPA) Policy, please visit this website: <https://setonhill.policytech.com/dotNet/documents/?docid=885&public=true>

VI. Student Eligibility

Standard Eligibility:

Students who meet all of the following criteria are qualified to participate in the Dual Credit Program:

- The student is a **high school junior or senior**.
- The student will be on track to fulfill graduation requirements by the end of his/her senior year based upon credits earned and required courses completed/scheduled.
- The student has demonstrated proficiency in reading, writing, and mathematics as determined by School/District assessment.
- The student has demonstrated ability and readiness for college-level coursework in the intended area of study as determined by the School/District.
- The student has the recommendation of the High School Principal, or his/her designated High School Liaison

Note: Seton Hill University has the final approval of all potential CHS students.

In order to remain in the College in High School Dual Credit program, the School/District may require a student to maintain a grade point average of 3.0 and maintain a minimum grade of C (2.0) in each College in High School Dual Credit course in which they are enrolled.

Alternative Eligibility (not typical):

Students who do not meet the above criteria may be permitted to enroll in College in High School Dual Credit courses if they meet all the following alternative criteria (I or II) and receive approval from **both Seton Hill University and the High School Principal**.

- I. The student is a sophomore in an advanced studies or gifted education program with a cumulative grade point average of 3.8 or better and,

- The student will be on track to fulfill graduation requirements by the end of his/her senior year based upon credits earned and required courses completed/scheduled.
- The student has demonstrated advanced proficiency in reading, writing, and mathematics as determined by School/District assessment.
- The student has demonstrated advanced ability and readiness for college-level coursework in the intended area of study as determined by the School/District.

OR

Students who do not meet the above criteria may be permitted to enroll in College in High School Dual Credit courses if they meet all the following alternative criteria and receive approval from **both Seton Hill University and the High School Principal**.

- II. The student has demonstrated exceptional ability in the Studio Arts, World Languages, or Math content areas and has the explicit recommendation of the High School Principal and,
- The student will be on track to fulfill graduation requirements by the end of his/her senior year based upon credits earned and required courses completed/scheduled.
 - The student has demonstrated advanced proficiency in reading, writing, and mathematics as determined by School/District assessment.
 - The student has demonstrated advanced ability and readiness for college-level coursework in the intended area of study as determined by the School/District.

VII. Program Courses

The College in High School Dual Credit Program courses offered meet the following criteria:

- The courses are in a core academic subject as defined by the No Child Left Behind Act of 2001 and/or the Every Child Succeeds Act of 2015. NCLB identified core subjects include English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography. The ESSA expanded core subjects to include writing, technology, engineering, computer science, music, and health.
- Each course has a strong history of transfer as determined by the University's Registrar's Office.
- All courses are evaluated by the University to assure the content and rigor meets the expectations of a college level course.

VIII. Course Descriptions

SAR 105 - History of Western Art I (Art)

The history of art in Western culture: Prehistoric to Renaissance. 3 credits

Liberal Arts Curriculum: Satisfies the Western Cultures requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SAR 110 - History of Western Art II (Art)

The history of art in Western culture: Baroque to the present. 3 credits

Liberal Arts Curriculum: Satisfies the Western Cultures requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SAR 115 - Drawing (Art)

Concepts of seeing as it relates to drawing, introduction to various drawing media. 3 credits.

SAR 120 - 2-D Design (Art)

Introduction to the tools, materials, and concepts of two-dimensional image-making; the elements and principles of visual organization with contextual associations; drawing, painting, introductory printmaking, and mixed media. 3 credits

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement.

SAR 121 – 3-D Design (Art)

Elements of three-dimensional design; forming, fabrication, and joining of various materials; use of hand and power tools. 3 credits

Prerequisite: SAR 120

SAR 135 – Black and White Photography (Art)

Introduction to the camera, film developing, enlargement, and printing; emphasis on developing skills to produce the “classic” print. 3 credits

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement.

SAR 180 - Digital Imaging I (Art)

Study of theory and hands-on application of digital image creation and manipulation. Emphasis on the study of Adobe Photoshop software. 3 credits

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement.

SAR 190 – Graphic Design I (Art)

Overview of the profession of graphic design. Study of Adobe Illustrator and InDesign software, printing, and history. Students apply graphic design theory and principles through the creation of practical projects. 3 credits

SAR 225 - Clay (Art)

Hand-building and wheel forming methods; clay body and glaze formulation; glaze application; firing procedures; kiln design. 3 credits

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement.

SAR 245 - Metalsmithing (Art)

Fabricated, formed, and cast metals; jewelry and handwrought holloware. 3 credits

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement.

SBL 145 - The Environment: Issues & Choices (Biology)

This course is designed to give a non-science major an understanding of the interrelationship between the natural environment and humans, including the biological, social, and economic aspects of current environmental challenges. It focuses on building the scientific framework necessary to understand environmental issues. 3 credits

Liberal Arts Curriculum: Satisfies the Natural Science requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SBL 150 - General Biology I (Biology)

The basic principles of life as they relate to the cellular, organismic and population levels of the organization. Topics of discussion include cell structure and function, cell cycle and signaling, carbon chemistry, energy transfer, reproduction, genetics, and gene expression. It is offered primarily for Biology majors and for non-science majors with permission of the instructor. 3 credits

Corequisite: SBL151

Liberal Arts Curriculum: Satisfies the Natural Science requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course. This must be the student’s second course in High School Biology to be eligible.

SBL 151 - General Biology I Laboratory (Biology)

An introductory, research-based course where students will conduct multiple short term research projects. Throughout these research projects, students focus on learning basic techniques and using standard lab equipment typically used in biology laboratories. Topics introduced in this course include scientific

method, reading and analyzing scientific literature, oral science communication, plant biology, and microbiology. 1 credit

Corequisite: SBL150.

Note: Only High School Juniors and Seniors are eligible for this CHS course. This must be the student's second course in High School Biology to be eligible.

SBL 152 - General Biology II (Biology)

The second course of the general biology sequence includes a broad spectrum of analysis at the molecular through a global scale. Topics of study include biodiversity, speciation, the origins of life on earth, and evolution of plants and animals. Offered primarily for Biology majors and for non-science majors with permission of the instructor.

Prerequisite: SBL 150 and SBL 151

Corequisite: SBL153.

3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SBL 153 - General Biology II Laboratory (Biology)

A research-based, semester-long investigation on how the environment and ecosystem are affected by human impacts, such as pollution. Throughout their research, students will continue to develop basic laboratory skills and gain experience doing more advanced biological techniques in preparation for upper-level biology courses. Topics include scientific method, reading and analyzing scientific literature, designing experiments, data analysis, written science communication, environmental biology, animal behavior, invertebrate zoology, and cell biology. 1 credit.

Corequisite: SBL150.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SBL 218 - Microbiology (Biology) This course will no longer be offered for dual credit beginning in Fall 2025.

Study of the basic concepts of microbiology from a human health and disease perspective. Topics include basic microbial cell biology and genetics, immunology, virology, pathogenicity, antimicrobial therapeutics, epidemiology and public health, and disease transmission. 3 credits.

Prerequisites: SCH 116 or SCH 141 or one semester of college-level chemistry; and SBL 150, SBL 152, or SHL 214.

Corequisite: SBL 219

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SBL 219 - Microbiology Laboratory (Biology) This course will no longer be offered for dual credit beginning in Fall 2025.

A survey course of the laboratory methods for studying microbes. Students explore microbes from both general and human-related standpoints. Students identify one unknown bacterial strain and maintain a laboratory notebook. Emphasis on skill development of techniques used by microbiologists. 1 credit

Prerequisite: SCH 141 or SCH 116; and SBL 151 or SBL 153 or SHL 215.

Corequisite: SBL 218

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SBU 100 - Principles of Accounting I (Business)

General introduction to accounting principles and bookkeeping methods; the theory of debit and credit; financial statements; working papers; adjusting and closing entries. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SBU 101 - Principles of Accounting II (Business)

An examination of depreciation theory; liabilities; voucher system; payroll; partnership; corporation; consolidated statements; statement of cash flow. 3 credits

Prerequisite: SBU100.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SBU 180 - Introduction to Business (Business)

Process of management in both profit and non-profit organizations. Emphasis on major functions of management, with decision-making as an integral part of each, including planning, organizing, leading, staffing and training, development, and marketing. 3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SBU 220 - Principles of Marketing (Business)

An introduction to basic marketing functions including product/service planning, distribution activities, location, logistics, promotion strategies, sales, e-commerce, and pricing techniques. Ethical ramifications and problem-solving approaches of marketing. 3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SBU 255 – Entrepreneurial Mindset (Business)

This course introduces students to the entrepreneurial mindset: how entrepreneurs think and act, search for innovative ideas, select the best ones, and then turn their ideas into opportunities. The focus is on entrepreneurship as a process. Topics include entrepreneurship and intrapreneurship. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SCA 130 – Public Speaking (Communication)

Students develop informative, persuasive, and expressive speaking proficiencies. Practice in personal communication skills, writing for the ear, effective listening, oral reports, and the use of body language, visual aids, technologies, and occasions to motivate and enhance communication.

3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SCA 190 – Integrated Marketing Communication (Communication)

Introduction to principles and techniques of integrated marketing communication and the use of digital technologies to influence consumer behavior and change through advertising, public relations, media relations, promotional activities, direct marketing, and branding, examination of communication channel selection and message development

3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SCH 115 – General & Organic Chemistry Principles (Chemistry)

Introduction to the basic principles of chemistry with focus on structure, properties, and reactions of representative inorganic and organic compounds. Special emphasis will be placed upon applications to biological systems and health related fields. Designed for allied health students. 3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course. This must be the student's second course in High School Chemistry to be eligible.

SCH 116 – General & Organic Chemistry Principles Lab (Chemistry)

Experiments will provide students with a “hands-on” approach to concepts discussed in the lecture: common laboratory techniques in both general and organic chemistry will be introduced. Designed for allied health students. 1 credit

Prerequisite or corequisite: SCH 115

Note: Only High School Juniors and Seniors are eligible for this CHS course. This must be the student's second course in High School Chemistry to be eligible.

SCH 140 – General Chemistry I (Chemistry)

A study of basic concepts and fundamental principles of chemistry, including stoichiometry, electron configurations, bonding, ionic and molecular structures, aqueous chemical reactions, gas laws, thermodynamics, properties of matter and solutions, equilibrium, and acid-base chemistry. This course covers all content necessary for taking organic chemistry. 3 credits

With SCH 141, satisfies the Natural Science requirement of the Liberal Arts Curriculum.

Note: Only High School Juniors and Seniors are eligible for this CHS course. This must be the student's second course in High School Chemistry to be eligible.

SCH 141 – General Chemistry I Laboratory (Chemistry)

An introduction to scientific measurement, chemistry laboratory techniques, and written communication. Experiments will complement the concepts discussed in lecture, addressing topics such as stoichiometry, aqueous chemical reactions, gas laws, chemical equilibrium, and thermochemistry. 1 credit

Prerequisite or corequisite: SCH 140

Liberal Arts Curriculum: With SCH 140, satisfies the Natural Science requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course. This must be the student's second course in High School Chemistry to be eligible.

SCH 142 - General Chemistry II

An intermediate study of inorganic and physical chemistry concepts, including atomic structure, introductory quantum mechanics, molecular orbital bonding theory, periodic trends, colligative properties, oxidation-reduction, thermodynamics, and kinetics. 3 credits

Prerequisite: SCH 140

Corequisite: SCH 143

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SCH 143 - General Chemistry II Laboratory

A continuation of SCH 141, General Chemistry I Laboratory, provides additional experience with scientific measurement, chemistry laboratory techniques, and written communication, in addition to employing the scientific method for design and execution of experiments. Experiments will complement the concepts discussed in lecture, addressing topics such as calorimetry, redox reactions, gases, kinetics, intermolecular forces, colligative properties, and spectroscopy. 1 credit.

Prerequisites: SCH 140 and SCH 141

Pre- or corequisite: SCH 142

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SCJ 110 - Introduction to Criminal Justice (Criminal Justice)

Provides an overview of the criminal justice system in the United States, including the historical and contemporary operation of police, courts, and corrections. Examines differences between the adult and juvenile justice systems. Reviews ethical guidelines for criminal justice professions. A 20-hour service-learning requirement introduces students to the components, best practices, and career opportunities in the criminal justice field. 3 credits

Liberal Arts Curriculum: Satisfies the Social Science requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SCN 100 – Elementary Chinese Language & Culture I (Chinese)

An introductory course for basic comprehension and communication in Chinese. Coordinates the study of language with culture through the use of video, magazines, and television. Assumes little or no prior knowledge of the language. 3 credits

SCN 105 – Elementary Chinese Language & Culture II (Chinese)

A college-level intensive language course which emphasizes development of communicative and writing skills in Chinese. Includes readings in cultural and literary material. 3 credits

Prerequisite: SCN100 or prior knowledge of the language.

SCN 205 - Intermediate Chinese Lang & Cult I (Chinese)

Development of narrative and conversational skills and proficiency-oriented problem-solving. 3 credits

Prerequisite: SCN 105 or minimum 3-4 years of high school Chinese.

Liberal Arts Curriculum: Satisfies the Language Study requirement.

SCN 210 - Intermediate Chinese Lang & Cult II (Chinese)

Study of the current and historic cultural trends in China. Specialized uses of grammar. Develops idiomatic use of the language. 3 credits

Prerequisite: SCN 205 or permission of instructor.

Liberal Arts Curriculum: Satisfies the Language Study requirement.

SCN 250 - Topics in Chinese Usage (Chinese)

Designed for students who have attained intermediate level in Chinese and are able to deal with more specialized vocabulary and complex sentence structures. This course aims to build students' language skills, help them acquire language proficiency higher than intermediate level, and motivate students to carry out intelligible and effective written and oral communications with native speakers. Conducted primarily in Chinese. Students come away from this class meeting the national standard set for Advanced Chinese I. 3 credits.

SCS 132 Programming I Introduction to Application Development (Computer Science)

Students learn fundamental of computer science and application development. This course uses Java programming language. Students learn fundamental programming skills, including data types, branches, loops, classes, and methods, all of which are highly transferable to other languages.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SCS 220 - Java Programming (Computer Science)

Covers fundamental concepts of object-oriented programming using Java. Topics include objects, classes, constructors, methods, and instance variables. Programming projects include linked lists, stacks, queues, searching, and recursion. Students learn the basics of graphical user interfaces and Java applets. All programming is done in Java. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SCS 230 Database Management Systems (Computer Science)

Introduces the students to the process of relational database development, including data modeling, database design, implementation, and administration. Topics include: the relational model, E-R Model, relational database design, normal forms, functional dependencies, relational algebra and calculus, SQL, query processing, crash recovery, concurrence control, security, and integrity. Students are expected to complete projects using current DBMS systems and SQL. 3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEC 101 - Principles of Microeconomics (Economics)

Introduction to economic reasoning, terminology, and fundamental concepts. Emphasis on individual economic units, such as the household and the firm and how they affect and are affected by the various market structures existing in American capitalism. Basic algebra skills are recommended. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEC 102 - Principles of Macroeconomics (Economics)

Introduction to general equilibrium analyses, in particular, the policies that influence the level of aggregate output, unemployment, and price levels. International trade analysis. SEC101 strongly recommended as prerequisite. Basic algebra skills are recommended. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SED 118 – Principles of Instructional Technologies (Education)

General information for teachers on integrating modern technology in PreK-12 classrooms. The use of current equipment, assistive technology, computer programs, Web 2.0 applications, and mobile technology to enhance teaching and learning in both traditional and online classes are explored and evaluated. 3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SED 202 – Teaching Strategies PreK – Grade 4 (Education)

This course presents the learning theories, teaching and learning approaches of early childhood education, the Pennsylvania and NAEYC professional standards, code of ethics, and the skills necessary to succeed in meeting the needs of young children. Instructional content and diverse approaches in early childhood education are presented. Discussions of early literacy, spiritual development, discipline, diversity, anti-bias strategies, culturally responsive practices, trauma, and family relationships. Emphasis on NAEYC’s developmentally appropriate practices. A “B” or higher is required for formal admission to the Education Program. Clearances and fieldwork required. 3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SED 205 – Introduction to Special Education (Education)

Educational philosophies and instructional strategies for children with special needs. Topics focus on specific characteristics of various disabilities, cultural and language barriers, gifted and talented, current legislation, inclusion strategies, and current issues in the field. Field experience is a required component of this course. Required Clearances. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SED 206 - Typical & Atypical Growth Develop (Education)

Examines human development from conception through adolescence. Typical and atypical physical, cognitive, and social-emotional development of children, development in areas of physical, sensory, and motor development, atypical behavior, and mental health issues as they relate to and impact children with and without special needs are presented. Clearances and fieldwork required. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SED 210 – Foundations of Education and School Law (Education)

The purpose of this course is to examine the foundational underpinnings of education in the United States. As an introduction to teaching certification process, it is designed specifically for education majors and the general intent is to present interpretive uses of knowledge germane to education through normative and critical reflection of its global, historical, and philosophical contexts. Activities emphasize the role of schooling in cultivating the habits necessary for democratic citizenship, including efforts to secure equitable social relations, as well as trends in mindfulness, social and emotional learning, and trauma-informed pedagogy. Clearances and fieldwork required. 3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SED 235 – Art, Music, and Movement (Education)

Creative drama and the value of play and music in early childhood education by enhancing artistic sensitivity through art and music, developing self-awareness, and integrating mental and physical activity will be examined. (This course has been developed with the Modern Languages Department via the

UISFL Grant and assessments in this course support learning outcomes linked to the Certificate Program in African & African Diasporic Studies. Field component required. Required clearances. 3 credits
Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 105 - Composition and Culture A (English)

Students develop critical thinking skills in composing, reading, and speaking through an examination of the relationship between culture and literacy, or the ways people use, learn, and value language. SEL105 has focus on critical reading and writing. 3 credits.

Liberal Arts Curriculum: Successful completion of both SEL105 and SEL106 with a C- or higher satisfies the Writing requirement

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 106 - Composition and Culture B (English)

Students develop critical thinking skills in composing, reading, and speaking through an examination of the relationship between culture and literacy, or the ways people use, learn, and value language. SEL106 has focus on critical reading and writing on the research process. Students must pass SEL 105 with a C- or higher in order to enroll in SEL 106. 3 credits.

Liberal Arts Curriculum: Successful completion of both SEL105 and SEL106 with a C- or higher satisfies the Writing requirement

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 150 - Introduction to English Studies (English)

Introduces the study of English with a focus on foundational skills for college and career. Emphasis on literary forms, close reading, analysis, and the research process. Practice in writing the literary essay and other genres. Discussion of careers for English majors and minors. English majors take this course during their first semester. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 151 - Topics in Literature (English)

Offers specialized study of a particular genre, time period, theme, region, author, or other literary/cultural phenomenon. 3 credits.

Repeatable for credit.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 153 – Introduction to Creative Writing (English)

Introduces through reading and writing exercises, the novel, poetry, drama, screenplays, genre fiction, and creative non-fiction. 3 credits.

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 160 – News, Arts, and Sports Writing (English)

Exploration of the meticulously sourced style of informative writing practiced by professional journalists, emphasizing news, arts/entertainment, and sports reporting. By reporting on local & current events students will also explore cultural issues such as racial and gender bias and the function journalism plays in a free society. 3 credits. Repeatable for credit.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 233 – Writing Poetry (English)

Instruction and practice in the writing of poetry. Consideration of contemporary poetic theory and practice. 3 credits.

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 263 – Topics in World Literature (English)

Topics vary from year to year, e.g., International Novel, Confucius and Modern Thought, African Women's Writing, Survey of World Literature. 3 credits

Repeatable for credit.

Liberal Arts Curriculum Satisfies the Global Perspective requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 264 - Shakespeare in Context (English)

The works of significant British writers from the Anglo-Saxon period to the 18th century, but with special emphasis on Shakespeare and how his works fit into the development of British literature. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 265 – British Voices from Romantics-Now (English)

The works of significant British writers from the Romantic Period till today, with emphasis on the historical and cultural development of British literature. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 268 – Topics: New Voices (English)

In this course students will be introduced to the work of a diverse range of writers who because of political and cultural histories of inequality have been marginalized from the literary establishment. The topics and texts will vary and come from diverse literary traditions and genres, calling students to analyze texts in relation to their cultural/historical contexts. Repeatable for credit. 3 credits

Liberal Arts Curriculum: Satisfies the Diversity, Equity, and Social Justice requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SEL 273 – Topics in American Literature (English)

Explores a major author, genre or theme in American Literature, providing in-depth study of the chosen topic. Offerings might include topics such as Broadway Musicals as Literature, Poe and a Popular Fiction Innovator, Individualism and Communities in American Poetry, or Cyborg Bodies in American Literature. 3 credits.

Prerequisite: SEL 106 or SEL 107

Repeatable for credit.

Liberal Arts Curriculum: Satisfies the U.S. Cultures requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SER 100– Personal Health (Exercise Science)

This course is designed to convey information concerning the individual's role in establishing a healthful lifestyle as well as encouraging prevention of disease and a focus on healthful living. The basic themes include personal responsibility, a commitment to prevention, practical applications of knowledge, and a focus on behavioral change. 3 credits

Liberal Arts Curriculum: Satisfies the Natural Science requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SER 220 – Strength Training/Program Design (Exercise Science)

Emphasizes strength training techniques and designing programs for individual workout sessions and periodization. Prepares students for an appropriate National Commission for Certifying Agencies credentialed certification. 3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SFN 105 - Fundamentals of Criminalistics (Forensic Science)

This course provides an introduction to the broad range of forensic services offered by crime labs. The student gains an understanding of the scientific basis of forensic services through a general study of

biology, chemistry, physics, and statistics. Topics include processing a crime scene, trace and contact evidence, identification of body fluids, DNA analysis, drugs of abuse, bloodstain patterns, fingerprints, and firearms. The student performs selected forensic techniques in the laboratory. 3 credits

Liberal Arts Curriculum: Satisfies the Natural Science requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SFR 100 - Intro to French Language & Culture I (French)

An introductory course for basic comprehension and communication in French. Includes some cultural material through the use of videos, magazines, and television. Assumes little or no prior knowledge of the language. 3 credits.

SFR 105 - Intro to French Language & Culture II (French)

A college-level intensive language course which emphasizes development of communicative and writing skills in French. Includes readings in cultural and literary material. 3 credits

Prerequisite: SFR100 or 3 years prior study of the language.

Liberal Arts Curriculum: Satisfies the Language Study requirement.

SFR 205 – Intermediate French Language & Culture (French)

Emphasis is on use of tenses, vocabulary, development of narrative skills, and proficiency-oriented problem solving. 3 credits

Prerequisite: SFR105 or minimum 4 years of high school French.

Liberal Arts Curriculum: Satisfies the Language Studies requirement.

SFR 245 - French Conversation and Writing (French)

Development of listening, speaking, and pronunciation skills in parallel with written preparation including intermediate grammar and situation vocabulary. Conversations center on situations of daily experience and cross-cultural differences. **3 credits**

SGE 100 - Elementary German Language & Culture I (German)

This communication and culture-based course offers an introduction to the German language. The purpose is to develop proficiency in listening, speaking, reading, and writing German. Course work includes pronunciation, communication, basic grammar, and introduction to German cultures. In-class exercises are supplemented by independent work as well as Internet-based activities and other audio-visual sources. 3 credits.

SGE 105 - Elementary German Language & Culture II (German)

This course is designed for students who have completed SGE100 or 2-3 years of high school German. Students expand and deepen their knowledge of German in class activities and through various exercises given as homework. In-class exercises are supplemented by independent work on the Internet and other audio-visual sources such as films. Instruction emphasizes each of the four modes of expression (speaking/writing) and comprehension (listening/reading). 3 credits

Prerequisite: SGE100 or prior knowledge of the language.

Liberal Arts Curriculum: Satisfies the Language Study requirement.

SGE 205 - Intermediate German Language & Culture I (German)

Students will create with the language, including conversing, writing, reading authentic sources, and interacting with native speech at the intermediate level. 3 credits

Prerequisite: SGE105 or three years prior study of the language.

Liberal Arts Curriculum: Satisfies the Language Study requirement.

SGE 210 - Intermediate German Lang & Culture II (German)

Students will create and narrate with the language, demonstrating the ability to communicate at the intermediate and advanced level to express themselves and resolve unexpected complications. Students

will converse, write, read authentic sources, and interact with native speech at the intermediate and advanced levels. Taught in German and taught concurrently with SGE 105. 3 credits

SHL 100 - Principles of Medical Care (Health Science)

Provides an overview of the field of healthcare and the roles played by various healthcare practitioners. Best practices associated with patient care and healthcare delivery are emphasized. Students develop a personal perspective on their potential for a career in healthcare. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHL 110 – Applied Human Anatomy & Physiology (Health Science)

This course provides a background in human anatomy and physiology with an emphasis being placed on the skeletal, muscular, cardiovascular, respiratory, and nervous systems. Laboratory activities will explore gross anatomy through the use of bones, muscle, heart and lung models, along with creating drawings and models to learn AOIs and blood flow. Students will also work with spirometers to explore breathing mechanisms and heart models for circulation. 4 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHL 214 - Human Anatomy & Physiology I (Health Science) **This course will no longer be offered for dual credit beginning in Fall 2025. (if requested, this course will be reviewed for credit as SHL 110 Applied Human Anatomy & Physiology- 4 credits)**

A detailed study of the structure and function of the human body. Anatomical studies include gross, histological, and cytological perspectives and are correlated with physiology. Functional studies emphasize homeostatic, regulatory, and integrative mechanisms. Pathophysiological processes are compared with normal anatomy and physiology. Course is designed to meet the requirements for clinical laboratory science, dietetics, exercise science, health science, and physician assistant. Prerequisite: at least one semester of college chemistry or one year of high school chemistry.

3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHL 215 - Human Anatomy & Physiology I Lab (Health Science) **This course will no longer be offered for dual credit beginning in Fall 2025.**

Designed to reinforce concepts learned in SHL214. Topics include histology and the musculoskeletal and nervous systems. Lab activities include dissections of animal specimens with anatomy comparable to humans and computer simulated physiology experiments. Corequisite: SHL214. 1 credit.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHL 216 - Human Anatomy & Physiology II (Health Science) **This course will no longer be offered for dual credit beginning in Fall 2025.**

Continuation of topics begun in SHL214. Prerequisite: SHL214. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHL 217 - Human Anatomy & Physiology II Lab (Health Science) **This course will no longer be offered for dual credit beginning in Fall 2025.**

Continuation of topics begun in SHL214, reinforcing topics covered in SHL216. Topics include the endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems. Lab activities include dissections of animal specimens with anatomy comparable to humans and computer simulated physiology experiments. Prerequisite: SHL215. Corequisite: SHL216. 1 credit.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHU 205 - Special Topic: Genocide & Holocaust (Humanities)

This course uses an interdisciplinary approach to examine specific topics related to genocide and the Holocaust. It is offered as part of the minor in Genocide and Holocaust Studies. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHU 265 - The Art of the Film (Humanities)

This introductory course in film aesthetics critically examines the primary elements in the motion picture. Students learn how a film builds meaning by analyzing the diverse components that construct a movie such as editing, directing, scoring, acting, and dramatic storytelling. It familiarizes students with film genres, cinema technology, and historical movements relevant to the development of the medium.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

3 credits

SHY 103 - Introduction to American History (History)

This course introduces students to major themes in American history such as cultural diversity, democracy, and economic growth. Also covers historical analysis, research methods, and a variety of social studies disciplines as they are used in history. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHY 106 – Historical and Political Geography (History)

An introduction to geographic thought with emphasis on the importance of geographical factors in history and politics. 3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHY 120 - Ancient World (History)

Introduction to critical thinking and research skills related to historical inquiry through the lens of the study of the ancient past. Study of ancient societies in the Near East and Europe and the major themes and questions related to them, emphasizing the development of social groups, gender expectations and perceptions, early economies, political organization, and all aspects of developing culture. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHY 206 - Era of Civil War & Reconstruction (History)

Examines the causes of the Civil War and the war itself and concludes with the Reconstruction era. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHY 211 - Issues in Western Society I (History)

What do we mean by "Western"? What do we mean by "society"? This course will explore the foundations of Western heritage by examining geography, visual and written artifacts, and sources from the very beginning of human civilization. Learners will explore the issues in Western history that defined Western culture: gender, social and economic standing, religions in its varieties, the importance of new technologies, communication, and the need for state-building and law. 3 credits.

Liberal Arts Curriculum: Counts toward the Global Cultures requirement

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SHY 212 - Issues in Western Society II (History)

Theoretical and technological changes that begin in the 1600s will, by the early 1800s, lead to a society that embraces industrial output, participates in revolutions and world wars, and finds a new equilibrium by the early twenty-first century. Study will continue to focus on issues of gender, class, race, and religion through an examination of primary and secondary readings and writing assignments from approximately 1600 to the present. 3 credits.

Liberal Arts Curriculum: Counts toward the Global Cultures requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SIT 100 - Elementary Italian Language I (Italian)

An introductory course for basic comprehension and communication in Italian. Coordinates the study of language with culture through the use of video, magazines, television, and the Internet. Assumes little or no prior knowledge of the language. 3 credits.

SIT 105 - Elementary Italian Language II (Italian)

A college level intensive language course that emphasizes development of communication and writing skills in Italian. 3 credits.

Prerequisite: SIT 100 or 3 years prior study of the language.

Liberal Arts Curriculum: Satisfies the Language Study requirement.

SJP 100 - Elementary Japanese Language & Culture I (Japanese)

An introductory course for basic comprehension and communication in Japanese. Coordinates the study of language with culture through the use of video, magazines, and television. Assumes little or no prior knowledge of the language. 3 credits.

SJP 105 - Elementary Japanese Language & Culture II (Japanese) A college-level intensive course which develops communication skills in everyday-life situations. Includes videos and readings in cultural and literary material. Prerequisite: SJP100 or prior knowledge of the language. 3 credits.

SJP 205 - Intermediate Japanese Language & Culture I (Japanese)

Development of narrative and conversational skills and proficiency-oriented problem-solving.

Prerequisite: SJP 105 or minimum 3-4 years of high school Japanese.

Liberal Arts Curriculum: Satisfies the Language Study requirement.

SJP 210 - Intermediate Japanese Lang & Cult II (Japanese)

Study of the current and historic cultural trends in Japan. Specialized uses of grammar. Develops idiomatic use of the language.

Prerequisite: SJP 205 or permission of instructor.

Liberal Arts Curriculum: Satisfies the Language Study requirement.

SLA 150 – Faith, Religion, and Society (Liberal Arts Curriculum)

An exploration of the foundational roles of faith and spirituality in human growth and development and in the shaping of human cultures. Opportunity to engage with the spiritual traditions of Christianity, Judaism, and Islam. 3 credits

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SLT 100 – Elementary Latin Language & Culture I (Latin)

This course enables students to develop their Latin vocabulary and grammatical skills through diligent and constant study. It also helps develop reading, listening, and writing skills. Finally, the course provides an opportunity for students to study the many aspects of the ancient Roman world (classical, ecclesiastical) and how it has affected the modern world. 3 credits.

SLT 105 - Elementary Latin Language & Culture II (Latin)

Students continue to develop vocabulary and grammatical skills through study and translation and reading, listening, and writing skills on the next level along with a deep awareness of the Roman (classical and ecclesiastical) world. Fall and spring semesters. Prerequisite: SLT100 or prior knowledge of the language. 3 credits.

SLT 200 - Introduction to Latin Literature (Latin)

This course provides students an opportunity to read a wide variety of Latin authors. A deep awareness of the Roman (classical and ecclesiastical) world is also developed. 3 credits.

SLT 202 - Vergil (Latin)

Students read and interpret the works of Vergil. 3 credits

SMA 103 - College Algebra (Mathematics)

A study of basic algebraic skills and additional algebraic topics including (but not limited to) real numbers, rational numbers, and radicals; systems of linear equations; polynomial, rational, logarithmic, and exponential functions, and equations; and complex numbers. Prerequisite knowledge: This course requires a working knowledge of elementary algebra. 3 credits.

Liberal Arts Curriculum: Satisfies the Mathematics and Quantitative Skills requirement.

SMA 104 - Make Money Matter (Mathematics)

Through the use of quantitative skills and critical thinking case studies, students develop personal financial competency. Includes financial goals and approaches to spending, saving, protecting, and investing financial resources to use now and in the future. 3 credits

Liberal Arts Curriculum: Satisfies the Mathematics and Quantitative Skills requirement.

SMA 120 - Precalculus (Mathematics)

A study of elementary functions, their graphs, and applications, including polynomial, rational, algebraic, exponential, logarithmic, and trigonometric functions. Calculator required. Prerequisite knowledge: This course requires a working knowledge of intermediate algebra. 4 credits

Liberal Arts Curriculum: Satisfies the Mathematics requirement.

SMA 130 - Calculus 1 with Analytic Geometry (Mathematics)

Real numbers, sets, relations, and functions. The calculus of one variable. Calculator required. 4 credits

Prerequisite: a working knowledge of algebra and trigonometry.

Satisfies the Mathematics requirement of the Liberal Arts Curriculum

SMA 140 - Calculus 2 (Mathematics)

Continuation of SMA130. The calculus of one variable with applications, parametric equations, polar coordinates, and infinite sequences and series. 4 credits

Prerequisite: SMA130.

SMA 200 - Calculus 3 (Mathematics)

A continuation of SMA140. The calculus of several variables; two- and three-dimensional vector space; vector calculus; Green's, Gauss', and Stokes' Theorems and the Divergence Theorem. 4 credits

Prerequisite: SMA140.

SMA 225 - Linear Algebra (Mathematics)

A study of vector spaces, linear mappings, and determinants with applications. 3 credits.

Prerequisites: SMA140

SMU 127 - Fundamentals of Music Theory (Music)

A creative approach to fundamental theory and reading skills for non-music majors, developed through active participation with a variety of classroom instruments. 1 credit.

Liberal Arts Curriculum: Counts toward the Artistic Expression requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SMU 178 - Jazz Combo (Music)

Performance of chamber music in the jazz style, including Swing, Latin, Bebop and Fusion. 1 credit.
Repeatable for credit.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SMU 179 - Commercial Music Ensemble (Music)

An ensemble for instrumental and vocal musicians specializing in popular contemporary music, including Rock, Latin, Rhythm & Blues, Country, Disco, and Hip Hop. 1 credit. Repeatable for credit.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SMU 182– Griffin Band (Music)

The Griffin Band is an instrumental ensemble (marching/pep and concert bands) open to all Seton Hill University students. 1 credit. Repeatable for credit.

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SMU 185 – Setonia (Music)

An ensemble specializing in music for women’s voices. Auditions held at the beginning of each semester. 1 credit. Repeatable for credit.

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SMU 188 – SHU Glee Club (Music)

Men’s choral ensemble. Auditions held at the beginning of each semester. 1 credit.

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement. Repeatable for credit.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SNT 160 - Nutrition for Life (Nutrition and Dietetics)

Introductory study of nutrition principles and their relationship to health. Discussion of topics such as vegetarianism, dieting, and eating disorders. Laboratory experiences investigating nutritional content of food and related topics. 3 credits.

Liberal Arts Curriculum: Satisfies the Natural Science requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPH 106 - College Physics I (Physics)

This course is a trigonometry-based physics course that covers topics in the mechanics of motion. The course covers linear and nonlinear approximations in motion, acceleration, Newton’s law, gravity, work, circular motion, momentum and fluids, graph analysis, and problem-solving skills. 3 credits.

Prerequisite: Appropriate level of high school mathematics as determined during advisement.

Corequisite: SPH 107

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPH 107 - College Physics I Lab (Physics)

Laboratory course to complement topics covered in SPH 106 weekly (3 hours). 1 credit.

Corequisite: SPH 106.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPH 108 - College Physics II (Physics)

This trigonometry-based physics course covers topics in electromagnetism from waves to the theory of light matter. Topics include electricity, magnetism, and optics. The student gains a good foundation of the basic principles of graph analysis and problem-solving skills. 3 credits

Corequisite: SPH 109.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPH 109 - College Physics II Lab (Physics)

Laboratory course to complement topics covered in SPH 108 weekly. 1 credit

Corequisite: SPH 108.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPH 110 - General Physics I (Physics)

A thorough introduction into physics for those majoring in the physical and biological sciences, mathematics, and engineering. Topics include classical mechanics, heat, and electricity. 3 credits

Prerequisite: SMA130.

Liberal Arts Curriculum: With SPH 111, satisfies the Natural Science requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPH 111 - General Physics I Laboratory (Physics)

Laboratory course to accompany SPH 110. 1 credit.

Corequisite: SPH 110.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPH 112 - General Physics II (Physics)

A continuation of SPH 110 with topics including magnetism, optics, and electricity. 3 credits

Prerequisite: SPH 110.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPH 113 - General Physics II Laboratory (Physics)

The laboratory course to accompany SPH 112. 1 credit.

Corequisite: SPH 112

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPL 100 - Introduction to Philosophy (Philosophy)

Surveys philosophical questions in order to experience and reflect on philosophical insight. 3 credits.

Liberal Arts Curriculum: Satisfies the Philosophy requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPS 121 - American National Government (Political Science)

The background and general principles of American government with emphasis on the Constitution; critical analysis of political processes, political behavior, and aspects of public policy. 3 credits.

Liberal Arts Curriculum: Satisfies the Social Science requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPS 122 - Introduction to American Law (Political Science)

This course provides an overview of the U.S. legal system with emphasis on the Constitutional framework of American law. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPS 204 - Comparative Politics (Political Science)

A comparative examination of the world's different governmental and political systems and political culture, both Western and non-Western. Emphasis on European political systems and non-Western political systems including China, Russia, and Iran. 3 credits.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SPY 110 - Introductory Psychology (Psychology)

An introduction to the history, concepts, principles, and problems of modern psychology including experiential study. 3 credits.

Liberal Arts Curriculum: Satisfies the Social Science requirement.
Note: Only High School Juniors and Seniors are eligible for this CHS course.

SRT 200 - The Hebrew Scriptures (Religious Studies/Theology)

An introduction to the Old Testament, explores scholarly methods of analyzing and interpreting the scriptures; geopolitical and socioeconomic factors shaping the traditions of the people of Israel; and theological motifs of the Law, Prophets, and Wisdom writings. 3 credits

Liberal Arts Curriculum: Satisfies the Theology requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SRT 210 – The Christian Scriptures (Religious Studies/Theology)

An introduction to the New Testament with an emphasis on the Gospels and the major Letters of Paul. The course includes political and cultural background, theological themes, and the relevance of these writings for life today. 3 credits.

Liberal Arts Curriculum: Satisfies the Theology requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SRT 270 - Contemporary Catholicism (Religious Studies/Theology)

An introduction to the Catholic faith in light of the Second Vatican Council. Topics include essential beliefs and practices (God, Jesus, Church, Sacraments, Scripture, Prayer). Other topics of interest to students may also be included. 3 credits

Liberal Arts Curriculum: Satisfies the Theology requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SRT 285 – Topics in Theology (Religious Studies/Theology)

Topics vary according to student interest and needs. These may be historical or thematic or address particular questions in theology. 3 credits

Liberal Arts Curriculum: Satisfies the Theology requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course

SSO 100 - Principles of Sociology (Sociology)

Examines the social and cultural forces that shape the lives of individuals and groups; the socialization of the human person throughout the stages of life; the multiple functions of social groups, institutions, and culture; and introduction to sociological theories. 3 credits.

Liberal Arts Curriculum: Satisfies the Theology requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SSO 235 - Environment and Society (Sociology)

This course uses a systems perspective to analyze the interrelations between human societies and the environment. The focus is on explaining how these interactions contribute to problems such as resource depletion, changing weather conditions, hunger, and war around the world, and on emerging strategies to combat these problems. 3 credits.

Liberal Arts Curriculum: Satisfies the Global Perspectives requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

SSP 100 - Elem Spanish Language & Culture I (Spanish)

An introductory course for basic comprehension and communication in Spanish that emphasizes the ability to use and understand Spanish in context. The course develops Spanish listening, speaking, reading, and writing skills. Requires laboratory-supported practice. Assumes little or no prior knowledge of the language. 3 credits.

SSP 105 - Elem Spanish Language & Culture II (Spanish)

A college-level intensive course that develops communication skills in everyday-life situations. Strengthens Spanish listening, speaking, reading, and writing skills acquired in SSP100. Requires laboratory-supported practice. Prerequisite: SSP100 or 3 years prior knowledge of the language. 3 credits. Liberal Arts Curriculum: Satisfies the Language Study requirement.

SSP 205 - Intermediate Spanish Language & Culture (Spanish)

Students express themselves orally and in writing, read authentic sources, and interact with native speech at the intermediate level. Requires laboratory-supported practice. Prerequisite: SSP105 or minimum 3-4 years of high school Spanish. 3 credits. Liberal Arts Curriculum: Satisfies the Language Study requirement.

SSP 250 – Topics in Spanish Usage (Spanish)

An advanced course in Spanish grammar which provides students with a strong background for communication in upper-level Spanish courses. The focus is on continued mastery of the most difficult points of Spanish grammar, and students analyze linguistic norms as communicative tools. Taught in Spanish. 3 credits. Prerequisite: SSP 245 or minimum 3-4 years of high school Spanish.

SSS 250 - Introductory Statistics (Social Sciences)

Designed to develop quantitative literacy, enabling students to produce, understand, and communicate statistical information. Prepares students to conduct research. Explores descriptive and inferential statistics that include parametric (Z, t, F) and non-parametric (chi-square) probability distributions. Ability to make recommendations based upon interpretation of statistical software output is emphasized. 3 credits. Liberal Arts Curriculum: Satisfies the Mathematics and Qualitative Skills requirement. *Note: Only High School Juniors and Seniors are eligible for this CHS course.*

STR 105 Introduction to Performance (Theatre)

This course introduces students to the processes and skills of the actor/performer and their potential application in performance and public communications and professional interaction. The exercises and activities build student's physical and vocal dynamism, creativity, and confidence through exercises, exploration, observation, and scene work. 3 credits. Liberal Arts Curriculum: Satisfies the Artistic Expression requirement. *Note: Only High School Juniors and Seniors are eligible for this CHS course.*

STR 110 - Introduction to Theatre (Theatre)

A comprehensive introduction to the study of theatre for students who are seeking careers in the profession. Topics include the role of theatre in society, theatre history, play analysis, working relationships among theatre artists, writing for and about the theatre, and the connection between theatre and the liberal arts. 3 credits. *Note: Only High School Juniors and Seniors are eligible for this CHS course.*

STR 111 Improvisation for Theatre I (Theatre)

Introduction to improvisation in theatre through games, exercises, and improvised scenes. Objective is to nurture spontaneity, creativity, and one's ability to "play well with others" by honoring impulses and saying "yes" to co-creators. The class is primarily experiential learning within a group. 3 credits. *Note: Only High School Juniors and Seniors are eligible for this CHS course.*

STR 154 - Acting I (Theatre)

Introduction to theories and techniques of acting through improvisation, theatre games, and scene preparation. Workshop approach emphasizes experiential learning. 3 credits

Liberal Arts Curriculum: Satisfies the Artistic Expression requirement.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

STR 170 - Acting the Song I (Theatre)

An introduction to the fundamentals of acting through song, with a focus on musical theater repertoire. Format emphasizes experiential learning through regular in-class solo presentations and acting exercises. 1 credit Repeatable for credit.

Note: Only High School Juniors and Seniors are eligible for this CHS course.

IX. Program Learning Objectives

Art History

Identify the 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.

Analyze and contextualize art objects and art movements from a variety of cultures with sensitivity and understanding of cultural relativity.

Employ effective oral and written communication skills by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements.

Evidence 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 artists lectures, and reading journals and periodicals.

Participate in academic discussions of art history as well as its contemporary multicultural applications.

Practice professionalism through apprenticeship/internship.

Studio Art

Develop technical skills and self-discipline to enhance creativity.

Practice risk-taking as an iterative process in artmaking.

Display creativity, imagination, and growth in studio art production and approaches to problem-solving.

Utilize constructive dialogue and feedback for improvement.

Identify the 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.

Analyze and contextualize art objects and art movements from a variety of cultures with sensitivity and understanding of cultural relativity.

Critically analyze one's own artwork by describing orally and through written interpretations the conceptual and formal qualities of artwork, theories, and movements.

Biology

Use the proper language of biological science in oral and written communications.

Summarize and interpret one's own data through the use of graphs, charts, and tables.

Access and analyze the scientific literature.

Explain the unity of life at the cellular, organism, and population levels.

Explain how evolution is the source of both unity and diversity in living and extinct organisms.

Identify key concepts of biological science including those from the disciplines of anatomy, ecology, evolution, genetics, molecular biology, physiology, and systematics.

Synthesize the inter-relationships between biology and the disciplines of chemistry, mathematics, and physics on exams or in written assignments.

Design and implement a scientific experiment in a laboratory or field setting.

Apply a scientific approach to problem solving.

Distinguish between credible and non-credible sources for use in scientific forums.

Demonstrate proficiency with the tools of biological research including those associated with the laboratory and field studies.

Explain the influence that biological ideas and discoveries have had on the development of culture and society.

Appraise the impact of human activities on the environment and articulate solutions.

Evaluate specific career options associated with biological science, including those that require graduate-level education.

Discuss and reflect upon the role that personal integrity and honesty play in the advancement of science.

Evaluate ethical considerations associated with applications of biotechnology and express one's own position on such issues.

Develop a professional vision that recognizes and supports the need for diversity in the sciences.

Business Administration

Synthesize quantitative and qualitative data in problem-solving and decision-making.

Comprehend the challenges and rewards of issues in business.

Develop skills relevant to a specialized area of business study as evidenced in the portfolio requirements.

Use theoretical frameworks from functional business areas to interpret and analyze business situations and communicate results to others.

Develop critical and analytical skills to excel in work and/or graduate study.

Incorporate ethical, global, value-based decision-making in business situations.

Business Administration (Entrepreneurship)

Synthesize quantitative and qualitative data in problem-solving and decision-making.

Comprehend the challenges and rewards of issues in business.

Develop entrepreneurial skills applicable to the practice of management.

Accurately use theoretical frameworks from functional business areas to interpret and analyze business situations and effectively communicate results to others regarding entrepreneurial issues.

Develop critical and analytical skills to excel in work and/or graduate study.

Incorporate ethical, global, value-based decision-making in business situations.

Chemistry

Explain the chemical and physical properties of substances in terms of molecular properties including bonding, structure, and reactivity.

Design and execute experiments in the fundamental areas of chemistry employing proper techniques such as titration, distillation, extraction, and calorimetry.

Interpret laboratory data to support and generate conclusions.

Prepare and maintain a neat, organized and detailed lab notebook.

Write scientific reports that convey information such as theory, methods, data, results, and conclusions.

Use technology to analyze data, operate instruments, and model molecular properties.
Find information using scientific databases.

Analyze, interpret, and critique primary chemical literature.

Articulate the necessity for honesty and integrity in scientific work.

From an ethical perspective, examine and evaluate a scenario in which a chemically relevant topic impacts society.

Demonstrate stewardship with respect to other students, instrumentation, equipment, and the environment.

Publicly articulate scientific information orally and in poster format.

Demonstrate professionalism in chemistry-related settings.

Communication

Speak and write coherently, effectively, and ethically.

Apply theoretical constructs of communication to resolve practical communication problems.

Design, develop, and implement strong and effective campaigns and events to achieve stated goals.

Operate and manage information media and mobile technologies to produce desired resources for effect and affect.

Analyze, synthesize, evaluate, and resolve challenges to implement positive change within a community.

Engage in scholarly discussion on contemporary legal, social, moral, and ethical issues in the discipline and the profession.

Participate in developing individual career goals through application of course content, extracurricular activities, and service learning opportunities.

Provide leadership within the organization and in the community with principles and tenets of Catholic Social Teaching as a successful, valuable, and critical member of society.

Computer Science

The computer science program's learning objectives fulfill the goals of teaching students computer science fundamentals applied to cutting-edge applications.

Solve problems using computing technology.

Develop programs in multiple programming languages, in multiple development environments, and for multiple platforms.

Write systems-level programs for greater control over system resources and performance benefits.

Design, implement, and manage wired and wireless network solutions to share as well as restrict access to data.

Identify and explain computer and networking security threats. Implement wired and wireless computer and networking security to decrease security risks.

Use and change storage devices in a variety of ways to accomplish user and task requirements, such as partitioning and formatting file systems or reconfiguring the device to mimic another device.

Independently explore and apply new technologies to facilitate ongoing growth and development in the computer industry.

Explain technical concepts with computer professionals and end users.

Reconstruct ethical approaches to formulate decisions for issues that can arise in the profession. Identify work expectations that may arise in the profession.

Relate theory with practice through work experiences, laboratory work, case studies, and internships, which involve hands-on experience and real-world projects.

Criminal Justice

Through a coordinated educational approach, criminal justice students, upon graduation, will be able to:

Evaluate the importance of rehabilitative practices as an effective social and policy approach.

Distinguish the principles and conventional operations of the criminal justice system including police, courts, corrections, and juvenile justice.

Critique the fundamental criminological, sociological, and psychological theories and principles related to criminal offending and victimization, and the systemic responses to each.

Develop the cultural, social and interpersonal competencies to effectively work with diverse populations.

Prepare, examine, and undertake criminological research, using appropriate methodological and statistical procedures.

Modify existing, and create new, criminal justice interventions and procedures, based on sound theoretical/philosophical concepts and on evidence-based practices.

Incorporate ethical and values-based services in the professional practices within the criminal justice system.

Relate the interactions of the criminal justice system to societal inequities.

Education

Apply child development theory (both typical and atypical) to individualize teaching strategies that match children's ways of learning.

Develop classroom management strategies that support the development of key social, emotional, and behavioral skills.

Develop and implement effective teaching strategies in support of children's language and literacy development.

Communicate and work effectively with support staff, volunteers, and professionals.

Develop appropriate assessment procedures to conduct, diagnose, observe, evaluate, monitor, and report development of children.

Utilize developmentally appropriate practice in the creation of materials, activities, and strategies across the curriculum.

Design appropriate learning environments using play, themes, and projects to enhance development in cognitive, language, physical, social, emotional, behavioral and aesthetic areas.

Engage in ongoing professional self-reflection.

Apply a professional code of ethics to all aspects of the profession.

Apply theory and research from professional literature in teaching practice.

Integrate and evaluate technologies to support learning.

Utilize Universal Design for Learning theory and practice to design curriculum that increases flexibility and decreases barriers to learning.

Communicate and collaborate effectively with parents, families, and other adults from a variety of cultural, linguistic and socio-economic backgrounds.

Incorporate community resources as a part of developmentally appropriate practice.

Implement differentiated instructional strategies to meet the needs of diverse learners.

English

Discuss and assess literary history, appraising texts from the traditional British and American canon as well as writings from popular culture and previously marginalized groups, through college level engagement in class discussions and written compositions.

Analyze a variety of texts, representing a diverse range of genres, styles, media, and cultures in discussion and in the writing of critical essays.

Evaluate and collect information from credible research sources to create critical projects engaging with conventions of the field.

When presented with a rhetorical situation (audience, purpose, context), choose the most appropriate genre, style and medium to communicate effectively.

Discuss and assess significant issues arising in the discipline of English and relate them to cultural and historical contexts.

Evaluate one's own reading and writing practices, and examine their place in the evolving field of literary criticism and production through self-assessment and revision.

Create and enact a career plan as defined in the Career Workshop sequence and other coursework.

Financial Economics

Critically thinking and application of critical thinking to solve problems.

Ability to apply and integrate theoretical knowledge from the discipline into real life applications.
Ability to communicate effectively - written and oral presentation.

Ability to effectively use IT skills in information systems, statistical software, application in spreadsheets, and data visualizations.

Ability to identify ethical issues in the decision-making process and solve problems ethically.

Ability to recognize when change is needed, and lead change to reach sustainable outcomes.

Ability to lead with a global perspective, and instill leadership that values diversity and inclusiveness.

Demonstrate a basic knowledge of accounting, management, marketing, finance, economics, and human resource management.

Demonstrate an ability to apply economic principles to solve contemporary economic and financial issues and challenges.

Demonstrate a broad understanding of economic and financial concepts, models, tools, and operations of institutions.

Demonstrate an understanding of the fundamental principles of financial markets, financial investments, and portfolio analysis.

Forensic Science

Properly document a crime scene.

Collect and preserve simulated evidence using proper protocols.

Analyze simulated evidence using proper protocols.

Formulate appropriate conclusions based on analysis of available evidence.

Maintain proper chain of custody through collection and analysis of simulated evidence.

Prepare and maintain a neat, organized and detailed lab notebook.

Communicate Forensic Science terminology.

Categorize differences between the duties of various forensic science disciplines.

Write scientific reports to convey information such as theory, data, results, and conclusions in discipline specific styles.

Demonstrate stewardship with respect to other students, instrumentation, equipment, and the environment.

Summarize qualifications of a forensic scientist.

Explain Forensic Science techniques for analysis.

Articulate the necessity for honesty and integrity in scientific work.

Explain laboratory analyses through an oral mock trial.

Analyze, interpret, and critique primary scientific literature.

Explain the role of forensic science in the criminal justice system.

Summarize how evidence is presented in the criminal court system.

Health Science

Apply a working knowledge of the basic sciences including biology, chemistry, and anatomy and physiology.

Describe career paths in health care and develop personal career goals.

Explain the socio-economic, behavioral, biological, environmental, and other factors that impact the human condition.

Use appropriate medical terminology in professional written and oral communication.

Demonstrate consistent professional, safe, and ethical practices in healthcare-related and laboratory settings.

Reflect on how knowledge from coursework is applied during an experiential learning internship, fieldwork or research.

History

Identify and discuss the major historical events, relationships, and developments over time in the United States and the World.

Apply historical context to questions and investigate contemporary social and political issues.

Explore and clarify historical questions and apply the major historiographic modes of analysis to issues that may range from gender, race, and sexuality to social class, political change, health, and economic development.

Design and carry out independent research that makes use of both primary and secondary resources.

Develop a professional identity that incorporates historical thinking and analytical skills.

Languages

Describe, narrate, and argue in the language, interpreting (via reading and listening) at the advanced low to advanced mid-levels and formulating (via speaking and writing) at the intermediate high to advanced low levels.

Develop Intercultural Competence by examining and reflecting on one's own cultural perspectives and the diverse manifestations of culture from throughout the language's speaking world.

Analyze and compare cultural products, practices, and perspectives via three modes (interpretive, interpersonal, and presentational) related to diverse cultures in which the language is spoken.

Create presentations and papers in the language about a range of cultural and social topics.

Connect major topics in history, culture, and geography to current events and issues in global contexts and countries in which the language is spoken.

Select, participate in, and reflect on an immersive intercultural experience in the language's speaking world.

Conduct extended, independent, and original research dealing with current issues, connecting cultural topics from the language's speaking world with career goals.

Mathematics

Communicate mathematics effectively.

Recognize the significant historical impact of mathematics.

Work effectively in a team.

Experiment with and experience new ideas, new techniques, and new concepts in the pursuit of solutions to new and classic problems.

Model and ethical code of conduct during the pursuit of educational and professional goals.

Music

Hear, identify and work conceptually with the elements of music through performance, analysis and composition.

Perform and/or compose attending to the compositional process, aesthetic properties of style, and the ways these are shaped by artistic and cultural forces.

Identify a wide selection of musical literature, including the principal eras, genres, and cultural sources, including Western and global cultures through listening, written reflection and dialogue.

Develop and defend musical judgments through written reflection and scholarly discourse.

Perform at the degree required level on the major instrument from a cross-section of the appropriate repertoire.

Perform at the degree required secondary proficiency level on piano and voice.

Sight-read music at the degree required proficiency level.

Demonstrate growth in artistry, technical skills, collaborative competence, and knowledge of repertoire through regular ensemble participation, as well as attendance at concerts and recitals.

Synthesize a broad range of musical knowledge and skills as well as the Music and University objectives through self-directed study and the capstone assessment.

Nursing

Synthesize theories and concepts from the liberal arts, science, and nursing as a foundation for professional nursing practice within the context of a diverse global population.

Demonstrate clinical judgment and psychomotor skills necessary to assume a leadership role in providing safe, high quality health care.

Engage in the delivery of quality care that promotes health and human flourishing and addresses health disparities in vulnerable populations, locally and globally.

Incorporate information technology into the delivery of nursing care.

Describe how economic trends, policies, and practices impact healthcare delivery.

Communicate and collaborate as a member of an interdisciplinary health care team to effectively implement evidence-based and holistic family centered care.

Practice patient-centered nursing care reflecting standards of autonomy, human dignity, ethical decision making, integrity, social justice, and respect.

Evaluate research findings and adapt nursing care based on best evidence, sound clinical judgment, and interprofessional perspectives.

Participate in the quality improvement process to improve the safety and quality of nursing care.

Nutrition Science

Synthesize scientific information and research to perform evidence- based practice.

Display beliefs, values, attitudes and behaviors appropriate for the professional level of dietetics practice.

Create and deliver information, products, and services to diverse individuals and groups with integrity and respect.

Employ principles of management in the provision of food and nutrition services in a variety of settings.

Display entrepreneurial skills in preparation for future practice.

Apply foundational sciences to food and nutritional knowledge to meet the needs of individuals, groups and organizations.

Philosophy

Students who complete any philosophy course will have demonstrated an ability to:

Discuss basic philosophical issues and explore the connections between them.

Practice adaptive thinking to judge when to use critical and creative skills.

Offer alternatives to established philosophical solutions.

Set philosophical topics in their global and historical context.

Demonstrate rational decision-making grounded in philosophical inquiry.

Find, evaluate, and apply information.

Physics

Analyze and interpret scientific data.

Explain fundamental concepts of science.

Describe or apply the scientific method.

Propose solutions to or solve scientific problems.

Perform fundamental laboratory (or field) tasks.

Assess the credibility of scientific information.

Political Science

Identify, explain, and analyze political science terms and concepts.

Critically analyze political communication (rhetoric, images, etc.) using appropriate terminology.

Assess national and international conditions of privilege and oppression by engaging in reflective investigation of political, social, and economic structures.

Identify and explain relationships between politics and geography, including the impact of physical, political, and economic place on human society.

Analyze and compare similarities and differences between nation states, international organizations, regions, and cultures.

Identify and discuss political and ethical issues related to citizenship, civic obligation, and social justice.

Engage in independent research using appropriate primary and secondary sources and quantitative and qualitative methods of inquiry.

Psychology

In keeping with the American Psychological Association's Undergraduate Psychology Learning Goals and Outcomes, the student who completes this major will:

Demonstrate a knowledge base in psychology

- Describe key concepts, principles, and overarching themes in psychology
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

Participate in scientific inquiry and critical thinking

- Use scientific reasoning to interpret the psychological phenomenon
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem-solving
- Interpret, design, and conduct basic psychological research
- Incorporate sociocultural factors in scientific inquiry

Demonstrate ethical and social responsibility in a diverse world

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels

Engage in communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

Explore professional development

- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project management skills
- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

Religious Studies/Theology

Articulate a broad understanding of the Christian tradition in its historical richness and theological diversity.

Analyze the content and formulation of theological arguments in their historical context.

Apply various constructive critiques to the tradition, including the liberationist critique.

Research theological questions according to scholarly conventions.

Place the Christian tradition in dialogue with critical issues in contemporary life.

Engage in dialogue with other religious traditions.

Reflect on one's own spiritual journey.

Evaluate human activity in its cultivation of the common good, solidarity, justice, and compassion.

Sociology

Describe the distinctive sociological perspective on human behavior and apply it to the study of social life.

Identify the historical and contemporary roles of racial, ethnic, class, and gender privilege in the United States and global social life and use this insight to contribute to the public good.

Describe key features of leading classical and contemporary theories, evaluate their strengths and weaknesses, and apply these theories to the analysis of social life.

Identify and apply the concepts, definitions, and methodology associated with sociological empirical research and use quantitative and qualitative research methods to study social life.

Critically analyze contemporary issues and formulate, and advocate new solutions that are consistent with the goal of creating a more just and equitable world.

Theatre Arts

Identify, define and practice basic terminology and skills in text and/or music analysis, performance, production, management, and design.

Identify, execute & evaluate production and performance roles through the collaborative creation of original work in the Performing Arts.

Identify, analyze, & interpret a wide selection of artistic, choreographic, and/or theatre repertory and history, including: principal eras, genres, and cultural practices.

Evaluate, critique, and reflect upon performance and production experiences both as a participant and an observer

Theatre Performance

Identify, define and practice basic terminology and skills in text and/or music analysis, performance, production, management, and design.

Identify, execute and evaluate production and performance roles through the collaborative creation of original work in the Performing Arts.

Identify, analyze, & interpret a wide selection of artistic, choreographic, and/or theatre repertory and history, including: principal eras, genres, and cultural practices.

Evaluate, critique, and reflect upon performance and production experiences both as a participant and an observer

Prepare the body and voice for use as a dynamic, expressive and responsive stage instrument.

Analyze, interpret and perform with proficiency, text from all genres of dramatic literature, individually and collaboratively.

Demonstrate the ability to act, i.e., to project oneself believably in word and action into imaginary circumstances, evoked improvisationally or through text.

Identify and employ the basic business procedures of the actor's profession.

Create and present audition materials through various media that meet the industry's professional expectations.