



Philadelphia University

Academic Catalog 2014-2015

4201 Henry Avenue

Philadelphia, Pennsylvania 19144-5497

215.951.2700

www.PhilaU.edu/catalog

Mission Statement

Philadelphia University is a student-centered institution that prepares graduates for successful careers in an evolving global marketplace. By blending the liberal arts and sciences, professional studies, interdisciplinary learning and collaborations in and out of the classroom, students learn to thrive in diverse and challenging environments. Our students are encouraged to form supportive relationships with each other as well as faculty, staff and alumni in an academically rigorous setting that is focused on intellectual and personal growth. Philadelphia University is an experiential learning community where integrity, creativity, curiosity, ethics, responsibility and the free exchange of ideas are valued.

Anti-Discrimination Policy

Philadelphia University does not discriminate on any condition of ethnicity or ancestry, or on the basis of creed, race, color, sex, age, religion, national origin, marital status, sexual orientation or disability in its admissions, education programs, activities or employment practices. This policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Responsibility to Keep Informed

The programs, policies, procedures, requirements, tuition and fees described in this catalog are subject to change without notice, at the discretion of the University.

Students are ultimately responsible for their own progress toward graduation; they are expected to use the academic catalog as a reference handbook and to familiarize themselves with the principal policies and procedures contained therein. The online version of this academic catalog (www.PhilaU.edu/catalog) is updated annually. Students are responsible for monitoring the website concerning changes to policies and procedures that might affect their progress toward graduation and for regularly checking campus mailboxes and Philadelphia University email as a means of keeping informed.

A Brief History of the University

Philadelphia University was founded in 1884 as the Philadelphia Textile School in the wake of the 1876 Centennial Exposition. A group of textile manufacturers, led by Theodore Search, noticed a sizeable gap between the quality and variety of American textile products and those displayed by European mills. To address this, the group established the School to educate America's textile workers and managers.

Several years later, the School affiliated with the Pennsylvania Museum (now the Philadelphia Museum of Art) and School of Industrial Art. By the mid-1890s, the School had settled at Broad and Pine streets in downtown Philadelphia. It survived the Depression and entered a new period of growth at the outset of World War II. In 1941, the School was granted the right to award baccalaureate degrees and changed its name to the Philadelphia Textile Institute (PTI).

By 1949, PTI, which was no longer affiliated with the museum, began conducting classes at its present site in the East Falls section of Philadelphia. Throughout the 1950s, it continued to grow, and, in 1961, changed its name to Philadelphia College of Textiles & Science.

The student population doubled from 1954 to 1964, and again by 1978. Programs in the arts and sciences and business administration were added. The College purchased an adjoining property in 1972, doubling the size of its campus.

As Philadelphia College of Textiles & Science, the institution offered its first graduate degree, the Master of Business Administration, in 1976. With the purchase of properties in 1980 and 1988, the size of the campus nearly doubled again and grew to include additional classrooms, research laboratories, student residences and athletic facilities. In 1992, the 54,000-square-foot Paul J. Gutman Library was built.

The College continued throughout the '90s to provide its students with the highest-quality education and real-world experience demanded by their chosen professions, adding majors in a wide range of fields. To better reflect the institution's breadth and depth, the College applied for and was granted university status by the Commonwealth of Pennsylvania in 1999. And, in a historic move, the Board of Trustees voted to change the School's name to Philadelphia University on July 13, 1999.

The University now has three colleges and three schools, including the Colleges of Architecture and the Built Environment; the Kanbar College of Design, Engineering and Commerce; the College of Science, Health and the Liberal Arts; the School of Design and Engineering (part of Kanbar College); the School of Business (part of Kanbar College); and the School of Continuing and Professional Studies.

The University Today

Philadelphia University is the model for professional university education. Through Nexus Learning—our signature approach to teaching and learning that is active, collaborative, connected to the real world and infused with the liberal arts—we are educating the next generation of leaders for the 21st-century work world.

For more than 125 years, Philadelphia University has fostered a culture of market-driven innovation. Students at PhilaU learn to integrate knowledge, develop broader decision-making skills and untangle complex problems.

Complementing our curriculum, our three Colleges give students the freedom to learn vital skills outside of their discipline through collaboration. We bring together liberal arts and science disciplines such as sociology, environmental science, languages and history with studies in professional areas like business, fashion design, management, communications, health and architecture to provide an integrative experience relevant to today's practices. From day one, we bring industry leaders to campus to partner with our students. It's an approach that mirrors industry and makes companies very excited about hiring our graduates.

No other university has our unique intersection of expertise in a transdisciplinary environment at the same scale. Weaving these areas of study, combined with our passionate and dedicated faculty, PhilaU produces graduates with a pioneering combination of professional skill, breadth of perspective and synthesized decision-making abilities—all developed while working on real-world challenges.

Our students feed off the entrepreneurial DNA of the campus and graduate with the skills necessary to turn their innovative ideas into commercial successes. It's one of the reasons that today Philadelphia University's alumni are global leaders in design, architecture, fashion, business, engineering, health professions, textiles, materials technology, sustainability and science.

Philadelphia University is a private university with 3,500 part- and full-time undergraduate and graduate students from 45 states and 40 countries. The University offers more than 60 undergraduate and graduate degree programs in the Colleges of Architecture and the Built Environment; the Kanbar College of Design, Engineering and Commerce; the College Science, Health and the Liberal Arts; and the School of Continuing and Professional Studies leading to the Bachelor of Science, Bachelor of Science in Engineering, Bachelor of Architecture, Bachelor of Landscape Architecture, master's degrees and a doctoral degree in Textile Engineering and Science.

The Campus

The 50+ buildings on the University's 100-acre campus range from historic Victorian mansions to contemporary classrooms, library and residential facilities. In January 2013, Philadelphia University opened the DEC Center: a new, innovative academic building housing the Kanbar College of Design, Engineering and Commerce built specifically to foster interdisciplinary collaboration.

The Kanbar Campus Center, a 72,000 square-foot social hub for the campus community, along with The Gallagher Athletic, Recreation and Convocation Center have helped transform our main campus and are making a dramatic impact on the academic and social environment for all members of the University community. The Gallagher Athletic, Recreation and Convocation Center is home to three regulation-size basketball courts, a state-of-the-art fitness center, aerobics studio, racquetball court and elevated jogging track, as well as a 251-space underground parking garage. In addition, athletic facilities on campus include a baseball field, softball field, tennis courts, and soccer and lacrosse fields.

The University is located close to beautiful countryside, big-city life, concert venues, galleries and museums, great restaurants and theaters. The tree-lined Main Campus is located on the edge of Philadelphia's Fairmount Park in the beautiful residential area of East Falls, just 15 minutes from historic Center City Philadelphia. Most students live in on-campus housing, including co-ed and single-sex residence halls, townhouses and two- or three-bedroom apartments. One of our highlighted housing facilities is the recently opened PhilaU Residences at Falls Center; apartments in the complex include state-of-the-art kitchens, spacious bathrooms and beautiful views of the city of Philadelphia. The facility has an auditorium, studio and lounge space, and convenience store.

The Philadelphia University campus is wireless and provides for a highly sophisticated technology environment.

Alphabetical List of Philadelphia University Undergraduate Degree, Concentration, Certificate and Minor Programs

Program	Bachelor	Associate	Concentration	Specialization	Certificate	Minor
Accounting		A		S	Cer	M
Animation	BS					
Architectural History/Theory						M
Architecture	BArch					
Architectural Design Technology			Con			
Architectural Studies	BS					
Behavioral and Health Services	BS					
Biochemistry	BS					
Biodiversity						M
Biology	BS					
Biopsychology	BS					
Business	BS					M
Business Administration		A				M
Buying and Merchandising				S		
Chemistry	BS					
Communication	BS					M
Construction Management	BS					M
Design Technology				S		
Engineering	BSE					
Entrepreneurship				S	Cer	
Environmental Science			Con			
Environmental Sustainability	BS				Cer	M
Fashion Apparel Production				S		
Fashion Design	BS					
Fashion Entrepreneurship				S		
Fashion Industry Management						M
Fashion Materials Insight				S		
Fashion Merchandising and Management	BS					
Fashion Product Management				S		
Fashion Retail Experience				S		
Fashion Technology				S		
Finance				S		M
Foundation Design						M

Genetics						M
Global Brand Management				S		
Graphic Design Communication	BS					M
Health Sciences	BS					
Health Sciences/Occupational Therapy	BS/MS					
Health Sciences/ Community Trauma Counseling	BS/MS					
Health and Human Services		A				
Health and Human Services – Radiologic Technology		A				
Health Services Management	BS				Cer	
Health Services Management: Business	BS					
Health Services Management: Psychology	BS					
Historical Preservation			Con			M
Human Resource Management	BS				Cer	M
Industrial Design	BS					
Information Systems						M
Information Technology	BS					
Interactive Design and Media	BS					
Integrated Fashion Communication				S		
Interior Design	BS					
International Business				S		M
Landscape Architecture	BLA					M
Landscape Design						M
Landscape Planning						M
Law and Society	BS					M
Law Enforcement Leadership	BS					
Leadership in Emergency Services	BS					
Leadership in Homeland Security	BS					
Management				S		M
Marketing				S		M
Mechanical Engineering	BSE					

Multimedia and Visualization						M
Occupational Therapy Assistant		A				
Organizational Leadership	BS					
Photography						M
Physician Assistant Studies	BS/MS					
Pre-M.B.A.	BS					M
Pre-Medical Studies	BS					
Pre-Occupational Therapy			Con			
Psychology	BS					M
Psychology/Occupational Therapy	BS/MS					
Psychology/ Community Trauma Counseling	BS/MS					
Public Health						M
Social Sciences						M
Textile Design	BS					
Textile Materials Technology	BS					M
Visual Studies						M

Alphabetical List of Philadelphia University Graduate Degree Programs

DEGREE PROGRAMS

Doctor of Philosophy in Textile Engineering and Science
Master of Business Administration (Innovation MBA; Innovation MBA Online; or Strategic Design MBA)
Master of Science in Community and Trauma Counseling
Master of Science in Construction Management
Master of Science in Disaster Medicine and Management
Master of Science in Global Fashion Enterprise
Master of Science in GeoDesign
Master of Science in Industrial Design
Master of Science in Interactive Design and Media
Master of Science in Interior Architecture
Master of Science in Midwifery
Master of Science in Occupational Therapy
Master of Science in Physician Assistant Studies
Master of Science in Sustainable Design
Master of Science in Taxation
Master of Science in Textile Design
Master of Science in Textile Engineering

COMBINED DEGREES

B.S./M.B.A. Programs
B.S./M.S. Programs

GRADUATE AND POST-GRADUATE CERTIFICATE PROGRAMS

Business and Organizational Continuity
Disaster Medicine and Management
Midwifery
Sustainable Practices

Development and Alumni Relations

215.951.2850

www.PhilaU.edu/alumni

The Office of Development and Alumni Relations is committed to connecting alumni with their alma mater and to matching the philanthropic interests of Philadelphia University's donors with the needs of the institution.

Since its founding in 1884, Philadelphia University has relied on private support to be the model for professional university education. Today, the University's alumni are global leaders in design, architecture, fashion, business, engineering, health professions, textiles, materials technology, sustainability and science. To prepare such leaders, we are grateful for the generosity of our many donors, including alumni, friends, parents, corporations and foundations.

Student Life

The Division of Student Life offers comprehensive programs and services that foster an educational environment conducive to the holistic development of students. By building bridges between the curricular and co-curricular experiences, Student Life educators provide opportunities for students to become successful, competent, lifelong learners. Information on specific programs and services follow. In support of the University mission, the Division of Student Life supports Philadelphia University graduates ...

- To thrive in multiple, varied and diverse environments.
- To construct an understanding of self to inform decisions.
- To employ their influence to improve the greater community.
- To develop skills and knowledge for personal and professional advancement.

ATHLETICS

215.951.2720

www.philaurams.com

Mission

The Department of Athletics and Recreation affords students opportunities to participate in a challenging and competitive varsity sports program and engaging recreation and wellness activities. The ultimate goal is to enrich students' lives in college and enhance their preparation for full and rewarding lives after college. All programs are designed to enhance physical and emotional health and to complement academic success. The varsity sports program complies with the principles of fair play and amateur competition as defined by the Central Atlantic Collegiate Conference and National Collegiate Athletic Association.

Program Learning Goals

The Department of Athletics achieves its mission by establishing the following learning goals for students:

- To construct a greater understanding of self through their experiences in athletics.

- To demonstrate the ability to perform as a collaborative unit.
- To engage in experiences to enhance community relations.
- To challenge the viewpoints of themselves and others to expand awareness of difference.
- To choose behaviors, skills and habits that support their overall health and well-being.

The University offers 16 intercollegiate sports competing at the NCAA Division II level: men's and women's basketball, cross country, soccer, track and tennis; men's baseball and golf; and women's lacrosse, rowing, softball and volleyball. The University holds membership in the National Collegiate Athletic Association (NCAA) and the Central Atlantic Collegiate Conference (CACC). Athletic scholarships are available, and interested students should contact the Department of Athletics at 215.951.2720 for more information.

Beginning fall of 2014, Physical Education will become an optional elective course and no longer mandatory.

Recreation Program

215.951.2723

The Department of Athletics organizes and promotes structured and competitive recreational, fitness and wellness activities that are open to full-time students, faculty and staff. The Recreation Program provides an opportunity for everyone to participate in enjoyable physical activity and to develop an appreciation for the benefits of physical exercise. Activities are offered in league/tournament format, fitness programs, instructional programming, informal recreation, club sports and special recreation events for student organizations.

Fitness & Wellness

215.951.2906

The Fitness and Wellness program promotes health through all dimensions in order to enhance longevity and the quality of life to all students, faculty, and staff. We offer programs such as group exercise, personal training, and "lunch and learn" seminars. Our Fitness Center features state of the art exercise equipment including Life Fitness cardiovascular and resistant machines and Hammer Strength multi-racks and Olympic bars. Each year the department holds the annual Wellness Fair, where the University has the opportunity to further its education and knowledge in an ever-changing fitness field.

Facilities

Philadelphia University hosts athletic events in The Gallagher Athletic, Recreation and Convocation Center, as well as the Alumni Field and Ravenhill Athletic field. The campus also features six newly refurbished tennis courts, a softball field, a state-of-the-art fitness center, racquetball court, aerobics studio and an elevated track. Off-campus facilities include the Legacy Indoor Tennis Center, Penn Charter High School turf field, the ACE Gold Club, and the Whitemarsh Boat Club, home of our Women's Crew program. Check out Athletics at Philadelphia University by visiting www.philaurams.com. Go Rams!

CAREER SERVICES CENTER

The Career Services Office is located in the Kanbar Campus Center, Suite 313.

215.951.2930

careerservices@PhilaU.edu

Mission

In collaboration with internal and external partnerships, the Career Services Center provides centralized and comprehensive career exploration, professional development and job search assistance.

Consistent with the university's multi-disciplinary, professionally focused education, the Career Services Center strives to assist students and alumni in defining and achieving their individual professional goals, connecting with industry partners through experiential education and professional opportunities.

Services

The Career Services Center offers all students and alumni assistance with their careers and professional development, and many opportunities to develop the skills for a meaningful career. Career Services provides individual advising by qualified counselors as well as opportunities to connect with employers via online job listings, employer networking receptions, career seminars and on-campus recruiting.

Starting freshman year, students can work with counselors to identify their skills, values and interests to help them develop a solid, individualized career plan.

Career Services partners with faculty from all schools to present meaningful instruction on various topics, including résumé writing, interview skills, job-search strategies and networking. All students and alumni may post résumés and apply for positions through CareerLink, the Career Services Center's online job posting system.

Career Services manages the academic internship program and provides support and resources to students for securing an internship position and academic credit for the experience. Employer networking receptions, Career Fairs, Design Expo, Alumni Portfolio Showcase, career panels, mock interviews, on-campus interviews and other activities allow students to interact personally with employers and alumni to learn more about career opportunities in a more personalized setting.

The most important factor contributing to student success in entering the job market is student engagement in the career-development process. The Career Services Center encourages students to meet one-on-one with a counselor early on for career planning and throughout their academic careers to learn the latest job search strategies that contribute to a student's ability to secure meaningful career positions and acceptance into graduate programs.

COMMUNITY SERVICE PROGRAMS

The Office of Community Service Programs is located in The Kanbar Campus Center, Room 317.

215.951.2856

Philadelphia University believes that community service initiatives are a central part of the

undergraduate experience. Accordingly, the Office of Community Service Learning works to increase student access to the community service opportunities, serves as an informational resource about community agencies, supports students' civic engagement and promotes service as a tool for learning.

The goal of the Office of Community Service Learning is to develop students into community-conscious leaders who have an active and engaged relationship with the city of Philadelphia, surrounding neighborhoods, and the broader context of society. Participation in community service projects and initiatives provides opportunities for students to relate classroom theory to real-world experiences. Students will gain a better understanding of the world around them and the importance of acting as agents of positive change.

There are several ways in which students can take advantage of these opportunities. Students can enroll in SERVE-101: Learning and Serving in Philadelphia. Students have two enrollment options: earn a free-standing credit or use the course to satisfy one or both of their PE graduation requirements. SERVE-101 is designed to create an opportunity to understand the reciprocal nature and responsibility of citizenship through both practical applications and critical reflection. Additionally, annual service-based traditions on campus include the Special Olympics, Habitat for Humanity, AIDS Walk, Relay for Life and the Red Cross Blood Drive.

Students interested in finding a way to serve in the community can contact the Office of Community Service Learning at communityservice@PhilaU.edu, and the staff will help connect students with local organizations meeting their areas of interest.

COMMUTER SERVICES

The Office of Commuter Services is located in the Department of Student Activities in The Kanbar Campus Center, Room 301.

215.951.2744

commuterservices@PhilaU.edu

www.PhilaU.edu/commuters

Commuter Services provides resources, programs and information to meet the needs of off-campus and commuting students as well as potential off-campus students. We provide a range of engagement and involvement opportunities that assist in their connection to the campus community and one another. Whether it is welcoming new commuters to PhilaU, assisting students in finding off-campus housing and/or roommates, or continuing to build the commuter community, the Associate Director of Student Activities and Commuter Leaders are dedicated to serving the needs of commuting and off-campus students.

What makes PhilaU commuter services stand out?

Association of Commuting Students

ACS is a student-run organization that provides a forum for off-campus students to voice concerns and issues that affect those who do not live on campus. It's also a channel for off-campus students to sponsor PhilaU activities and to meet others.

Commuter Cash (C-Cash)

C-Cash is an incentive program to promote campus connection and involvement for first-year students who live off-campus. Students can earn C-Cash for attending campus events, turning in good grades and participating in campus life. At the end of the semester, students can use C-Cash to win various prizes.

Commuter Leaders (CLs)

Commuter Leaders are upper class, off-campus students who serve as resources and guides for first-year commuters. A CL's primary responsibility is to help introduce new commuters and off-campus students to Philadelphia University and to assist them in their transition into college life. First-year commuters are assigned a CL before the academic year begins according to the first letter of their last name. Commuter Leaders are the main tool in connecting new commuting students with the campus community and one another.

COUNSELING SERVICES

The Office of Counseling Services is located in The Kanbar Campus Center, Suite 323.
215.951.2868

Counseling for personal concerns—including anxiety, adjustment to college, depression, stress, misuse or abuse of alcohol or other drugs, and other issues—is available to all full-time students at no charge. Counseling is provided on a short-term basis by licensed professionals who understand the special needs of University students. Referrals to area agencies and practitioners are made for those who need more specialized or long-term care. Students are encouraged to make appointments in advance by calling ext. 2868 or sending an email to counselingservices@philau.edu.

Students experiencing more urgent concerns are directed to use the Drop-In Hour, 4 to 5 p.m. each weekday during the regular academic year. All information shared with counselors is held in strict confidence, as long as there is no clear and imminent danger to the student or others.

DINING SERVICES

215.951.2924
diningservices@PhilaU.edu

The Ravenhill Dining Hall provides students with a large variety of meal selections, including many healthy choices, with unlimited seconds for students dining in. It features creations from all over the world at Bravisimo, fresh dough pizzas from Pepperazzi's, delicious fresh salads and mouth-watering sandwiches from the Deli, as well as fresh-stock soups and favorite home-cooked foods.

The dining hall is open regular hours during the day Monday through Friday, serving breakfast from 7:15 to 10:15 a.m., continental breakfast from 10:15 to 11 a.m., lunch from 11 a.m. to 2 p.m., lite lunch from 2 to 4:30 p.m. and dinner from 4:30 to 7:30 p.m. Monday through Thursday and until 7:00 p.m. on Fridays. On the weekends, it is open for brunch from 10:30 a.m. to 2 p.m., lite lunch from 2 to 4:30 p.m. and dinner from 4:30 to 7 p.m. Ravenhill operates Sunday to Thursday as a retail Late Night option and lounge from 8:00 p.m. to midnight offering "On-the-Go!", pizza, milkshakes, street foods and sweets.

The Kanbar Campus Center offers a variety of dining options, including The Common Thread, The Common Thread Express, Ted's and The Fall Center Convenience Store.

The Common Thread, located on the lower level, offers fresh burgers and hand-cut french fries, Philadelphia cheesesteaks and other favorites at the grill. The deli offers whole roasted turkey and roast beef along with other deli favorites and sides. Homemade fresh-stock soups, baked pastas and entrées cooked to order also are available.

The Common Thread Express is our convenient online ordering system. Place your order for your favorite wrap, hoagie, salad quesadilla or pizza and pick up at your designated time. The pick-up window is adjacent to Common Thread and open Monday-Friday 11 a.m. to 3:00 p.m.

Ted's, located on the main level, offers "On-the-Go!" and convenience items in the store as well as fresh dough pizzas, hot subs, Starbucks coffee, ice cream and fresh baked products. Ted's is open continuously Monday through Friday from 7:30 a.m. to midnight, and noon to midnight on Saturdays and Sundays. Common Thread is open from 8 a.m. to 7 p.m. Monday through Thursday, and 8 a.m. to 2:30 p.m. on Friday.

The Falls Center Convenience Store offers grab and go products including microwavable meals, beverages, and snacks for those living in the apartment building. Falls Center is open nightly 3:00pm-6:00pm

The Tuttleman Cafe, located in The Tuttleman Center, offers coffee and lite fare. It is open 7:45 a.m. to 6:30 p.m. Monday through Thursday, and 7:45 a.m. to 2:30 p.m. on Friday.

All students living on campus, with the exception of those residing in the townhouses or apartments, are required to purchase a meal plan. Commuting, townhouse and apartment students may purchase a meal plan or use the dining facilities on a cash basis.

DISABILITY SERVICES

The Office of Disability Services is located in The Kanbar Campus Center, Suite 102.

215.951.6830

Philadelphia University is committed to providing qualified students with documented disabilities equal access to programs, facilities and services in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The Office of Disability Services is committed to providing an environment that ensures that no student is discriminated against on the basis of his/her disability. Any student with a documented disability is eligible for services and reasonable accommodations. The office works with students regarding specific accommodations. Some accommodations may include, but are not limited to, extended time for testing, reduced distraction testing environment, electronic format textbooks, reduced course load, assistive technology, and adaptation to physical facilities. For more information, call 215.951.6830.

Further information on documentation requirements and services can be found at

www.philau.edu/disabilityservices

HEALTH SERVICES

The Student Health Center is located in Scholler Hall, lower level.

215.951.2986

Fax: 215.951.6867

Contact the Business Office at 215.951.2960 to purchase University-sponsored health insurance.

Student Health Services is comprised of our administrative assistant/vaccine/insurance coordinator and two board-certified nurse practitioners. The Student Health Center (SHC) is open weekdays during the academic year to provide the health assessments and treatment as needed.

For students with SICK VISIT/URGENT CARE needs:

SHC hours are 9:30 a.m. - 12:30 p.m. Monday - Friday

No appointment is needed; visits are walk-in. Occasionally students may require care beyond the services offered at the Student Health Center. In these cases, we assist students with pursuing follow-up care with appropriate healthcare providers. Additionally, we offer a waiting room full of health education materials and resources, as well as a Self-Care Station stocked with common over-the-counter medications and supplies that students can access during office hours.

For students desiring WELLNESS visits:

SHC hours are 2 p.m.- 5 p.m. Monday - Friday

Appointments are needed for afternoon well-visits. Examples of services we offer in the afternoons include physicals, annual well-woman exams, STI testing, and tobacco-cessation consults. All information discussed and care received in the SHC remains confidential between the student and his/her practitioners; however, please note that if a concern arises in which a student is considered to be a danger to him/herself or to others, confidentiality may be breached to access appropriate and immediate care for the student.

Getting Started

All incoming, full-time undergraduate students, transfer students and international graduate students are required to submit a completed health form that includes a medical history, recent physical exam and documentation of certain required immunizations. International, Physician Assistant, and Midwifery students may require titers and proof of tuberculosis testing/treatment, if applicable. The health forms are included in the student's admissions packet, are in the student health center and are online at the SHC website (www.philau.edu/healthservices).

Cost

All undergraduate and international students are entitled to access the SHC as often as needed. Part-time and graduate students may utilize SHC services as long as they have submitted a completed health and vaccination form.

Students are responsible for lab fees and prescription costs. Students who require additional or alternative treatment may be referred to local health care providers at their own expense.

Medical Insurance

All full-time students are required to be covered by a medical insurance policy. All incoming undergraduate, Physician Assistant, Midwifery, OT, and OTA students must sign the waiver online by the second Friday in September (fall Semester) or the first Friday in February (spring semester). If documentation of adequate health insurance is not provided, the Business Office reserves the right to charge the appropriate health and accident insurance fee to the student's account.

Note: In adherence to immigration laws, all international students must demonstrate minimal standards of adequate health insurance. Insurance will be considered adequate if the coverage is for the academic

year and the carrier is licensed to do business in the United States with a U.S.-based office and telephone number.

It is each student's responsibility to ensure that he/she is covered either through private insurance or through the University-sponsored health insurance plan. To purchase the University-sponsored plan, students may contact the Business Office at 215.951.2633. Any changes in insurance coverage should be reported to Student Health Services.

The Philadelphia University Student Health Center is dedicated to providing confidential, comprehensive and accessible health care for all students so they may achieve their maximum intellectual and academic potential. Through student-centered programs and services, we encourage healthy behaviors and holistic lifestyle choices in order to support a foundation of wellness in our students. Our mission is to help students become their own health advocates as they strive to reach an optimal state of well-being, and at the same time, to teach them how to best navigate the health care system to uphold their needs.

INTERNATIONAL AND EXCHANGE STUDENT PROGRAMS

The Office of International and Exchange Student Programs is located in The Kanbar Campus Center, Suite 102.

215.951.2660

www.PhilaU.edu/international

The University has a long history of educating students from all over the world, representing approximately 30 different countries. The Office of International and Exchange Student Programs implements two orientation programs a year for undergraduate and graduate international students. The Office also provides ongoing support in terms of immigration advising, work permission paperwork, and educational and recreational programming. The director also serves as the advisor to the International Student Association (ISA).

More information and resources are available in the director's office where business and social information for new international students can be found.

Upon arrival, all international students, including transfer students, must report to the director's office, located in Suite 102 of The Kanbar Campus Center.

OFFICE OF THE DEAN OF STUDENTS

The Office of the Dean of Students is located in The Kanbar Campus Center, Suite 321.

215.951.2740

The Office of the Dean of Students oversees all departments in the Division of Student Life: Athletics and Recreation, the Career Center, Counseling, Disabilities Services, Health Services, International Student Advising, Residence Life, and Student Engagement. The Dean of Students is the chief grievance officer for student concerns, and serves as the Title IX Coordinator for the University.

RESIDENCE LIFE

The Office of Residence Life is located in The Kanbar Campus Center, Room 311.

215.951.2741

The Office of Residence Life is comprised of a diverse staff committed to building a safe, welcoming environment that fosters an appreciation for differences and empowers students to become lifelong citizens of their communities. We accomplish these goals by providing quality educational experiences, exceptional customer services, and advocacy for service on behalf of our students with other University departments. Through these efforts our staff is determined to provide resources and services that enhance our resident students' academic endeavors.

The Office of Residence Life achieves its mission by establishing the following learning goals for resident students:

1. Develop a greater knowledge of self through the exploration of personal identity.
2. Develop a greater understanding of others to thrive in diverse environments.
3. Act on areas of personal interest to enhance the community.
4. Evaluate situations to arrive at an informed decision.

The University provides on-campus housing for approximately 1,600 undergraduate students in traditional and apartment-style residence halls. First-year students are housed primarily on the Ravenhill Campus, while returning and upper-class students are housed on the Main Campus and the Residences at Falls Center. Housing on the Ravenhill Campus consists of four residence halls: Fortess Hall, Mott Hall, Partridge Hall and Ronson Hall. Students reside in rooms accommodating one to four students with community bathrooms in each building.

Housing on the Main Campus consists of three apartment complexes: Independence Plaza, the Townhouses and one residence hall, the recently renovated Scholler Hall. The apartment-style units range from one to five bedrooms, accommodating two to five people. Each air-conditioned unit contains a full kitchen, living room and bathroom. Scholler Hall is a traditional residence hall with double-occupancy rooms. In addition, upper-class students are housed in the Residences at Falls Center, a newly renovated, open-concept, independent apartment-style residence, which is located on Henry Avenue. The University provides shuttle service from the Residences at Falls Center to Main Campus.

Each resident is provided with an extra-long bed, desk, desk chair, and dresser/wardrobe unit. In addition, one data port is provided for each resident. At least one cable connection with basic service is provided for each room or apartment. Apartment-style units are additionally furnished with living room and kitchen furniture as space permits.

Recognizing that students spend a significant amount of their time outside of the classroom setting, the Office of Residence Life strives to create a group-living environment in which each student is afforded an opportunity to develop as an individual in an atmosphere that encourages emotional and intellectual growth.

The environment within a student's residence area significantly influences his/her success and personal satisfaction while at the University. Each resident contributes to making residential living a positive experience. A sense of community is achieved through mutual consideration, cooperation and responsible behavior. Community living places responsibility on individuals to demonstrate self-

discipline and awareness, to be more aware of their needs as members of the community, and to become more action-oriented in the residential community.

Each residence area is supervised by a Residence Life staff member. Residence Coordinators (RCs) and Resident Assistants (RAs) work with students to develop a sense of community in their residential area and to create an atmosphere conducive to mutual respect and consideration. Residence Life staff members are also instrumental in assisting students to develop positive attitudes and behavior to deal responsibly with the establishment of an independent lifestyle and the social freedoms of adult life.

OFFICE OF STUDENT ENGAGEMENT

The Office of Student Engagement is located in the Kanbar Campus Center, Room 317.

215.951.2634

studentengagement@PhilaU.edu

The Office of Student Engagement at the University serves a vital role in enriching the quality of life on campus by providing involvement opportunities. The program offers the opportunity for the development of lifelong professional and leadership skills and serves as the conduit for diverse ideas, cultures, lifestyles and experiences. Student Activities oversees campus-wide programming and commuter programs. The various components of the student activities area are housed in the Kanbar Campus Center.

The Student Government Association (SGA) is an independent, self-governing student group. In addition to the basic responsibility of protecting students' rights and acting as the student voice, the SGA participates in University-wide committees, addresses student grievances and sponsors campus-wide events.

The Campus Activities Board is the major social programming organization on campus. Part of their mission consists of providing weekend events at PhilaU. CAB's responsibility is to provide a wide variety of programs open to the entire campus community.

In addition to the SGA and the Campus Activities Board, there are approximately 70 social, cultural, professional, performing arts, spiritual and special interest clubs and organizations at the University. Philadelphia University has two national social fraternities and two national social sororities in addition to professional and honors Greek organizations.

The Office of Student Engagement houses the First Year Experience Program and the offices of Community Service Learning and Spiritual Development. Collectively, our programs and services support the mission of Philadelphia University and promote and engage students' thoughtful and creative contributions by: coordinating students' transitions to the University and ensuring the highest-quality first-year experience possible; creating links between the curriculum and co-curriculum; focusing on student leadership development; promoting citizenship through community service initiatives; exploring one's sense of purpose and meaning through spiritual development; and deepening students' awareness of self, others and the wider world through intercultural exchanges.

First Year Experience (FYE): In partnership with Academic Affairs, Student Engagement coordinates campus-wide efforts to ensure the highest-quality experience possible in the first year of college. The central theme of the FYE components is Finding Philadelphia, which helps students learn about the history, culture, diversity and wealth of activities in the city, our extended campus. Our comprehensive approach to your first-year experience begins with START and New Student Orientation, which includes the Summer Reading, integrates both your curricular and co-curricular experiences, includes faculty-oriented academic advising, and is centered on your residential community. The FYE Program at Philadelphia University is designed to provide support and encouragement for new students. FYE acknowledges that the first year in college is a major life step during which students face challenges in adjusting to a new place, managing time and workload, starting new relationships, clarifying values, establishing autonomy and addressing a host of other developmental issues. Philadelphia University has committed an extensive amount of time and resources to provide a sound foundation for success for each student.

Community Service Learning: Philadelphia University believes that community service initiatives are a central part of the undergraduate experience. Accordingly, the Office of Community Service Learning works to increase student access to service opportunities, serves as an informational resource about community agencies, supports students' civic engagement, and promotes service as a tool for learning. Our goal is to develop students into community-conscious leaders who have an active and engaged relationship with the city of Philadelphia, surrounding neighborhoods and the broader context of society.

Spiritual Development: The Office of Spiritual Development offers opportunities for students as they seek to deepen and enhance their spiritual and religious lives. These include: counseling that addresses questions of spirituality and religious faith and its application to issues and challenges at school and home; small groups for students wanting to explore their spiritual lives; workshops on spiritual development, meditation and prayer; interfaith services and discussions; and holy day observances and special event celebrations. The Office provides a listing of places of worship offered by local faith communities. Information about different religious traditions and holy days is also available.

University Academic Resources and Services

PAUL J. GUTMAN LIBRARY

www.PhilaU.edu/library

The 54,000-square-foot, 400-seat Paul J. Gutman Library blends a traditional book and journal collection with an extensive electronic environment. Through its website, the library delivers a wide range of information resources to members of the University community on and off campus. Electronic resources include: Avery Index to Architectural Periodicals, Art Index, EBSCO, S&P's NetAdvantage, Hoover's, LexisNexis, ProQuest, AccessMedicine, JSTOR, Stylesight and many more. These online databases and electronic book, newspaper and journal collections offer students convenient 24/7 research and study access to a continually expanding world of knowledge and information.

The availability of electronic resources, including 55,000 online journals, supplements a book collection of more than 150,000 volumes, with special emphasis in the areas of art and architecture, design, textiles, science and business. The Gutman Library Special Collections Department maintains one of the largest collections in the United States devoted to the history of the textile industry. A contemporary reading collection of best-sellers and popular materials is also available. Other print publications include 450 current journal, trade and newspaper subscriptions. Materials not available in the Gutman Library collection can be obtained through an interlibrary loan network that links more than 14,000 libraries around the world, or through EZBorrow, a self-service loan system for books from more than 50 of Pennsylvania's largest academic libraries.

The award-winning Paul J. Gutman Library building provides individual study carrels, seven group study rooms, more than 80 PCs and Macs for individual or collaborative work, and student lounge areas. Wireless access in Gutman allows students to use personal or library-provided laptops or tablets at any location in the building. To help students become effective and efficient researchers, librarians work with faculty to educate students about the resources available and the most effective ways to access and use them. Classroom presentations and one-on-one, hands-on instruction are aimed at creating an information-literate student body.

PHILADELPHIA UNIVERSITY'S SPECIAL COLLECTIONS

<http://www.philau.edu/library/Collections/speccoll.html>

The Gutman Library Special Collections Department maintains one of the largest collections in the United States devoted to the history of the textile industry.

THE ARLEN SPECTER CENTER FOR PUBLIC SERVICE

www.philau.edu/spectercenter

Part of the University's Special Collections, The Arlen Specter Center for Public Service fosters a greater understanding of political science, government and history through research, educational programming and exhibitions inspired by Senator Arlen Specter's career, and reflected in the permanent collection of the Senator's historic papers.

Managed by the Paul J. Gutman library, the center will preserve, organize and provide access to the rich and deep collection of resources from the Senator's archive. The center will also sponsor programming around relevant public policy and educational topics to benefit the local university community and the public. The future home of the Arlen Specter Center for Public Service is the historic Roxboro House. Under a collaboration agreement, the University of Pittsburgh's library system is organizing and processing the Arlen Specter collection, while Philadelphia University retains ownership of the archive. The two universities will collaborate on providing research access to the collection, and digitizing portions of it.

THE TEXTILE AND COSTUME COLLECTION

www.philau.edu/textileandcostumecollection

Part of the University's Special Collections, the Textile and Costume Collection is a remarkably diverse and wide-ranging museum-quality collection used for teaching, inspiration, research, and scholarship.

Aside from a group of about 145 Coptic textiles dating as early as the 1st century A.D. and a smaller group of Pre-Columbian textiles from the 12th to 14th centuries, the Collection dates primarily from the seventeenth century to the present, with a few European chasubles, some lace, and smaller European and Persian textile fragments comprising the bulk of the earliest items. The majority of the garment and accessory collection, as well as the Western and non-Western flat textile collection, dates from the mid-18th century onward. The largest elements of the collection are 19th- and 20th-century in date, including most of the lace collection, the industrial swatches, swatchbooks, traditional and non-Western garments, interiors furnishing samples, and tools and technology-related artifacts.

A particular strength of the collection is textiles and garments manufactured or owned in the Philadelphia region. These artifacts range from the John Hewson quilt block and a Germantown stocking knitting frame of the 18th century to early 20th-century upholstery samples from the Orinoka mills, 19th- and 20th century carpet samples from Joseph Lomax and Hugh Nelson, 1920s carpet point papers by Philadelphia designer J. G. Speck, and 19th-century furnishing trims and braids from F. W. Maurer & Sons of Germantown.

The collection is housed in the Goldie Paley House, a 1955 "modern-rancher-style" residence, designed by Earle Bolton, Jr. for Blanche Paley Levy's in-laws, Ike and Rita Levy. Bolton himself described the style as a "Hollywood ranch." Called The Design Center at Philadelphia University, the building is owned and operated by the University.

INFORMATION LITERACY

Mission

To help students become "wise information consumers" and lifelong learners by developing in them the abilities to effectively find, evaluate and apply information.

Information Literacy Goals

Philadelphia University's Information Literacy program includes six overarching goals for all students.

1. When confronting information-based problems, students will identify and clearly articulate their information needs in order to fill the information gap.
2. Students will generate a continuously expanding knowledge base of information sources and resources that are relevant to their information needs, including a variety of formats and delivery mechanisms.

3. When solving information-based problems, students will deliberately and critically evaluate and apply the most appropriate information, information sources, resources and information technologies to solve the problem.
4. When solving information-based problems, students will demonstrate ethical application of information and will use information sources, resources and information technologies in an ethical manner.
5. Students will use appropriate information sources, resources, and information technologies to effectively engage with global cultures.
6. Students will exhibit the perseverance and self-direction characteristics of lifelong learners, as supported by information literacy.

Information Literacy Learning GOALS are appropriate for discussion at the University Level.
Information Literacy Learning OUTCOMES are devised and stated at the Programmatic Level, contextually expressing of the spirit of these Goals.

Information Literacy Description

Information literacy is embedded in the curricula and programs of each college. Students are exposed to information literacy concepts in the context of both their major and College Studies courses. Students learn how to use the information resources and technologies relevant to their lives as scholars on campus and as professionals in their fields. Throughout their undergraduate careers, students gain practical experience in the critical application of data and information to various information needs and problems.

The 21st-century workplace recognizes the value of information-literate employees. Today's technology- and knowledge-driven economy demands highly skilled workers who are adaptable, resourceful, intrinsically motivated and able to learn. Through the University's efforts to create information-literate graduates, students engage in the same process of information problem-solving that will continue for the rest of their lives.

Information Literacy at Philadelphia University is a collaborative, campus-wide effort involving classroom faculty, librarians, the University Writing Program, technology and computing support, and University administrators. Faculty, administrators and librarians work together to incorporate Information Literacy into programs, courses and assignments, and to assess stated Information Literacy Learning Outcomes. Librarians also support students, faculty and staff as they seek to become information-literate, lifelong learners.

HONORS PROGRAM

Mission

The Honors Experience offers a platform for students to discover and pursue their academic interests within a dynamic intellectual and socially vibrant community.

Program Description

The Philadelphia University Honors Experience provides students a unique opportunity to tailor a dynamic and challenging experience guided by their interests and goals. Anchored by the Honors Core of academic offerings, the customized curriculum offers specialized activities and courses that address four Cornerstones: Community Engagement, Global Awareness, Professional Development, and Program Expertise. These cornerstones combine to offer students a distinctive and comprehensive Honors Experience. This enriching program platform provides opportunities for students to tailor their

experience and distinguish themselves as graduates with a global perspective, an ability to lead, a sense of their responsibility, and advanced knowledge in their fields of practice.

Honors facilitates collaborative opportunities that promote the development of the following **Core Values/ Program Goals**:

- Curiosity to pursue your own **questions**,
- Empathy to **adapt** with respect to diverse perspectives,
- Confidence to **act** and apply knowledge in real-world conditions,
- Courage to **contribute** ideas that make a difference.

Program Learning Outcomes

- **QUESTION:** Students will be able to pursue research questions using appropriate resources and articulate conclusions persuasively across disciplines.
- **CONTRIBUTE:** Students will be able to create dialog among peers that elevates and advances the articulation of ideas.
- **ADAPT:** Students will be able to recognize and assess the interdependence of complex issues to negotiate unfamiliar contexts.
- **ACT:** Students will be able to apply knowledge and skills gained to collaborate and work effectively in diverse professional settings.

The Honors Experience is student-centered and promotes taking risks, experimentation and innovation in teaching and learning. It brings together students from all majors to **build peer groups that:**

- work across the professional landscape,
- share a priority around academic achievement,
- deepen intellectual engagement with faculty,
- contribute to the social and academic life of the campus, and
- advance collaborative, academic and professional pursuits.

In order to be admitted to the Honors Experience, students must have an admit GPA of 3.50 and 1100 SAT score (math/verbal)

Requirements for completion of Honors program:

- 4 Honors Courses in the Hallmarks Core
- 2 Honors Courses/ Projects in the Major
- 1 Co-curricular/ Curricular experience in each of the 4 Cornerstones (Contribute, Act, Adapt, Question)
- Cumulative GPA of 3.40 by graduation

Honors welcomes highly motivated students who demonstrated academic excellence in high school or in the early semesters at Philadelphia University. Participants enjoy advanced levels of inquiry and seminar-style instruction in Honors sections of Hallmarks core courses and special projects in the major. In many cases, Honors classes offer opportunities to take advantage of co-curricular experiences in the form of field trips, guest lectures, etc., that help interpret the course material. Honors students can opt to live in the Honors Residence Hall-- a built in peer group grounded in a shared value of academic excellence; and also enjoy extended borrowing privileges at the University library.

Honors Scholars receive the Honors Certificate with University Seal, the Honors Medallion and Stole to be worn at commencement, along with earned Latin Honors cords. All work completed at the honors level as well as the Honors Scholar and Latin Honors designation appear on the transcript.

The Honors program director serves as an academic administrator and on the faculty in the College of Science, Health and Liberal Arts. The director has earned degrees in American Studies, Mass Communication and Broadcast Journalism. The program holds institutional membership in the National Collegiate Honors Council and Northeast Regional Honors Council.

THE LEARNING AND ADVISING CENTER

The Learning and Advising Center is the primary resource for students at all levels who wish to get the most from their academic experience at Philadelphia University. We are a “one-stop shop” offering free tutoring in all Philadelphia University courses, and Supplemental Instruction (SI) in specific first-year courses. We have a staff of professional tutors for writing, math and study skills, and trained peer tutors for content areas.

We provide academic advising for first-year and transfer students. Advisors are full-time faculty representing all the schools and majors at the University. Go to www.philau.edu/learning for more information and schedules for tutoring and first-year advising.

Mission

The first-year advising program at Philadelphia University instructs students in how best to use and appreciate the resources of the University in order to meet their educational and professional goals. Advisors provide opportunities and assist students to make decisions that are consistent with their abilities and interests. Deliberate and intentional academic advising guides students in setting goals, making choices, collaborating with others and valuing the contribution of higher education to real-world problem solving.

Learning Outcomes

Students will:

- Value the role of the academic advising process in their University learning experience.
- Make sound decisions concerning degree and career goals based upon their abilities and interests, and University policies and procedures.
- Develop an educational plan for successfully achieving their goals.
- Appreciate collaboration with others across programs and disciplines, including the college studies curriculum.
- Use campus resources and services to assist them in achieving their academic, personal and career goals.

Academic Advising

Academic advisors assist students in meeting their educational goals and utilizing campus resources. The Learning and Advising Center provides advising for first-year students in the day division including students in University College: Discover It Yourself (DIY), a program for students who have not declared their major. Upper-level, day division students who have declared their majors are assigned advisors in their schools. An important tool for advisors is the Academic Alert Program through which faculty provides advisors with information regarding students’ academic performance.

The School of Continuing and Professional Studies advises Continuing Studies students. The office maintains regular evening hours. In addition, students may seek advising via telephone or email.

Majors Advising

Students who have not yet declared a major or students who are thinking about changing their major are encouraged to meet with their advisor or the Associate Director of the Learning and Advising Center for specialized advising. Students also are encouraged to make one-on-one appointments with the staff of the Career Services Center in order to participate in career inventories and assessments so that they may choose a major that links their interests with their skills and abilities. Students will be advised to discuss possible majors and to talk with appropriate professionals on campus about the fields they are considering.

Undeclared students are encouraged to work intensively with their academic advisors to select courses that will help them to prepare to enter a specific major. Undeclared students are encouraged to declare a major after they have completed 30 credits. Students are required to declare a major after they have completed 60 credits.

TUTORING SERVICES

Mission

The tutoring program at Philadelphia University provides opportunities and assistance for all students to develop the writing, quantitative, content-based learning and critical thinking strategies required for both academic and professional success. Our tutoring staff, which is comprised of trained peer and professional Nexus Learning practitioners, forms supportive relationships with students, assisting them to practice the active, collaborative and real-world learning strategies they will use when navigating the evolving global marketplace.

Learning Outcomes

Students will:

- Use resources and opportunities provided by the tutoring program to improve their abilities to learn and achieve academic and professional success.
- Exhibit comprehension about how they learn.
- Articulate the methods used to achieve their learning goals.
- Demonstrate study strategies that lead to academic success.
- Appreciate the value of the university resources that provide academic assistance.

Free professional and peer tutoring are available to all Philadelphia University students who wish to improve performance or maintain high grades in a variety of subject areas. Students work one-on-one or in small groups with professional or peer tutors. Workshops are offered in areas such as time management, note-taking, test-taking strategies, and other study strategies. Review sessions and disciplinary-specific workshops target skills needed for particular courses. All of these services are available at no cost to Philadelphia University students. Go to www.philau.edu/learning to find an updated tutoring schedule for each semester.

Included in the Learning and Advising Center are the following tutoring services:

- **Professional and peer tutoring** are available for all levels of math courses.

- **Writing assistance** is available at all stages of the writing process, from help with organizing ideas and getting started on papers to revising final drafts. Specialized help is also available for writing research papers and for problems with documenting sources, grammar and punctuation.
- **Study Skills/Test Taking Strategies:** Specialized help is available for students who want to read, study and take tests more effectively.
- **English as a Second Language:** Students speaking English as a second language can receive both specialized professional help and assistance in coursework and general language skills.
- **Peer Tutoring:** Peer tutoring related to specific academic courses is offered by fellow students experienced in the subject. Students are recommended by faculty and trained in learning techniques.

OFFICE OF GLOBAL EDUCATION AND INITIATIVES

Through the Office of Global Education and Initiatives, the University offers a variety of study away opportunities, which provide students the opportunity to participate in domestic or international experiences that support their personal, academic and professional development. While away, students take courses toward their degree and develop a professional awareness of their discipline in a global context. Students may study away for one semester, a full academic year, on a summer program, or on a faculty-led “short course” during the winter, spring or summer term.

Learning Outcomes

Study Away enriches the PhilaU educational experience by organizing programs that allow students to:

- Demonstrate knowledge of the political, economic, and/or cultural developments of a particular geographic region.
- Apply resourcefulness and flexibility while attempting to adapt to new cultural environments.
- Engage with and be open to people, ideas, and activities from other cultures as a means of personal development.

Study Abroad

The Study Abroad Office provides individualized attention to each student, reviews his/her academic needs and career goals, and advises on program options. To ensure students stay on track for graduation, students must have all study abroad courses reviewed and approved by their Academic Advisor/Program Director and the Study Abroad Office during the application period. Only pre-approved courses and credits taken abroad will be accepted by Philadelphia University and reported on a student’s Philadelphia University transcript.

Students have program options all over the world: Italy, England, Scotland, France, Spain, Denmark, Costa Rica, Australia, New Zealand, China, Japan, etc. In Italy, students can participate in one of Philadelphia University’s own study abroad programs: Philadelphia University’s Center for Architecture, Interior Design, Graphic Design and Fashion Studies in Rome. For more information on study abroad programs, the application process, deadlines and requirements, please contact the Study Abroad Office or visit their website: www.philau.edu/studyabroad.

Basic Requirements for Study Abroad:

- Foreign program must be approved by the Study Abroad Office

- Completion of the online study abroad application and all supporting materials (Letters of recommendation from two faculty members, essay questions and course approval from Academic Advisor/Program Director)
- Individual appointment with the Study Abroad program manager, or attend one of our approved program advising sessions.
- Certification from the Office of Student Life that the student is not on disciplinary probation
- Completion of 60 credits prior to departing for a summer/semester/year-long program. (The completion of 60 credits may apply for participation in short courses; see guidelines by course.)
- A minimum cumulative GPA of 2.5 (Please note: many foreign institutions may require a higher GPA of 2.75 or 3.0) and certification that the student is not on academic probation.

Additional documents and/or a portfolio of work may be required and will be noted on the Study Abroad application.

National Student Exchange

The University is a member of the National Student Exchange. The National Student Exchange is a unique, not-for-profit consortium of nearly 200 accredited, baccalaureate-granting colleges and universities in the United States, Canada, Guam, Puerto Rico and the U.S. Virgin Islands. Through NSE, these member institutions provide exchange opportunities for the multitude of undergraduate students for whom an overseas experience is not appropriate, comfortable or affordable.

Basic Requirements for National Student Exchange:

- Must be a full time student at the home campus.
- Must be in good academic standing with no incomplete grades from previous terms.
- Certification from the Office of Student Life that the student is not on disciplinary probation.
- No outstanding financial obligations to the home campus.
- May not be on probation, parole, or have pending legal judgments.
- Completion of 60 credits prior to departing for a summer/semester/year-long program.
- Must have a minimum cumulative grade point average of 2.5 (4.0 scale)

Additional documents and/or a portfolio of work may be required and will be noted by the host institution.

TECHNOLOGY RESOURCES INFORMATION TECHNOLOGY

215.951.4648

For technology support visit the Technology Help Desk, second floor, Search Hall or call 215.951.40IT (x4648) or email HelpDesk@PhilaU.edu.

Technology is at the heart of much of what happens at Philadelphia University. In fact, a sophisticated technological infrastructure supports the entire University community. The network provides high-speed wired (1 gigabit) and wireless (a,b,g,n) service throughout campus, from residence halls and

administrative offices to classrooms and labs. The University network and email systems support nearly all wired and wireless devices.

The campus has nearly 1,200 University-owned desktop computers connected to the network. Through the Microsoft Office 365 service, each student receives an email account that includes 50 GB of mail space. A number of academic programs such as graphic design, digital design, industrial design and architecture are assigned enhanced network storage space. All students are provided with University network drive space and can obtain additional storage space through the Office 365 agreement. Students are also provided with space for hosting their own University-related website.

Philadelphia University is a technology-rich environment. Both the departmental and general-purpose computing labs provide an extensive array of software applications including AutoCAD, 3ds Max, CINEMA 4D, Rhino, and SketchUp. Industrial and interactive design students are required to use applications such as Final Cut Suite, Maya, SolidWorks, and Adobe titles such as Photoshop, Illustrator, InDesign, Acrobat and After Effects. Desktop computing equipment in these specialized programs is on an aggressive migration cycle that provides hardware upgrades and new equipment every 24 months.

Philadelphia University requires that all students have a laptop for use on campus and especially in all classrooms, studios and labs. Please refer to the OIR website for the most updated requirements for laptops and software.

WEBADVISOR

WebAdvisor is a web-based information-management tool that allows Philadelphia University students, staff and faculty to access numerous online resources. Using WebAdvisor, prospective students can view their application status and find financial aid information. Enrolled students can review course schedules, check account status, check grades and register for classes. Faculty can monitor rosters, post grades and review advisee information. Staff are able to manage departmental budgets.

The University supports the Blackboard learning-management system. This tool provides faculty and students with online and supplemental course materials through the web. The integration of technology into curriculum is one of the university's strategic goals.

The Office of Information Resources (OIR) provides a broad range of support for faculty and students including a comprehensive Technology Help Desk operating nearly 100 hours per week, a team of analysts devoted to desktop and computing lab support, and resources delivered from more than 60 enterprise servers operating around the clock.

WRITING ACROSS THE CURRICULUM

Mission

The Writing Program teaches students the critical thinking, reading, rhetorical and information literacy skills they will need to be leaders in their professions and in their communities.

Learning Outcomes

As a result of the Writing Across the Curriculum Program, students will be able to:

- Articulate and evaluate the purpose, audience and context of written work.
- Recognize and assess their own multi-step writing process.

- Use writing to foster inquiry.
- Demonstrate fluency in disciplinary conventions.

Program Description

Philadelphia University recognizes the vital role of written communication in college, the workplace and in the community. All undergraduate students take courses in the Writing Program, which includes a wide range of academic and professional writing and is integrated throughout the institution's professional majors and the general education core. The Writing Program is made up of two components: Writing Across the Curriculum and Writing in the Hallmarks Core. Courses in both areas are based on the idea that writing is a process of inquiry that leads students to understand and interpret the world around them. These courses also teach students that writing is a complex process that hinges on the intersections between purpose, audience, and context.

Before graduating, all Philadelphia University undergraduate students must complete two writing-specific courses and four courses designated in the University Catalog as writing-intensive (WI). Because writing is an integral part of learning, students also complete numerous and diverse writing assignments in courses, studios and labs that are not designated as writing intensive. Professional writing tutors in the Learning and Advising Center support students in all subjects and at all levels of the curriculum.

Undergraduate Academic Programs

OVERVIEW

Programs at Philadelphia University offer a unique education that dynamically integrates liberal and professional education within an active and engaged learning environment. The curricula seek:

- a) To advance students' knowledge and abilities.
- b) To broaden students' ways of thinking.
- c) To enhance students' awareness of the ideas, practices and values of their own and other cultures.
- d) To prepare students to synthesize general and specialized knowledge and apply it to a full personal and professional life.

The academic programs offered at Philadelphia University are administered by the College of Architecture and the Built Environment; the Kanbar College of Design, Engineering and Commerce; the College of Science, Health and the Liberal Arts; the School of Continuing and Professional Studies; the Office of Student Development Programs; and the Department of Physical Education.

ASSESSING STUDENT LEARNING

Philadelphia University is committed to providing excellent and innovative educational opportunities for all students. In order to maintain this quality and assure that students are learning all that they should, the University takes its responsibility for assessment seriously. The assessment of student learning occurs at all levels of the curriculum and is a central aspect of measuring institutional effectiveness. Learning outcomes are stated in the syllabus for each course and program, and student learning is assessed on a continuous basis at the course and program levels to ensure the continuous improvement of the curricula, programs and teaching, in order to increase student attainment. Students may be required to provide faculty with representative examples or copies of their work at various points in their curriculum in order for faculty to evaluate achievement of programmatic learning outcomes.

All curricula at Philadelphia University combine theory and application and offer integrative and active learning experiences for students. Assessment helps faculty in understanding how well students are achieving these outcomes, and reflects the commitment to the importance of learning through active engagement. Assessment also helps to ensure that the University's programs meet the institutional learning outcomes and fulfill the University's mission to provide students with a distinct balance of liberal and professional education.

Institutional Learning Outcomes

All Philadelphia University graduates will:

1. Possess a breadth and depth of professional skills informed by the liberal arts and sciences.
2. Apply multidisciplinary and collaborative approaches as a means of succeeding in dynamic, complex career environments.

3. Integrate theory and practice to inform research and guide creative decisions in their professional fields.
4. Interpret and value diversity in both local and global communities.
5. Be prepared to be ethically responsible citizens in the personal, professional and civic spheres.
6. Be prepared to bring innovation to their fields and anticipate future directions in their professions by adapting to social, environmental and economic change.

Graduate students meet these outcomes, but demonstrate learning at a higher level.

BACHELOR'S DEGREE COMPONENTS

General Education

Beginning in Fall 2014, Philadelphia University is launching the Hallmarks Core, the next generation of our innovative general education core curriculum. Incoming first-year students in 2014 will begin their general education in the new Hallmarks Core curriculum, while our students who matriculated earlier or enter the University as transfer students will complete the College Studies program. In both cases, our students benefit from a rigorous and coherent approach to general education that is based on essential learning outcomes and structured to build relevant skills and knowledge over four years.

Study in the liberal arts and sciences encourages students to be integrative thinkers who can see connections across disciplinary boundaries and within a wide range of knowledge. Through exposure to complex, real-world issues and studies in history, humanities and the social sciences, mathematics and the natural and physical sciences, students become graduates who are well-read, well-spoken, worldly, flexible and adaptable—individuals who never stop learning and making connections in everything they do.

The College of Science, Health and the Liberal Arts oversees the Hallmarks Core and College Studies and develops these programs to promote the best of a strong liberal arts and sciences tradition integrated with a professionally oriented curriculum. Our general education core curriculum forms the backbone of every undergraduate student's major, bringing classmates together to share a common educational experience and to learn from one another's diverse perspectives.

Professional Studies

Strongly integrated with general education, the course of study in each professional major broadly prepares students to engage with the professional world and inquire about its political, economic and social contexts through the perspective of their practices. Professional studies provide the knowledge and skills to be successful in a profession and to become lifelong learners who are able to adapt to the changing conditions and demands of their careers.

Minor

A minor is a set of courses that provides enhanced study in a particular subject area. A student may choose a minor with the assistance of an academic advisor upon completion of 60 semester hours. Options for minors are determined by the academic program and consist of a minimum of twelve credits in the subject area. A student may not use the same course for credit in both the major and the minor areas, and restrictions apply for the use of the same course for credit as a free elective and in a minor. For more information and guidelines, see the "Minors and Concentrations" section of the catalog.

Concentration

A concentration allows for an in-depth exploration of a focused area within the scope of the student's major discipline. Concentrations are available for study by majors within the appropriate area only. Options for concentrations are specified by the academic program. Similarly, the number of credits required to complete the concentration as well as the sequence and selection of required and elective courses are determined by the program. For more information, see the "Minors and Concentrations" section of the catalog.

Specialization

A specialization allows for a thematic grouping of courses within the scope of the student's major discipline. Specializations are available for study by majors within the appropriate area only. Options for specializations are specified by the academic program. The number of credits, sequence and selection of courses required to complete the concentration are determined by the program.

Designated Electives

Designated electives allow students to select a course from a pre-approved set of courses. Designated electives enable both freedom of choice with some degree of programmatic guidance.

Free Electives

Free electives allow students to tailor their degree program to meet their personal interests and educational goals. Students who participate in an internship may use these credits to partially satisfy the free elective requirement.

SERVICE LEARNING AND PHYSICAL EDUCATION*Service Learning*

Community service initiatives are a central part of the undergraduate experience at Philadelphia University. SERVE-101, a one-credit course, provides an opportunity for students to contribute to and learn from Philadelphia, its neighborhoods and people. These experiences allow students to explore their interests and expand their knowledge through hands-on projects with a community outside of the University.

Learning Outcomes for Service Learning

Students who have completed SERVE-101 will:

- Develop a sense of responsibility and commitment toward public service and citizenship through critical reflection and action.
- Improve their understanding of societal problems that affect members of the Philadelphia-area community and beyond.
- Relate community service experiences and issues to assigned journal questions and readings.
- Develop a commitment to full participation in the life of their communities.

- Consider civic obligations as a professional to improving quality of life of communities.

SERVE-101 is part of an initiative in the University called “Serving and Learning in Philadelphia,” a phased program in the curriculum that provides opportunities for students to apply their classroom education to real-world settings. The initiative encourages the development of students as active citizens and professionals by supporting the ways they contribute to their communities and develop personal and professional responsibility. Go to www.PhilaU.edu/community/forfaculty.html for more information.

Physical Education

Physical education course options offer a variety of activities, including traditional instruction, making it possible for students to fulfill this requirement in a constructive and enjoyable manner.

PE options are PE 00-Varsity Athlete and/or PE-02 Recreation & Wellness.

PE-00: Varsity Athlete

Students who have participated on one of the University's 16 intercollegiate sports teams for one season will satisfy the requirement for this course and receive .05 credit. Students must register for this course in the semester they expect to receive the course credit. Students must register for two separate semesters of PE-00 and complete an intercollegiate season in each semester to receive full physical education credit.

**Note: There will be no retroactive credit or arrangement for students other than those in his/her graduating (last) semester. For any concerns contact the Associate Director of Athletics.*

PE-02: Recreation and Wellness

Students participate in recreation and wellness activities offered through the Department of Athletics. Opportunities include participation in intramural sports, recreational courses in team and individual sports, and wellness courses such as yoga, stress management, and tailored exercise programs. All activities must be validated by a representative from the Department of Athletics to earn credit. Students must register for the course at the beginning of the semester to receive course credit.

- All Students who register for two separate semesters of PE-02 and would receive .5 credits per 15 hours of pre-approved classes/events/participation for each semester.
- If a student is currently enrolled in the graduating semester of his/her senior year and needs a PE credit to make their total required credits for graduation, s/he must directly speak and have approval from the Director of Fitness and Wellness to move forward with any exceptions.
- If a student is in the graduating semester of his/her senior year and wants to take a .5 PE credit to make their total required credits for graduation, s/he will be expected to enroll for the class in his/her final semester.

UNDERGRADUATE ACADEMIC INTERNSHIPS

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships provide students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths. Academic internships at Philadelphia University aid students

in professional preparation through a work experience directly related to their major and career goals. All academic internships must meet the NACE criteria for an experience to be considered an internship. Go to www.philau.edu/careerservices/students/internships for details.

Academic internships are offered during the fall, spring and 12-week summer term, and they are taken for credit as an elective with a course syllabus focused on professional skill-building and written assignments. The undergraduate internship course, INTRN-493, exists in 0.5, 3 or 6 credit options. Students may only enroll in an internship course during the semester of the internship experience; credit is not issued retroactively or for future experiences.

While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and students' overall career and professional development. The Career Services Center and designated Faculty Internship Advisor (FIA) from the student's major provide support and guidance during the semester of participation. Career Services staff is also available to assist students with internship search strategy prior to the internship.

At the conclusion of the internship semester, all students are evaluated by their employer and FIA, receiving a grade derived from successful performance as determined by the employer, the quality of academic assignments submitted to faculty, and completion of minimum required hours. All internships, regardless of credit registration, require a minimum of 12 weeks in length. Additionally, the 0.5 and 3 credit internship courses require a minimum of 12 hours per week on site, and the 6 credit internship course requires a minimum of 35 hours per week on site. All required hours and coursework must be completed within the semester dates for which the student is enrolled in the internship course.

Internship course registration may only occur once an offer has been received and accepted from the employer. Several steps are required in order to register, and the Registrar's Office ultimately enrolls each student in the internship course once all required paperwork is completed and submitted. The deadline to register for academic internships is the last day to add class for the semester of intended participation as established each semester by the Registrar's Office. (Refer to the academic calendar for specific dates.) Students are strongly encouraged to apply early and to contact Career Services for assistance, which provides the best success in finding an appropriate experience in time to meet registration deadlines. To learn more about the registration process, visit www.philau.edu/careerservices/students/internships.

Undergraduate Minimum Requirements for Participation:

- Full-time status during the regular academic year (fall/spring semesters)
- Completion of 60 credits by the start of the internship experience (90 credits for Architecture majors)
- 2.5 cumulative GPA in the semester preceding the internship
- If a transfer student, at least 15 credits earned at PhilaU

International Students:

- Meet criteria above as relevant to program enrollment
- Must be eligible for Curricular Practical Training (CPT)

Visit www.philau.edu/careerservices/students/internships for details

Note: Students not meeting minimum requirements may be considered by submitting a formal appeal. Contact [Career Services](#) for additional information.

To learn more about academic internships at Philadelphia University, visit www.philau.edu/careerservices/students/internships or contact Career Services at intern@philau.edu or 215-951-2930.

College of Architecture and the Built Environment

Executive Dean: B. Klinkhammer

Associate Dean: D. Breiner

Manager of Academic Operations: L. Irwin

Faculty: S. Ageloff, L. Baumbach, D. Breiner, J. Carnell, D. Chung, J. Doerfler, K. Douglas, D. Dunham, R. Fleming, S. Frosten, R. Fryer, C. Griffen, C. Harnish, C. Hermann, D. Kratzer, K. Ku, M. Livingston, G. Lucado, A. Messinger, C. Phillips, L. Phillips, A. Plata, J. Query, S. Singletary, J. Tucci

The College of Architecture and the Built Environment recognizes that design professionals require an in-depth understanding of aesthetic, technical and economic-issues within a complex social, cultural and environmental framework. Building on the University's goal to provide professional skills combined with a broad general education, our mission is to prepare students to be creative, independent thinkers and innovative problem-solvers. We emphasize critical excellence, balanced with the fundamental knowledge and skill required for meaningful contributions to professional design practice. In congruence with the mission of the University, we encourage students to establish a "foundation for success, lifelong learning and active citizenship," as stewards of a sustainable society.

The College draws from the academic context, location and professional orientation of the University in pursuing its mission. Eight different career options are offered in an intimate collegiate setting and cooperative faculty/student-learning environment. The College encourages interdisciplinary and collaborative work in all the professionally related degree programs.

The College of Architecture and the Built Environment requires the purchase of a laptop computer and a specific software bundle of graphic/modeling/simulation, and/or productivity tools for the first year of each program: Bachelor of Architecture, Bachelor of Science in Construction Management, Bachelor of Science in Architectural Studies, Bachelor of Science in Interior Design, Bachelor of Landscape Architecture, Master of Science in Sustainable Design, Master of Science in Architecture, Master of Science in Construction Management, Master of Science in Interior Architecture, and Master of Science in Geodesign. The University bookstore makes every effort to offer the lowest possible prices of the required software for coursework.

Visit: <http://www.philau.edu/oir/StudentPersonalTechnologySupport/ComputerPurchasing.html> for hardware and software requirements. All C-ABE students are required to bring to school a laptop computer capable of running Windows software. Students using a Mac must have Windows running on their laptop before the first class in order to use course specific software immediately.

Throughout the course of studies, laptop and software requirements may change due to software and hardware updates, and it is the student's responsibility to keep hardware and software requirements up to date.

COLLEGE UNDERGRADUATE DEGREE PROGRAMS

Five-Year Bachelor of Architecture (B.Arch.)

The five-year Bachelor of Architecture (B.Arch.) program, accredited by the National Architectural Accrediting Board (NAAB), is committed to an interdisciplinary approach at all levels of the curriculum. In the first semester, it shares an integrated curriculum with landscape architecture, architectural studies and interior design, providing students with opportunities for collaboration and time to experience aspects of allied design disciplines. The studio, which is considered the core of the architecture program, is the center of activity where course material and learning are synthesized. Opportunities are provided for professional internships, study abroad, elective enrichment, specialization and independent pursuits.

Four-Year Bachelor of Science in Architectural Studies (B.S.)

The four-year Bachelor of Science in Architectural Studies (B.S.) program allows students to focus on a field that is allied to the profession of architecture. After common first-year studios that lay the

foundation for visual thinking, students select a concentration in architectural design technology or historic preservation, as they begin the second or third year depending upon their area of interest. Each concentration features collaborative studios, field work, study abroad opportunities, professional internships and elective offerings. The historic preservation curriculum has been designed to meet the standards of the National Council for Preservation Education (NCPE).

Four-Year Bachelor of Science in Construction Management (B.S.)

The four-year Bachelor of Science in Construction Management (B.S.) program provides an industry-centered learning experience led by faculty who remain active in the fields they teach. Courses in construction, architecture, engineering, business and liberal arts prepare students to be ethical, innovative problem-solvers who understand the full construction business model. In addition to time spent in class, students are encouraged to pursue study abroad and a variety of internship opportunities made possible by our close association with industry professionals.

Four-Year Bachelor of Science in Interior Design (B.S.)

The four-year Bachelor of Science in Interior Design (B.S.) program prepares graduates to be articulate, creative and socially aware design professionals, and is accredited by the Council for Interior Design Accreditation (CIDA). The studio, considered the core of the interior design program, is the center of activity where course material and learning are synthesized. Opportunities are provided for interdisciplinary collaboration, study abroad, professional internships, elective enrichment, independent pursuits, community service, and student membership in professional organizations.

Four-Year Bachelor of Landscape Architecture (BLA)

The four-year Bachelor of Landscape Architecture (BLA) program meets the needs of landscape architecture students who are pursuing a first professional undergraduate degree. The program promotes sustainable urban planning and design. The landscape architecture program provides a comprehensive professional education that develops the knowledge, skills, vision and leadership necessary for students to understand contemporary global issues and the varied needs of society. The program is fully accredited by the Landscape Architecture Accreditation Board (LAAB).

JOINT DEGREE OFFERING

B.S. in Interior Design/M.S. in Sustainable Design Degree Option

B.S. in Interior Design/M.S. in Sustainable Design degree option (4+1) is designed for those interior design students who want to pursue advanced work in sustainability and sustainable design. B.S. in Interior Design students will apply for admission into the MSSD program prior to their senior year. Students must meet the standards for admission to the MSSD program as well as the established university standards in order to register for graduate credits. The interior design students can take up to 9 graduate credits during their senior year, which will be simultaneously counted as electives in the interior design program and also as required courses in the M.S. in Sustainable Design program. The result is that students complete a minimum of 120 unique credits in interior design program, and an additional 9 credits are applied to the MSSD program, reducing the total credits remaining for the degree from 34 to 25 credits.

MINORS

The following minors are offered through the college. For more information about the minors, see the "Minors and Concentrations" section of the Academic Catalog:

- Architectural History/Theory
- Historic Preservation

- Landscape Design
- Landscape Planning
- Multimedia and Visualization Minor
- Photography

COLLEGE GRADUATE DEGREES

- Master of Science in Architecture
- Master of Science in Construction Management
- Master of Science in Interior Architecture
- Master of Science in Sustainable Design
- Master of Science in Sustainable Design
 - Options
 - 2-Year Full-Time Program
 - 2-Year Part-Time Online Program
 - Hybrid / Flex Program in consultation with program director

JOINT GRADUATE DEGREE OFFERING

Master of Science in Construction Management and Sustainable Design

COLLEGE GRADUATE CERTIFICATES

- Graduate Certificate in Sustainable Construction Management
- Graduate Certificate in Sustainable Practices (6-month online program)

C-ABE undergraduate Programs

ARCHITECTURE (Five-Year Bachelor of Architecture (B.Arch.))

Program Director: James Doerfler

Mission

The architecture program at Philadelphia University prepares students to engage critically in the complex discourse of architectural practice and theory. In keeping with the University's legacy of craft, materials and technology, the curriculum balances the creative and technical aspects of making architecture. Through research, analysis and exploration, students discover that design is found at the dynamic intersection of our social and physical environments. Faculty members with diverse perspectives guide students in their investigations of contemporary issues that supersede trends. Encouraged by interdisciplinary study, they craft varied ideas for the environment, finding passion and delight in the consideration of architecture.

Program Learning Outcomes

At the completion of the Bachelor of Architecture program, students will demonstrate the ability to:

- Integrate knowledge of liberal arts and sciences with the design of the built environment.
- Appreciate the value of collaboration, including multidisciplinary collaboration, in solving design problems.
- Synthesize theory, function, technology and aesthetics in an integrated and creative way.

- Understand and respect the people, places and contexts that bear upon the built environment around the world.
- Examine the characteristics of professionalism in architectural practice.
- Practice design as integrated process that respects existing contexts and/or inevitable transformations in the field.

Program Description

The Bachelor of Architecture (B.Arch.) program provides a comprehensive professional education that will develop the knowledge, skill and vision necessary for the student to understand contemporary global issues and address the varied needs of society. Fundamental to the program's philosophy is a commitment to design excellence and innovation, including the nurturing of creative individuals. A diverse faculty, traditional campus setting and dynamic urban context combine to create an ideal environment for the development of the intellectual rigor and imagination necessary to achieve the program's goals.

The faculty of the architecture program includes individuals accomplished in research, design and professional practice. Adjunct faculty and visiting critics complement full-time faculty, bringing contemporary theory and practical experience from the region's leading architectural practices. In the professional architecture program, the design studio is the focus of activity where coursework and learning are synthesized and design fundamentals are stressed.

During the first year, foundation studies courses are conducted in an interdisciplinary environment, introducing principles, values and the common vocabulary necessary for effective professional teamwork. The second-year foundation studies courses continue teaching the building blocks for future design studios. Also, during the first two years, general education courses are emphasized, and digital, technical and history of architecture and interiors courses are introduced. During the last three years of the curriculum, more advanced theoretical, technical and professional courses support studio design projects of increasing complexity and scope. In the fourth year, students are encouraged to take an interdisciplinary studio or to study abroad. The architecture program's study abroad option in Rome, Italy, is part of a consortium of institutions at the University of Arkansas Rome Center. Fourth-year focused research papers lead to fifth-year studio instruction emphasizing independent research, programming and critical analysis, all of which establish the theoretical basis for design work. At this level, students' designs articulate a physically and theoretically comprehensive resolution of a thesis.

Course options at the advanced levels are designed to encourage students to develop their individual interests and professional directions. In addition to courses in other colleges and programs, opportunities for specialization and enrichment are also available in areas such as housing, experimental structures/materials, furniture design, historic preservation, design theory, photography and visualization techniques.

The architecture program is committed to providing state-of-the-art computer technology and software to facilitate the integration of digital technologies in the design process and project development.

Professional Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture and the Doctor of Architecture. A program may be granted a 6-year, 3-year or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an

accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Philadelphia University's architecture program offers the following NAAB-accredited degree program:

B. Arch. (165 undergraduate credits)

Next accreditation visit: 2018

To better understand the body of knowledge and skills that constitute a professional education in architecture, visit the college website, which provides links to The 2009 NAAB Conditions for Accreditation, The NAAB Procedures for Accreditation, and other useful resources, including additional websites.

ARCHITECTURAL STUDIES

Program Director: James Doerfler

Mission

Contemporary architecture encompasses a number of discrete, though intersecting, disciplines and requires individuals trained to fill a variety of roles beyond that of designer. To develop each student's specific interest, the architectural studies program offers an array of concentrations, ranging from areas that are intrinsic to making and constructing buildings and environments, such as **architectural design technology**, to fields that support the rehabilitation and documentation of architecture and sites, such as **historic preservation**. After completing a foundation sequence of studio and technical courses, architectural studies students select an area of concentration as they begin the second or third year depending upon their area of interest. Through required courses, elective offerings, internship opportunities as well as study abroad options, the architectural studies program encourages each student to develop proficiency in the concentration appropriate to the B.S. level. For those students seeking graduate studies, the concentration furnishes the groundwork for master's degrees in a number of fields, including architecture, construction management, sustainable design, historic preservation, urban planning, environmental art and real estate development.

Historical Preservation Concentration

Studies in historic preservation allow students to acquire skills in the documentation, assessment, interpretation and restoration of historic buildings and sites. Students apply these tools in formulating intervention plans respectful of a building's salient historical features and its role as transmitter of cultural and architectural meanings. Through hands-on fieldwork and interdisciplinary studios, coursework encompasses historic building technologies and structural systems, period styles and building types, material properties and processes of deterioration, research methodologies and diagnostic criteria as well as methods of technical and graphic documentation.

The program underscores the relationship between historic preservation and sustainable design practices. As adaptations to climate, site and available materials, historic buildings are often models of energy efficiency, conservation of natural resources and sustainable construction. The reuse, restoration and retrofitting of historic structures and the revitalization of existing neighborhoods constitute "recycling" on a grand scale and are crucial steps in combating climate change and promoting environmentally, economically and socially sustainable development. The curriculum highlights techniques and methods of historic preservation as applied to urban public spaces on multiple scales, from streets and neighborhoods to citywide systems and metropolitan districts. Students focus on vital preservation issues regarding spatial typologies and density to develop frameworks that order the urban

fabric into viable communities, and facilitate “place-making” through incorporation of historic structures as part of overall community development.

A recommended study abroad semester in Rome places preservation of both historic and modernist architecture within a global context, complementing classroom instruction and fieldwork at historic sites and in local and National Register historic districts in the Delaware Valley and archival research at various collections in the Philadelphia region. Also recommended are professional internships that further the student’s academic experience. The historic preservation concentration has been designed to meet the standards for undergraduate programs set by the National Council for Preservation Education (NCPE).

Due to the broad scope of the field, graduates can pursue careers in the public, non-profit or private sectors, including building conservation and restoration, historic architecture, city and regional planning, architectural history, preservation consulting, cultural site management, and heritage tourism and advocacy. This highly rigorous concentration equips graduates for entry-level job opportunities and provides the basis for master’s programs in historic preservation, material conservation, architecture, architectural history, urban design, urban planning and public policy and museum studies.

Learning Outcomes of Historical Preservation Concentration

Students will:

- Demonstrate knowledge of history and theory of historic and modern periods, styles and places, and apply knowledge to archival research of preservation.
- Demonstrate expertise and professional-level competency in technical and graphic methods used to document historic structures and places.
- Apply acquired knowledge base and skill sets to analyze and assess the condition of historic buildings, systems and materials, with special emphasis on issues of sustainability, adaptive reuse and regeneration of historic neighborhoods and places.
- Demonstrate knowledge of law, advocacy, public policy issues and the ecological impact of preservation.
- Possess knowledge and experience of the historic preservation practice on multiple scales (from micro to macro) and in myriad contexts, from local to international.

Curriculum

Required courses: 53 credits

- ARCST-221 Introduction to Historical Preservation
- ARCST-266 Preservation Technology I
- ARCHDSN-208 Visualization 1: Digital Modeling
- PHOTO-436 Historic Preservation Documentation: Photography
- AHIST-206 Renaissance/Baroque (1300-1750)
- ARCST-324 Historic Preservation Documentation: Drawing
- AHIST-305 Early Modern Architecture & Interiors (1750-1930)
- ARCST-428 Restoration/Rehabilitation Interiors
- ARCST-341 American Architecture
- AHIST-306 Modern/Contemporary Architecture & Interiors

- ARCST-268 Preservation Technology 2
- EDVS-302 Archival Research for Historic Preservation
- EDVS-4XX THEORIES OF PRESERVATION
- ARCST-4xx Capstone Studio Adaptive Reuse

Recommended electives: 12 credits

- UARC-3xx Historic Preservation Seminar, Rome
- UARC-3xx History and Theory of Urban Forms, Rome
- ARCST-300 Exhibition Design and Planning
- LARCH-507 Cultural and Landscape Preservation
- INTRN-493 Internship

Architectural Design Technology Concentration

Studies in architectural design technology (ADT) allow students to focus on the technical and business aspects of architectural practice. Of the five phases of a building project, which include schematic design, design development, construction documents, bidding and construction administration, the latter three account for approximately 80% of the entire process, while the conceptual design stage occupies only about 20%. This concentration is geared toward this 80% of architectural practice and foregrounds the later stages required to actualize a design project.

The architectural design technology concentration grooms students to enter the architecture and design fields with strong computer and building technology skills that will prove valuable to prospective employers. Students receive in-depth training in the latest software, including Building Information Modeling (BIM) and Geographic Information System (GIS), so they will be able to quickly contribute this vital expertise to a design firm. The curriculum also covers a wide range of topics, from business and sustainable practices to design and architectural history, providing a broad understanding of the process of documenting, detailing and administering a building project. In addition, through a sequence of recommended electives, each student may choose to focus on a subject of particular interest in consultation with an advisor, such as Building Technology, Construction Management, Sustainability, Visualization or Business, thereby enhancing his/her knowledge base and skill sets in a selected area.

Graduates with a concentration in architectural design technology are prepared for various employment opportunities within design firms, including project administrator, design/build manager, design firm business manager, specification writer, BIM manager, design firm LEED coordinator or office CAD manager. Since this is a pre-professional degree, the concentration will also provide a solid springboard for entry into a graduate program of study. These may include architecture, construction management, sustainable design, interior architecture, geodesign or historic preservation.

Learning Outcomes of Architectural Design Technology Concentration

Students will:

- Illustrate expertise and professional-level competency in current digital CAD and GIS software used to research and document building designs.
- Demonstrate acquired knowledge base and skill sets to the selection and analysis of structural dynamics, construction methods, environmental control systems, sustainable technologies and the properties of materials.

- Acquire knowledge of the legal, financial, marketing and management issues relevant to administering a design-based practice.
- Apply basic principles of architectural drawing and design to projects of differing scales and typologies.
- Demonstrate knowledge of history and theory of historic and modern periods, styles and places in the built environment.

Curriculum

The first two years of the program are exactly the same as the five-year Bachelor of Architecture program. This will facilitate easy transfers between the BArch and the ADT concentration.

Concentration Courses taken during the first and second years:

Required core courses: (37 credits)

ADFND-101	Design 1
ADFND-102	Design 2
DRAW-101	Drawing 1
DRAWING 2	Visualization Elective
ARCH-213	Design 3
ARCH-214	Design 4
ARCHDSN-210	Tech 1: Materials and Methods
ARCH-212	Tech 2
AHIST-206	History 2: Renaissance/Baroque
ARCH-303	Structures

Concentration Courses taken during the third and fourth years:

Required core courses: (33 credits)

ARCH 304	Structures 2
ARCH 313	Tech 3 Dynamic Systems
ARCH 314	Tech 4
AHIST-305	History 3: Early Modern (1750-1930)
AHIST-306	History 4: Modern/Contemporary
ARCH 416	Tech 5 (BIM)
LARCH 310	GIS for Landscape Architecture
ACCT 101	Financial Accounting
BLAW 301	Business Law
LARCH 515	Advanced GIS
ARCH 503	Professional Management

Recommended electives: (12 credits)

SUST 204	Sustainable Planning & Land Use
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SUST 300	Sustainable Technologies for Architecture
ARCH 413	Experimental Structures
ARCH 414	Experimental Materials
ARCH 426	Design/Build
MKTG 102	Principles of Marketing
MGMT-301	Principles of Management
MGMT-310	Organizational Behavior
FINC 301	Financial Management
ECON 205	Macroeconomics
ECON 206	Microeconomics
CMGT 102	Intro to Construction Industry
CMGT 104	Intro to Construction Management

CONSTRUCTION MANAGEMENT

Program Director: Greg Lucado

Mission

The Bachelor of Science in Construction Management program mission is to prepare students to be ethical, innovative problem-solvers who understand the full construction business model.

Program Learning Outcomes

Graduates from the Bachelor of Science in Construction Management program will demonstrate the ability to:

- Find and evaluate relevant cost, schedule, quality and safety data, and reach and defend conclusions based on sound analysis.
- Communicate effectively with a variety of audiences such as owners, design professionals and code officials using appropriate media.
- Create sound, innovative approaches to challenges faced by construction project teams.
- Identify and evaluate the ethical choices faced by construction management professionals and formulate value-based responses.
- Collaborate across disciplines of construction project stakeholders and appreciate the benefit of that collaboration.

Program Description

Construction managers play an integral role in the development, construction and maintenance of commercial, residential, institutional and industrial buildings, as well as civil and transportation infrastructure. Degree programs in construction management have become the preferred higher-education option for students interested in leadership positions within this multifaceted and competitive field.

This four-year professional curriculum has been developed based upon the guidelines of the American Council for Construction Education (ACCE) and is pursuing ACCE accreditation according to that

institution's established timeframe. The curriculum combines traditional business management and construction-specific coursework with a comprehensive liberal arts and sciences program of studies to acquaint students with the full business model of construction management.

The program strives to produce graduates familiar with industry-specific management practices who have developed an ethical, global and sustainable problem-solving approach. Thus, our graduates will be prepared to meet the challenges of a variety of career options which include: construction project management, construction field management, construction project estimating, scheduling, project supply chain management, real estate management, construction company marketing, specialty contract services management, capital projects management, installation management, facilities management, and construction material and equipment sales.

Construction management courses explore the basic disciplines of cost, time, quality and safety. Upper-level courses offer students the opportunity to collaborate and innovate across these disciplines, incorporating the business management skills as well as the liberal arts core to explore innovative approaches to hands-on project management challenges.

The teaching faculty brings a wide variety of rich industry experience to the program. Many are current practitioners who bring their daily professional challenges to the classroom, enriching the student experience.

The proximity to Philadelphia's active urban economy presents opportunity for a wide variety of jobsite experiences and exposure to innovative, state-of-the-art practices.

Housed in the University's highly regarded College of Architecture and the Built Environment, the program allows students to learn collaboratively with students in the Architecture, Interior Design, Architectural Studies and Landscape Architecture programs.

Students are encouraged to participate in optional study abroad programs and internships.

INTERIOR DESIGN

Program Director: Lauren Baumbach

Mission

Building on the University's mission to "prepare graduates for successful careers in an evolving global marketplace," the interior design program's mission is to prepare students to be independent thinkers, innovative problem-solvers, collaborators and leaders with high standards of professionalism, integrity and excellence in design. With an emphasis on creativity, balanced with the knowledge and skills required for meaningful contributions to professional design practice, the program strives to instill in students an awareness and understanding of the global, cultural, social, aesthetic, technological, environmental and ethical responsibilities involved in the design of interior environments.

The program is grounded in the belief that the interior designer mediates between human experience and the built environment, and that our graduates should enter the global marketplace as articulate, creative, inspired and socially aware design professionals.

Program Learning Outcomes

Students will:

- Examine global issues and the implications of a diverse cultural and socioeconomic society and the impact of these on the design of the built environment.

- Evaluate the diverse values, behavioral norms, physical, psychological and spatial needs of different demographics and user groups in the context of designing interior environments.
- Design interior spaces using sustainable practices as they relate to environmental and ecological issues.
- Research and problem-solve in order to generate innovative and creative solutions in the design of interior environments.
- Apply historical and theoretical knowledge of interiors, architecture, art and the decorative arts to the design and analysis of interior environments.
- Engage in working collaboratively and in multidisciplinary teams.
- Comply with ethical and professional standards of practice and the laws, codes, standards and guidelines that impact the health, safety and welfare of building occupants.
- Select and apply colors, furniture, fixtures, equipment, finish materials and lighting in the design of interior spaces.
- Demonstrate knowledge of interior construction and building systems.

Program Description

The interior design program is a four-year undergraduate degree program that leads to a Bachelor of Science in Interior Design. The interior design program provides an extensive education to meet the demands and challenges of this exciting and creative profession. In preparation for a rapidly evolving, technology- and information-driven society, interior design requires an in-depth understanding of the aesthetic, cultural, technical, environmental, global and economic issues pertaining to the built environment.

The program strives to instill in our graduates the highest standards of professionalism and professional practice, integrity, competence and excellence in design. A multidisciplinary faculty, a close-knit campus community and prime location in Philadelphia provide a stimulating setting for the informed and inventive academic development of every student.

The emphasis of the program is to provide a holistic and comprehensive education in interior design with a balance between the theoretical, conceptual, creative and technical aspects of the discipline. This education is delivered through the core interior design curriculum, which is informed and enriched by the liberal arts and science curriculum and free electives.

At the program's core are design studios in which students explore the creative process through a series of varied and progressively more complex projects, covering the range of practice from residential to commercial and institutional design. The functional knowledge necessary for design is introduced through formally structured courses focusing on such varied topics as space planning, ergonomics, universal design, sustainable design, computer visualization, detailing, design, color theory, furniture design, materials and textiles. Students also study the history of architectural interiors from pre-history to contemporary works and understand and analyze their cultural relevance. The interior design studios foster an interdisciplinary environment centered on creative experimentation, where material from other courses is synthesized through the act of design. Each year, the student will build upon earlier courses and begin to integrate functional and cultural issues into the design studio. In the fourth year, the Capstone Experience is the culmination of all previous studies, integrating design research, programming, history, theory, human behavior, technology, innovative design solutions, construction detailing, furniture and materials—all important aspects of creating meaningful interior environments.

Students may follow secondary specializations such as business, construction management, textiles, photography or furniture design. The interior design program also offers valuable opportunities for internships in design firms, memberships in professional organizations, a junior semester studying

abroad in the cities of Copenhagen or Rome, and discipline-based community service. The program is grounded in the belief that interior designers should enter the global marketplace as articulate, creative, inspired designers and socially aware professionals. The program seeks to instill in students an awareness and sensitivity to the social, technological, aesthetic, cultural and ethical responsibilities involved in the design of living and working environments.

Accreditation

The Council for Interior Design Accreditation (CIDA), the national organization solely responsible for accrediting such programs, accredits this professional program. This first professional degree, combined with interior design work experience, qualifies our graduates to sit for the National Council for Interior Design Qualification (NCIDQ) Exam after graduation. Passing this exam leads to NCIDQ professional licensure or certification, which is required in some states in the U.S. and the Canadian provinces. As the principal steward of the creation of space and place, the interior designer is responsible for the safety, shelter, support and enrichment of human occupancy, a duty that can be fulfilled through the resolution of the form of space and design details in the built environment.

LANDSCAPE ARCHITECTURE

Program Director: Kimberlee Douglas

Mission

The four-year Bachelor of Landscape Architecture (BLA) program meets the needs of landscape architecture students who are pursuing a first professional undergraduate degree. The program promotes sustainable urban planning and design. The landscape architecture program provides a comprehensive professional education that develops the knowledge, skills, vision and leadership necessary for students to understand contemporary global issues and the varied needs of society. The program is fully accredited by the Landscape Architecture Accreditation Board (LAAB).

Program Learning Outcomes

At the end of four years, our graduates will be able to:

- Apply knowledge of the liberal arts and sciences to design solutions.
- Collaborate in intra- and interdisciplinary teams, particularly through our service-learning based design studios.
- Exhibit critical understanding of history/theory and apply it to the design process
- Understand the reciprocal relationship between the design of places and their socio-cultural, environmental and economic contexts through service learning projects.
- Understand government regulations, professional practice and ethical responsibilities.
- Analyze, interpret, and apply cutting edge research in all stages of the design process.

Program Description

The landscape architecture program supports local and regional leadership in confronting ecological issues of the natural and built environments within the Philadelphia Metropolitan corridor (New York City to Washington, DC). The focus is on urban ecological issues while searching for environmentally sustainable solutions to human problems of growth and development. The program is committed to

providing leadership in confronting issues that affect urban neighborhoods, particularly those that are in need of revitalization.

Philadelphia University is uniquely positioned on the edge of the Wissahickon Valley Park, a 1700-acre park within the Fairmount Park System, where natural systems and restoration techniques can easily be studied. The area has a vast concentration of cultural, social, historic and natural systems that present a vast resource to the students.

Throughout the education process, students are challenged to develop a thorough understanding of a site, including its sociocultural and environmental factors. At the core of the program are service-learning-based planning and design studios in which students focus on the development of sustainable responses and solutions to site problems and opportunities. The goal is to challenge students to create site-appropriate designs, as well as to enhance the value and sustainability of places.

During the first year, there are two foundation design studios: one with other C-ABE students and the other for landscape architecture majors. Here students are introduced to principles, values and the common vocabulary necessary for effective professional work. The second-year courses continue teaching the building blocks of design for future design studios; design studio topics are Site Design and Urban Design I. Also during the first two years, liberal arts courses are emphasized, and digital, technical and history of landscape architecture courses are introduced.

During the third year, more advanced technical and professional courses are added to the curriculum, supporting design studio projects of increasing complexity and scope. The design studios focus on community design and restoration management. These studios are supported by courses in human behavior, plant community ecology and urban hydrology.

In the first semester of the fourth year, an interdisciplinary design studio focuses on larger-scale urban design issues, e.g., waterfront development, industrial site redevelopment or neighborhood design. In the construction documents course, students develop a full set of construction documents based on a previous design. During the final semester, each student completes an independent design project of his/her choosing that articulates the physical, spiritual and theoretical objectives of the project and demonstrates full resolution of sustainable landscape architectural design.

In support of the goals for professional education, the landscape architecture program is committed to providing state-of-the-art computer technology and software to facilitate the integration of digital technologies in design process and project development. For example, GIS software is introduced in the second year and is incorporated in all upper level design studios.

Accreditation

The landscape architecture program is fully accredited by the Landscape Architecture Accreditation Board (LAAB).

C-ABE GRADUATE PROGRAMS & CERTIFICATES

MASTER OF SCIENCE IN ARCHITECTURE

Program Director: James Doerfler

Mission

The Master of Science in Architecture is a post-professional research-based degree designed to provide students who have already earned an accredited undergraduate degree in architecture or related area of design, engineering or construction, an opportunity to specialize in a field of study that is critical to the profession today. The M.S. in Architecture program prepares students for specialist and consulting positions in the broad field of the built environment in the Architecture, Engineering and Construction (AEC) industry. Each student will be required to select a research focus as a concentration composed of existing graduate courses and independent study. Its format of guided and independent research requires discipline and self-direction from the student.

PROGRAM LEARNING OUTCOMES

Graduates of the M.S. in Architecture will:

- Articulate, analyze critically and synthesize established theories and building science related to architecture and buildings.
- Review and critically analyze original research in architecture and related disciplines.
- Apply and synthesize architectural and building research.
- Conduct cutting-edge, applied research that makes a contribution to the body of knowledge.
- Demonstrate expertise in a chosen area of research.
- Demonstrate professional presentation and communication skills.
- Demonstrate the integration of knowledge, analysis and research through the final thesis project.

PROGRAM DESCRIPTION

The Masters of Science in Architecture is a post-professional research-based degree designed to provide students who have already earned an accredited undergraduate degree in architecture or related area of design or the built environment disciplines, an opportunity to specialize in a field of study that is critical to the profession today. Each student will be required to select a focus topic as a concentration composed of existing and strategically developed graduate courses. Its format of independent research requires discipline and self-direction from the student.

The Master of Science in Architecture program recognizes the architecture profession is constantly changing and is therefore designed to be adaptable to the requirements of the industry. To this end it gives students the opportunity to focus their studies on a specific area of architecture to be able to directly apply their research to benefit the discipline. These areas of concentration are selected by documented evidence of industry need and are flexible enough to be easily replaced by other concentrations as demands change. Upon completion of the degree, students will acquire specific skills

sought after by employers that they can directly utilize in the workplace as contributing members of the profession.

CURRICULUM DESIGN

The full program is designed as a 36 credit curriculum and can be completed in one full year. Placement in the program with advanced standing is dependent on the previous education and experience of the student. The Program Director reviews each applicant's academic and work history to determine specific placement in the program.

The core curriculum consists of 12 credits; Interdisciplinary Sustainable Design Studio (6), Research Methods (3) and Principals and Methodologies of Sustainable Design (3).

Directed research consists of 12 credits; four 3-credit elective courses, which are a combination of electives in concentration areas, imbedded research experience in an office or directed research in a focus area with an advisor.

The Master's Graduate Thesis Project consists of 9 total credits, taken over two semesters, or extended into three, 3 credit courses over three semesters.

Summer Semester – Pre-Year 1

Bridge Design Studio – basic design skills, conceptual thinking and communication (3)
(Students with and architecture degree or similar experience can apply for advanced standing for this course)

Fall Semester – Year 1

Interdisciplinary Sustainable Design Studio (6)
Research Methods (3)
Principals and Methodologies of Sustainable Design (3).

Spring Semester – Year 1

Graduate Thesis Project (6)
Focus Elective (3)
Focus Elective or Internship Experience (3)

Summer Semester – Year 1

Graduate Thesis Project (3)
Focus Elective (3)
Focus Elective or Internship Experience (3)

Students with appropriate coursework may apply for advanced standing for one Focus Elective (3)

CONCENTRATIONS

High Performance Buildings

Courses in the concentrations will come from existing curricula in CABE's other master's programs – Geodesign, interior architecture, sustainable design, and construction management – as well as cross-

listed Bachelors of Architecture courses. Additional elective courses may be selected from other programs such as engineering, health and business upon approval by the program director.

MASTER OF SCIENCE IN CONSTRUCTION MANAGEMENT

Program Director: Greg Lucado

Mission

The Master of Science Degree in Construction Management is designed to provide students with the knowledge and skills to plan and manage each phase of the construction process as applied to complex commercial, infrastructure and residential building projects. The mission of the program is to offer a comprehensive construction and management education consistent with the mission of the University and the College of Architecture and the Built Environment to improve the quality and sustainability of the construction industry and thus the built environment.

Program Learning Outcomes

Graduates of the M.S. in Construction Management will:

- Evaluate relevant cost, schedule, quality, and safety data and formulate and defend management decisions based on sound analysis.
- Lead and/or effectively contribute to the success of complex project management teams of stakeholders such as owners, design professionals, code officials, colleagues and subordinates.
- Formulate policies and procedures that anticipate challenges faced by construction project management teams.
- Identify and evaluate the ethical choices faced by construction management professionals and formulate policies that promote ethical choices.
- Foster and contribute in collaboration across all disciplines of construction project stakeholders and appreciate the benefit of that collaboration.

Program Description

The Master of Science in Construction Management will provide students with the knowledge and skills to plan and oversee each phase of the construction process as applied to complex commercial, infrastructure and residential building projects. Areas of study will include: project planning, scheduling risk management, construction information modeling techniques and documentation, legal and contractual issues, project finance and cost control, and health and safety. Moreover, a key component of the program will be the integration of techniques, materials and methods of sustainable building into the construction process. Future construction managers will be trained in the principles of sustainability and Leadership in Energy and Ecological Design (LEED) standards. By definition, construction management is a cross-disciplinary practice that synthesizes aspects from the fields of business, architecture, engineering and construction. This degree program will provide a balance among various skill sets with emphasis upon practical application, thereby ensuring that a graduate has the necessary knowledge base to be simultaneously successful on a construction site and in an office setting.

Curriculum Design

The program is designed as a 37-credit, 12-course curriculum that can be completed in one to two years depending on the course load and sequencing taken by the student. The courses will be offered in two 15-week semesters per year, as well some offerings in the 12-week summer semester. In addition to coursework, a student will be required to complete a minimum of 400 hours' work experience in a construction firm under the supervision of an academic and a professional advisor.

Conditional Requirements

Before matriculation in the fall semester, a student must have acquired specific skill sets and introductory-level knowledge bases. The Program Director will review each applicant's academic and work history to determine readiness for graduate-level study. Students who are judged deficient in certain content areas will be admitted conditionally upon completion of designated prerequisite coursework. Prerequisite courses can be completed by taking classes on campus or, if available, online during the summer before entering the program.

PROGRAM REQUIREMENTS

MCM 600	Construction Estimating and Scheduling	3
MCM 602	Construction Information Modeling	3
SDN 601	Sustainable Design Methodologies	3
MBA 625	Management Communications and Negotiations	3
MCM 603	Construction Law: Roles and Responsibilities	3
MCM 604	Project Finance and Cost Control	3
MCM 606	Construction Risk Management	3
SDN 603	Sustainable Systems	3
MCM 612	Advanced Construction Project Management	3
MCM 901	Master's Project	3
	Elective	3
	Elective	3
MCM-791	Construction Management Internship	1
Total Credit Hours: 37 Credits		

Certificate in Sustainable Construction Management

The Construction Management program in the College of Architecture and the Built Environment offers to those with at least two years of professional experience in the construction management field the opportunity to further develop their knowledge of current trends in the industry. Our 12-credit hour certificate program recognizes the major changes happening in the architecture and construction industry in the fields of sustainable buildings, integrated practice and building information modeling. Therefore the program offers three courses that specifically address these areas while offering flexibility with a fourth elective course of the student's choice. Acceptance to the certificate program assumes the applicant already possesses a level of competency in the construction management field gained through professional experience.

MCM 602	Construction Information Modeling	3
SDN 601	Sustainable Design Methodologies	3
SDN 603	Sustainable Systems	3

Elective: Any other required or elective course in the curriculum 3
TOTAL CREDIT HOURS: 12 CREDITS

MSCM and MSSD Degree Option

The MSCM and MSSD degree option (1+1) is designed for those students who want to pursue advanced work in sustainability and construction management. Graduate students may apply for the combined degree option prior to their enrolling at PhilaU or after they have started one program; either way, they must meet the standards for admission to both the MSSD program and the MSCM program. Once accepted into the combined degree option, students will enroll in one of the graduate programs and sub-matriculate into the other. Though the MSCM program requires 37 credits and the MSSD program requires 34, a student in the joint MSCM and MSSD (1+1) program can complete both programs in 63 credits instead of 71 credits. Credits are simultaneously counted as electives in the one program and as required courses in the other program, with a minimum of 30 unique credits in each program.

MASTER OF SCIENCE IN GEODESIGN

Program Director: Jim Query

Mission

Geodesign involves a new thinking process—a fusion of ideas and concepts—seeing beyond the box. Geodesign takes an interdisciplinary, synergistic approach to solving critical problems and optimizing location, orientation and features of projects that are both local and global in scale. What makes this approach unique is that designers are the drivers of the process.

Program Learning Outcomes

Graduates of the M.S. in Geodesign will:

- Articulate, analyze critically and synthesize established theories and philosophies related to GeoDesign.
- Review and analyze critically original research in Geodesign and related disciplines.
- Apply and synthesize Geodesign -related research.
- Conduct cutting-edge, applied Geodesign research that makes a contribution to the body of knowledge.
- Demonstrate expertise within the integrated field of Geodesign.
- Demonstrate professional presentation and communication skills.
- Demonstrate the integration of knowledge, analysis and research through the final small group research-based planning/design project.

Program Description

Philadelphia University's M.S. in Geodesign is the first of its kind in the country and was created in response to an overwhelming need for professionals in the field. Emphasizing sustainable practices, collaboration and innovation within an integrated process, the program is intended for design and planning students to find resilient solutions to 21st century urban conditions such as population growth, decreasing resources, disaster mitigation and climate change. Geodesign is sustainability in practice, and our graduates will be leaders in this innovative process.

Geodesign students are directly involved in collaborative applied research projects with industry partners, state and federal grants, and community partnerships. They work with advanced technologies including GIS, Model Builder, Gaming, Robotics and BIM while they help develop and test new tools that inform future industry software. Our faculty is made of leading industry professionals. Graduates possess sought-after skills and are well prepared for dynamic careers in interdisciplinary firms, state and federal agencies, NGOs, academia and more.

This post-professional degree program will provide students with a comprehensive, innovative and multidisciplinary education that is intimately linked to the needs of the allied disciplines of landscape architecture, architecture, and urban planning.

Curriculum Design

The M.S. in Geodesign curriculum consists of 36 graduate credits. There is a series of three design studios complemented by GIS/modeling technology and other support courses.

Course Sequence Chart

Course	Credits
GEOD-610: Accelerated Intro to GIS or equivalent prerequisite (Summer)	3
GEOD-600: Geodesign Studio I (Fall)	3
GEOD-615: Geospatial Analysis I (Fall)	3
GEOD-621: Environmental Policy (Fall)	3
SDN-601: Sustainable Design Methodologies (Fall)	3
GEOD-602: Geodesign Studio II (Spring)	6
GEOD-617: Geospatial Analysis II (Spring)	3
GEOD-616: Information Modeling (Spring)	3
GEOD-605: Applied Research Studio (Summer)	6
GEOD-607: Geodesign Explorations (Summer)	3
Graduate elective (Summer)	3
Total:	36

MASTER OF SCIENCE IN INTERIOR ARCHITECTURE

Program Director: Lauren Baumbach

Mission

The M.S. in Interior Architecture program meets the needs of students who hold a non-design undergraduate degree and seek to obtain a comprehensive, professional-level education. It also offers up to one year of advanced standing for those already in the field who are interested in refining their knowledge and skills at the graduate level. So whether students are seeking an introduction or want to build on previous academic and/or work experience, this program prepares students to reach their full

potential and to join both large and small firms specializing in many areas of practice including corporate, residential, health care, hospitality, retail and educational facilities.

Program Learning Outcomes

Graduates of the M.S. in Interior Architecture will be able to:

- Demonstrate ability to identify and explain social and behavior patterns, beyond one's own personal experience when making appropriate design decisions
- Explain the nature and value of integrated design practices.
- Explain the nature and value of integrated design practices.
- Acquire a broad understanding of the theoretical body of knowledge of the profession.
- Develop a global view and be able to explain that design decisions are influenced by variations of culture, economics, and other environmental and contextual factors.
- Explain ethical and accepted standards of professional practice in the discipline.
- Demonstrate ability to synthesize information gathered through research relevant to solving contemporary design problems

Program Description

The M.S. in Interior Architecture program provides a balance between theory and application, and immerses students in the use of current technologies and sustainable practices. The curriculum ensures that students will be fully prepared to join the profession immediately upon graduation and assume roles in design, production, management or principal positions during their careers. In addition, it incorporates an international perspective and prepares graduates to contribute to projects across international boundaries and to work anywhere in the world. After completing an apprenticeship in the field, they will be fully prepared to sit for and pass the National Council for Interior Design Qualification (NCIDQ) certification exam, which is recommended throughout the U.S. and Canada.

Areas of study include: foundation two-dimensional and three-dimensional design, advanced spatial/interior design, analogue and digital representation techniques, programming, sustainable design, building structures, construction methods and technologies, building systems and lighting, color theory, design detailing, materials, finishes, codes, barrier-free design, universal design, professional practice and ethics. The required internship for credit provides students with practical work experience in an architecture or interior design firm under the supervision of an academic advisor and a professional mentor. The name interior architecture is a further reflection of the program's underlying educational philosophy and pedagogy, emphasizing the design of the entire interior environment encompassing all parts of the interior volume, and acknowledging the continuum between architecture and interiors. This is a pedagogical strength of this program and presents a considerable advantage to students.

A focus of the program is its holistic approach to the design of interior environments along with a complete knowledge of the interior building technologies and construction. Additionally, the teaching of sustainable and ecological design is integrated throughout the curriculum. The demand for interior design practitioners who possess a thorough understanding of ecological/sustainable design and who go on to acquire Leadership in Energy and Environmental Design (LEED) certification is high.

Curriculum Scope and Sequence

The program is designed as a 49- to 69-credit, 15- to 21-course curriculum that can be completed in two to three years depending on a student's background and pending course requirements. Students with undergraduate degrees from allied fields may be able to complete the program in two years (49 credits/15 courses). Those with undergraduate degrees in unrelated fields, such as liberal arts and sciences, may need the full three-year, 69-credit /21-course sequence. All courses, except the semester abroad, will be offered in two 15-week semesters per year. The exception is a 7-week abroad semester, which is in the summer after Year 2.

The audiences for this degree program are two distinct groups: 1) graduates from undergraduate programs in interior design or architecture, and allied fields such as landscape architecture, industrial design, architectural engineering, visual arts and other design related fields; and 2) graduates from undergraduate programs in unrelated fields such as liberal arts, business and the sciences who are seeking a career change. The program is designed as a 3-2 program with 69 credits required over three years for students with unrelated bachelor's degrees and 49 to 69 credits for those with related bachelor's degrees.

Before matriculation, the Program Director reviews each applicant's academic and work history to determine specific placement in the program. The student may then be admitted into the program for the full three-year sequence, or be required to take only select courses from the Year 1 curriculum, or be permitted to enter starting at Year 2.

Course Sequence Chart

YEAR 1

Fall Semester

(Required for those with unrelated undergraduate degrees)

IARCP501	Design I for I.A.	4 credits
IARCP503	Graphic Representation	3 credits
IARCP505	History of Design I for I.A.	3 credits

Spring Semester

(Required for those with unrelated undergraduate degrees)

IARCP502	Design II for I.A.	4 credits
IARCP504	Visual Communication I	3 credits
IARCP508	Presentation Techniques	3 credits

YEAR 2

Fall Semester

(Required for those with unrelated undergraduate degrees)

IARC601	Design III for I.A.	4 credits
IARC603	History of Design II for I.A.	3 credits
IARC607	Technology I for I.A.	3 credits
IARC610	Textiles and Materials	3 credits

Spring Semester

(Required)

IARC604	Visual Communication II for I.A.	3 credit
IARC606	Design IV for I.A.	4 credits
IARC608	Technology II for I.A.	3 credits

Summer Semester

(Required) Study Away from Campus

IARC701	Design V for I.A.	3 credit
IARC-703	History of Design III for I.A.	2 credits

YEAR 3

Fall Semester

(Required)

IARC702	Design VI for I.A.	4 credits
IARC707	Technology III for I.A.	3 credits
IARC708	Professional Practice and Ethics	3 credits
IARC709	Research and Programming	2 credits

Spring Semester

(Required)

IARC710	Thesis for I.A.	5 credits
IARC791	Internship for I.A.	1 credits
Elective		3 credits

YEAR 2 + YEAR 3 SUBTOTAL: 49 CREDITS

TOTAL CREDITS REQUIRED FOR GRADUATION: 49-69 CREDITS

MASTER OF SCIENCE IN SUSTAINABLE DESIGN

Program Director: Rob Fleming

www.PhilaU.edu/green

Mission

Building on the University's mission to provide professional skills combined with a broad general education, the sustainable design program seeks to prepare students for the built environment industry by teaching specific skill sets necessary to conceptualize, measure and construct a sustainable environment. This is balanced by broader, theoretical avenues of study that emphasize systems thinking, which place the technical knowledge gained in the program into context. The program culminates with a two-semester thesis project that is meant to provide a component of depth in a specific built-environment discipline or a particular subset of sustainability.

The M.S. in Sustainable Design is a post baccalaureate master's degree program that serves students from a wide array of disciplines that range from architecture to engineering to design to construction.

The faculty members of the program are drawn from similar disciplines to underscore the transdisciplinary nature of the program. The emphasis of the program is on the sustainable built environment with students exploring different avenues of study including design, entrepreneurship and policy development. This approach is supported by a curriculum that comprises four “platform” courses, followed by a collaborative studio and culminating in the thesis project. Electives are used to provide opportunities to explore related topics involving sustainability, or for a short study abroad experience. The total credit requirement for the degree is 33-36 credits and features multiple pathways for completion including part-time, full-time and online study. The program features a unique set of faculty that reflects a balance between those actively pursuing the practice of sustainable design and those who are exploring the more theoretical aspects of the discourse.

Program Learning Outcomes

Graduates of the M.S. in Sustainable Design will:

- Apply the core skill sets necessary to accomplish an effective sustainable design project as a response to environmental, social and economic forces.
- Provide leadership, team building and organizational skills for diverse groups through the integrated process.
- Work effectively within groups of varied disciplines.
- Synthesize theories of sustainability into comprehensive research and design projects.
- Develop diversity initiatives that are integral to the sustainability problem-solving process as a reflection of an emerging global marketplace.
- Apply ethical values to the integrated design process and to the selection of systems and materials for a built project.
- Embrace the realities of prevalent societal structures as a base to build new enterprises focused on the optimization of environment, equity and economic goals.

Curriculum Design

The Curriculum of the MSSD Program features three teaching/learning strategies:

Lectures build an overall knowledge base about sustainability while providing detailed information on materials, construction systems, life-cycle analysis and green-building documentation metrics such as the Leadership in Energy and Environmental Design (LEED) rating system.

Labs will develop an “informed intuition” about the relationship between the natural and built environments as a means to think and design in standard design and construction projects.

Studios will synthesize the knowledge-base and informed intuition into larger, more complex projects that draw upon creativity, ingenuity and innovation as key approaches to problem-solving and design conceptualization. Studio-based learning incorporates one-on-one communication with faculty, group projects with other students from diverse disciplines, and a student-driven final thesis project that allows each student to conduct a specialized research or design project.

Foundation Course Requirements

Foundation course requirements will vary according to the applicant’s completed undergraduate major as well as his/her professional experience. The foundation courses are geared toward students without a background in the built-environment professions. Credits earned in the Foundation courses do not count toward the requirements for graduation. Applicants will be advised on an individual basis by the graduate program director concerning prerequisites and the required foundation courses.

Degree Options

The MSSD Program offers students 3 ways to complete their degree: a 2-Year Full-Time Program, a 2-Year Online Program, and a Hybrid/Flex Program. There is also a Graduate Certificate in Sustainable Practices.

M.S. in Sustainable Design – 2-Year Full-Time Program

(34 credits)

This full-time program allows students to spend the time needed to delve deeply into the more detailed aspects of sustainable design, engineering and architecture. This track is required for Graduate Assistants or for international students seeking educational opportunities in this country.

YEAR I

Fall Semester

SDN 601	Principles & Methods for Sustainable Design	3
SDN 602	Adaptive Design	3
SDN 603	Sustainable Systems	3

Spring Semester

SDN 604	Green Materials and Life-Cycle Assessment	3
SDN 6XX	Ecological Design Studio	4
SDN 6XX	Landscape Ecology Seminar	2

YEAR II

Fall Semester

SDN 900	Thesis in Sustainable Design I	3
SDN 611	Sustainable Design Studio	4
SDN XXX	Elective	3

Spring Semester

SDN 901	Thesis in Sustainable Design II	6
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TOTAL CREDIT HOURS: 34 Credits

M.S. in Sustainable Design – 2-Year Online Program

(34 Graduate Credits)

This program is ideal for students who can’t move to Philadelphia but still want to complete the degree. All courses are offered completely online.

YEAR I

Fall Semester

SDNX 601	Principles & Methods for Sustainable Design	3
SDNX 602	Adaptive Design	3

Spring Semester

SDNX 603	Sustainable Systems	3
SDNX 604	Green Materials	3

Summer Semester

SDNX-XXX	Elective	3
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YEAR II

Fall Semester

SDNX 6XX	Ecological Design Studio	4
SDNX 6XX	Landscape Ecology Seminar	2

Spring Semester

SDNX 611	Sustainable Design Studio	4
SDNX 900	Thesis in Sustainable Design I	3

Summer Semester

SDN 901	Thesis in Sustainable Design II	6
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TOTAL CREDIT HOURS: 33 Credits

M.S. in Sustainable Design – Hybrid/Flex Program

(33 Credits)

This program is designed to accommodate those who do not wish to pursue the traditional two year day program or the 100% online program. Those who wish to accelerate their degree, or attend part time, or start online and finish on campus would select this option. Interested students will be directed to meet with the MSSD Program Director to design a course sequence that will meet the student's unique needs. Students in this option will take a mix of on-campus and online courses.

Graduate Certificate in Sustainable Practices

(12 graduate credits)

The online Graduate Certificate in Sustainable Practices program is geared toward working professionals seeking to build their knowledge-base and credentials in the field of sustainable design, engineering and construction of the built environment. The program offers a wide array of critical skills including the LEED® rating system, building information modeling, the basics of energy modeling and life cycle assessment. Credits earned in the certificate program are transferable into the M.S. in Sustainable Design program. Students must apply for, and be accepted into, the M.S. program. For additional information, please refer to the University website.

YEAR I

Spring Semester

SDN 601	Sustainable Design Methodologies	3
SDN 604	Adaptive Design	3

Summer Semester

SDN 603	Sustainable Systems	3
SDN 604	Green Materials and Life Cycle Analysis	3
TOTAL CREDIT HOURS: 12 Credits		

Kanbar College of Design, Engineering and Commerce

Executive Dean: R. Kander

Academic Dean, School of Business Administration: S. Lehrman

Academic Dean, School of Design and Engineering: M. Leonard

Associate Dean: P. Russel

Associate Dean of Graduate Studies: J. Klett

Manager of Academic Operations: M. Sunderland

Faculty: F. Baseman, C. Beevers, S. Borowsky, J. Brady, H. Chang, S. Christoffersen, T. Corlett, J. Crook, A. Datta, M-E. Faust, G. Frampton, B. George, M. Govindaraj, M. A. Hand, M. Havens, E.J. Herczyk, N. Howard, M. Kradel-Weitzel, M. Leonard, H. Lermack, C.M. Lim, D.K. Malhotra, E. Mariotz, R. Masoodi, J. Naidu, V. Nandikolla, N. Nixon, C. Pastore, R. Poteau, C. Rusinko, P. Russel, L. Russow, D. Scott, J. Solano, L. Sztandera, F. Tovia, H. Ujiiie, G. Unger, M. Weiss, N. Wyatt

Philadelphia University's Kanbar College of Design, Engineering and Commerce (C-DEC) provides a multidimensional understanding of design, engineering and business by bringing together these rapidly evolving fields in an innovative, integrated educational experience that prepares students to think critically about the world.

The schools of Business Administration and Design and Engineering comprise the Kanbar College of Design, Engineering, and Commerce, and its programs provide students with strong disciplinary skills, a balanced grounding in the liberal arts and an understanding of the relationship of their fields to each other and the spectrum of professional careers and opportunities. Faculty from each discipline collaborate to promote in students a heightened self-awareness, the ability to work in multidisciplinary teams, to use methods for innovating in order to secure the job opportunities of today and to adapt to the emerging fields of tomorrow. The goals of the Kanbar College are to create a dynamic educational platform for students to:

- Become professionals who can adapt to the changing work place.
- Navigate complexity and understand its underlying frameworks.
- Integrate knowledge domains.
- Work effectively in teams and value diverse perspectives.
- Find new ways of adding value to the world.

The Kanbar College offers academic programs in the following degrees, majors, specializations and minors:

SCHOOL OF BUSINESS ADMINISTRATION

Bachelor of Science degrees

- **Business** with the following disciplinary focuses:
 - Accounting
 - Finance
 - International Business
 - Management
 - Marketing

- **Fashion Merchandising and Management** with the following specialization options (students chose two specializations):
 - Buying and Merchandising
 - Fashion Apparel Production
 - Fashion Entrepreneurship
 - Fashion Material Insight and Innovation
 - Fashion Product Management
 - Fashion Retail Experience
 - Fashion Technology
 - Global Brand Management
 - Integrated Fashion Communication

- **Minors**

The following minors are offered in the School of Business Administration. For more information about the minors see the “Minors and Concentrations” section of the Academic Catalog:

- General business for Non-business Majors
- Fashion Industry Management
- Pre-M.B.A.

- **Graduate Degrees**

- M.S. Global Fashion Enterprise
- M.S. Taxation

On campus and online versions of the Innovation Master of Business Administration (iMBA) with tracks in:

- Management
- Marketing

Not available online:

- Accounting/Certified Public Accountant (C.P.A.) (not available online)
- Finance/Chartered Financial Analyst (C.F.A.) (not available online)
- Taxation/Certified Public Accountant (C.P.A.) (not available online)

- **Combined Degrees** are offered in the following areas:

- B.S. Business/M.B.A.

- **Non-degree graduate business offerings**

- Pre-Master’s Coursework
- Pre M.B.A. foundations
- Post-Master’s Coursework
 - Accounting
 - Finance
 - Marketing
 - Management
 - Taxation

SCHOOL OF DESIGN & ENGINEERING

Bachelor of Science in Engineering degrees in these engineering majors:

- Engineering (with concentrations in Architectural Engineering, Industrial and Systems Engineering, Composites Engineering, and Textile Engineering)
- Mechanical Engineering

Bachelor of Science degrees in these design majors:

- Animation
- Fashion Design
- Graphic Design Communication
- Industrial Design
- Interactive Design and Media
- Textile Design
- Textile Materials Technology

Minors

The following minors are offered through the School of Design & Engineering. For more information about the minors see the “Minors and Concentration” section of the Academic Catalog:

- Graphic Design Communication
- Multimedia and Visualization Minor (offered with C-ABE)
- Textile Materials Technology
- Visual Studies

Graduate Degrees

- M.S. Industrial Design
- M.S. Interactive Design & Media
- M.S. Textile Design
- M.S. in Textile Engineering
- Ph.D. in Textile Engineering and Science

Combined degrees are offered in the following areas:

- B.S./M.S. Textile Design

C-DEC Core Curriculum

The Kanbar College’s core curriculum provides students majoring in design, engineering and business the ability to collaborate effectively across disciplines. In addition to studies in each major, four courses and an integrative capstone experience provide skills and knowledge that are relevant to today’s careers, transferable to other fields and practices, and applicable to emerging opportunities. By gaining insights into creative processes, business models, systems-thinking and tools for empathy and human understanding, students learn effective strategies for innovating. The DEC Core Curriculum broadens the expertise of any one area, adds educational value to each major and ultimately prepares students for strategic leadership in their fields. With this foundation, C-DEC graduates will be informed and versatile professionals with knowledge and skills that are transferrable across increasingly dynamic professional boundaries.

Through the DEC Core Curriculum, students will demonstrate an ability to:

- Collaborate on multidisciplinary teams.

- Identify different problem-solving and decision-making styles.
- Appreciate disciplinary perspectives.
- Gain insights from people, their behaviors and cultural practices to inform a project.
- Evaluate the ways natural and human-made (political, social, cultural, economic) systems both shape and are influenced by new products, services or enterprises.
- Adapt to continually changing professional challenges.
- Integrate knowledge to find new ways of creating value.

School of Business Administration Undergraduate Programs

THE SCHOOL OF BUSINESS ADMINISTRATION'S MISSION, GOALS AND OUTCOMES

Mission

Our graduates have the disciplinary depth and interdisciplinary breadth to innovatively confront the challenges that exist today and that will emerge in the future. Our Nexus learning and teaching model focuses on the active learning and real-world problem-solving through collaboration between students and faculty across disciplines and with external partners.

Undergraduate Goals and Outcomes

Goal #1. Ethical Responsibility...students will:

- a) Use appropriate frameworks to make ethical decisions.
- b) Implement ethical decisions.

Goal #2. Functional Business Knowledge...Students will:

- a) Demonstrate knowledge of core concepts in functional business areas.
- b) Apply relevant knowledge and critical skills from their areas of concentration.

Goal #3. Analytical Skills....students will:

- a) Use quantitative tools to analyze business-related issues.
- b) Use technology to analyze business-related issues.

Goal #4 Communication Skills.....students will:

- a) Make effective business presentations.
- b) Write effective business documents.

Goal #5 Integrative Learning and Decision Makingstudents will:

- a) Demonstrate the ability to work together in cross-disciplinary teams.
- b) Blend knowledge and skills sets from different disciplinary areas to identify business opportunities and to provide solutions to real-world problems.

School of Business Administration Undergraduate Programs

The School of Business Administration offers two undergraduate degree programs: the B.S. Business (with disciplinary focuses in accounting, finance, international business, management, and marketing)

and the B.S. Fashion Merchandising and Management. Regardless of degree program, all undergraduate business students complete the business core.

UNDERGRADUATE BUSINESS CORE (37 credits):

ACCT-101	Financial Accounting
ACCT-102	Managerial Accounting
BLAW-301	Business Law
ECON-111	Principals of Economics
FINC-301	Financial Management
MGMT-104	Management Foundations
MGMT-401	Operations Management (Fashion Merchandising and Management majors substitute FASHMGMT-451, Operations and Supply Chain Management)
MGMT-498	Business Capstone I
MGMT-499	Business Capstone II
MIS-202	Management Information Systems
MKTG-104	Marketing Foundations
STAT-201	Intro to Statistics
STAT-202	Applied Business Statistics

Business Degree (B.S.)

Program Director: P. Russel

Checksheet

Program Description

Today's top companies seek graduates who possess in-depth knowledge of their fields as well as the versatility to work at the intersection of traditional disciplines. School of Business Administration students are actively immersed in real-world challenges from day one, collaborating with team members from across disciplines and engaging with an array of industry partners. That's what makes PhilaU the model for profession education, and that's how our program provides students an exceptional advantage over other candidates in a rapidly changing job market.

Whether you're a student who wants a more traditional business program, or you're looking to customize a curriculum to meet your unique goals, PhilaU lets you choose the path that's right for you and your career. **All B.S. Business students start by taking our business core courses. Students then select three out of 15 possible specializations**, either all from the same disciplinary area, or by selecting specializations across disciplinary areas to create their own unique curricular focus. **A full list of specializations can be found at the end of this section.**

ACCOUNTING

The accounting track at PhilaU prepares students to become professionals with a broad understanding of public accounting and financial management of corporate and nonprofit organizations. Students have the opportunity to network with accounting industry professionals from day one, participate in industry-

sponsored projects, complete an exciting semester abroad, or help to run our Student Managed Investment Fund. They can also earn their iMBA degree in one additional year of study while preparing for the Certified Public Accountant (CPA) or Chartered Financial Analyst Level I (CFA) exams.

Accountants serve a variety of roles in every company. Our graduates have gone to work at the Federal Reserve Bank, Ernst & Young and KPMG, just to name a few.

Students interested in the deepest exposure to the accounting profession take all three of the following accounting specializations (each consist of three courses):

- Financial Accounting & Reporting
 - ACCT-203 Intermediate Accounting I
 - ACCT-204 Intermediate Accounting II
 - ACCT-303 Accounting Theory & Practice
- Tax, Auditing & Managerial Accounting
 - ACCT-309 Federal Taxes I
 - ACCT-316 Cost Accounting I
 - ACCT-409 Auditing
- Advanced Financial Accounting & Reporting
 - ACCT-412 Advanced Accounting
 - ACCT-4XX Accounting Systems
 - TAX-660 Individual Taxation
 - or TAX-662 Corporate Taxation
 - or TAX-795 Estate and Gift Taxation
 - or ECON-3XX Managerial Economics
 - or INTERN-493 Internship

FINANCE

The finance track at PhilaU prepares students to become professionals with a comprehensive understanding of global financial markets and financial institutions. Our graduates are prepared with skills to tackle complex financial problems, and have the professionalism to work effectively in any environment. Students have the opportunity to network with industry professionals, participate in international competitions, manage an investment portfolio through our Student Managed Investment Fund, study abroad for a semester, and earn their iMBA degree in one additional year while preparing for the Chartered Financial Analyst Level I (CFA) exam.

Finance professionals are a vital part of businesses' success in every industry. Our graduates have gone on to work at JP Morgan Chase, Lockheed Martin and Vanguard, just to name a few.

Students interested in the deepest exposure to the finance profession take all three of the following accounting specializations (each consist of three courses):

- Finance Core
 - FINC-303 Intermediate Financial Management
 - FINC-318 International Finance & Development
 - FINC-322 Capital Markets & Financial Institutions
- Portfolio Management & Financial Planning

- FINC-411 Personal Fin Planning/Risk Mgt.
- FINC-321 Investments and Portfolio Management
- FINC-4XX Financial Modeling
- CFA Preparation
 - ACCT-203 Intermediate Accounting I
 - ACCT-204 Intermediate Accounting II
 - IMBA-776 Speculative Markets
 - or IMBA-777 Fixed Income Securities
 - or ECON-3XX Managerial Economics

INTERNATIONAL BUSINESS

The international business track at PhilaU prepares students to become professionals with a distinct ability to understand and excel in the global marketplace. As a student in this track, you have the opportunity to become bilingual through advanced study of another language, travel abroad extensively to experience cultural immersion in places like Chile and Vietnam, and the opportunity to broaden your experience by taking a specialization from another discipline.

International business skills are increasingly valuable in our globalized world. Our students have gone to work at multinational companies including Aramark, Merrill Lynch and Citibank, just to name a few.

Students interested in the deepest exposure to global business take the following specializations (each consist of three courses):

- Global Culture & Communications
 - Global Diversity and Global Citizenship (6 cr. beyond Hallmark requirements)
 - ECON-401 International Economics
- Global Business Studies
 - MKTG-324 International Marketing
 - MGMT-307 International Management
 - FINC-318 International Finance & Development
- Third Specialization
 - Choose a specialization from any other disciplinary area

MANAGEMENT

Management students acquire the skills to manage and lead innovation, either in existing companies or their own entrepreneurial ventures, while gaining valuable expertise in teamwork, professional communication, change management, human resources, and problem solving. Many students interested in management choose to select one specialization from another disciplinary area to round out their management skills.

Many management students acquire a paid internship and professional work experience before graduation. Our alumni excel in a variety of fields, including retail, banking and finance, insurance, global manufacturing, service firms and public agencies, while many graduates start their own businesses.

Students interested in the deepest exposure to management take the following specializations (each consist of three courses):

- Sustainability in Organizations
 - SUST-421 Economics of Sustainability
 - SUST-402 Managing Sustainable Organizations
 - SUST-421 Environmental Policy
- Managing People & Teams
 - MGMT-310 People and Teams in Organizations
 - MGMT-320 Human Resource Practices & Tools
 - MGMT-412 Seminar: Leading Organizational Innovation & Social Responsibility
- Entrepreneurship
 - MGMT-2XX Entrepreneurship
 - MGMT-411 Venture Creation
 - MGMT-310 People and Teams in Organizations
 - or MGMT-320 Human Resource Practices & Tools
 - or MKTG-207 Consumer in the Marketplace
 - or MKTG-302 Product Development & Innovation
 - or MKTG-310 Integrated Marketing Communications
 - or MKTG-305 Contemporary Brand Management
 - or ECON-3XX Managerial Economics

MARKETING

The marketing track at PhilaU prepares students to become professionals with a broad understanding of business, communication, sales and research. Marketing students benefit from dynamic, multidisciplinary training in multimedia communications and business. Additionally, they learn to analyze demand and market segments, design budgets and campaigns, increase a company's brand equity, and formulate marketing plans from start to finish.

Marketing is key to creating and maintaining a business' presence to consumers and related businesses. Our graduates are prepared for careers in advertising, public relations, sales management and more.

Students interested in the deepest exposure to marketing take the following specializations (each consist of three courses):

- Advertising & Promotion
 - MKTG-310 Integrated Marketing Communications
 - MKTG-305 Contemporary Brand Management
 - COMM-307 Public Relations and Media Writing
 - or MTKG-207 Consumer in the Market Place
- Consumer Insights
 - MKTG-207 Consumer in the Marketplace
 - MKTG-391 Marketing Research
 - MKTG-412 Marketing Strategy Seminar
- Digital Media Marketing
 - MKTG-315 Marketing in a Digital Environment
 - MKTG-408 E-Business Strategy
 - COMM-214 Technologies of Communication
 - or MKTG-207 Consumer in the Marketplace

or MKTG-305 Contemporary Brand Management
 or MKTG-310 Integrated Marketing Communications

CUSTOMIZED SPECIALIZATION GROUPINGS

By completing a simple form explaining their personal career goals, and with their advisor’s input and guidance from Career Services, students can select any three of the 15 specializations available to B.S. Business majors (listed below) as long as they have the necessary pre-requisites.

For Example:

- To hone entrepreneurial skills a student might pick the following specializations: **“Entrepreneurship” + “Digital Media Marketing” + “Financial Accounting & Reporting”**
- If a student is interested in a career in global sustainability and the green movement, he or she might consider **“Sustainability in Organizations” + “Global Business Studies” + “Finance Core”**
- If a career in brand management is the student’s passion, then the following specializations might be a good fit: **“Consumer Insights” + “Digital Media Marketing” + “Managing People & Teams”**
- The career-focused combinations are endless

Complete List of B.S. Business Specializations

Specialization Name	Required Courses	Designated Electives (0, 1, or 2 as needed to make up the 9 credit cluster)	Area
Advertising & Promotion	MKTG-310; MKTG-305	COMM-307; MKTG-207	Marketing
Consumer Insights	MKTG-207; MKTG-391; MKTG-412	None	Marketing
Digital Media Marketing	MKTG-315; MKTG-408	COMM-204; MKTG-207; MKTG-310; MKTG-305	Marketing
Sustainability in Organizations	SUST-202; SUST-402; SUST-421	None	Management
Managing People & Teams	MGMT—310; MGMT-320; MGMT-412	None	Management
Entrepreneurship	MGMT-2XX; MGMT-411	MGMT-310; MGMT-320; MKTG-207; MKTG-302; MKTG-310; MKTG-305; ECON-3XX	Management
Finance Core	FINC-303; FINC-318; FINC-322	None	Finance
Portfolio Mgmt & Financial Planning	FINC-411; FINC-321; FINC-4XX	None	Finance
CFA Preparation	ACCT-203; ACCT-204	iMBA-776; iMBA-777; ECON-3XX	Finance
Financial Accounting & Reporting	ACCT-203; ACCT-204; ACCT-303	None	Accounting

Tax, Auditing, and Managerial Accounting	ACCT-309; ACCT-316; ACCT-409	None	Accounting
Advanced Financial Accounting & Reporting	ACCT-412; ACCT-4XX	TAX-660; TAX-662; TAX-795; ECON-3XX; INTRN-493	Accounting
Global Culture & Comm	GDIV or GCI (6 cr.)*, ECON-401	None	Intl. Bus.
Global Business Studies	MKTG-324; MGMT-307; FINC-318	None	Intl. Bus.
Applied Economics	ECON-3XX	ECON-401; SUST-202; FINC-322	Economics

*beyond Hallmark requirements

Custom Specialization for Transfer Students (must include 9 credit hours of course work)

A custom specialization is a thematic grouping of three business or related courses; these courses need not exist within the University. Custom specialization must be declared at the time of transfer student's admission or at the time of a degree change in order to ensure the harvesting of relevant courses. The custom specialization must be approved by SBA program director or associate dean. The custom specialization option is available exclusively to transfer students.

FASHION MERCHANDISING AND MANAGEMENT DEGREE

Program Director: B. Mariotz

Program Description

Advancements in technology and globalization of the marketplace make the fashion industry an ever-changing, challenging place to work. This billion-dollar industry needs bright, talented executives to guide the rapid pace of today's technological revolution. Skilled managers are required to deal with an increasingly complex variety of products and manufacturing techniques and tasks, such as planning product lines months before they will appear in the stores. Once developed, new products must be sourced globally and then delivered to the consumer within a very short period of time.

The fashion merchandising and management curriculum combines the fundamentals of business, including and accounting, economics, marketing, finance and management, with textile and apparel courses taught by industry savvy professionals. Students learn the process of apparel design and manufacturing from fiber to final apparel product, and become familiar with application of computers in information retrieval, integrated apparel manufacturing, design and merchandising. Students are also involved in the process of selection, procurement and distribution of products in a retail setting where they learn the significance of product execution through presentation.

The Fashion merchandising and Management program exposes students to the diverse career opportunities in this burgeoning field.

- Students work with industry professionals and students from different disciplines on collaborative industry projects for companies like QVC, Maidenform, Cotton Inc., Toys R Us and Target.

- Curricular focus is on the entire fashion value chain: fiber/year/fabric and material development, sourcing and production, merchandising, branding and marketing.
- Faculty-led short courses abroad are semester-long study abroad experiences in China, Paris, London, Milan, Rome and India add an unparalleled international dimension to the program.
- Guest speakers visit campus regularly to share their expertise. Past visitors have included: Tommy Hilfiger; Mary Dougherty, owner of Nicole Miller stores; Nordstrom’s store manager; Elizabeth Wellington, fashion journalist for The Philadelphia Inquirer; Jim Schwartz, EVP at Mast Industries/Limited Brands; and a buyer for QVC.
- Students have access to a variety of coveted internships with brands such as Coach, Urban Outfitters, Anthropologie, Lilly Pulitzer, Tommy Hilfiger, Macy’s, Under Armour, The Limited brands, QVC and Charming Shoppes.
- The program prepares students to enter the fashion industry through a variety of career paths including: marketing and branding, merchandising and buying, sourcing, product development and styling.

Fashion Merchandising and Management Core

In addition to the full business core, the FMM curriculum provides a strong fashion core in the context of business. The fashion core includes the following courses:

FASHMGT-101	Global Fashion Insight
TEXT-101	Survey of Textile Industry
MKTG-217	Retail Strategy and Structure
DSGNFDN-423	Design Concepts
FASHMGT-144	Textile and Apparel Industry Issues

Fashion Merchandising and Management Specializations

Beyond the fashion core, FMM students choose two specializations, each with three courses, leading to career paths in buying, store planning/allocation, store operations, visual merchandising, sourcing management, product development, styling, fashion journalism, fashion consulting, store human resource management, and material innovation management. Specializations include:

Specialization Name	Required Course	Designated Electives (0 or 1 needed to make up to 9 credits)
Buying & Merchandising	MKTG-328 Merchandise Buying/Operations MKTG-207 Consumer in the Market Place	MKTG-310 Integrated Marketing Communications or MKTG-3XX Visual Merchandising
Fashion Apparel Production	FASHMGT-201 Prototyping FASHMGT-305N Production TEXT-331	None

	Apparel Fabric Production	
Fashion Entrepreneurship	MGMT-2XX Entrepreneurship MGMT-411 Venture Creation	MGMT-310 People and Teams in Organizations or MGMT-320 Human Resource Practices & Tools or MKTG-207 Consumer in the Marketplace or MKTG-302 Product Development & Innovation or MKTG-305 Contemporary Brand Management MKTG-328 Merchandise Buying/Operations MKTG-3XX Visual Merchandising or ECON-3XX Managerial Economics
Fashion Material Insight & Innovation	KNIT-201 Knit Technology I WEAV-201 Weave Technology I	TEXT-301 Coloring & Finishing or PRINT-305 Textile Printing Technology
Fashion Product Management	FASHMGT-408 Apparel/Textile Sourcing FASHMGT-499 Apparel Merchandising Management	FASHMGT-308 Global Product Management or MKTG-302 Product Development & Innovation
Fashion Retail Experience	MGMT-320 Human Resource Practices and Tools; MKTG-408 Survey of E-Commerce	MKTG-207 Consumer in the Marketplace or MKTG-310 Integrated Marketing Communication or MKTG-3XX (Visual Merchandising)

Fashion Technology	CAD-201 Intro to Digital Imaging FASHMGT-437 Integrated Technology	MKTG-408 E-Business Strategy or COMM-204 Technologies of Communication
Global Brand Marketing	MKTG-305 Contemporary Brand Management MKTG-315 Marketing in a Digital Environment MKTG-324 International Marketing	None
Integrated Fashion Communication	COMM-204 Technologies of Communication FASHMGT-311 Fashion Journalism	CAD-201 Introduction to Digital Imaging or MKTG-3XX Visual Merchandising or MKTG-310 Integrated Marketing Communications

Custom Specialization (must include 9 credit hours of course work)

A custom specialization is a thematic grouping of three business or fashion or related courses; these courses need not exist within the University. Custom specialization must be declared at the time of transfer student’s admission or at the time of a degree change in order to ensure the harvesting of relevant courses. The custom specialization must be approved by SBA program director or associate dean. The custom specialization option is available exclusively to transfer students.

JOINT B.S. BUSINESS/M.B.A. PROGRAM

The School of Business Administration offers a joint Bachelor of Science in Business and Master of Business Administration (B.S./M.B.A.) program to qualifying students. Accepted students are permitted to take some graduate-level courses in their fourth year of undergraduate study that also count toward graduate program requirements. Typically, a fifth year is required to complete the graduate requirements, depending on the undergraduate major or concentration.

The joint program provides a valuable option to students who may wish to further strengthen their business competencies, credentials and marketability. Students may plan to follow this program as early as the freshman year and no later than the start of the senior year. Students should apply through Philadelphia University’s Graduate Admissions Office. Undergraduate transfer students may also apply. Currently enrolled students will be considered for admission if they have maintained a 3.0 grade point average.

Non-business majors interested in the Joint B.S./M.B.A. Program should obtain a copy of the “Pre-M.B.A. Requirements for Non-Business Majors: Planning Guide” from the MBA Office. The planning guide should be used in combination with the Academic Catalog and the checklist for the student’s

undergraduate major. The guide describes the requirements for admission and the application process as well as Pre-M.B.A. course requirements.

School of Business Administration Graduate Programs

MASTER OF BUSINESS ADMINISTRATION – OFFERED ON CAMPUS AND ONLINE

MBA Program Director: D.K. Malhotra, Ph.D.

MBA Online Program Director: Jason Crook, M.B.A.

Philadelphia University's Innovation MBA program allows students to earn their iMBA in just 12 months of full-time work (for the on-campus version) or 24 months of part-time work through our innovation-focused program. The iMBA's integrated curriculum helps students become dynamic problem-solvers and entrepreneurial thinkers, learning to navigate new, more valuable realities for their businesses and careers. With full-time, part-time and online options, the program is ideal for recent graduates as well as advancing professionals.

On-campus iMBA students take classes in PhilaU's DEC Center, a LEED Gold certified structure and one of the most exciting new learning environments in Philadelphia. Our faculty of industry experts brings invaluable real-world experience to the classroom, and PhilaU's signature learning strategies inspire market-driven innovation through teamwork, collaboration, and industry connections. Our on-campus students study abroad in China, India or Europe to experience cultural immersion and to gain the sophistication that innovative industries and firms demand. PhilaU iMBA graduates are exceptionally well-prepared to be leaders in the exciting, challenging global marketplace.

Students matriculate into either the on-campus or online version of the program; switching between programs requires a separate admission process.

Specialty Tracks & Core Courses

PhilaU's iMBA has five specialty tracks open to on-campus students including marketing, management, accounting/certified public accountant, finance/certified financial analyst, and general business. The CPA and CFA tracks include expert external preparation for certification exams. Online students may choose from the marketing or management track. Each track builds on the iMBA's core innovation-focused courses such as Business Models Development, Managing Innovative People and Teams, Qualitative and Quantitative Marketing Research, Global Finance & Economics, Global Product Development and a Career Jumpstart Internship (limited to on-campus students). Prior to starting the program, students without an undergraduate business degree take 9 credit-hours of online foundation coursework.

Program Goals and Outcomes

Goal #1: Ethical Responsibility

Students will:

- a. Implement ethical decisions.

Goal #2: Analytical Skills

Students will:

- a. Utilize creative and analytical thinking in problem framing and analysis to make sound decisions under conditions of uncertainty.
- b. Analyze the impact of accounting and financing decisions on a firm.
- c. Use information literacy skills to acquire and process the information necessary to guide strategic decisions.

Goal #3: Relationship Skills

Students will:

- a. Appraise their strengths and weaknesses as a leader and manager of innovative teams and organizations and articulate plans to enhance their skills.
- b. Effectively lead and participate in creative, cross-disciplinary and diverse work groups.

Goal #4: Communication skills

Students will:

- a. Make effective business presentations.
- b. Write effective business documents.

Goal #5: Integrative Learning and Decision Skills

Students will:

- a. Acquire and critically apply theoretical knowledge on complexity and systems-thinking to analyze strategic frameworks.
- b. Blend knowledge and skill sets from different disciplinary areas to develop new business models and related business plans.

Curriculum

Foundation Courses

Foundation courses serve as prerequisites for entrance into the M.B.A. program, for individuals who have not had equivalent coursework at the undergraduate or graduate level. In any given semester, the graduate foundation “IMBF” courses (listed below) are typically offered in an online format.

IMBF-503	Foundations of Economic Analysis (3 credits)
IMBF-504	Introduction to Financial and Managerial Accounting (1.5 credits)
IMBF-505	Financial Management (1.5 credits)
IMBF-508	Statistical Analysis for Business Decisions (1.5 credits)
IMBF-510	Operations Management (1.5 credits)
TOTAL CREDIT HOURS: 9 Credits	

Students with satisfactory equivalent undergraduate or graduate records may have some or all of these foundation courses waived. To be exempt from foundation courses, the following criteria must be met:

- A grade of “B-” or better in undergraduate equivalents
- Waived courses must be approved by the M.B.A. Program Director
- Courses must have been taken within seven years of matriculation into the M.B.A. program
- Undergraduate equivalents must be from an accredited university or college

Prospective students with significant business experience in a given area may waive one or more foundation courses by satisfactorily completing a proficiency examination offered by the University or satisfactorily performing on the appropriate College Level Examination Program (CLEP) offered by the Educational Testing Service, Princeton, New Jersey.

Coursework

All IBMA students take a set of core courses plus courses in a selected concentration.

iMBA Core Courses

- IMBA-600 (Online IBMAX-600) Management Concepts (1.5 credits)
 - IMBA-601 (Online IBMAX-601) Marketing Concepts (1.5 credits)
 - IMBA-602 (Online IBMAX-602) Managing Innovative People & Teams (3 credits)
 - IMBA-604 (Online IBMAX-604) Business Model Innovation (3 credits)
 - IMBA-627 (Online IBMAX-627) Competitive Technical Intelligence (3 credits)
 - IMBA-628 (Online IBMAX-628) Accounting for Management Decisions (3 credits)
 - IMBA-629 (Online IBMAX-629) Financial Policy and Planning (3 credits)
 - IMBA-630 (Online IBMAX-630) Operations from a Systems Perspectives (3 credits)
 - IMBA-642 (Online IBMAX-642) Strategic Insight and Implementation (3 credits)
- TOTAL CREDIT HOURS: 24 Credits

iMBA Concentration Options

On-campus iMBA students can choose a concentration in marketing, management, CPA/accounting, CFA/Finance, or CPA/Taxation. Online iMBA students can choose a concentration in marketing or management. In addition to the core iMBA curriculum, students will take the following courses to complete their chosen concentrations:

TOTAL CREDIT HOURS FOR EACH CONCENTRATION: 12 Credits

iMBA-Marketing

- | | |
|---------------------------------|---|
| IMBA-762 (Online IBMAX-762) | Qualitative & Quantitative Marketing Research (3 credits) |
| IMBA-761 (Online IBMAX-761) | Promotion Management (3 credits) |
| IMBA-792 (Not available Online) | International Business Innovation (3 credits) or |
| IMBA-700 (Online IBMAX-700) | International Economics and Finance (3 credits) |
| IMBA-791 (Not available Online) | Career Jumpstart Internship (3 credits) |
| or | |
| IMBA-714 (Online IBMAX-714) | New Product Development (3 credits) |

iMBA-Management

- | | |
|---------------------------------|--|
| IMBA-625 (Online IBMAX-625) | Communication, Negotiation, Creative Economy (3 credits) |
| IMBA-759 (Online IBMAX-759) | Entrepreneurship (3 credits) |
| IMBA-792 (Not available Online) | International Business Innovation (3 credits) or |
| IMBA-700 (Online IBMAX-700) | International Economics and Finance (3 credits) |
| IMBA-791 (Not available Online) | Career Jumpstart Internship (3 credits) or |
| IMBA-714 (Online IBMAX-714) | New Product Development (3 credits) |

iMBA-CPA/Accounting (limited to on-campus students who have sufficient prior coursework in accounting; candidates should discuss their qualifications with the MBA Director)

IMBA-741 Financial Accounting and Reporting I (3 credits)
IMBA-742 Financial Accounting and Reporting II (3 credits)
IMBA-743 Audit and Attestation (4 credits)

Becker CPA Review Course

IMBAX-792 International Business Innovation (3 credits) or
IMBAX-700 International Economics and Finance (3 credits)

iMBA-CFA/Finance (limited to on-campus students who have sufficient prior coursework in finance; candidates should discuss their qualifications with the MBA Director)

IMBA-772 Investment and Portfolio Management (3 credits)
IMBA-776 Speculative Markets (3 credits)
IMBA-777 Fixed Income Securities (3 credits)

Philadelphia CFA Society/CFA Review

IMBAX-792 International Business Innovation (3 credits) or
IMBAX-700 Intl. Economics and Finance (3 credits)

iMBA-CPA/Taxation (limited to on-campus students who have sufficient prior coursework in accounting; candidates should discuss their qualifications with the MBA Director)

TAX-660 Individual Taxation (3 credits)
TAX-662 Corporate Taxation (3 credits)
TAX-664 Tax Research (3 credits)

Becker CPA Review

IMBAX-792 International Business Innovation (3 credits) or
IMBAX-700 Intl. Economics and Finance (3 credits)

iMBA-General Business/Business Administration (limited to on-campus students)

Any two graduate electives, plus:

IMBAX-792 International Business Innovation (3 credits) or
IMBAX-700 International Economics and Finance (3 credits)

IMBA-791 Career Jumpstart Internship (3 credits) or
IMBA-714 New Product Development (3 credits)

MASTER OF SCIENCE IN GLOBAL FASHION ENTERPRISE

Program Director: Tom Fung

Program Description

The M.S. in Global Fashion Enterprise (MSGFE) program expands the career horizons of forward-thinking professionals and with diverse backgrounds in fashion design, merchandising, management, and other industries who want a competitive edge, valuable connections, and real-world experience in the evolving fashion industry. Students benefit from a focus on global fashion development and an appreciation of apparel ecosystems throughout the value chain. Graduates of the MSGFE program possess the skills, knowledge and industry networks to bring value-added innovation to the fashion industry and to manage a thriving global fashion enterprise successfully.

In a hands-on learning environment, students examine new fashion designs, ideas and technologies to create viable business models and market-driven innovation. In addition to the 22 core credit-hours, the MSGFE program culminates in a customized 9 credit hours of Global Fashion Project coursework where students from varying backgrounds work in teams to find new product or system opportunities, then design and prototype products or systems that answer the requirements of their research findings. Students benefit by working directly with successful fashion and apparel companies as they complete their projects, creating networking opportunities that may translate into exciting internship and employment opportunities.

Program Goals and Outcomes

Goal #1: Global Competency in Fashion Ecosystems

Students will:

- a. Evaluate and utilize global fashion value chain innovations and best practices in solving industry problems and tapping opportunities.
- b. Identify multicultural influences on the conduct of business throughout the global apparel value chain, including ethical issues.

Goal #2: Technical Competency in Fashion Ecosystems

Students will:

- a. Evaluate and leverage technologies and metrics in driving fashion industry performance.
- b. Integrate material and product analysis and lifecycle assessments throughout the fashion value chain.

Goal #3: Innovation and Entrepreneurship in Fashion Ecosystems

Students will:

- a. Use information literacy skills to acquire and process the information necessary to guide strategic decisions.
- b. Compile new fashion designs/ideas/technologies into business models and actionable plans.

Curriculum

Foundation Courses

Foundation courses serve as prerequisites for entrance into the G.F.E. program, for individuals who have not had equivalent coursework at the undergraduate or graduate level.

IMBF-504	Financial and Managerial Accounting (1.5 credits)
IMBF-505	Financial Management (1.5 credits)
IMBF-508	Statistical Analysis for Business Decisions (1.5 credits)
FASHMGT-101	Survey of the Global Apparel Industry (3 credits)
GFEF-501	Prototyping (3 credits)
GFEF-505	Apparel Production (3 credits)
IMBF-510	Operations Management (1.5 credit hours)
TOTAL CREDIT HOURS: 15 Credits	

Students with satisfactory equivalent undergraduate or graduate records may have some or all of these foundation courses waived. To be exempt from foundation courses, the following criteria must be met:

- A grade of “B-” or better in undergraduate equivalents
- Waived courses must be approved by the G.F.E. Program Director
- Courses must have been taken within seven years of matriculation into the G.F.E. program
- Undergraduate equivalents must be from an accredited university or college

Prospective students with significant business experience in a given area may waive one or more foundation courses by satisfactorily completing a proficiency examination offered by the University or satisfactorily performing on the appropriate College Level Examination Program (CLEP) offered by the Educational Testing Service, Princeton, New Jersey.

Core Courses:

GFE-600	Fashion Immersion (3 credits)
GFE-611	Product Development/Entrepreneurship (3 credits)
GFE-612	Computer Technology in for Fashion (3 credits)
GFE-621	Global Fashion Marketing & Sourcing (3 credits)
GFE-732A	Global Fashion Seminar I (.5 credits)
GFE-732B	Global Fashion Seminar II (.5 credits)
GFE-734	Fashion Supply Chain Management (3 credits)
TXE-759	Product Evaluation (3 credits)
GFE-791	Fashion Internship (3 credits)
or	
GFE-793	Global Fashion Networking (3 credits)

CORE COURSES: 22 CREDIT HOURS

Project Coursework:

GFE-721	Global Fashion Project 1 (3 credits)
GFE-722	Global Fashion Project 2 (3 credits)
GFE-723	Global Fashion Project 3 (3 credits)

PROJECT COURSEWORK: 9 CREDIT HOURS

MASTER OF SCIENCE IN TAXATION

Program Director: DK Malhotra

Program Description

The M.S. in Taxation is geared to practicing accountants in the fields of public, corporate and governmental accounting, and to lawyers, financial managers and planners who need extensive information and formal study in taxation. The program is practitioner-focused and is strongly linked to business practice. Outstanding faculty members bring the highest level of expertise into the classroom. Students select courses from an innovative and state-of-the-art curriculum. Computer applications are integrated in the total curriculum where appropriate. All courses are taught based on the most up-to-date tax laws, and the implications of proposed changes in tax legislation are discussed.

Students may take courses toward the degree or as Continuing Professional Education (CPE) credits to meet bi-annual state CPE requirements to maintain their C.P.A. license or to enhance their expertise in a specific topic.

Program Learning Outcomes

Students will be able to:

- Identify key tax issues, research and effectively communicate the results.
- Articulate essential tax principles and specific IRS practices and procedures.
- Select and structure a business entity that will provide a client with maximum after-tax profits.
- Effectively represent a client in a tax audit.
- Articulate professional ethical responsibilities and recognize and remediate potential ethical dilemmas.
- Provide an individual with an integrated current and future tax benefits plan.

Course Requirements

Foundation courses serve as prerequisites for entrance into the taxation program for individuals who have not had equivalent coursework at the undergraduate or graduate level.

FOUNDATION COURSES

iMBF-503	Foundations of Economic Analysis (3 credit hours)
iMBF-504	Introduction to Financial and Managerial Accounting (1.5 credit hours)
iMB-511	Decision-Making in the Legal Environment of Business (3 credit hours)

Students with satisfactory equivalent undergraduate or graduate records may have some or all of these foundation courses waived. To be exempt from the foundation courses, the following criteria must be met:

- Grades of “B-” or better in undergraduate equivalents. Waived courses are to be determined by the Taxation Program Director.
- Seven-year time limit between date of matriculation into the M.S. in Taxation program and time when undergraduate course was taken.
- Undergraduate equivalents must be from an accredited university or college.

Upon successful completion (or waiver) of the foundation courses, students enroll in the core courses of the M.S. in Taxation program. The foundation courses must be completed or waived before enrolling in core courses.

CORE COURSES 18 CREDITS

TAX660	Individual Taxation
TAX662	Corporation Taxation
TAX664	Tax Research
TAX765	Taxation of Flow-Through Entities
TAX793	State and Local Taxation
TAX795	Estate and Gift Taxation

ELECTIVES 12 CREDITS

(A minimum of four elective courses in taxation.)

TOTAL CREDIT HOURS: 30 Credits

School of Design and Engineering Undergraduate Programs

The School of Design and Engineering provides both in-depth exploration of the individual design and engineering disciplines and interdisciplinary collaboration opportunities that frequently involve real clients. Through curricular integration of design, engineering and business disciplines, students develop a thorough understanding of the professional dynamics that exist between these fields. Areas of study within the School of Design and Engineering include animation, engineering, fashion design, graphic design, industrial design, interactive design and media, textiles and textile design.

Designers track changes in science, technology and in society. Through their work, they express the meaning of these changes and they maximize the opportunities these changes bring to our lives. In the process of interpreting change for the benefit of people, designers are shaping contemporary culture. Engineers apply the principles of mathematics and the laws of natural science to analyze, design, develop and devise improvements that benefit humanity. The engineering major provides for flexibility to address the unknown technical challenges that will confront society.

As change continues to accelerate, design and engineering influence delivers an unparalleled value to clients and employers. Designers are sought-after collaborators because of their ability to create synergy between the objectives of many other professions.

Our graduates are multidimensional professionals with a broad-based skillset and solid critical thinking abilities. The faculty of practicing professionals, state-of-the-art facilities, study abroad opportunities and our collaborative approach to learning all contribute to creating a unique, nurturing, exciting and creative environment within our school.

B.S.E. ENGINEERING PROGRAMS

Mission

The mission of the undergraduate engineering programs is to continue the legacy of providing excellence in engineering education by developing creative problem-solving, technical skills, and opportunities for collaborative learning among engineering, design and business disciplines. The engineering programs provide students the necessary knowledge and analytical skills for professional engineering practice or for successful graduate studies.

Programs Learning Outcomes

As graduates of the undergraduate engineering programs, students will demonstrate:

- An ability to apply knowledge of mathematics, science and engineering.
- An ability to design and conduct experiments, as well as to analyze and interpret data.
- An ability to design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.
- An ability to function on multidisciplinary teams.
- An ability to identify, formulate and solve engineering problems.
- An understanding of professional and ethical responsibility.
- An ability to communicate effectively.
- An understanding of the impact of engineering solutions in a global, economic, environmental and societal context. A recognition of the need for, and an ability to engage in, lifelong learning.
- A knowledge of contemporary issues.

- An ability to use the techniques, skills and modern engineering tools necessary for engineering practice.

Program descriptions of all engineering majors follow.

ENGINEERING B.S.E.

Program Description

Because of its general nature, the B.S.E. in Engineering major is characterized by breadth and permits in depth study of a minor field such as architectural engineering, composites engineering, industrial and systems engineering or textile engineering. Students choose their engineering concentration in their sophomore year. This engineering major provides flexibility to address the unknown technical challenges that will confront society.

The B.S.E. in Engineering program incorporates the contemporary thinking related to engineering education that has been studied in the National Academy of Engineering publication *The Engineer of 2020: Visions of Engineering in the New Century*.

The B.S.E. in Engineering program prepares graduates who will have the ability to:

- Pursue a career in engineering closely related to their minor discipline.
- Pursue advanced studies in a wide variety of engineering disciplines, including but not limited to textile, architectural or industrial and systems engineering.
- Pursue lifelong learning in their chosen field and remain active in professional societies.
- Make scholarly contributions to their field through publications, technical reports and technical presentations.
- Conduct applied research and development across disciplines to advance engineering.

MECHANICAL ENGINEERING (ME) B.S.E.

Program Description

The B.S.E. in Mechanical Engineering program provides a broad-based education with a concentration on fundamentals and basic laws in mechanical, thermal and fluid sciences. The development of math, science and engineering skills in students is adequately addressed in the choice of courses. Engineering design is part of many of the courses from the very first semester. Further emphasis on design is placed on courses such as machine design, design for manufacturability, and the two-semester senior design project. Students are given ample opportunity to use modern computer-aided design and mathematical modeling tools. Students also develop skills to apply the theory to design experiments that demonstrate their understanding of fundamental laws in thermodynamics, fluid mechanics and mechatronics.

Within the first few years following graduation from the mechanical engineering program, graduates may pursue graduate degrees or work as professionals in an area closely related to mechanical engineering, pursuing licensure and advancing professionally with confidence and experience in one or more of the engineering disciplines of mechanical, mechatronics, thermal and fluid systems.

The mechanical engineering program prepares graduates to achieve one or more of the following:

- Pursue a career in mechanical engineering or a related field.
- Pursue advanced studies in mechanical engineering or related technical areas such as systems control, biomedical, robotics, fluids and other engineering disciplines.

- Successfully pursue lifelong learning in areas relevant to their long-term goals and engage in contributing to professional societies.
- Make scholarly contributions by publishing papers and/or technical reports, delivering presentations in conferences, or contributing to engineering publications.
- Conduct applied research and development across disciplines to advance technology and foster innovative techniques.

ANIMATION

Mission

The mission of the animation program is to instruct students to become professionals who produce animation for broadcast, feature films, simulations, and interactive venues such as the web, video games and museum exhibits. Through a mix of projects ranging from abstract music-based compositions to fully articulated 3D characters, students combine their foundation in design with in-depth studies of motion, storytelling and the history of the medium.

Program Learning Outcomes

Students who graduate from the animation program will:

- Develop a rich and rigorous creative process for animated work.
- Apply robust technical knowledge and a firm grasp of narrative and principles of design to the execution of animated work.
- Demonstrate professionalism and entrepreneurialism in the course of their animation careers.
- Analyze animated work with an informed understanding of history and culture.

Program Description

First-year students in animation are quickly immersed in the Philadelphia University design community, taking foundation classes with graphic designers, interactive designers, and fashion and textile designers. In their second year, students begin their studies in animation with introductory courses in animation, storytelling and storyboarding, and 3D modeling. They also continue to improve their design and communication skills with advanced foundation classes covering typography, hierarchy and image-making. One focus for third-year students is basic animated filmmaking. Using industry-standard software, students learn to design, model and animate compelling 3D characters and environments. They also use 3D imagery as an element in their study of motion graphics, combining them with video and 2D imagery to create uniquely designed visual narratives. Both areas of study are infused with a thorough understanding of the principles of animation design and regular screenings of historic and contemporary examples.

Several electives allow students to focus on areas of particular interest, including animation history, video, and animation for gaming and interactivity. Students are encouraged to supplement their education by taking advantage of internships, design job fairs, study abroad opportunities and memberships in professional organizations. Students also pursue studies that integrate their knowledge of animation with other aspects of contemporary culture and the needs of the modern marketplace.

Students in their final year continue in their advanced 3D and 2D studies as they plan and implement short films. These films encompass every phase of production and serve as the capstone to their animation education. At the end of the year, students publicly exhibit their films alongside the work of their fellow design colleagues.

FASHION DESIGN

Mission

The fashion design program's mission is to establish a program focused on the development of professional skills and creativity supported by a base of liberal arts and to promote student expression of personal design philosophy in consideration of client and societal needs. The fashion design program fosters an environment that supports inventiveness and excellence, and cultivates critical thinking and the application of theoretical knowledge in the resolution of design problems. The curriculum promotes an aesthetic understanding that is confluent with the technical aspects of the discipline. It enables students to build on existing artistic concepts and the ability to adapt to consumer needs. In addition, the mission is to train student designers to have a vision for the future; to problem-solve, to communicate with a vast world requiring quick response, and to contribute to the global marketplace.

Program Learning Outcomes

Students who graduate from the fashion design program will:

- Apply conceptual and critical thinking skills to demonstrate the theoretical foundation of the profession.
- Perform a broad base of technical skills and technology required of the profession.
- Utilize quantitative reasoning and verbal, written and visual skills effectively.
- Demonstrate understanding of business practice and ethics.
- Possess skills to make contributions to the global fashion industry.
- Examine global and cultural issues as they affect the world.

Program Description

The fashion design program at Philadelphia University is globally recognized for its team-oriented designers who understand the interrelationship of design, production and commerce while creatively answering the ever-changing needs of the fashion marketplace. As an integral part of the College of Design, Engineering and Commerce, fashion designers work on industry-related and interdisciplinary projects to develop sophisticated and unique solutions to challenging problems.

First-year students receive a thorough grounding in design and drawing foundations and are immediately challenged to apply those concepts to develop real-world products. The professional studies courses in combination with liberal arts provide the basis for lifelong learning habits in the newest industry methods, critical-thinking, communication and leadership skills.

Second- and third-year students broaden their technical skills while refining their market research, design and production abilities. Projects provide a range of opportunities for students to hone their personal interests in specific markets, textile design, or cutting-edge computer aided design and manufacturing technology. With exposure to the history and newest developments in textiles, students have the unique opportunity to create their own materials and develop unique clothing with a practical yet artistic voice.

Senior-year students create collections culminating in varied opportunities for employment. These culminating experiences provide students with a springboard to highlight their interests and talents while strengthening their personal growth. They are prepared for a successful transition into studios in various markets ranging from couture to fast-fashion, from design assistants to entrepreneurs.

Fashion design students have an opportunity to add an international dimension to their education by participating in the Study Abroad program during their first or third year of study. Students studying overseas gain a cross-cultural experience while broadening their design skills, enabling them to strengthen their competitive edge in the global marketplace.

GRAPHIC DESIGN COMMUNICATION

Mission

The mission of the graphic design communication program is to instruct learners to become graphic design professionals and design strategists with innovative spirits and superior critical thinking skills applicable to a diversity of human needs.

Consistent with the overall mission of Philadelphia University to provide professional training with a rigorous liberal arts and business core, the Graphic Design Communication curriculum fosters an appreciation for design as a cultural craft with a relevant historical background and a rapidly evolving future that includes multiple disciplines. The program seeks to develop students who can contribute intelligently and responsibly at a global level to further the common good.

Program Learning Outcomes

Graduates of graphic design communication will demonstrate the ability to:

1. Solve complex communication design problems.
 - Identify communication design problems to support viable solutions.
 - Conduct research and analysis to shape solutions.
 - Generate and/or prototype multiple solutions to discover possibilities.
 - Evaluate outcomes to measure levels of success.
 - Collaborate productively in interdisciplinary teams.
 - Adapt to continually changing professional challenges.
 - Evaluate the intended audience in order to focus on its needs.
 - Demonstrate visual literacy as exemplified through means such as composition, hierarchy, typography and creation of meaningful images
 - Display proficiency in the use of tools and technology related to the discipline.
2. Justify design decisions through effective communication.
 - Frame visual and verbal responses to communication design problems through the use of research.
 - Articulate objectives using written and oral communication.
3. Interpret the role design can play within global contexts.
 - Evaluate the role of design within contemporary and historical contexts.
 - Apply design principles within diverse social, disciplinary and economic frameworks.

- Analyze complex, multifaceted design systems

Program Description

Graphic design is one of the most ubiquitous of all art forms; quite literally, it is everywhere. From logos to branding and identity, from websites to interactive media of all forms, from marketing and promotional materials to advertising and packaging, graphic design is about visual communication. Graphic designers specialize in communicating a message to an audience on behalf of a client through a variety of media forms and outcomes. This often includes collaborating with professionals in such disciplines as business, communications, marketing, interactive/web design, industrial design, social sciences, liberal arts and others.

The graphic design communication curriculum culminates with a Bachelor's of Science degree. The program is conceptually based. The faculty firmly believes that a designer's most valuable contribution is to be able to generate ideas, and that a designer's intellectual property is his/her creative capital. The faculty strives to train today's designers to enter the wonderfully diverse and ever-changing profession of graphic design.

The graphic design curriculum embraces design-thinking and strategic planning, and views design as a powerful strategic tool to be used to help solve problems in society and business. Students will learn to understand the role that design can play in the larger context of contemporary and historical culture. The curriculum features real-world projects that are pragmatic and practical, and is based on active, hands-on learning through doing and making with critique-based feedback.

The curriculum emphasizes traditional design skills and focuses on the ability to create and develop visual and verbal responses to complex visual communication problems across a variety of media. The faculty stresses the ability to articulate these responses both orally and in written form and encourages the creation of original image-making through illustrative and photographic means. The faculty also stresses the importance of the narrative: illuminating information and telling stories that resonate with an audience. Graphic designers create and manage messages that tell a story.

The program emphasizes the ability to solve communication problems by exploring the design process of identifying the problem; conducting research, information gathering and analysis; the generation and iteration of alternative solutions and multiple ideas; prototyping and user testing and evaluating outcomes.

The program stresses the ability to collaborate productively in interdisciplinary teams, and expects students to be nimble and agile learners with the ability to change and adapt with technology and to fully embrace the concept of lifelong learning.

The graphic design communication program is located within the Kanbar College of Design, Engineering and Commerce (C-DEC) alongside other design disciplines such as animation, industrial design, interactive design and media, textile design and fashion design. Together with business and engineering and other disciplines across the University, there is tremendous potential for interdisciplinary collaboration.

The work produced by graphic design communication students regularly wins awards and recognition in international, national and regional design competitions, exhibitions and publications, such as: the Adobe Design Achievement Awards, AIGA, *Creative Quarterly*, *Graphis New Talent Design Annual*, *HOW Magazine Self-Promotion*, Society of Publication Designers, The One Show College Design Competition, and the University and College Designers Association.

INDUSTRIAL DESIGN

Mission

The industrial design program delivers a broad education and the requisite professional skills, competencies and knowledge to enter into the industrial design profession. It crafts an environment that fosters critical discourse, enables personal discovery and promotes creativity and excellence. The faculty of the Industrial Design program instills in students a responsibility to the user, the environment and the business interests of the client. The students and the faculty seek to join the design profession in the ongoing discourse concerning the profession's role in society.

Program Learning Outcomes

Graduates of the industrial design program will demonstrate the ability to:

- Interpret changes in society and technology and ideas in the humanities and the arts through discussion, verbal, visual and written communication.
- Develop personal knowledge and methods needed to engage the discourse about design in different geographic and cultural contexts.
- Develop creative solutions to complex problems, relying on ideation techniques, open-ended explorations, systematic information gathering, analysis and creative resolution.
- Understand the priorities of other professions and stakeholders and collaborate with these in a productive, empathic manner.
- Seek to influence their own and other professions to adopt better practices and continually strive to improve the human condition.
- Approach their work with independence and the ability to continually assess and develop their methods so they can lead efforts to achieve better results.

Program Description

The four-year Bachelor of Science in Industrial Design program equips students to create attractive, meaningful and practical products and systems that serve the needs of the end-user and support the objectives of other stakeholders. The program prepares students to respond thoughtfully and creatively to challenges and opportunities presented by technological advances, social development and cultural change. The strengths of the program are derived from its interdisciplinary structure, collaboration with industry and engagement of the design community. Insights and unique collaborative project opportunities offer themselves to design students on a campus that hosts programs in related professions. Studio life is characterized by the simulation of work dynamics found in design consultancies and in corporate design departments.

INTERACTIVE DESIGN AND MEDIA

Formerly known as the digital design program, the Bachelor of Science in Interactive Design and Media prepares students to work in the rapidly developing field of interactive design and media.

Mission

The Bachelor of Science in Interactive Design and Media prepares students to work effectively in the rapidly moving field of interactive design and media. The program provides a diverse combination of

skills, including the understanding of basic design principles, the capacity to plan and develop a great strategy, the ability to harness the latest digital technologies and techniques and experience in working in a collaborative interdisciplinary environment.

Program Learning Outcomes

Graduates of the B.S. in Interactive Design and Media program will:

- Demonstrate the process involved in planning and executing an interactive visual design.
- Use critical thinking skills to solve complex design problems on a formal level.
- Analyze and organize information and create effective archetypes, systems and prototypes that can address complex usability, web-thinking and navigational problems. Demonstrate a broad understanding and proficiency in the role that current media, technology and development can play on solving design problems and changing the way we use, interact and communicate.
- Demonstrate collaborative learning by working in teams and on interdisciplinary design projects
- Appreciate cultural diversity and demonstrate the ability to serve society in a responsible and ethical way.
- Understand major accomplishments in the history of interactive design, including the works and intentions of leading visionaries, developers and designers in the past and present.

Program Description

Digital technology has changed the way designers visualize, conceptualize and express their ideas. The curriculum in interactive design and media features a foundation based on establishing strong visual thinking and conceptual skills common to most art and design fields. In advanced courses, students develop the ability to visualize and produce work for rich information environments. They explore complex aspects of time-based interactive design, web-based media, user experience, user interface, game design and mobile communications. Additional emphasis is placed on motion graphics, type motion and animation techniques, principles of effective story development, and interactive narrative structure through rich media experiences.

A particular strength of the program lies in its collaborations with other departments and its integration with the University's courses in business, engineering and the liberal arts. Students study basic business practices and how characteristics of new technologies relate to various aspects of the networked economy. Students will have the opportunity to work in multidisciplinary environments in teams with other majors, to understand team dynamics, leadership and to gain real-world experience.

In the first two years of study, interactive design and media students concentrate on developing basic skills necessary for visual literacy in the modern communication landscape. Basic design, expertise in typography, strategic planning, skill in electronic imaging, basic code and navigation and the principles of hierarchy in communication are all addressed.

The final four semesters include a combination of required studios designed to develop the ability to complete complex interactive projects with consideration of social and economic factors as they apply to communication strategies. Elective courses allow study in areas of particular interest or the opportunity to explore specific digital skills or software more extensively.

Students are encouraged to participate in our internship program and to experience the richness that comes with one of our many study abroad opportunities. In the final semester, interactive design and media students are required to complete a culmination capstone course where they partner with an outside "client" to plan and produce a major project. Many of these projects have been accepted for use in actual commercial or educational enterprises.

Graduating students are required to demonstrate expertise in software manipulation and code development, an understanding of the social implications of the emerging technologies, and an ability to produce aesthetically pleasing products that can inform and delight while serving the needs of a variety of commercial environments.

TEXTILE DESIGN

Mission

The mission of the textile design program is to provide an integrated, collaborative curriculum that blends experiential learning in aesthetic and creative skills with emerging global technologies. The program emphasizes supportive relationships with faculty and peers, together with cross-disciplinary knowledge, to turn innovative ideas into actual products, preparing students for successful careers establishing the trends in design, color and pattern.

Program Learning Outcomes

Graduates of the textile design program will have the ability to:

- Apply conceptual and critical thinking skills that illustrate an understanding of the theoretical foundations of textile design.
- Demonstrate skills required of the textile design industry.
- Apply a base of liberal arts knowledge to examine textile design issues through acquiring, developing and conveying design ideas and information.
- Demonstrate an understanding of sound textile design business practices, including ethics and law.
- Develop textile design industry marketability through successful completion of the program.
- Identify international perspectives to function in a global marketplace.

Program Description

With expanding international markets, the billion-dollar textile industry cuts across a multiplicity of products and commerce—fashion, home furnishings, medical, performance, retail and technical. This provides a world of opportunity for talented textile designers. Our program puts students on the fast track to an exciting career in this field. Textile majors range from those who are design- and trend-oriented to those focused on textile science, engineering and product development, enabling specialization in the area most suited to individual interests and strengths.

Each year, Textile Design students win awards in prestigious, international design competitions sponsored by textile associations and industry corporations.

Textile designers begin their education in the studio developing a sense of color, light, shape, texture and form. They explore properties of fibers, yarns and dyes, and they study how fabrics are constructed. Advanced courses allow students to concentrate in a breadth of fabrication technology, including woven, knit and printed textiles.

The University invites designers, artists, industry leaders and experts onto campus to interact with students. These weekly presentations create an opportunity for students to explore the range of career possibilities in the textile design field. Additionally, frequent field trips provide exposure to design studios, textile manufacturing facilities and product development firms.

JOINT B.S./M.S. TEXTILE DESIGN

The School of Design and Engineering offers a five-year Bachelor of Science/Master of Science (B.S./M.S.) program to qualifying students majoring in textile design. Students follow the B.S. in Textile Design program for the first three years. Graduate courses taken in the fourth year of undergraduate study are applied toward both the B.S. and M.S. degrees. The fifth year includes a summer session in addition to the fall and spring semesters.

The five-year program offers an opportunity for students wishing to further their design education through a year of graduate-level work. They are given the opportunity to work on design development on a more concentrated basis, and thus extend their design skills and portfolio work (within their chosen undergraduate specialization) to a level not attainable through the undergraduate program.

Application should be made through the Graduate Admissions Office during the junior year. Currently enrolled students will be considered for admission if they have maintained a 3.0 GPA. The GRE is required for full acceptance to the program and must be taken before the end of the senior year.

TEXTILE MATERIALS TECHNOLOGY

Mission

The mission of the textile materials technology (TMT) curriculum is to present students with distinctive educational opportunities to demonstrate creativity and intellectual curiosity while at the same time applying time-tested principles and mixing them with a dose of cutting-edge innovation. The TMT degree develops a breadth and depth of professional skills that are infused with elements of design, engineering and commerce and are informed by the liberal arts and sciences.

Program Learning Outcomes

The intent of the TMT program is to educate and graduate individuals who possess the technical and social competence and confidence to succeed in professional practice and advanced education. Students will be lifelong learners who will exercise responsible stewardship.

Graduates of the TMT program will be able to:

- Integrate theory with research and practice, and guide creative decision-making in the textile field.
- Effectively communicate to multiple audiences using oral, written, numerical and visual methods.
- Establish a set of skills, competencies and attitudes that lead them to be a wise information consumers and self-motivated lifelong learners.
- Recognize the societal and environmental impact dominating sustainable practices within the textile industry.
- Analyze how global, societal, political and cultural practices interact and impact the textile field.
- Demonstrate experience working with and learning from others in a collaborative environment.

Program Description

The interdisciplinary and collaborative nature of the TMT courses creates sufficient flexibility to empower students to incorporate inventive solutions into advanced courses taken within one of five concentrations.

1. **Sports and High Performance Materials** involves the selection, specification and design of equipment and clothing materials for the enhancement of human performance.
2. **Product Safety & Materials Evaluation** is a natural outgrowth of the research activities of the Institute for Textile and Apparel Product Safety (ITAPS) and the Laboratory for Engineered Human Protection (LEHP) at the Philadelphia University Research Center.
3. The **Commerce** concentration is designed to collaborate with the School of Business Administration. Students may select courses that focus on international marketing and management or select courses that enable a pre-MBA concentration that leads to the completion of a B.S./MBA in five years of study.
4. **Textile Conservation & Forensics** evolved through collaboration with the faculty in the College of Science, Health and the Liberal Arts on course development and research, e.g. forensic chemistry. Utilization of the textile and costume collection at the Design Center along with the museums and conservation laboratories in and around Philadelphia will enable a new focus for research and internships using textiles and related materials.
5. **Sustainability** allows an in-depth analysis of textile processes that are distinct to the industry and provide students with sufficient depth of knowledge to make informed decisions about the future of textile-related businesses. Students could conceivably double-major with the Environmental Sustainability major offered in the College of Science, Health and the Liberal Arts. Qualified TMT students could complete two graduate-level courses to facilitate a transition into the M.S. Sustainable Design program.

Qualified TMT students could complete two graduate-level courses to facilitate a transition into the M.S. Textile Engineering program.

School of Design and Engineering Graduate Programs

ABOUT THE SCHOOL

The School of Design and Engineering provides both in-depth exploration of the individual design and engineering disciplines and interdisciplinary collaboration opportunities that frequently involve real clients. Through curricular integration of design, engineering and business disciplines, students develop a thorough understanding of the professional dynamics that exist between these fields. Areas of study within the School of Design and Engineering include animation, engineering, fashion design, graphic design, industrial design, interactive design and media, textiles and textile design.

Designers track changes in science, technology and in society. Through their work, they express the meaning of these changes and they maximize the opportunities these changes bring to our lives. In the process of interpreting change for the benefit of people, designers are shaping contemporary culture. Engineers apply the principles of mathematics and the laws of natural science to analyze, design, develop and devise improvements that benefit humanity. The engineering major provides for flexibility to address the unknown technical challenges that will confront society.

As change continues to accelerate, design and engineering influence delivers an unparalleled value to clients and employers. Designers are sought-after collaborators because of their ability to create synergy between the objectives of many other professions.

Our graduates are multi-dimensional professionals with a broad-based skill set and solid critical thinking abilities. The faculty of practicing professionals, state-of-the-art facilities, study abroad opportunities and our collaborative approach to learning all contribute to creating a unique, nurturing, exciting and creative environment within our school.

MASTER OF SCIENCE IN INDUSTRIAL DESIGN

Program Director: Tod Corlett

Mission

The M.S. in Industrial Design program teaches the effective design of products and systems used by people. It focuses on making the relationship between people and the things they use elegant, simple, useful and beautiful, and on finding new forms of value for product-users in cooperation with business and engineering, informed by user-centered research. The program is taught in an interdisciplinary studio context; it is intended for curious, motivated and highly qualified students with undergraduate degrees in design or in other fields.

Program Learning Outcomes

Graduates from the Master of Science in Industrial Design program will be able to apply the following skills, knowledge and habits of critical thinking. They will effectively and specifically address the following issues in corporate, entrepreneurial or consulting contexts:

Aesthetics

- Analyze and respond to cultural, political, economic and cognitive issues surrounding concepts of beauty, desirability, ornament, usability and user experience in the context of designed objects and systems.
- Propose positive relationships between form and function, and be able to create appropriate aesthetic responses in diverse design situations.

Global Context

- Analyze and propose interventions in the global economic environment in which products and systems are designed, manufactured, marketed, sold, and used in the 21st century.
- Create new understanding of how they, as designers, can participate and add value in these systems.
- Participate in international business and design cultures well enough to work effectively in a global environment.
- Exercise the cultural sensitivity and research skills necessary to design for end-user markets in global cultures.

Sustainability

- Respond to challenges for design implicit in rapid global change. Formulate innovative responses to issues such as climate change, pollution, resource limitations, population growth, rising standards of living in the developing world, and social and income disparities.
- Analyze the designer's role and degrees of freedom in responding to these pressing issues.

Research and Innovation

- Evaluate changes in social, economic and technological factors that represent potential opportunities for new product approaches, and do so in a compelling and reproducible fashion.
- Analyze the lives, values and minds of product users, and be able to translate this into creation of effective design interventions.
- Plan techniques for learning about interactions between people and products, and create processes for iteratively improving the products in this experiential context.

Interdisciplinary Leadership

- Lead cross-disciplinary teams effectively, and take responsibility for managing the team's work and in creating its effectiveness.
- Evaluate the nature and value of collaborative work processes, and the value added by specific disciplines.
- Analyze and synthesize responses to new challenges and opportunities facing the industrial design profession.

Admissions Criteria

A design portfolio is necessary from those with design backgrounds (this includes engineering) along with a letter of intent specifying the student's career goals and how the student plans to contribute to the program.

Applicants must demonstrate through portfolio an ability to conceive, iterate and improve design concepts; to use sketching and computer-based tools to communicate and document these ideas; and to make well-crafted things in three dimensions. It is also expected that qualified applicants will have knowledge of human factors issues and of the history of art and design, and some familiarity working in

a critique-based studio environment incorporating team project work. These abilities can be gained through academic study or through personal/professional experience.

Because of the interdisciplinary emphasis of the industrial design program, it is anticipated that prospective students will come from various backgrounds and levels of expertise. If an applicant is found to need development in professional skills but is otherwise qualified, the MSID program can formally prescribe additional undergraduate courses as foundational preparation. These courses may be taken before starting the MSID studio sequence or concurrently with it at the MSID Program’s option. All applicants to the program must meet with a program representative to determine necessary foundational courses.

CURRICULUM SEQUENCE: 42 CREDITS

(33 graduate credits minimum)

Highly qualified students may be exempted from MSID-500 Skills and Methods, MSID- 798 Internship/Independent Study, and/or MSID-701 Practice Tutorial, based on portfolio review. Students not exempted will take 42 graduate credits.

FOUNDATION COURSES, IF REQUIRED

CADF-500	CAD I for Industrial Design
CADF-501	Digital Design Techniques
IDF-501	Design Development Drawing
IDF-505	Materials/Process: Manufacturing
IDF-507	Design I for Industrial Design
IDF-508	Materials & Process: Fabrication
IDF-509	Rendering
IDF-510	Ergonomics Studies
IDF-513	Design V for Industrial Design
IDF-515	Design VI for Industrial Design
IDF-514	Visual Studies: Drawing

YEAR I

Summer Semester

MSID-500	Skills and Methods for ID	3
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Fall Semester

MSID-703	User-Centered Studio	6
MSID-700	Research and Design Process Methods	3

Spring Semester

MSID-705	Collaborative Studio	6
MSID-707	Seminar: Current Issues in ID	3

YEAR II

Summer Semester

MSID-791/798		
MSID Internship/ Independent Study		3
	(Or Elective)	
<i>Fall Semester</i>		
MSID-803	Master's Project I:	6
	Implementation	
MSID-701	Workshop: Prototyping	3
<i>Spring Semester</i>		
MSID-8XX	Master's Project II:	6
	Development and Evaluation	
MSID-7XX	Practice Tutorial	3
	(Or Elective)	
TOTAL GRADUATE CREDIT HOURS:		42 credits

Optional, not required for graduation:

<i>Winter Term</i>		
MSID-600A	Graduate Intercultural Innovation:	
	Study Abroad Component	1
<i>Spring Semester</i>		
MSID-600B	Graduate Intercultural Innovation:	
	Project Component	2

MSID students may take the MSID elective 600 Intercultural Innovation, or other graduate electives (Sustainable Design recommended), subject to availability and program requirements.

MASTER OF SCIENCE IN INTERACTIVE DESIGN AND MEDIA

Program Coordinator: Neil Harner

Mission

The mission of the M.S. in Interactive Design and Media is to prepare students to be professionals who will change standards by which society communicates and interacts. When one looks at websites, mobile communications devices, graphic user interfaces, or integrated systems, one sees the importance of interaction in communicating a rich media experience. For businesses, success depends on a well-designed, engaging, dynamic and robust user experience. The M.S. in Interactive Design and Media program provides students the necessary skillsets and promotes the critical thinking that is vital to this evolving field.

The predominant feature of the M.S. in Interactive Design and Media program is the development of new and innovative ways of communicating and learning to work as a team. The program offers

students a unique opportunity to study in an interdisciplinary atmosphere. While learning to be successful members of an interdisciplinary design team, students acquire skills to manipulate digital technology, communicate ideas, visualize design proposals and manage information.

Program Learning Outcomes

Graduates of the M.S. in Interactive Design and Media will be able to apply the following skills, knowledge and habits of critical thinking:

Best Practices in Visual Communication, Information Literacy

- Use principles of design, such as visual organization, information hierarchy, typography, narrative and aesthetics to solve problems.
- Plan and design usable sites by collecting data through various methods.
- Analyze and evaluate data, plan and execute intuitive interfaces, user experiences and rich interactive designs.

Practical Interactive Knowledge and Technological Skills

- Use equipment, technology and resources that represent current trends in the field.
- Analyze and design functional prototypes.
- Apply user experience design principles.
- Evaluate and respond to user needs and develop solutions to usability problems.
- Apply fundamental concepts of Internet and digital marketing including social media and email marketing.
- Create and analyze system architecture such as Content Management Systems, web development, user interactions and database development.

Development, Production and Post-Production Knowledge

- Use computer languages, compilers, interpreters and assembler products to produce code and output to meet specifications.
- Illustrate an understanding of digital technologies in the creation, production and use of visual communication.
- Utilize and synthesize digital tools including software, photography, time-based and interactive media to create effective visual designs.

The M.S. in Interactive Design and Media program emphasizes the following:

- Skills in planning, organizing and executing an interactive visual design.
- Critical thinking skills and problem-solving for complex interactive design projects on both a formal and conceptual level.
- Competence in digital technologies, analytics, information design, strategy and methods of usability.
- The importance of collaborative and interdisciplinary work, which is fundamental to the success of graduates in the digital design field.
- A strong understanding of and appreciation for cultural diversity and the ability to serve society in a responsible and ethical way.
- The major accomplishments in the history of interactive design, including the works and intentions of leading visionaries, developers and designers in the past and present.

The M.S. in Interactive Design and Media program concludes with a final capstone research project. In this synthesis studio, students will develop a final working prototype of a product, service, entertainment or publication of their choice that synthesizes all of their knowledge and skill from the previous semesters. The final project demonstrates marketability and/or successful functionality within the larger community. This project prepares the student to enter the rapidly expanding field of interactive design by closely emulating the professional interactive design environment. It prepares the student to enter a profession that requires innovative designers with the ability to work within a collaborative interdisciplinary team.

Admissions Criteria

M.S. in Interactive Design and Media

An undergraduate degree in design is highly recommended.

Applicants must demonstrate a high degree of technical proficiency in interactive design as well as an ability to conceptualize and produce at a sophisticated level of communication. The background for this skill set could come from significant professional experience and/or previous study. An online interactive design portfolio is necessary, along with two letters of recommendation, transcripts, a resume, and a letter of intent specifying the student’s goals for the period of study.

Curriculum Sequence – 36 credits

YEAR I

Fall Semester

IDD-621	Digital Experience Design	6
IDD-623	Theory of Electronic Communication II (Graduate seminar)	3

Spring Semester

IDD-631	Digital Innovation Design	6
IDD-632	Database Management and Scripting	3

YEAR II

Fall Semester

IDD-635	Interactive Narrative/Drama	3
IDD-941	Interactive Design Synthesis Project Preparation	3
	Free Elective	3

Spring Semester

IDD-942	Interactive Design Synthesis Project	6
	Free Elective	3

TOTAL CREDIT HOURS: 36 Credits

Master of Science Programs in Textiles

The M.S. in Textiles programs are intended to develop the student's analytical, creative and problem-solving skills appropriate to a professional person seeking a senior position in the textile or related industries.

Through common core courses, the M.S. in Textiles programs bring together graduate students with differing professional goals and interests within the textile field.

In the planning of the programs, careful attention has been given to ensure that: (1) there is balance between theory and practice; (2) the student is able to develop research skills and capabilities; and (3) the student has a culminating capstone experience during the final semester, through the completion of a technical research project, a scholarly thesis, a marketing project or a design collection.

The course credits are spread over three stages. In the case of full-time students, this would equal three to four semesters, assuming that no foundation courses are required. The availability and rotation of courses at each stage of the program for part-time students is monitored to ensure that students follow the courses in the correct sequence.

The curriculum includes foundation courses and core courses as well as elective courses. The elective courses are chosen in consultation with the student's academic advisor.

Foundation Course Requirements

The foundation course requirements will vary according to the applicant's completed undergraduate major and selected textile specialization.

Applicants will be advised on an individual basis by the graduate program director concerning prerequisites and the required foundation courses or equivalent undergraduate courses which need to be taken, or possible exemptions where appropriate.

MASTER OF SCIENCE IN TEXTILE DESIGN

Program Director: Claire Beevers

Mission

The Master of Science in Textile Design provides both integration and balance between creative design and technology to prepare students for successful careers within the U.S. textile design industry. The program opens up the opportunity for successful and creative professional development for students who hold previous studio arts degrees as well as those coming from alternative backgrounds.

The program structure has a unique balance of a strong technology base across all aspects of textiles upon which students build their design skills in a single concentration of knit, weave or print. Collaborative experiences with other majors plus a range of additional projects assigned by industry professionals and companies serve to expand the students' experiences.

Program Learning Outcomes

Through the course of the program, students will:

- Develop an appreciation of the multifaceted nature of textile design and the technical knowledge, skills, design and development processes and business structures required for a professional career in textiles.
- Practice sustained visual research through original visual observation and trend information.
- Apply visual research and technical skills into a collection of knitted, woven or printed textiles.
- Produce a final body of textile design work—a fabric collection for exhibition and portfolio—exhibiting individual concept and development.
- Produce an account of their final semester collection in thesis format for inclusion in the Gutman Library collection.

Foundation Courses Specific to the M.S. in Textile Design

The following foundation or equivalent undergraduate courses may need to be completed. The specific foundation course requirements for each student will be based upon consultation with the area concentration advisor. Contact the School of Design and Engineering for further information.

ARTH-102	History of Western Art II or TXF 503 History of Textiles & Costumes
CHEM-101	General Chemistry
DRAW-101	Drawing I
TXF-501	Foundation Fiber and Yarn Studies
TXF-506	Design Foundations II
TXF-507	Design Foundations III
TXF-510	Introduction to Textile Computer-Aided Design
TXF-511	Knitting I
TXF-516	Dyeing and Finishing
TXF-517	Weaving I

Depending upon concentration:

TXF-512	Knit Design Studio I and TXF513 Knit Design Studio II or
TXF-514	Print Design Studio I and TXF515 Print Design Studio II or
TXF-518	Weave Design Studio I and TXF519 Weave Design Studio II

* The foundation requirement in Textile Design Studio may be waived via portfolio review only.

CORE COURSES: 36 CREDITS

TXD-615	Design Studio IA (three credits)*
TXD-616/TXD-617	Design Studio IB & IC (six credits total)*
TXD-625	Seminar (credit/no credit)
TXD-665	Design Management
TXD-742/TXD-743/TXD-744	Design Studio II (nine credits total)*
TXD-749	Weaving Technology or
TXD-750	Knitting Technology or
TXD-776	Textile Printing Technology
TXD-772/TXD-773/TXD-774	Design Studio III (eight credits total)*

TXD-777 Advanced Computer-Aided Design

TXD-975 Thesis (one credit)

* Design Studio 26 credits

The Design Studio courses make up the majority of the coursework in the M.S. in Textile Design program. Students are required to specialize in one design area (knit, weave or print) but are encouraged to incorporate the other areas of textile design through their foundation courses, elective or design studio work. The 26 credits of Design Studio are split into three stages that may be spread over three semesters. However, the student may elect or be advised to take only three or six credits of Design Studio in any semester depending on individual progress, development and available time commitment. All students involved in Textile Design Studio courses will participate in common presentation/critique sessions toward the end of the semester.

Students may elect to replace up to six credits of Design Studio with graduate-level electives. The selection of these electives should be approved by the primary design faculty member and the program director.

ELECTIVES: 3 CREDITS

Choose one course from the following or other courses approved by the program director.

TXD-756 Advanced Jacquard

TXD-780 Advanced Drawing: Materials & Techniques

TXD-791 Internship

TXD-798 Independent Study

TXD-993 European Textile Print Study Tour (Alternate Years)

TXD-994 European Knitting Study Tour

TXE-751 Advanced Woven Structures - Product Development

TXE-752 Advanced Knitted Structures - Product Development

TOTAL CREDIT HOURS: 39 Credits

Additional Requirements for Textile Design Applicants

Applicants are required to provide the Admissions Committee a typed personal statement (250 to 500 words) discussing (1) the applicant's reasons to pursue a graduate degree in textile design and (2) why the applicant believes he/she will be successful with this course of study.

MASTER OF SCIENCE IN TEXTILE ENGINEERING

Program Director: Brian George, Ph.D.

Mission

This program is intended to develop the graduate student's knowledge in the advanced fields of textile science and engineering. Students with undergraduate education in the fields of textile engineering, textile chemistry and textile sciences, and those with undergraduate experience in engineering or materials technology are welcome to pursue this program. The wide range of textile engineering courses will prepare the student to make significant contributions in either advanced textile manufacturing

technology or textiles material science. The carefully integrated educational offerings at the University enable the student to be exposed to a wide range of professional education possibilities. A capstone experience is provided during the final semester.

Program Learning Outcomes

Graduates of the M.S. in Textile Engineering will:

- Demonstrate knowledge & proficiency in technical aspects of textile engineering.
- Analyze and criticize established textile theories and synthesize new theories.
- Understand and evaluate engineering theory.
- Apply their acquired skills toward the development of a unique research project.
- Demonstrate a competent knowledge and proficiency in the field of textile engineering.
- Perform written and oral technical communications at a competent level.

Foundation Courses

The foundation courses will be determined at the time of admission by the program director.

COURSES: 27 Credits

Students choose nine courses from the selection below after consultation with their graduate advisor.

TXE-601	Fiber and Yarn Studies
TXE-613	Characterization of Fibrous Materials
TXE-621	Mechanics of Materials
TXE-622	Mechanics of Textiles
TXE-624	Advanced Textile Composites
TXE-625	Biomaterials Technology
TXE-713	Coloration and Finishing Studies
TXE-721	Analytical Methods
TXE-751	Advanced Woven Structures
TXE-752	Advanced Knitted Structures
TXE-753	Advanced Nonwoven Structures
TXE-754	Industrial and Specialty Fabrics
TXE-755	Advanced Yarn Studies
TXE-759	Product Evaluation
TXE-762	Textile and Apparel Operations Management
TXE-783	Advanced Chemistry of Fibrous Materials
TXE-790	Quality Management
TXE-791	Internship
TXE-797	Selected Topics
TXE-798	Independent Study
THESIS:	9 Credits
TXE-941	Research Thesis
TOTAL CREDIT HOURS: 36 Credits	

DOCTOR OF PHILOSOPHY IN TEXTILE ENGINEERING AND SCIENCE

Program Director: Brian George, Ph.D.

Mission

The mission of the Textile Engineering and Science Doctor of Philosophy program is to educate textile engineers who combine theory, practice, scholarly research and application of knowledge in their chosen professions. It is expected that graduates of the doctoral program will pursue careers in basic and applied research in industry, government or university settings. Graduates will contribute original research and scholarly publications to the fiber and textile fields.

Program Learning Outcomes

Graduates of the Ph.D. in Textile Engineering will:

- Demonstrate knowledge of and proficiency in applying research methodology to textile engineering.
- Demonstrate knowledge and proficiency in technical aspects of textile engineering.
- Analyze and critique established textile and engineering theories and synthesize new theories based on research.
- Apply their acquired skills toward the development of a unique research project.
- Perform written and oral technical communications at a competent level.

Program Description

The doctoral program in textile engineering and science emphasizes not only depth in fundamental textile engineering and science/mechanical engineering disciplines, but also an interdisciplinary approach to understanding technologies in which textile engineers and scientists can and should take a leading role. It is this combined emphasis on fundamentals, the ability to think and work outside one's area of expertise and the ability to frame complex problems that best defines this doctoral program. Students will propose a textile engineering and science problem of substance and then develop a solution. Students must demonstrate the ability to apply scientific principles to meet engineering needs with due regard to social and economic factors, and they must do so within a reasonable time constraint.

Program Structure

Doctoral candidates will have as their primary goal the completion of an original engineering/scientific contribution to the body of knowledge in the field of textiles. This contribution will be in the form of a written doctoral dissertation that will be defended in the presence of the faculty of Philadelphia University.

During the first year of the program, students will complete required coursework, including a 9-credit-hour (three courses) engineering minor. In a collaborative agreement with nearby Temple University, these graduate-level courses will be taken at the College of Engineering at Temple. The student's doctoral committee may require additional courses to enhance the student's research.

All courses will be taken in the first year of the doctoral program. Students will then be required to pass a two-part qualifying examination in the field of textile engineering. The first part is a written

examination, and the second part is an oral examination. A major and a minor topic will be chosen by the candidate and the doctoral committee and agreed upon at least four months in advance of the examination. Dates for the written and oral exams will be selected by mutual agreement of the candidate and the committee members.

All members of the committee should be present for the oral examination. The written examination may be administered by the committee chair with input from other committee members. The result of the two-part qualifying examination will be a pass or a fail. Both the written and oral examinations should be completed by the end of the second semester of study. Upon the successful completion of the examination, students will be formally admitted to doctoral candidacy. This will usually occur after the first year of full-time enrollment.

Students who fail the qualifying examination on the first attempt will be given one more chance, at the discretion of the committee, to improve their performance. In any case, the qualifying examination must be completed before the end of the second year of the student's doctoral program.

The candidate will then make a formal Ph.D. thesis proposal defense. Once approved by the doctoral committee, students will conduct their doctoral research and subsequent dissertation. At the completion of a written dissertation, the candidate will give a formal and public thesis defense. Upon a successful defense, the student's candidacy will be completed, and upon the recommendation of the faculty of the Philadelphia University the candidate will be awarded the Ph.D. in the field of textile engineering and science.

Degree Requirements

FIRST YEAR: 18 CREDITS

Selection of doctoral advisor

Completion of doctoral committee selection

Three engineering courses at Temple University 9

TES-901 Preliminary Examination Preparation 3

TES-902 Thesis I 6

Successful completion of doctoral qualifying examination

SECOND YEAR: 18 CREDITS

Doctoral thesis proposal defense

TES-903 Dissertation Research I 9

TES-904 Dissertation Research II 3

TES-906 Thesis II 6

Defense of Doctoral Dissertation

Credit for previous master's degree: 36 credits (minimum)

TOTAL CREDIT HOURS 72 Credits

While it is the intention to have students study full-time, there will be a provision for students to take a leave based on personal reasons. In all cases, students will have a maximum period of five years from the date of initial enrollment to complete all doctoral degree requirements. The minimum time

requirement to complete the doctoral program is two years. The minimum full-time enrollment in residence is two semesters.

Admission to the Ph.D. Program

The Ph.D. program in textile engineering and science is primarily an advanced research-oriented program that will be offered to selected graduates of M.S. Textile Engineering programs. Students from M.S. Textile Engineering programs that are offered internationally also will be considered for admission. Candidates with advanced engineering degrees in fields other than textiles, e.g., mechanical, chemical or materials, may be considered for admission if they agree to take master's-level textile engineering courses at Philadelphia University. The credits they receive for these additional courses will not take the place of the required nine credits of minor courses in engineering, and they will serve as foundation-level courses.

Standardized Test Requirements

Applicants to the Ph.D. program who have master's degrees in textile engineering (or other acceptable fields as noted above) from a university in the United States are not required to submit GRE or TOEFL scores for admission. For all other students (international students and those who do not have an acceptable master's qualification) the requirements for the admission to the M.S. in Textile Engineering program will apply.

Graduate Research Assistantships

All students admitted to the Ph.D. in Textile Engineering and Science program will be offered research assistantships funded through external grants and contracts. The selection of students is based on the suitability of students' backgrounds and their interests in fields that match those of the funding professor. For application and assistantship availability, please contact the Graduate Admissions Office.

College of Science, Health and the Liberal Arts

Executive Dean: M. Dane Baker

Academic Associate Dean: B. Kimmelman

Academic Associate Dean: T. Schrand

Coordinator of Academic Operations: P. Brennan

Faculty: J. Anderson, J. Ashley, A. Baker, M. Baker, J. Bail, C. Bock, A. Bower, P. Bradford, J. Coale, D. Cundell, M. McCoy Deh, S. Dinero, E. Dowden, J. Felter, K. Gindlesparger, E. M. Gorenberg, S. Haiman, V. Hanson, K. Herron, S. Humbert, K. Jones, B. Kimmelman, E. Knapp, W. Krupnick, M. Kurilko, E. Laine, M. Liff, R. Long, D. Michaels, M. Milkevitch, N. Niemczyk, S. Parillo, D. Perlman, D. Pfeuffer-Scherer, R. Parakkal, E. Parr, C. Pierce, J. Pierce, M. Rackover, A. Richman, D. Rogers, H. Rostami, M. Roydhouse, T. Schrand, R. Shain, P. Tiemeyer, M. Tulante, B. Trivinia, S. Van Dahm, J. Ward, W. Wachter-Schutz, C. White, F. Wilkinson, C. White, H. Woodcock

The College of Science, Health and the Liberal Arts is home to a multidisciplinary faculty and innovative curriculum in history, the humanities, mathematics, the sciences, the social sciences and the health professions. The College has a mission to promote academic excellence in professional education and the liberal arts and sciences through its academic programs and offerings that include:

HALLMARKS CORE PROGRAM FOR GENERAL EDUCATION

The College of Science, Health and the Liberal Arts is responsible for the delivery of Philadelphia University's innovative general education core curriculum that stresses active learning, integrative thinking and a blending of professional and liberal education. This curriculum encourages students to approach their professional area within the broader political, social, economic, ethical and cultural context. It promotes critical thinking and enhances the student's skills in communication, quantitative reasoning, information literacy and research.

UNDERGRADUATE PROGRAMS

Biochemistry
Biology
Biopsychology
Chemistry
Communication
Environmental Sustainability
Health Sciences
Law and Society
Pre-Medical Studies
Psychology

COMBINED DEGREES

- B.S. in Health Sciences/M.S. in Physician Assistant Studies
 - Option: Five-Year Freshman Admission B.S. /M.S.
- B.S. in Health Sciences/M.S. in Occupational Therapy
- B.S. in Health Science/M.S. in Community Counseling & Trauma
- B.S. in Psychology/M.S. in Occupational Therapy
- B.S. in Psychology/M.S. in Community Counseling & Trauma

- MBA/M.S. in Physician Assistant Studies

GRADUATE PROGRAMS

- Master of Science in Community and Trauma Counseling
- Master of Science in Disaster Medicine and Management
- Master of Science in Midwifery
- Master of Science in Midwifery Completion Program
- Master of Science in Occupational Therapy
- Master of Science in Physician Assistant Studies
- Clinical Doctorate in Occupational Therapy

GRADUATE CERTIFICATE PROGRAMS

- Disaster Medicine and Management
- Business and Organizational Continuity
- Post Master's Certificate in Midwifery

SCIENCE, HEALTH AND THE LIBERAL ARTS MINORS

For more information about the minors see the "Minors and Concentrations" section of the Academic Catalog.

- Biodiversity
- Communication
- Environmental Sustainability
- Genetics
- Law and Society
- Psychology
- Public Health
- Social Sciences

Support to the other Colleges, such as providing the mathematics and physics instruction to the engineering programs.

College Mission

The College of Science, Health and the Liberal Arts strives to graduate students who are competent professionals who are fully prepared for professional practice or graduate study and are proficient in the general areas of:

- Information literacy and lifelong learning
- Oral, written and electronic communication
- Quantitative reasoning
- The use of technology
- Critical thinking, in-depth analysis, complex decision-making and problem-solving
- Appreciation for diversity and awareness of a global perspective
- Ethical reflection

- Civic engagement
- Leadership

The College seeks to create and foster a learning community of self-motivated students and teacher-scholars with meaningful interactions both in and out of the classroom and laboratory.

Core Values

This mission will be accomplished through the focus and dedication of a premier faculty, administration and staff in a nurturing environment based on the following common set of values:

- Innovative teaching and active learning
- Individual mentoring and outstanding academic advising
- Outstanding service to students, families and alumni
- Strong professional preparation grounded in the liberal arts and sciences
- Applied research with student participation
- Ethical reflection and integrity
- Program, college, university and community service

The Hallmarks Program for General Education

Mission

Philadelphia University pursues its mission of professional education with a broad and innovative approach to general education, which advances a set of shared learning goals across the general education core curriculum, the majors, and the co-curriculum. Our Hallmarks Program for General Education aligns all three of these educational experiences to fulfill the University's Value Proposition for General Education.

Program Learning Outcomes

The Hallmarks Program is organized around a Value Proposition that defines our goals for each student:

General education at Philadelphia University empowers students to

- Question, based on curiosity and confidence
- Adapt, based on contextual understanding and global perspective
- Contribute, based on empathy and collaboration
- Act, based on initiative and ethical reflection with the goal of imagining and realizing better futures.

This statement identifies eight Hallmarks outcomes that we consider vital to our students' personal and professional success. These also serve as the learning goals for the Hallmarks Core curriculum:

- CURIOSITY: Create strategies for expanding knowledge through reflection and research.
- CONFIDENCE: Challenge concepts, practices and experts with reasoning and evidence.

- **CONTEXTUAL UNDERSTANDING:** Develop and share insights using appropriate means of expression.
- **GLOBAL PERSPECTIVE:** Navigate diverse environments and complex issues by managing multiple systems of knowledge and behavior.
- **EMPATHY:** Consider multiple perspectives in order to relate to others and strengthen communities.
- **COLLABORATION:** Achieve goals by integrating skills and knowledge in a team setting.
- **INITIATIVE:** Take creative and intellectual risks when exploring ideas and real-world problems.
- **ETHICAL REFLECTION:** Affirm an ethical compass to guide personal, civic and professional life.

Program Description

Within this framework of learning outcomes, our Hallmarks Program advances and tracks student achievement through a coherent and comprehensive general education core curriculum (the Hallmarks Core) and an electronic portfolio process (the Hallmarks Folio). The Hallmarks Core sets the foundation for these 8 outcomes and develops them progressively across four years of study. These outcomes are reinforced and given professional context in each student’s major and they are given personal meaning in co-curricular activities like study abroad, student organizations, and internships. The Hallmarks Folio is the digital space where students collect and post evidence of their progress towards fulfilling the 8 Hallmarks outcomes. This electronic portfolio allows students to display “artifacts” of their learning for each outcome in all three parts of their educational experience: their major, the Hallmarks Core and their co-curricular activities.

Value Proposition	Learning Goals (Competencies)	GEN ED CORE CURRICULUM: e-portfolio artifact	MAJOR: e-portfolio artifact	CO-CURRICULUM, major or core curriculum: e-portfolio artifact
Question	Curiosity	☑	☑	☑
	Confidence	☑	☑	
Adapt	Contextual Understanding	☑	☑	☑

	Global Perspectives	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Contribute	Empathy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Collaboration	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Act	Initiative	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Ethical Reflection	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

As students compile their Hallmarks Folio, they pair each artifact with a reflective essay describing how the assignment or experience they have chosen demonstrates their advancement within that particular Hallmarks learning outcome. This process of documentation and reflection makes our students more intentional learners, with a clear sense of how their experiences at Philadelphia University are combining to prepare them for meaningful personal, civic and professional lives.

The Hallmarks Core

The Hallmarks Core, our general education core curriculum, guides Philadelphia University students through an integrated education in the liberal arts and sciences and advances their mastery of the eight Hallmarks learning outcomes, in partnership with the broader Hallmarks Program for General Education. It also contributes to the Hallmarks Program by providing structure and oversight for students' completion of their Hallmarks Folio. This electronic portfolio review occurs in our "Touchstone" courses, which students take during each of the four years of the program: DBTU-114 Debating U.S. Issues, WRIT-201/202 Writing Seminar II, DBTG-300 Debating Global Issues, and HALLMK-499 Capstone Folio Workshop.

The Hallmarks Core requirements are sequenced over four years in order to build skills, knowledge and learning outcomes progressively. In most cases, the requirements are scheduled at a specific time in the curriculum of each major. Students should consult with their academic advisors before registering each semester and use the chart provided here to ensure that they are on track in terms of sequencing and prerequisites.

First Year	Sophomore Year	Junior Year	Senior Year
First Year Seminar FYS-100: Pathways Seminar: Preparing for	Writing Seminar II: Multimedia Communication	Debating Global Issues DBTG-300: Debating Global Issues	Capstone Folio Workshop

Academic and Professional Success (1 credit)	WRIT-201/202: Writing Seminar II (Prereq: WRIT-101/101G)	(Prereq: WRIT-201/202, GDIV-2xx or GCIT-2xx)	HALLMK-499: Capstone Folio Workshop (Prereq: DBTG-300, ISEM-3xx, ETHIC-2xx, ADIV-2xx, GCIT-2xx, MATH-1xx, Scientific Understanding)
	Global Diversity GDIV-2xx: Europe GDIV-2xx: Latin America GDIV-2xx: East Asia GDIV-2xx: Africa GDIV-2xx: Middle East GDIV-2xx: Great Britain GDIV-2xx: Italy GDIV-2xx: India and South Asia GDIV-2xx: Class, Gender and Race in World Societies GDIV-2xx: World Philosophies GDIV-2xx: Exploring World Literature ARAB-101: Arabic I CHIN-101: Chinese I FREN-101: French I GER-101: German I ITAL-101: Italian I JAPN-101: Japanese I SPAN-101: Spanish I (Prereq: DBTU-114, WRIT-101/101G)	Integrative Seminars ISEM-3xx/DECMTHD-300: Ethnographic Research Methods ISEM-3xx: Telling Stories, Selling Stories ISEM-3xx: Human Behavior and the Physical Environment (Prereq: WRIT-201/202, GDIV-2xx or GCIT-2xx)	
Writing Seminar I: Written Communication WRIT-101/101G: Writing Seminar I	Ethics ETHIC-2xx: Evil and Good ETHIC-2xx: Applied Professional Ethics (Prereq: DBTU-114, WRIT-101/101G)		
	American Diversity ADIV-2xx: Gender Studies ADIV-2xx: The African-American Experience ADIV-2xx: The Urban Experience (Prereq: DBTU-114, WRIT-101/101G)		
Debating U.S. Issues	Global Citizenship		

DBTU-114: Debating U.S. Issues	GCIT-2xx: The Global Economy GCIT-2xx: Human Rights GCIT-2xx: Global Politics GCIT-2xx: The Individual and the Global Environment ARAB-201: Arabic II CHIN-201: Chinese II FREN-201: French II GER-201: German II ITAL-201: Italian II JAPN-201: Japanese II SPAN-201: Spanish II (Prereq: DBTU-114, WRIT-101/101G)													
Mathematics MATH-100/1: Finite Math MATH-103: Introduction to Calculus MATH-102: Pre-Calculus MATH-103: Introduction to Calculus MATH-110: Precalculus for Science and Engineers MATH-111: Calculus I														
Scientific Understanding <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">SCI-101: Environmental Science</td> <td style="width: 50%;">CHEM-101: General Chemistry</td> </tr> <tr> <td>SCI-102: Exploring Science</td> <td>PHYS-101: Gen. Physics</td> </tr> <tr> <td>SCI-108: Sustainability and Eco-Innovation</td> <td>BIOL-106: Biology for Design</td> </tr> <tr> <td>SCI-110: Landscape Ecology</td> <td>CHEM-103: Chemistry I (4 cr.)</td> </tr> <tr> <td>SCI-112: Materials Selection</td> <td>BIOL-103: Biology I (4 cr.)</td> </tr> <tr> <td>BIOL-101: Current Topics in Biology</td> <td>PHYS-201: Physics I (4 cr.)</td> </tr> </table>			SCI-101: Environmental Science	CHEM-101: General Chemistry	SCI-102: Exploring Science	PHYS-101: Gen. Physics	SCI-108: Sustainability and Eco-Innovation	BIOL-106: Biology for Design	SCI-110: Landscape Ecology	CHEM-103: Chemistry I (4 cr.)	SCI-112: Materials Selection	BIOL-103: Biology I (4 cr.)	BIOL-101: Current Topics in Biology	PHYS-201: Physics I (4 cr.)
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SCI-112: Materials Selection	BIOL-103: Biology I (4 cr.)													
BIOL-101: Current Topics in Biology	PHYS-201: Physics I (4 cr.)													
Mathematics OR Scientific Understanding Any third course from the above two categories														

Introductory and Fundamentals courses:

Some students begin the Hallmarks Core sequence with appropriate preparatory courses in reading, writing and mathematics (determined by placement testing). Courses at the 100-level (WRTG-100 Introduction to Academic Writing, WRTG-100G Introduction to Academic Writing: Global, ITXA-100 Introduction to Textual Analysis, and ITXA-100G Introduction to Textual Analysis: Global) carry academic credits that apply towards graduation. Courses at the 099-level (MATH-099 Fundamentals of College Mathematics) carry credits that do not apply towards graduation.

Description of Hallmarks Core requirements

First Year Seminar:

This one-credit course introduces first-time freshmen to university life and academic strategies that will

enable their success at Philadelphia University and beyond. Students will create personal, professional, and academic goals, as they plan for effective learning and career development in their majors.

FYS-100: Pathways Seminar: Preparing for Academic and Professional Success

Writing Seminar I: Written Communication:

In Writing Seminar I: Written Communication, students develop skills and practices vital to the writing process: reading, synthesizing, outlining, drafting, and revising. Written Communication asks students to anticipate the needs of an audience and create academic arguments to address those needs. To achieve these goals, students write in a variety of academic genres. Through the theme of “Finding Philadelphia,” students analyze both published and student texts. This course is the first in two writing-specific courses at the University, and it helps students develop their Contextual Understanding competency.

WRIT-101 Writing Seminar I: Written Communication

WRIT-101G Writing Seminar I: Written Communication--Global

Debating U.S. Issues:

In Debating U.S. Issues, students examine a series of pressing current political, economic or social issues in the United States. Students and faculty will work together to uncover the underlying historical factors that have shaped these important topics, and to debate competing interpretations of and responses to them. This inquiry-based approach helps students develop their Initiative competency and Debating U.S. Issues also serves as a Touchstone course, introducing students to the Hallmarks Folio and reviewing their first postings in it.

DBTU-114: Debating U.S. Issues

Mathematics:

In the Mathematics requirement, students learn the language of mathematics so that they can manipulate mathematical symbols correctly, translate words into mathematical forms and translate mathematical forms into words. The Mathematics requirement helps students to develop their Confidence competency as they apply mathematical reasoning to answer real-world questions. Depending on the requirements of the majors, students take a minimum of one course with a MATH prefix and a maximum of two courses in this category to fulfill the Hallmarks Core requirements (the majors may require additional math training beyond this).

MATH-100/1: Finite Math

MATH-103: Introduction to Calculus

MATH-102: Pre-Calculus

MATH-103: Introduction to Calculus

MATH-110 Pre-Calculus for Science and Engineers

MATH-111: Calculus I

Scientific Understanding:

In the Scientific Understanding category, students apply scientific methods to problem solving, investigate the functioning of the natural world, and assess the validity of scientific information presented in written and graphic formats. This requirement helps students develop their Curiosity competency as they learn how to generate data and test ideas in a systematic way. Depending on the requirements of the majors, students take a minimum of one and a maximum of two courses in this category to fulfill the Hallmarks Core requirements (the majors may require additional science training beyond this). These courses are typically in the first two years, but this can vary by major.

SCI-101: Environmental Science
SCI-102: Exploring Science
SCI-108: Sustainability and Eco-Innovation
SCI-110: Landscape Ecology
SCI-112: Materials Selection
BIOL-101: Current Topics in Biology
CHEM-101: General Chemistry
PHYS-101: Gen. Physics
BIOL-106: Biology for Design
CHEM-103: Chemistry I (4 cr.)
BIOL-103: Biology I (4 cr.)
PHYS-201: Physics I (4 cr.)

Writing Seminar II: Multimedia Communication

In this course, students produce collaborative and individual projects to develop critical reading, writing, thinking and researching skills. Through analyses of professional communication, students consider the rhetorical framework and strategies for effective, ethical communication. Student projects include written, oral and visual presentations, with particular emphasis on project management and process as well as the final products of their work. In the Hallmarks Program, this course helps students develop their Collaboration competency, and it also serves as a Touchstone course in which each student's Hallmarks Folio is reviewed and assessed at its sophomore-level stage of development. There is also a 4-credit version of the course for all incoming transfer students; this version will be a residency requirement that introduces new students to the Hallmarks Folio and helps them “backfill” it with artifacts and/or reflections from previous course work or life experiences.

WRIT-201: Writing Seminar II: Multimedia Communication

WRIT-202: Writing Seminar II for Transfer Students: Multimedia Communication

Ethics:

Courses in the Ethics category provide frameworks for moral decision making in students' professional, civic, and personal lives. By debating contemporary ethical issues in everyday life and in their professions, critically analyzing their own ethical commitments, and studying different approaches to ethical decision making, these courses help students develop their Ethical Reflection competency.

ETHIC-2xx: Evil and Good

ETHIC-2xx: Applied Professional Ethics

Global Diversity:

In the Global Diversity category, students explore the cultural and social dynamics of various world societies. Students enhance their ability to understand others by experiencing the perspectives of societies and value systems from around the world through the analysis of a variety of cultural artifacts. This requirement helps students develop their Empathy competency by raising their awareness of ethnocentrism and building their intercultural understanding.

GDIV-2xx: Europe
GDIV-2xx: Latin America
GDIV-2xx: East Asia
GDIV-2xx: Africa
GDIV-2xx: Middle East
GDIV-2xx: Great Britain
GDIV-2xx: Italy
GDIV-2xx: India and South Asia
GDIV-2xx: Class, Gender and Race in World Societies
GDIV-2xx: World Philosophies
GDIV-2xx: Exploring World Literature
ARAB-101: Arabic I
CHIN-101: Chinese I
FREN-101: French I
GER-101: German I
ITAL-101: Italian I
JAPN-101: Japanese I
SPAN-101: Spanish I

American Diversity:

In the American Diversity category, students examine cultural and social issues, past and present, in the United States. Using close reading, critical thinking, and the analysis of primary texts and cultural artifacts, students strengthen their information literacy skills as they find, consider and evaluate multiple perspectives on course topics. The requirement helps students develop their Confidence competency by using reasoning and evidence to challenge arguments and reach conclusions.

ADIV-2xx: Gender Studies
ADIV-2xx: The African-American Experience
ADIV-2xx: The Urban Experience

Global Citizenship:

In the Global Citizenship category, students analyze political, economic and sociological issues at the international level to consider the meanings and obligations of global citizenship. These courses address various dimensions of the modern globalization trend and their impacts on cross-cultural understanding. This requirement helps students develop their Global Perspectives competency.

GCIT-2xx: The Global Economy
GCIT-2xx: Human Rights
GCIT-2xx: Global Politics
GCIT-2xx: The Individual and the Global Environment
ARAB-201: Arabic II
CHIN-201: Chinese II
FREN-201: French II
GER-201: German II
ITAL-201: Italian II

JAPN-201: Japanese II

SPAN-201: Spanish II

Integrative Seminars:

Integrative Seminars provide an in-depth examination of specific topics or themes related to one or more of the University's professional majors. Geared for a general audience, these courses evaluate their topics from a variety of perspectives, including those from the disciplines of history, the social sciences and/or the humanities. These junior-year, writing-intensive courses help students develop their Initiative competency by encouraging them to take intellectual risks as they explore real-world issues using advanced research, communication and critical-thinking skills.

DECMTHD-300 / ISEM-378 Ethnographic Research Methods

ISEM-302 Telling Stories, Selling Stories

ISEM-360 Human Behavior and the Physical Environment

Debating Global Issues:

Designed to be taken in the junior year, this writing-intensive course challenges students to evaluate competing perspectives on the origins and intersections of current global trends and issues and their impact on world societies, including the U.S. Students will also research and consider how these issues will affect their chosen professional field, in both individual and collaborative projects. As a Touchstone course in the Hallmarks Core curriculum, the course work includes an upper-level review and assessment of each student's Hallmarks Folio and the course assignments address many of the 8 Hallmark Competencies.

DBTU-300: Debating Global Issues

Capstone Course in the Hallmarks Core:

This is the final requirement in the Hallmarks Core curriculum. Students evaluate their fulfillment of the 8 Hallmark Competencies as they refine and complete their Hallmarks Folio prior to graduation. Course activities include peer reviews of folio artifacts and reflective essays, and a reinterpretation of a previous project from the student's major to address Hallmark Competencies of their choice. All students take this course in their senior year. It is writing intensive and cannot be taken for credit/no credit.

HALLMK-499 Capstone Folio Workshop

POLICIES

The Hallmarks Program and Transfer Students

The University is mindful of the need to be accessible to students who transfer from two-year colleges and other four-year institutions. In general, students who transfer academic credit from other colleges to the bachelor's degree program at Philadelphia University may have that credit apply toward the requirements of the Hallmarks Core program.

Courses for which credit can be transferred include all of those Hallmarks Core courses for which equivalent courses have been completed at other accredited institutions. Since Hallmarks Core courses are designed specifically for Philadelphia University, the University will determine transfer course equivalency.

Three specific courses in the Hallmarks Core curriculum--Writing Seminar II, Debating Global Issues, and the Capstone Folio Workshop--serve as "touchstone" courses in which students are evaluated in terms of their progress towards completing their Hallmarks Folios and their reflective essays are reviewed and revised. Therefore, AP/transfer credit is not awarded for these three courses, which are residency requirements at the University. WRIT-202 Writing Seminar II for Transfer Students is specifically intended to introduce new students to the Hallmarks Program and to help them jumpstart the Hallmarks Folio process.

Advanced Placement and College Level Examination Program (CLEP) credits will be accepted under the policy that is currently in effect at the University. Their acceptability to the curriculum will be determined in the same manner as transfer credit from other colleges.

Transfer students should meet with their academic advisors during orientation or at the beginning of their first semester to review whether/how courses taken at other institutions apply to their degree requirements at Philadelphia University.

UNDERGRADUATE PROGRAMS

ENVIRONMENTAL SUSTAINABILITY

Mission

The B.S. in Environmental Sustainability produces graduates who can apply systems thinking, life cycle assessment, ecological literacy and impact analysis to innovate and solve environmental problems.

Program Learning Outcomes

Graduates of the environmental sustainability program will be able to:

- Evaluate fundamental chemical, biological, and physical principles to explain the flow of energy and materials on Earth and the functioning of living systems.
- Critique historical, cultural, social, political, and economic aspects of human environmental behavior that shape the relationship between human societies and their environments, using reflexive thinking and scales of analysis ranging from local to global.
- Evaluate the sustainability of a product, organization, supply chain, or community using systems thinking and life-cycle analysis.
- Report sustainability challenges and solutions clearly and effectively to a variety of different audiences and stakeholders, using an appropriate mixture of written, oral, visual, and quantitative communication methods.
- Evaluate complex real-world sustainability problems to determine appropriate change strategies and to define your role as leader or collaborator.

Program Description

Sustainability involves balancing the needs of human societies with the health of the ecosystems that surround and support them. It also challenges us to behave ethically across generations: how can

today's societies meet their needs without compromising the ability of future generations to meet theirs? This challenge is growing sharper every day as rapid population and economic growth produce a number of related concerns: climate change, dwindling oil supplies, extreme weather events, shrinking water supplies and the accelerating resource requirements of developing nations like India and China. This combination of issues calls for a new category of experts who can develop and implement the strategies for sustainability.

Designing a sustainable operation, whether at the local, national or global level, requires a comprehensive approach that accounts for the political, cultural, scientific, economic and technological context of the relationship between humans and their ecosystems. Sustainability professionals need to be able to think across these different areas and communicate with a variety of experts and audiences in their own "languages."

The Bachelor of Science in Environmental Sustainability equips students with the skills and vocabularies to bridge the multiple disciplines—architecture, design, business, engineering and policymaking—necessary to produce environmentally sustainable operations for communities, businesses and organizations. Philadelphia University offers the only environmental program in the region with training across these different professional fields; this approach builds upon the University's strengths and produces creative problem-solvers with the skills necessary to build the sustainable societies of the future.

With the increasing global attention to environmental issues, the demand for sustainability experts will continue to rise. Environmental sustainability professionals can expect to build careers in local, state and federal environmental agencies, utility companies, non-profit environmental organizations, wildlife and conservation agencies, environmental consulting and auditing firms, "green" contracting and construction management companies, and educational programs in schools, museums and parks. In addition, the study of environmental sustainability develops scientific and social science skills that can be applied to graduate training in a variety of fields, including law, public policy, education, business and natural resource management. Internship opportunities and multiple elective courses allow students to gain professional experience before graduation and to customize their major according to their career objectives.

LAW AND SOCIETY

Mission

The B.S. in Law and Society program is an undergraduate, interdisciplinary program that encourages active student participation and debate on issues concerning how competing powers create law, for what purpose, and how these laws are implemented. The program develops leadership by building critical thinking and communication skills in an energetic, practically oriented environment. Graduates are prepared broadly for careers in the legal profession, such as law school, paralegal and legal assistantships, and for positions in criminal justice, non-profits and government organizations.

Program Learning Outcomes

Graduates of the law and society program will:

- Possess a breadth and depth of professional skills informed by the liberal arts and sciences.
- Apply multidisciplinary and collaborative approaches as a means of succeeding in dynamic, complex career environments.
- Integrate theory and practice to inform research and guide creative decisions in their professional fields.
- Interpret and value diversity in both local and global communities.
- Be ethically responsible citizens in the personal, professional and civic spheres.
- Bring innovation to their fields and anticipate future directions in their professions by adapting to social, environmental and economic change.

Program Description

The rule of law and concepts of social justice provide a foundation for life in modern society and a framework for ethical action for professionals in all fields of work. Knowledge of the origins of American and international legal concepts and systems, and of the ongoing transformation of those systems, is of value in virtually every profession and for every global citizen.

The law and society major builds valuable critical thinking and writing skills through the examination of legal systems, courts and conceptions of justice and human rights within both the American and international contexts, and offers opportunities to explore literary, philosophical, ethical and scientific approaches to legal issues. With a multidisciplinary approach that draws deeply on the liberal arts and social sciences, the law and society program also reflects the University's traditional commitment to practical professional education.

Students earning a B.S. in Law and Society will be well prepared for careers in law, but are by no means limited to such careers. Today's employers seek graduates with critical thinking and communications skills and broad global awareness. The skills and information offered by the law and society program prepare its students for work in a broad range of professional areas. Public service, government, NGOs, international businesses, high-tech firms and diplomatic service: these are only a few of the law-related fields affected by the rapidly changing legal environments worldwide.

All law and society majors also choose a minor from one of the many professional fields that the University offers, such as business, psychology, languages and environmental sustainability. Opportunities for internships, study abroad and independent research allow students to examine the ways in which legal issues intersect with professional practice in a variety of site locations across many

professional fields. Our Career Services professionals help position students for career opportunities after graduation and have an enviable job placement record.

The law and society major also opens many doors for students whose career plans include graduate study in fields such as law, business, medicine, public health, political science, sociology and urban policy and planning. Students preparing specifically for careers as lawyers can take advantage of our professional advising program that supports them on their way to law school.

COMMUNICATIONS

Mission

The communications program prepares graduates for current and emerging careers at the narrative intersection of textual, oral, visual and digital communication and design, producing professionals with skills rooted in creativity and idea generation, storytelling in visual, oral, and textual dimensions, and the multimedia skills required to translate ideas into reality.

Program Learning Outcomes

- **Planning and Process:** students will apply a process of self-reflection and self-evaluation in order to plan their course of study and professional path in multimedia communication
- **Visual Literacy:** students will read, interpret, and analyze visual information in multiple forms of media
- **Idea Invention:** students will engage in generative and iterative processes to develop and communicate original ideas to achieve specific communication goals
- **Rhetoric and Writing:** students will identify and apply written techniques of argument and persuasion appropriate to specific tasks and audiences
- **Visual/Verbal Presentation:** students will synthesize their understanding of visual and verbal communication techniques and technologies to create effective presentations for specific audiences
- **Storytelling:** students will identify and apply written and visual narrative strategies to the invention and communication of persuasive stories for specific audiences
- **History/ Theory:** students will explore the relationship between meaning and context through analysis of historical and contemporary communicative expressions

Program Description

Today media exist in multiple, ever-changing platforms that constantly alter the ways that information is transmitted. This rapidly developing technological landscape forms the backdrop for the field of contemporary communication. Successful communication professionals must not only flexibly negotiate emerging media, but must also possess the skills and understanding to construct powerful narratives in both visual and written formats.

The B.S. in Communications prepares students for this dynamic, challenging media environment through a broad based education that emphasizes critical thinking, creative problem-solving, and a methodology where storytelling is at the nexus of media in various forms. The curriculum is based on the recognition that storytelling, in all its variety and media is at the basis of all successful communication. It is also the

common thread that students will use to weave a personalized but coherent program, tailored to their own interests and needs while based on a conceptual core that allows for both specialization and exploration.

The program recognizes that integrated knowledge and cross-disciplinary experiences are the sources of creativity that will support professional success. From their first year students take courses in a range of disciplines that include design, writing, new media, and photography, providing a multi-disciplinary foundation on which creative professional innovation will thrive. The curriculum includes required and elective courses in the following areas--planning and process; history/theory; idea invention; visual literacy; rhetoric and writing; storytelling; and verbal/visual presentation-as well as two multidisciplinary "clusters" of the students' own choice through which they will link their work in communication with other fields and sharpen their professional skills and interests.

Graduates of the program will be able to merge forceful narratives with the latest technologies, be visually literate, have a solid grasp of history and theory, be skilled in rhetoric and writing, presentation, and storytelling, be experienced in the process of idea invention, and be savvy, reflective planners. The program tailors itself to the unique career goals of each student and focuses upon the application of technology to the process of communication.

BIOCHEMISTRY

Mission

The mission of the biochemistry program at Philadelphia University is to provide a high quality, rigorous curriculum, accredited by the American Chemical Society, that prepares our undergraduate students for the disciplines of chemistry and biochemistry where critical and analytical thinking skills, collaboration, innovation and a yearning for discovery are essential traits. Our stimulating and supportive environment allows students to grow intellectually and professionally through a curriculum that stresses thorough understanding of chemical concepts and principles while developing essential practical, hands-on skills through laboratory experiences such as faculty-led research and laboratory-based courses. In addition, the mission of the University ensures that our graduates not only possess the essential mathematical and scientific skills to be successful in the chemical and biochemical disciplines, but they also become lifelong, community-engaged learners as a result of our rigorous Hallmarks Core curriculum.

Program Learning Outcomes

A Graduates from the Biochemistry major will be able to:

- Describe the fundamental laws and theories of chemistry pertaining to the properties of matter, chemical reactions and their stoichiometry, properties of gases, solution chemistry and acid and base chemistry.
- Describe the chemistry of organic molecules including functional group structure and properties, structure and stereochemistry of alkanes, nucleophilic substitution and elimination reactions of allyl halides, the structure/synthesis/reactions of alkenes, alcohols, aromatic compounds, aldehydes and ketones.
- Summarize chemical thermodynamics, chemical kinetics and quantum mechanics and relate this information to modern day chemistry.

- Develop the language, terms and critical thinking/problem solving skills to use, understand and trouble-shoot analytical instrumentation used in chemistry and biochemistry today.
- Acquire the necessary “bench top” laboratory skills, including knowledge of laboratory safety and behavior, to be functional with laboratory equipment and techniques.
- Describe the utility and history of inorganic chemistry including atomic structure, simple bonding theory, symmetry and group theory, coordination chemistry and molecular orbital theory.
- Describe metabolism (including signaling mechanisms, basic biochemistry of DNA and RNA and mechanisms of control of gene expression), protein structure-function and laboratory techniques used in biochemical research.
- Garner information and critically analyze information (Information Literacy skills in general).
- Effectively communicate in written formats germane to the sciences.
- Successfully use their garnered research skills to probe new avenues of scientific inquiry.
- Utilize communication skills to disseminate research to both the general public and the scientific community.

Program Description

The Bachelor of Science in Biochemistry combines the disciplines of biology and chemistry to enable students to pursue careers in research, industry and advanced study in graduate programs. A variety of opportunities exists in research and development in the pharmaceutical industry, specialty-chemical companies and genetics, molecular biology and bioengineering research. The program provides an appropriate preparation for medical and other health sciences professional schools. Biochemistry majors maintain a consistently high placement rate in major-related careers and graduate school programs.

A wide array of career choices are available to professionals in this important field, including research management positions at large pharmaceutical and chemical companies such as GlaxoSmithKline, McNeil Pharmaceuticals, Rohm and Haas, DuPont, Merck and Eastman Kodak.

The program, accredited by the American Chemical Society (ACS), not only prepares students for careers in research, development or production in the chemical industry, but for advanced study in graduate and/or medical school. The University maintains close ties with the ACS, which frequently invites students to present their research findings at meetings. Students have recently given presentations in Washington, D.C., San Francisco and San Diego. Students accumulate field-related research experience throughout their college careers due to the small class size and the faculty’s hands-on” approach. As a result, many students have seen their work published in scholarly journals as early as the freshman year.

BIOLOGY

Mission

The mission of the Bachelor of Science in Biology is to provide students with a strong foundation of knowledge and analytical and technical skills to prepare them for graduate study and/or for careers in the biological sciences.

Program Learning Outcomes

Graduates of the biology program will be able to:

- Select and apply elementary and advanced biological principles to projects at multiple levels
- Prepare oral presentations based on laboratory work or literature review information

- Interpret and employ graphical and tabular presentations of data
- Execute and perfect laboratory skills
- Prepare comprehensive laboratory reports in manuscript format
- Synthesize content and skills in planning a research project
- Identify, summarize and compare contrasting expert viewpoints on biological subjects
- Integrate critical review of biological literature in support of a research project
- Recognize the diversity of professions available to persons trained in biological sciences
- Display professional conduct in a variety of academic and professional environments in the biological sciences

Program Description

The Bachelor of Science in Biology at Philadelphia University affords students opportunities to pursue careers or graduate and professional study in disciplines as diverse as biotechnology, genetic counseling, pharmaceuticals, cellular and molecular biology, immunology, cancer research and secondary education. An investigative approach in field and laboratory courses promotes development of technical competence as well as conceptual understanding. Many students hone their analytical skills through research with faculty on campus or at other institutions through internships and may present their work at professional society meetings or publish in scientific journals. Students are strongly encouraged to participate in the student group “Science in Action,” which sponsors academic, recreational and community service activities and a year-end student poster presentation.

BIOPSYCHOLOGY

Mission

The biopsychology curriculum provides students with a broad understanding of the biological bases of behavior. The curriculum provides students with an in-depth understanding of the scientific foundation for psychology and the resulting connections between psychology and biology. The biopsychology curriculum integrates psychology and the natural sciences to provide a fuller understanding of the biological bases of behavior. The biopsychology major is a science-based curriculum designed to prepare students for careers in the medical or allied health fields, direct entry into medical/pharmaceutical research, or graduate programs in various science-based disciplines.

Program Learning Outcomes

Graduates from the biopsychology program will be able to:

- Analyze and apply the scientific process to psychology.
- Locate, retrieve, critically evaluate and communicate scientific data and knowledge.
- Communicate effectively and professionally.
- Express expertise in specific content areas of psychology.
- Display knowledge of the ethical standards, personal integrity and professional responsibilities of psychologists.
- Apply principles and practice of core information and values in a psychology practice environment through internships and applied research.

Program Description

Interest in biological explanations of behavior has increased dramatically in the last decade and has led to a greater appreciation for researching brain functioning in order to understand behavior. The demand for highly trained, behaviorally oriented scientists in academic and industrial research has been substantial and is reflected in the rise of graduate programs in biopsychology and related fields such as neuroscience. The Bachelor of Science in Biopsychology integrates psychology and the natural sciences to provide a fuller understanding of the biological basis of behavior. The biopsychology major is a science-based curriculum designed to prepare students for medical school, direct entry into medical/pharmaceutical research, or graduate programs in psychology, biopsychology, animal behavior, neuroscience and occupational therapy. Students will complete a common core of courses in psychology and science and select one of three concentration tracks: animal behavior, graduate study or pre-medical studies.

Psychology Concentration Option (Select one seven-course option)

Pre-Medical Studies Option

- *CHEM-201/201L, CHEM-202/202L, PHYS-201/201L, PHYS-203/203L and three additional advanced courses from biology and psychology areas (see advisor)*

Animal Behavior Option

- *CHEM-207/207L, ECBIO-201, ECBIO-301 and four additional advanced courses from biology and psychology areas (see advisor)*

Graduate Study Option

- *Seven advanced courses from biology and psychology areas (at least three from each area; see advisor)*

CHEMISTRY

Mission

The mission of the chemistry program at Philadelphia University is to provide a high quality, rigorous curriculum, accredited by the American Chemical Society, that prepares our undergraduate students for the disciplines of chemistry and biochemistry where critical and analytical thinking skills, collaboration, innovation and a yearning for discovery are essential traits. Our stimulating and supportive environment allows students to grow intellectually and professionally through a curriculum that stresses thorough understanding of chemical concepts and principles while developing essential practical, hands-on skills through laboratory experiences such as faculty-lead research and laboratory-based courses. In addition, the mission of the University ensures that our graduates not only possess the essential mathematical

and scientific skills to be successful in the chemical and biochemical disciplines, but they also become lifelong, community-engaged learners as a result of our rigorous Hallmarks studies curriculum.

Program Learning Outcomes

Graduates from the chemistry program will be able to:

- Describe the fundamental laws and theories of chemistry pertaining to the properties of matter, chemical reactions and their stoichiometry, properties of gases, solution chemistry and acid and base chemistry.
- Describe the chemistry of organic molecules including functional group structure and properties, structure and stereochemistry of alkanes, nucleophilic substitution and elimination reactions of allyl halides, the structure/synthesis/reactions of alkenes, alcohols, aromatic compounds, aldehydes and ketones.
- Summarize chemical thermodynamics, chemical kinetics, and quantum mechanics and relate this information to modern day chemistry.
- Develop the language, terms and critical thinking/problem solving skills to use, understand and trouble-shoot analytical instrumentation used in chemistry and biochemistry today.
- Acquire the necessary “bench top” laboratory skills, including knowledge of laboratory safety and behavior, to be functional with laboratory equipment and techniques.
- Describe the utility and history of inorganic chemistry including atomic structure, simple bonding theory, symmetry and group theory, coordination chemistry and molecular orbital theory.
- Describe metabolism (including signaling mechanisms, basic biochemistry of DNA and RNA and mechanisms of control of gene expression), protein structure-function and laboratory techniques used in biochemical research.
- Garner information and critically analyze information (Information Literacy skills in general).
- Effectively communicate in written formats germane to the sciences.
- Successfully use their garnered research skills to probe new avenues of scientific inquiry.

Program Description

The Bachelor of Science in Chemistry, accredited by the American Chemical Society (ACS), not only prepares students for careers in research, development or production in the chemical industry, but also for advanced study in graduate and/or medical school.

The two options within this program, chemistry and environmental science, provide the student the opportunity to investigate and to research developments in modern chemistry. Upper-level chemistry majors may work with a faculty member on a research project of mutual interest. As a result of these projects, some of the students have seen their work presented in national meetings and published in scholarly journals. The University maintains close ties with the ACS, which welcomes information about student research at its regular meetings.

By working with faculty on real projects, students learn how to complete each step of an independent research project that leads to the production of a scientific report suitable for publication in peer-reviewed journals. Recent faculty-student partnerships have led to joint presentations at national conferences in Atlanta, Toronto, Denver, San Diego and New Orleans.

Chemistry affects our daily lives more than most people realize. From the paint we use to decorate our homes and the dyes used to create patterns in everyday items such as apparel and home furnishings, to

the antibiotics prescribed to us by our doctors, experienced chemists are needed to produce many of the practical, revolutionary and necessary goods we often take for granted. Field-related research and experience are offered as part of the University's chemistry major, preparing graduates for an abundance of career opportunities. Chemistry majors maintain a consistently high placement rate in major-related careers and graduate school programs. Large pharmaceutical and chemical companies such as GlaxoSmithKline, McNeil Laboratories, Rohm and Haas, Merck and DuPont hire our students to become research chemists, managers and associates based on their outstanding classroom and laboratory experience and extensive research work, beginning as early as the freshman year. Faculty-student research partnerships are an important part of the program.

Students have the option of choosing advanced study in chemistry or environmental science.

HEALTH SCIENCES

Mission

By offering a strong foundation of natural science courses combined with human sciences, psychology and unique clinical experiences, the Bachelor of Science in Health Science prepares graduates for entry into professional and graduate schools in a variety of allied health fields.

Program Learning Outcomes

A health sciences graduate will:

- Demonstrate the ability to choose appropriate scientific and medical resources from library databases searches.
- Identify key anatomic structures, define their function and discuss their relationship to disease.
- Identify principles of normal psychological development and identify deviations from normal.
- Describe normal physical and mental development from birth to death.
- Identify and explain the role that disease can exert on a person's physical and mental function.
- Work productively and professionally with others in groups.
- Work effectively with others to debate an ethical dilemma.
- Apply principles of respect to patients that they encounter in a clinical environment.
- Be accepted to and enrolled in graduate programs or work in a health care field.

Program Description

The health care job market is one of the fastest growing segments of the economy today in the United States. The need for additional health care providers and allied health personnel is rapidly expanding. Graduates from the B.S. in Health Sciences will have the necessary preparation in science, psychology and the liberal arts to successfully gain admission into and complete a graduate program for many allied health professions. They will also gain the skills in information literacy needed to answer relevant professional questions through database searching and critical analysis of original research, as well as become proficient in written, verbal and electronic communication.

The curriculum includes a strong foundation of natural science courses combined with human sciences, psychology and unique practical and clinical experiences. Each student is required to complete an extensive volunteer and shadowing experience as part of their coursework. Students are encouraged to explore a variety of health care opportunities by shadowing and gaining patient contact at a variety of area hospitals and clinics. The free electives that are built into the curriculum allow students to explore an area of specialization or sample a variety of different courses that are offered at the University. Students also have the opportunity to study abroad or participate in medical mission trips.

Philadelphia University provides exceptional facilities for the health sciences program. In addition to the fully-equipped genetics, microbiology and histology labs, there is a physical diagnosis lab and gross anatomy (cadaver dissection) lab which students will have the opportunity to explore. The small class size fosters peer interaction and a close-knit community of students and faculty.

Students pursuing a Bachelor of Science in Health Sciences will be prepared to enter into professional and graduate schools in a variety of allied health fields. Students can pursue a career or graduate study in diverse disciplines such as physician assistant studies, occupational therapy, physical therapy, exercise science, community health, social work, community counseling, education, research, rehabilitation, crisis intervention, health care administration, public health and human resource management. The opportunities are boundless.

This program is offered as either a stand-alone B.S. degree or in combination with one of three graduate programs: M.S. in Occupational Therapy, M.S. in Physician Assistant Studies, or M.S. in Community and Trauma Counseling.

PRE-MEDICAL STUDIES

Mission

Pre-medical studies is an “umbrella major” providing academic and professional training to students planning to attend medical school as well as other graduate health care institutions. The major is distinguished by a series of unique upper-level science courses whose case history and problem-based learning approach mirrors that of first-year graduate students in the health care professions, and which are designed to develop students’ proficiency in interpreting complex scientific data. Students spend 100 hours developing their empathic, professional and clinical evaluation skills through two hands-on, off-campus preceptorship experiences performed with licensed health care practitioners. Our graduates are nationally competitive, as evidenced by their MCAT, GRE and DAT scores, and more than 90 percent of our students to date have gone on to various successful careers as physicians, dentists, physical therapists, veterinarians, pharmacists, optometrists, podiatrists and chiropractors.

Program Learning Outcomes

Graduates of the pre-medical studies program will be able to:

- Demonstrate knowledge of health care through hands-on training in HIPAA law, taking history and basic physical measurements and professional conduct with patients.
- Demonstrate oral and written communication skills with both lay people and professionals.
- Recognize and use medical terminology.
- Develop formal, analytical, synthetic and problem solving science skills.
- Synthesize information from diverse sources to make decisions.
- Recognize the social challenges faced in both national and global medical practice.
- Comprehend and be able to explain a variety of commonly used clinical laboratory techniques.
- Recognize and employ the professional empathy needed in an effective health care professional.
- Demonstrate an optimal performance on national standardized graduate school exams (MCAT, GRE, DAT etc.).
- Recognize the varied health care careers and their spheres of expertise.

Program Description

The future medical practitioner must be a capable scientist able to make independent judgments and data evaluations in order to treat the patient. It is the goal of the Bachelor of Science in Pre-Medical Studies to prepare students for these professions. Philadelphia University has a strong basis in health care stemming from a long-established physician assistant studies program and occupational therapy and midwifery programs. Combined with the University's diversity of focus, including both science and liberal arts strengths, this results in a graduate who has the analytical, verbal, written and empathic skills necessary to become an effective health practitioner.

Faculty involved in the pre-med curriculum have been active in developing novel methods of instruction and assessment of student skills, which include the use of case-history analyses, discussion of social and ethical aspects of medicine and disease risk assessment through genetic monitoring. Students also develop their empathy and professional skills through two unique three-credit preceptorships during which they receive off-campus training and work hands-on with health care professionals, several of whom are Philadelphia University alumni. As well as receiving grades for these experiences, students learn firsthand what being in health care means. At Philadelphia University, we are aware that a successful student is one who is nurtured and advised during his/her formative, science-intensive, four-year mentoring. As they proceed through the curriculum, students' progress is monitored by both an effective Pre-Med Committee and by dedicated pre-med advisors, all of whom are previous health care graduates. In order to be successful candidates for any graduate school, students must maintain a 3.0 minimum GPA, at least between their sophomore and senior years. Any student not maintaining a GPA commensurate with success in the major will be asked to transfer to another major by the Pre-Med Committee, as this will be considered ineffective progress toward graduation. Philadelphia University pre-medical studies graduates have an excellent placement record in medical, osteopathic, dental and veterinary schools including University of Pennsylvania, Temple University, Thomas Jefferson University, University of Maryland, Philadelphia College of Osteopathic Medicine, and New York College of Osteopathic Medicine. The Program has developed a scholarship program for pre-medical students to attend a MCAT (Medical School Admission Exam) Preparation Program and has developed affiliation agreements with medical and other professional schools.

Articulation Agreements

Articulation Agreement with Kornberg School of Dentistry (3+4)

Students enrolled in the pre-medical studies major will be required to follow a special curriculum, maintain at least a 3.2 GPA and take the Dentistry Assessment Test (DAT) in the summer between their sophomore and junior years. Acceptance to Kornberg will then be commensurate on a successful interview with Kornberg and the student obtaining the same mean DAT score as the incoming class for the fall of the following year. A successful student would then transfer to Kornberg at the end of his/her junior year. Credits for the final senior year and the undergraduate B.S. in Pre-Medical Studies will then be provided by select courses taken by the students during the freshman doctor of dental medicine (DDM) graduate school program at Kornberg.

Articulation Agreement with Logan University (3+3)

Students enrolled in the pre-medical studies major will be required to follow a special curriculum and maintain at least a 3.0 GPA, but do not need to take graduate assessment tests. Acceptance to Logan will then be commensurate on a successful interview and recommendation letters by pre-medical studies faculty. A successful student would then transfer to Logan at the end of his/her junior year. Credits for the final senior year and the undergraduate B.S. in Pre-Medical Studies will then be provided by select courses taken by the students during the freshman graduate school doctor of chiropractic (DC) program at Logan.

Affiliation Agreement with Philadelphia College of Osteopathic Medicine (PCOM)

Students enrolled in the pre-medical studies major will be required to maintain at least a 3.2 GPA during the program. They would then sit for the medical college assessment test (MCAT) and include PCOM on their list to the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) in the summer between their junior and senior years. Acceptance to PCOM will then be commensurate on a score of at least 8 on each section of the MCAT (total of 24), a successful interview and favorable recommendation letters by pre-medical studies faculty. Upon graduation from Philadelphia University the student would then enter the doctorate of osteopathic medicine (DO) program at PCOM in the following fall.

PSYCHOLOGY

Mission

The psychology curriculum is designed to provide students with a broad understanding of the goals and possibilities of the field of psychology. The curriculum provides students with an in-depth understanding of the principles of behavior, the scientific methods used to derive those principles and the appropriate ways to apply such knowledge. The psychology curriculum is designed to meet the educational requirements for graduate school in psychology or for students planning careers outside of academic psychology.

Program Learning Outcomes

Graduates from the psychology program will be able to:

- Analyze and apply the scientific process to psychology.
- Locate, retrieve, critically evaluate and communicate scientific data and knowledge.
- Communicate effectively and professionally.
- Express expertise in specific content areas of psychology.
- Display knowledge of the ethical standards, personal integrity and professional responsibilities of psychologists.
- Apply principles and practice of core information and values in a psychology practice environment through internships and applied research.

Program Description

Psychology, the scientific study of behavior, is a remarkably diverse and far-reaching field. The Bachelor of Science in Psychology is designed to provide an overview of the many areas of the field, with an emphasis on the scientific nature of psychology. The comprehensive curriculum provides students with an in-depth understanding of the principles of behavior and the scientific methods used to derive those principles. The curriculum covers the discipline from academic and applied perspectives.

Students graduating from the psychology program are well-prepared for graduate work in psychology or for starting careers outside of academic psychology. Students take a core group of courses that emphasize the research-based nature of psychology and select additional courses in psychology depending upon their interests and goals. At the senior level, students conduct an advanced research project and may pursue internships at local counseling centers, human-services agencies, hospitals, residential treatment centers or other locations.

Psychology graduates may choose to work in professions such as counseling, social work, education or research. Other positions available to psychology majors include human resource management, rehabilitation, community counseling and crisis intervention. The major allows students the flexibility to pursue graduate studies in related disciplines such as education, occupational therapy and management.

GRADUATE PROGRAMS

MASTER OF SCIENCE IN COMMUNITY AND TRAUMA COUNSELING

Program Director: Jeanne M. Felter, Ph.D., L.P.C.

Campus Location: This program utilizes a hybrid delivery system combining classes on campus every other weekend with online course requirements.

Mission

Born out of growing empirical evidence that trauma is frequently at the root of psychological distress and dysfunction, the Master of Science in Community and Trauma Counseling (CTCP) program aims to develop competent trauma-informed professionals who have the knowledge and skills to work as practitioners, researchers, and policy makers. Consistent with the central mission of Philadelphia University, this program combines a comprehensive, innovative, multidisciplinary and flexible education with an emphasis on a broader societal context. By integrating a specialized knowledge of trauma with a broad base of counseling scholarship and practice, graduates will emerge as versatile professionals in the global community. This program seeks to enhance the professionalism and practice of the field of trauma counseling by encouraging research and excellence in evidence-based practice.

Program Learning Outcomes

Graduates from the Master of Science in community and trauma counseling program will be able to:

- Demonstrate the highest standards of competency in the knowledge and skills of the professional practice of counseling.
- Work in a variety of community, agency, and institutional settings, private practice, and government.
- Communicate with, respect and competently counsel culturally diverse populations.
- Promote both the counseling profession and personal professional growth.
- Engage in ethical counseling practice according to the highest standards of the profession.
- Integrate both the research and practice roles of the profession into their professional careers.
- Demonstrate, differentiate and integrate, according to the highest professional standards, a full and comprehensive understanding of mental health, mental illness and disorder, and the counselor's role in the systemic and individual healing process.
- Demonstrate and integrate the unique dynamics of trauma, traumatic stress and trauma-related disorders into the full spectrum of counseling education, research, practice and treatment.
- Understand the role of the counselor within the full spectrum of disaster and emergency response systems and incident command structures for and including private, public and governmental entities.
- Understand and differentiate the counselor's role in both disaster and crisis response and long-term therapeutic treatment of trauma-related disorders.
- Demonstrate competency in crisis counseling and debriefing skills in accordance to the profession's best practice standards.
- Understand the impact of disaster, terrorism and other forms of intentional human destruction from both the individual and community perspective.

- Demonstrate a competent, professional and culturally sensitive understanding of the diverse responsibilities and roles of the counselor in serving both the individual and the community during times of disaster, terrorism and other forms of intentional human destruction.
- Demonstrate academic competence and fulfill the academic requirements necessary to pursue membership in appropriate professional organizations such as the American Counselors Association, the National Board of Certified Counselors, the American Association of Experts in Traumatic Stress, and the International Critical Incident Stress Foundation.

The above goals and objectives are consistent with the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the National Board for Certified Counselors, and the Pennsylvania Department of State Bureau of Professional and Occupational Affairs.

Program Description

Professional Counselors practice the prevention and treatment of mental, emotional and behavioral disorders and associated stresses that interfere with mental health and normal growth and development. The Master of Science in Community and Trauma Counseling program provides graduates with the knowledge and skills for trauma-informed practice as community mental health counselors across a breadth of settings including agency and institutional settings, professional private practice, and other environments influenced by traumatic events and extreme stress.

The program of studies provides a comprehensive 60-credit, 20-course curriculum that can be completed in two or three years contingent on the course load of the student. The two-year progression allows students to complete the program coursework and field placement hours in five semesters. The three-year completion progression allows students to maintain full-time employment while completing coursework during a two-year period and fulfill internship hours during the third year. Both progressions include identical coursework. Graduates from either progression will have met the coursework and practice requirements for licensure in Pennsylvania and many other states.

This program is designed for working students. Courses are delivered through a hybrid-learning format that combines weekend classes and online instruction. Classes meet eight weekends per semester (two weekends per month) on Saturdays and Sundays, and asynchronous online learning will be continuous throughout the semester.

In addition to the classroom and online learning components of this program, students will be required to engage in two clinical fieldwork experiences. In the first year, students will complete a practicum, where they will spend a minimum of 100 hours developing skills and knowledge within a mental health or school setting. In the second year (for those on the two year progression) or the third year (for those choosing to complete the degree requirements in three years), students will then be required to complete a 600-hour internship. Program faculty will be responsible for placing students in appropriate fieldwork experiences.

Post-Master's Certificate

The program also offers a 12-credit, four-course graduate certificate for professionals seeking to enhance their trauma competencies, or for those desirous of engaging in additional coursework to meet requirements for professional licensure. The certification also satisfies the interests of individuals already licensed who desire credentialing in the trauma specialty.

E-Learning at Philadelphia University

Components of this program are offered in a flexible online environment. In the online delivery model, the vast majority of this is asynchronous and can be completed on the student’s own schedule provided the student meets the required examination and assignment deadlines.

Program Hardware and Software Requirements

- Access to a computer with the Windows operating system (Windows 2000, Windows XP or above) and the capacity to hear audio (sound card). Also, a USB microphone is required and webcam capability will be useful.
- Internet access with high speed connection (DSL, Broadband or cable)
- Microsoft Office software (Word and PowerPoint)

Admission to the Program

An applicant to the community and trauma counseling program will need to hold a Bachelor’s degree, have obtained a grade of B or higher in prerequisite courses listed below, furnish results of test scores from the GRE or MAT, provide two letters of recommendation, and submit a personal essay describing his/her interest in community and trauma counseling as well as qualities and experiences that will enable him/her to be a successful student or practitioner in the field.

<u>Prerequisite Courses</u>	<u>Required Credits</u>
Abnormal Psychology	3
Developmental Psychology	3
College-level Math or Statistics	3

Curriculum

Below is a listing of the required courses for the Master of Science in Community and Trauma Counseling.

<u>Course</u>	<u>Credits</u>
CTC-601 Orientation to the Counseling Profession	3
CTC-602 Practicum I- Theory and Practice of Counseling	3
CTC-603 Human Growth and Development	3
CTC-604 Psychopathology	3
CTC-605 Foundations of Trauma Counseling	3
CTC-606 Social and Cultural Diversity	3

CTC-607 Practicum II- Advanced Counseling Theory and Practice	3
CTC-608 Group Work in Community and Trauma Counseling	3
CTC-609 Psychological Assessment	3
CTC-610 Research and Evaluation	3
CTC-611 Career Development	3
CTC-612 Trauma Prevention and Intervention Strategies	3
CTC-613 Attachment, Relationships, and Family Therapy	3
CTC-614 Addictions Theory and Practice	3
CTC-701 Internship I	3
CTC-702 Internship II	3
CTS-651 Neurobiology of Trauma	3
CTS-652 Childhood Trauma and Effects	3
CTS-653 Advanced Clinical Interventions in Trauma Treatment	3
CTS-654 Knowledge and Skill Requirements for Community Disaster and Trauma	3
TOTAL CREDITS	60

Below is a listing of the courses for the **Post-Master's Certificate in Trauma Studies**

<u>Course</u>	<u>Credits</u>
Core Courses (Required)	
CTS651 Neurobiology of Trauma	3
CTS652 Childhood Trauma and Effects	3
CTS653 Advanced Clinical Interventions in Trauma Treatment	3
CTS654 Knowledge and Skill Requirements for Community Disaster and Trauma	3

TOTAL CREDITS: 12

Insurance Coverage and Professional Affiliation

Students are required to maintain professional organization memberships with the American Counseling Association (ACA). Students will be required to pay for their own membership and must maintain active membership status throughout their enrollment in the graduate program (approximately \$93 per year). Students must also have malpractice liability insurance prior to starting clinical field placements. Liability insurance is complimentary to students who have with an American Counseling Association Master's

Student Membership. Program faculty will assist students in securing membership and insurance coverage.

Students are responsible for their own medical and dental care while enrolled in the program, and for informing the University that they have coverage or they will be automatically placed on the University student health plan. Students may need to submit to, and be financially responsible for, any reasonable health screening that is required by a clinical agency beyond that required by the community and trauma counseling program at Philadelphia University.

Accepted Student Requirements

Students in the community and trauma counseling program are expected to fulfill the following requirements during their student experience at Philadelphia University.

Participation in clinical and fieldwork experiences is a required part of the curriculum and a requirement for graduation. Many settings require students to be fingerprinted, undergo a drug screening and/or gain clearance from the PA Sex Offender Registry. Students are responsible for the costs of these processes as well as for transportation arrangements and costs associated with fieldwork experiences. Information regarding how to meet these requirements is provided by the program.

Note: Clinical and fieldwork sites may deny a student's participation in the clinical or fieldwork experience because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, all of which would result in delayed graduation or in the inability to graduate from the program.

Students are expected to obtain materials and/or complete documentation required for fieldwork:

- Health Clearance (by August, New Student Orientation)
- Annual physical examination (use PhilaU Student Health Medical Record Form)
- Annual update of immunizations according to fieldwork site requirements
- Annual proof of active health insurance coverage
- Legal Clearance: Annual criminal background check (www.CertifiedBackground.com) and annual child abuse history clearance

Accreditation and Certification

Graduates of the program are eligible to sit for the National Counseling Examination (NCE) administered by the National Board of Certified Counselors (NBCC). Upon graduation from the program and after passing this exam, students will be *eligible* to be credentialed as National Certified Counselors (NCC). They will receive this credential in earnest upon successful completion and documentation of 3,000 post-masters counseling hours. The NCC credential does not permit a student to engage in private practice, as most states require licensure in order to do so. However, the National Counselor Exam is widely accepted for licensure, and most licensing boards abide by the same educational requirements set forth by the NBCC (all of which are met by this program). It should be noted that a felony conviction may affect a graduate's ability to sit for the NCE certification examination and/or attain state licensure.

Community and Trauma Counseling Program Academic Standards

The community and trauma counseling program admission criteria are designed to facilitate the selection of candidates who are most likely to succeed both in the University academic environment as well as in professional practice. While the Program faculty is dedicated to assisting students in their professional education, the student also has responsibilities. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the Standards of Professional Behavior (see CTCP Student Handbook). In order to remain in good academic standing, students must meet the following standards. These academic standards are in addition to the University academic standards as described in the Graduate Catalog and on the Philadelphia University website.

Retention and Progression

Grade Point Average:

- A minimum overall 3.0 grade point average (GPA) in coursework must be maintained each semester. A semester GPA below 3.0 will result in probation for the following semester.
- If the semester GPA is below 3.0 for two consecutive semesters, the student will be dismissed from the full-time program.
- A student must attain a minimum overall 3.0 GPA prior to engaging in year 2 coursework and field placements.
- A student must achieve a minimum overall 3.0 GPA to be eligible to graduate.
- A student may not receive more than two grades below “B-” while in the program.
- A grade below “C” (2.0) is considered failing. While the grade of “C” is regarded as a minimum passing grade, it is considered unsatisfactory performance. Students who earn a “C” grade in a core course must decelerate and repeat the course before proceeding in the full-time program (see Deceleration below). Students who are unable to earn a minimum “B” (3.0) in a repeat course will be dismissed from the program. A course can be repeated only once, and the student must achieve a “B” (3.0) grade on the second attempt.

Fieldwork

Students must receive satisfactory reports and evaluations from all fieldwork educators to receive fieldwork credit.

If an unsatisfactory report or evaluation is obtained from a fieldwork supervisor, the student must develop a written plan of self-correction prior to being placed in another fieldwork. A fieldwork may be repeated only once, and the student must achieve a positive evaluation on the second attempt. If a student is reviewed poorly in two fieldwork placements, the student will be dismissed from the program. The decision to permit a student to repeat fieldwork is dependent on a fieldwork supervisor’s verbal or written reports about student behavior with respect to adherence to site regulations, site schedule, ethical standards of conduct, or engagement in behavior that puts patient/client safety at risk.

The student must re-register and repeat the fieldwork in order to progress in the program. Repetition of a fieldwork could delay graduation. Withdrawal for medical or personal reasons—and approved by program faculty—will not result in probation.

Probation, Suspension and Dismissal

1. **Probation**—Students whose academic records include one or more of the following will be placed on academic probation:
 - A student who has a cumulative grade point average below 3.0. for one semester.
 - A student who receives a grade of “C+” or “C” in any course will be placed on probation for the next semester. Probation for two consecutive semesters will result in dismissal. Probation for any three semesters will result in dismissal.
 - A student who receives verbal or written reports from fieldwork educators indicating non-adherence to site regulations, site schedule, ethical standards of conduct or engagement in behavior that puts patient/client safety at risk.
 - A student who violates the Program’s Standards of Professional Behavior or ACA Code of Ethics.

2. **Deceleration**—Deceleration means that the student may not progress in the full-time program.
 - Students decelerate when they receive a “C” (2.0) or “NC.” Students must repeat courses and earn a minimum “B” (3.0) or “CR” in order to proceed in the program. Students can decelerate once.
 - Since the program is a lock-step curriculum, courses that were not successfully completed cannot be repeated until the following year. A second deceleration results in dismissal.
 - Repeated violations of the Program’s Standards of Professional Behavior or ACA Code of Ethics are also grounds for suspension.

3. **Dismissal**—Students whose academic records include one or more of the following will be dismissed:
 - Student fails to meet minimum academic standards listed above.
 - Student receives a grade of “F.”
 - Student fails or receives negative evaluation in two fieldwork courses.
 - Student decelerates once and receives a “C” in a subsequent semester.
 - Student placed on probation for two consecutive semesters or any three semesters.
 - Student repeats a course and does not earn a minimum “B” (3.0) grade.
 - Student displays egregious conduct that violates professional and/or legal standards, and/or University regulations regarding academic and professional conduct.

4. **Re-entry**—Students who are dismissed from the program for academic conduct or any other reason are not typically readmitted. In special circumstances, dismissed students may be considered for re-entry. A student who is academically dismissed from the program may apply for readmission only after a period of at least one year. To be considered for re-entry students must have developed and implemented an action plan that would facilitate successful academic performance.

5. **Withdrawal**—Students who withdraw from the program may have their records reviewed for possible readmission by program faculty. Readmission will be determined by the faculty based on this review and any additional criteria required at the discretion of the faculty. Refer to the University catalog for further information regarding procedures.

MASTER OF SCIENCE IN DISASTER MEDICINE AND MANAGEMENT

Program Director: Jean Bail, Ed.D., RN, MSN, CEN, EMT-P

Campus Location: This program is offered in two formats: a flexible distance-learning process or a hybrid model combining the online requirements with seminar and in-person activities. A 6.5 day on-campus conference week is required once during the program.

Mission

Disaster medicine and management is a graduate program focusing on a comprehensive foundation of disaster medicine and emergency management principles and practice. The program recognizes that there is an overwhelming global need to educate professionals whose expertise will be needed to prepare for, respond to and recover from natural and man-made disasters and mass casualty incidents. Through experiential learning and intensive online work, learners apply written and verbal communication skills, research analysis, interdisciplinary collaboration and critical thinking to operational approaches of disaster management.

Program Learning Outcomes

Graduates of the disaster medicine and management program will be able to:

- Apply information from the core subjects in disaster/emergency management to prepare for participation in the global response community.
- Effectively communicate in written and oral formats complex, analytical emergency response needs, analysis, plans and policies.
- Analyze the current literature to discuss the practice of disaster management and contribute to the knowledge base.
- Apply multidisciplinary and collaborative approaches to integrate theory and practice to inform the management of potential disasters, and to prepare for future disasters using an all-hazards approach.
- Introduce/change to the field by using a strong foundation in the history and practice of disaster management to anticipate future directions.
- Apply core information to develop and implement a systematic approach to exercise development, evaluation, and post-exercise evaluation activities.

Program Description

Recent events in our nation and the world have focused our attention on the prevalence of disasters, mass casualty situations and public service disruptions including terrorism, biological and chemical terrorism, war, tsunamis, earthquakes, hurricanes, floods, wildfires, volcanoes and major power grid disruptions. Additionally, we are facing an increasing number of accidents involving hazardous materials. The effects of all of these events on people, animals, the environment, physical structures and our public infrastructure have been immense. This has brought increased attention to our public safety, emergency medical services (EMS) and public health systems in terms of disaster preparedness. The need for a highly organized disaster preparedness infrastructure and individuals with expertise in this area has become readily apparent to the government and private sector. Disaster emergency planning and management has become an expanding area of study in the fields of medicine, emergency medical services, public safety, mental health, public health and the military.

The Master of Science in Disaster Medicine and Management is a comprehensive graduate degree program encompassing all facets of disaster management. The program encompasses the study of: terrorism, weapons of mass destruction, hazardous materials, natural disasters, psychological aspects of disasters, acute traumatic stress intervention, public health considerations of disasters, research methods and disaster planning and management including risk assessment, incident command and resource allocation. The program is delivered as a partnership between Philadelphia University and the Department of Emergency Medicine of the Albert Einstein Health Network.

The program is designed as a 36-credit, 12-course curriculum that can be completed in one to three years depending on the course load taken by the student. The courses will be offered in four 12-week semesters per year. Courses will be offered in a distance-learning format using the BlackBoard® course management system with a variety of teaching modalities such as online PowerPoint® lectures with audio, asynchronous discussion boards, synchronous chat rooms, via Adobe Connect, reading assignments, research papers, online journals and online testing. The Hybrid course delivery model includes the online materials plus seminars and activities as directed by the faculty. Students will be required to attend one six-and-a-half-day, on-campus summer seminar that will include live lectures, hands-on skills labs, role-playing seminars, disaster drills and table-top exercises. This summer seminar is a mandatory component of two of the required courses (DMM635 and DMM639). Students will also be required to complete a capstone experience that has several options, but a formal thesis is not required. The program can arrange for students to participate in an internship at a site that provides emergency and disaster planning and preparedness in the United States and internationally.

Experiential Learning Requirement

Students will demonstrate the connection between academic learning and real world application by participating in local, regional, state, or federal agencies activities for a minimum of 100 hours during the program. This participation is a graduation pre-requisite and supporting documents will need to be submitted to the Program by the beginning of your final term (If you are already working in the disaster/emergency management you will need to provide documentation that supports meeting this requirement).

This is more than being a First Responder – it needs to be at the level of not just responding and working a call but participating in the management aspects. Students are expected to participate in activities and to volunteer in many roles, including exercises. Be clear that the primary focus is to be on management activities of disasters – planning/preparedness, mitigation, specific response needs i.e. sheltering, special populations, risk communication, and recovery planning. A review of the Certified Emergency Manager 12 knowledge areas may help guide your choices in activities. This is a 0 credit activity.

The program also offers two nine-credit, three-course graduate certificates for professionals seeking a less intensive educational experience. One involves core material on disaster medicine and management for those seeking a less intensive educational experience. The second certificate addresses business and crisis continuity issues exploring organizational continuity, risk assessment and organizational recovery.

E-Learning at Philadelphia University

The program is offered in a flexible online environment. In the online delivery model, the vast majority of this is asynchronous and can be completed on the student's own schedule provided the student meets the required examination and assignment deadlines. The hybrid model combines the online platform and expands the material using campus based seminars and activities chosen by the faculty.

Program Hardware and Software Requirements

- Access to a computer with the Windows operating system (Windows 2000, Windows XP or above) and the capacity to hear audio (sound card). Also, a USB microphone is required and webcam capability will be useful.
- Internet access with high speed connection (DSL, Broadband or cable)
- Microsoft Office software (Word and PowerPoint)

Admission to the Program

Applications to the program should be submitted to the Philadelphia University Office of Graduate Admissions. Admission into the program requires a bachelor's degree, undergraduate transcripts, a current resume, two letters of recommendation and a personal essay. Admission to the program will be based on several criteria: undergraduate GPA, relevant work experience, two letters of reference, a personal essay, and whether or not the applicant has completed the required prerequisites (see below). The GRE is not required. Those applying for a graduate assistantship may wish to take the GREs to be more competitive for this award.

Prerequisite Courses

English Composition or College Writing	3
College-level Math or Statistics	3
General Biology or Anatomy and Physiology or Equivalent	3-4
Introductory Psychology or Behavioral Science Course	3

Curriculum

Core Courses

DMM-611	Principles of Disaster Medicine and Management	3
DMM-631	Organizational Management & Communication in Disasters	3
DMM-635	Psychological Aspects of Disasters (Distance learning & mandatory on-campus experience)	3
DMM-639	Principles of Disaster Exercises & Drills (Distance learning & mandatory on-campus experience)	3
DMM-643	Public Health Implications of Disasters	3
DMM-647	Disaster Emergency Planning	3
DMM-651	Applied Research Methods & Statistics	3
DMM-755	Capstone Experience in Disaster Medicine and Management: Master's Project (Distance Learning Only) Master's Project with Internship	3
Electives:	(Choose four from the following)	
DMM-612	Foundations of Homeland Security & Defense	3

DMM-613	International and Humanitarian Disaster Management	3
DMM-615	Hazardous Materials & Industrial Safety	3
DMM-617	GIS in Emergency Management	3
DMM-619	Natural Disasters	3
DMM-623	Weapons of Mass Destruction	3
DMM-624	Organizational Risk and Crisis Management	3
DMM-625	Business and Crisis Continuity	3
DMM-626	Organizational Recovery and Planning	3
DMM-627	Principles of Terrorism	3
DMM-648	Emergency Preparedness with Special Needs Populations	3
DMM-649	Health care Emergency Management	3
DMM-653	Clinical Disaster Medicine	3
DMM-791	Internship in Disaster Medicine and Management	3
DMM-797	Special Topics in Disaster Medicine and Management	1-3
TOTAL CREDIT HOURS: 36 Credits		

Graduate Certificate in Disaster Medicine and Management

Core Courses (Required):

DMM-611	Principles of Disaster Medicine and Management	3
DMM-647	Disaster Emergency Planning	3
Electives:	(Choose any one DMM course)	3

TOTAL CREDIT HOURS: 9 Credits

Graduate Certificate in Business and Organizational Continuity

DMM625	Business and Crisis Continuity	3
DMM624	Organizational Risk and Crisis Management	3
DMM626	Organizational Recovery and Planning	3

TOTAL CREDIT HOURS: 9 Credits

MASTER OF SCIENCE IN MIDWIFERY

Program Director: Dana Perlman, MSN CNM Campus Location: 222 Hayward Hall

The Midwifery Institute of Philadelphia University offers distance-learning programs with and without on-campus requirements.

Mission

The mission of the Midwifery Institute of Philadelphia University is to offer quality educational preparation of midwives who will advance the profession of midwifery for the betterment of the health of women and their families.

The Midwifery Institute of Philadelphia University believes:

- Midwifery care is the exemplary health care standard for all women.
- Midwifery education models midwifery practice.
- Distributive (distance) learning provides user-friendly access to quality midwifery education.
- It is desirable to educate students who reflect the racial, ethnic and cultural diversity of the country.
- Learning is individualized through use of a wide variety of teaching/learning methodologies.
- Master's preparation for entry-level midwifery practice and research is optimum in the United States for the 21st century's increasingly complex health care environment.
- It is important for midwifery students and practicing midwives to pursue advanced education with a discipline-specific focus in midwifery.

Program Goals

1. Graduates of the Midwifery Institute of Philadelphia University will practice as safe beginning-level midwifery practitioners according to the Core Competencies of the American College of Nurse-Midwives (ACNM).
2. Graduates of the Midwifery Institute will be prepared to practice effectively in a multidisciplinary health care environment according to the Core Competencies of the ACNM.
3. Graduates of the Midwifery Institute will have the necessary research and critical thinking skills to be lifelong learners ensuring safe practice.
4. After completion of the midwifery program graduates will provide midwifery care that demonstrates cultural humility and competence.
5. After completion of the midwifery program graduates will be prepared to practice according to the Code of Ethics and Standards of ACNM.

Program Learning Outcomes

- After completion of the program, the graduates of the Midwifery Institute will be able to:
 - Integrate theory, clinical knowledge, reasoning and skills to provide high-quality midwifery care.
 - Contribute midwifery care effectively within interdisciplinary teams (clear communication, professional affect, skillful care).
 - Critically reflect on midwifery practice in a variety of healthcare environments.
 - Evaluate research to engage in ongoing evidence-based clinical practice.
 - Describe diversity issues inherent in the lives of women they serve and the effects of these issues on women's health care.
 - Understand past and present professional issues in Midwifery.

Program Description

Philadelphia University provides an exciting way to earn the Master of Science in Midwifery through online learning in the fundamentals of the art and science of midwifery, research, health policy, and selected advanced clinical and professional competencies. Initiated in 1998, this program prepares qualified individuals with a Bachelor's degree and qualified individuals with a bachelor's degree and an RN (Registered Nurse) credential in the practice of midwifery and prepares them to sit for the American Midwifery Certification Board's (AMCB's) national certification exam. Upon successful completion of the board exam, they earn the right to use the title Certified Midwife (CM) or Certified Nurse-Midwife

(CNM).

The Midwifery Institute of Philadelphia University offers a 62-credit, 6-semester, 2-year, graduate-level, distance-education program for midwifery. Students can be admitted with a class cohort in either the fall or spring semesters. For those who prefer, this program can also be completed over 3 years. Students admitted without a registered nursing credential have additional required prerequisites and take an additional 10 credits in the first term of study. Admission to the M.S in Midwifery is conditional pending successful completion of this additional semester.

From the beginning, the Midwifery Institute's education program was designed for distance learning and values and builds upon the student's previous education and life experience. State-of-the-art communication technology coupled with the professional expertise of an accomplished and caring faculty maximizes the educational experience. The program model focuses on graduate-level skills of inquiry and critical thinking.

The program integrates theory and practice into six semesters (2 years) or nine semesters (3 years) of primarily asynchronous study, clinical experience, and two week-long on-campus sessions. The theoretical components of midwifery are learned through readings, seminar room discussions, problem-based learning seminars, writing assignments, projects, quizzes, and examinations. The practice components are learned through a clinical practicum under the direction of a qualified midwife preceptor.

The program is modeled on midwifery-practice principles. Our course tutors use educational approaches based on the midwifery model of care: students are treated with respect as individuals and provided a personalized approach that encompasses all aspects of the education process including advising, evaluation and supervision. Students take an active role in their own learning throughout their course of study.

Course tutors focus on facilitation of learning through a process similar to the midwife's role during labor. Both roles require the ability to challenge, assess, confront, encourage, provide feedback, assist, listen, and problem-solve. This process meets the challenge of distance education and facilitates learning in an environment where students and faculty share the responsibility for lifelong learning. Online seminar rooms are full of thoughtful discussions about the art and science of midwifery practice, reflections on the role transition to midwife, midwifery research, education, and health policy. As adult learners, students are able to reach their professional goals while building relationships within their online learning communities. This national networking is an asset as graduates enter the work world. The faculty sees the midwife within each student and is able to facilitate individual growth and development into the role of midwife, assuring the vitality and vision for the future of midwifery. The midwifery program remains on the cutting edge of a rapidly changing world by weaving tradition with technology.

The 21st-century midwife supports practice with research and respects both the art and science of midwifery. Changes in the healthcare environment require midwives to be advocates for health care of women and families at a policy level as well as at the bedside. Frequently, midwives act as administrators, teachers, and advanced clinical practitioners. This program facilitates professional development in these areas through excellent teaching, innovative technologies, and engaging project-based learning activities.

The program is fortunate to have a diverse, experienced faculty in midwifery education, clinical practice, research, policy, education, and international midwifery. A career in midwifery requires lifelong learning and the faculty continues to be partners in the professional growth and development of midwives, students and the profession of midwifery.

Unique Program Requirements

Successful students of distance-learning programs are self-motivated and disciplined. Midwifery education at Philadelphia University requires extensive reading of primary-source materials in professional journals. Students are expected to demonstrate their ability to think and write critically. They use the written word to express themselves electronically in virtual seminar room discussions, communicating through emails and in the preparation of learning activities.

All students must have access to a computer (either PC or Mac), a USB port headset and an Internet Service Provider, with a DSL connection recommended. Webcam transmission capability is also required. A telephone headset is strongly encouraged. As technology is continually being updated, before purchasing a computer, please contact the program director for up-to-date information on hardware and software required.

At the Midwifery Institute of Philadelphia University, instruction is provided through the use of course management software that delivers the curriculum and facilitates faculty/student discussion, communication and electronic submission of assignments. Orientation to the software is provided prior to and during the online orientation to the program. Readings and frequent interaction with faculty and classmates complement electronic courses, which include problem-based learning. Experienced faculty members work closely with students and are accessible by email, telephone, or web-meeting. Students can access library resources online through the Gutman Library website.

Our computer environment is intuitive and easy to use. However, students must have basic computer skills, including familiarity with Windows-based applications, word processing and Internet use. During orientation students learn how they will use the computer during their program of study and how they will communicate with both their faculty and classmates. Students with minimal computer skills are encouraged to enroll in a computer course prior to orientation.

Technical and Professional Standards

For admission to the program, candidates must:

- Be self-motivated learners, have good study habits and be able to organize life commitments to set aside sufficient time for study and learning. We estimate this requires approximately 40 hours per week for full-time students, in an environment conducive to study.
- Possess the emotional maturity and stability to approach stressful clinical situations in a calm and rational manner.
- Have the ability to communicate effectively with women and families from a wide diversity of cultural and socioeconomic backgrounds in an empathetic and sensitive way.

- Have well-developed oral and written communication skills.
- Have the ability to make independent clinical decisions within the scope of midwifery practice and within the guidelines for relationships established with collaborating health care providers.
- Display strong ethical integrity consistent with academic expectations and the American College of Nurse-Midwives (ACNM) Code of Ethics.
- Have sufficient mental abilities and physical capabilities, including but not limited to sensory function (vision, hearing and touch sensation), hand-eye coordination, neurologic and muscular coordination and control to competently perform physical assessments, and the technical procedures necessary for midwifery practice.

Clinical Preceptorship

Initial clinical experiences occur in the office providing prenatal, well-woman and primary care approximately two days per week for two semesters. During the student's final two semesters, clinical experience is full scope and adds all phases of labor, birth, postpartum and newborn care. A student may spend up to 40 hours per week in clinical during the final semester. Only part-time employment should be considered while undertaking this full-time program.

Clinical Requirements

Students are required to meet and document the following practicum requirements during their clinical experience: 10 preconception care visits; 40 new antepartum visits; 130 return antepartum visits; 40 labor management experiences; 40 births; 20 postpartum visits (0-5 days); 40 newborn assessments; 10 breast-feeding support visits; 20 postpartum visits (4-8 weeks); 40 primary care visits; 30 family planning visits; 30 gynecologic care visits; 20 peri/postmenopausal visits. Students document clinical outcomes in a web-based tracking system for a minimal monthly subscription (comparable to postage). Students must develop their critical thinking and clinical skills to a safe, beginning level of competency during their clinical practicum. A Declaration of Safety, indicating a student has achieved beginning level of competency necessary for entry into practice, must be signed by the clinical preceptor prior to program completion and in order to sit for the national certification exam given by the American Midwifery Certification Board (AMCB).

Insurance Coverage and Student Clinical Credentialing

Students must show proof of coverage for malpractice liability prior to starting clinical rotations. This insurance is readily available to student midwives through the ACNM. Cost varies year to year and by location. Applicants should ask for current costs during the admission process and know these may change by the time of purchase. Students are responsible for their own medical and dental care while enrolled in the program, and for informing the University they have coverage or they will be automatically placed on the University student health plan. Students may need to submit to, and be financially responsible for, any reasonable health screening that is required by a clinical agency beyond that required by the Midwifery Institute of Philadelphia University. Students are required to have a background check, drug screen, and health clearance on admission and prior to beginning clinical rotations. Additional competencies, such as patient privacy, infection control, and cardiopulmonary resuscitation, are also required prior to beginning clinical rotations. Please check with the program for a complete list and associated costs.

Accreditation and Certification

The Master’s in Midwifery program is accredited by the Accreditation Commission for Midwifery Education (ACME). Their mailing address is: ACME, 8403 Colesville Road, Suite 1550, Silver Springs, MD 20910-6374, (240) 485-1800, www.acnm.org.

Upon successful completion of the program, graduates will receive an M.S. in Midwifery and will be eligible to take the national certification examination for midwives offered by the American Midwifery Certification Board (AMCB). Completion of the program prepares graduates to work in all practice settings.

Course of Study: Master’s of Science in Midwifery (Fall and Spring starts, varies slightly)

		Course Credits	Term Credits
Term 1	MMW-730 Theoretical Foundations for Midwifery	3	
	CMW-642 Professional Issues	3	
	CMW-699 Advanced Physical Assessment	3	
	CMW-643 Advanced Physiology/Pathophysiology in Primary Care	3	12
Term 2	CMW-645 Health Care of Women	4	
	CMW-638 Advanced Pharmacology 1	2.5	
	MMW-731 Evidenced-Based Care: Evaluating Research	3	9.5
Term 3	<i>CMW-613 Embryology & Genetics</i>	1	
	<i>CMW-641 Preparation for Office Based Practice</i>	1	
	CMW-610 Antepartum Care	4	
	CMW-612 Postpartum/Newborn Care	2.5	
	CMW-631 Clinical i: Maternal & Well Woman Care I	2	10.5
Term 4	MMW-712 Introduction to Health Policy	3	
	CMW-611 Intrapartum Care	4	
	CMW-644 Advanced Pharmacology 2	1.5	
	CMW-632 Clinical ii: Maternal & Well Woman Care II	3	
	<i>CMW-640 Preparation for Full-Scope Midwifery Practice</i>	1	12.5
Term 5	CMW-619 Advanced Perinatal Pathophysiology	4	
	CMW-633 Clinical iii: Full-Scope Midwifery I	4	8

Term 6	CMW-634 Clinical: iv Full-Scope Midwifery II	5	
	Elective	3	
	CMW-646 Midwifery Nexus Project or MMW-726 Service Learning/ Travel	1.5	9.5
	Graduation	62	62

TOTAL PROGRAM CREDITS:

DIDACTIC CREDITS 48
 CLINICAL CREDITS 14
 TOTAL CREDIT HOURS 62

Admission to the M.S. in Midwifery Program

Academic Calendar

Classes are admitted twice a year in the fall and spring. See the Philadelphia University Midwifery Institute website for application deadlines (www.philau.edu/midwifery).

Requirements

Each applicant is evaluated individually. Candidates are expected to meet the following criteria for admission:

- Submit a professional resume.
- For the Certified Nurse-Midwife pathway, a candidate must be a registered nurse currently licensed in the state where employed.
- For the Certified Midwife pathway, a candidate must complete all prerequisites prior to enrollment. Students must complete the CM Pathway courses. See the Philadelphia University Midwifery Institute website for prerequisites (www.philau.edu/midwifery).
- Hold a baccalaureate or higher degree in any discipline with a grade point average (GPA) of 3.0 or higher.
- Have an interview and a written agreement with a midwifery preceptor at a clinical site.
- Own a computer and have Internet access.
- Submit two letters of reference.
- Submit official transcripts from all undergraduate and graduate courses/institutions.
- Submit a brief essay, per guidelines, using a word-processing program.
- Submit a writing sample—a review of an evidenced-based research article in a recent *Journal of Midwifery and Women’s Health*, or take the Graduate Record Examination (GRE).
- Complete an interview (in-person/telephone) with a program faculty member.
- Submit evidence of completion of a three-credit undergraduate statistics course.

Transfer of Credits

Students seeking to transfer credit from another program into the Master's in Midwifery course of study will have their transcripts evaluated on an individual basis. Submission of course descriptions and/or syllabi may be required.

Other Program Options

Philadelphia University also offers an ACNM-accredited Post-Master's Certificate Program in Midwifery, an M.S. in Midwifery Completion program, a re-entry to practice process for CNM/CMs who have been out of clinical practice for a number of years, and the CM Pathway courses to the M.S. in Midwifery.

CM Pathway

The CM pathway to our existing midwifery education program is for qualified individuals prepared at the bachelor's level who want to become midwives. After successful completion of the M.S. in Midwifery program, graduates will be able to sit for the American Midwifery Certification Board (AMCB) exam to become certified midwives (CMs).

Individuals who may have limited or no experience in health care practice have unique learning needs that are addressed before beginning the M.S. in Midwifery program. Students entering through the CM pathway must complete all prerequisite courses required for admission and pass 4 courses (CMW 635 plus lab, CMW 636, CMW 637) as prerequisites before they segue into our existing 62-credit midwifery education program. As this catalogue goes to press, the CM credential is legally recognized to practice in the following states: New York, New Jersey, Delaware, Rhode Island and Missouri. Other states are currently considering legal recognition for the CM.

Advanced Placement Option

The Advanced Placement Option (APO) is an individualized program of study (IPS) for qualified candidates with previous related health professional preparation, for example, in advanced practice nursing or in midwifery. APO students may select portions of the midwifery program by demonstrating competency. The purpose of the APO is to assure sound learning in midwifery, while minimizing repetition of learning activities for knowledge and skills already attained. Part-time and accelerated options may be planned according to class schedules, availability, and learner preferences. APO status requires submission of an APO portfolio at the time of application for admission. The Office of Graduate Admissions or the program provide a portfolio template to you.

Refresher Process

The refresher process is for CM/CNMs who are nationally certified by the American Midwifery Certification Board and have graduated from an Accreditation Commission for Midwifery Education accredited program, but have been out of some clinical practice and want to follow the American College of Nurse-Midwives guidelines for re-entry to clinical practice. Midwives apply as non-matriculated students. An individualized plan of study is created for each refresher student to refresh current content and take the course exams for areas of full-scope midwifery practice in which s/he is not current in practice. The student completes all required pre-clinical credentialing and purchases liability insurance. Subsequently, the refresher student completes a supervised refresher clinical to demonstrate currency in all areas of midwifery practice. For example, a student currently providing prenatal care, care of common health concerns and gynecology, would complete a clinical refresher in intrapartum and newborn care. All exam and clinical refresher studies are undertaken as credit-by-exam and clinical demonstration. At the conclusion of a successful refresher process, the student receives a letter on letterhead reflecting completion of the process and can order an official transcript documenting all credit-by-exam work. Midwives interested in the refresher process are encouraged to speak with the Office of Graduate Admissions or the Program to learn more. Refresher students are strongly encouraged to check their state boards and potential employers to learn about any requirements for re-entry to practice.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

Program Director: Wendy Krupnick, Ph.D., M.B.A., B.S., OTR/L

Campus Location: Main Campus; classes held eight weekends during each semester: Between class sessions, students complete assignments and participate in online learning activities. Students will be admitted into this program for entrance in the fall semester only.

Mission

The occupational therapy (OT) program's mission is to develop competent, reflective and ethical occupational therapists who possess a commitment to professionalism and lifelong learning. In keeping with the University mission to prepare graduates for successful careers in an evolving and interconnected world, the OT program incorporates interdisciplinary learning and collaboration to enable graduates to practice in diverse environments and changing service-delivery contexts. The curriculum is organized around three themes that reflect the program's philosophy: enabling participation through being client-centered and grounded in the person-environment-occupation fit; applying evidence and clinical reasoning to enhance practice; and fostering collaboration and innovation in order to contribute to our clients' well-being and quality of life.

Program Learning Outcomes

The Philadelphia University entry-level master's degree in occupational therapy curriculum is designed to prepare competent, reflective and ethical occupational therapists whose practice philosophy is both client-centered and occupation-based, and who possess a commitment to professionalism and lifelong learning.

Graduates from the occupational therapy program will demonstrate the ability to:

- Provide occupation-based and client-centered care by competently applying and adapting the occupational therapy process.
- Locate, evaluate and apply evidence-based resources to build knowledge and support occupational therapy practice.
- Work collaboratively with clients, caregivers and members of the professional team to implement programs and services that enable health and participation.
- Demonstrate the attitudes, behaviors and responsibilities associated with being a health professional.
- Develop innovative tools, programs or services to promote participation and well-being.

Program Description

Individuals whose lives are affected by illness, injury or developmental delay can attain their fullest measure of independence and life satisfaction through expert intervention by an occupational therapist. By helping people to build skills and enhancing how they interact in their environments, occupational therapists help people to function and live life to its fullest.

The entry-level master's degree program is offered in a weekend-format that features in-class and online instructional methodologies to help students to become competent entry-level therapists. Coursework builds on the strengths of the University in the areas of design and health sciences to provide students with unique perspectives on the delivery of occupational therapy services.

The occupational therapy program curriculum is based on a frame of reference that is humanistic and holistic in nature, and which emphasizes optimal functioning throughout the life span. The program is designed to prepare strong entry-level practitioners who employ an evidence-based practice approach with the capacity for creative analysis and sound critical thinking.

One of the unique features of the program involves multiple learning opportunities for students to collaborate with design, architecture or fashion students, as well as practicing health and education professionals.

In addition to course work and fieldwork, students enter into a two-year experience with a client living in the community. Each semester students complete course assignments with their clients to better understand the client's lived experience and occupational adaptation issues. Students incorporate this information into the Master's capstone project where they reflect on and chronicle their learning and accomplishments from classroom, fieldwork and client experiences. The master's portfolio project culminates in a capstone presentation to practicing occupational therapists and representatives of other communities of interest.

Consider some of the following features of the graduate program:

- First 22 months of program are conducted in weekend format on campus; program may be completed within 28 months, including Level II Fieldwork.
- Students complete multiple Level I Fieldwork experiences in a range of practice settings.
- Students are engaged in online clinical reasoning learning activities during Level II Fieldwork.
- The program focuses on educating practitioners to use evidence to support practice decisions, to work independently and creatively; and to nurture a commitment to lifelong professional development.
- The program is designed for adult learners who are self-directed and good time managers.
- Students are exposed to job opportunities in a wide variety of settings: hospitals, long-term care facilities, psychiatric facilities, hand clinics, rehabilitation centers, pediatric hospitals, schools, home care agencies and other community-based settings.

Unique Program Requirements

Successful students in this type of learning program are self-motivated and disciplined. The program will involve extensive reading and online learning activities. Students must enjoy learning through a visual medium. In addition, students must have an ability to express themselves well in written format and a desire to increase their abilities to think and write critically.

All students must have daily access to a computer with camera or webcam and the Internet. It is highly recommended that students also have access to a headset with microphone.

Prerequisite Course Requirements

(COMPLETED WITHIN LAST TEN YEARS)

Course	Credits
Anatomy and Physiology I (with Laboratory)	4
Anatomy and Physiology II (with Laboratory)	4
Science (Physics recommended)	4
Developmental Psychology or equivalent (Lifespan)	3
Abnormal Psychology or equivalent	3
Statistics	3
Sociology/Anthropology/Cultural Studies I or equivalent	3
Other: Basic word-processing and presentation skills	
TOTAL CREDIT HOURS: 24 Credits	

Core Curriculum

The coursework is sequenced in a planned progression in order to build upon and develop knowledge and skills at increasing levels of complexity, competence and integration. Upon the completion of the second year, students must participate in two full-time, Level II Field work affiliations.

Note: A felony conviction may affect a student's ability to be placed at a fieldwork setting.

OCC-610	Portfolio Seminar	1
OCC-611	Foundations for Practice	3
OCC-613	Functional Anatomy	4
OCC-616	Assistive Technology Design	1
OCC-621	Occupational Competence	3
OCC-623	Applied Neuroanatomy	4
OCC-625	Clinical Skills A	1
OCC-626	Evidence-Based Practice	3
OCC-635	Clinical Skills B	1
OCC-645	Clinical Skills C	1
OCC-735	Level I Fieldwork A	1
OCC-738	Psychosocial Interventions	5
OCC-741	Interpersonal Relations & Groups	3
OCC-745	Level I Fieldwork B	1
		3
OCC-748	Assessment & Intervention: Adults	5
OCC-751	Professional Issues and Trends	3
OCC-754	Environmental Dimensions of Occupation	3
OCC-755	Level I Fieldwork C	1
OCC-757	Innovative Practice in OT	3
OCC-758	Assessment and Intervention:	
	Children & Youth	4
OCC-765	Clinical Applications	1
OCC-766	Older Adults: Enabling Participation	2

OCC-768	Spec Practice: Upper Extremity Rehabilitation	3
OCC-770	Practice Platform	2
OCC-771	Level II Fieldwork	3
OCC-775	Clinical Reasoning I	1.5
OCC-781	Level II Fieldwork B	3
OCC-784	Mastery	1
OCC-785	Clinical Reasoning II	1.5

TOTAL CREDIT HOURS: 72 Credits

Admissions Criteria

Any individual who has or is about to receive a bachelor's degree from an accredited college or university is eligible to apply. The graduate program in occupational therapy leading to the Master of Science is designed to accommodate students from all undergraduate disciplines. Students in the occupational therapy program will be selected on a competitive basis from candidates submitting complete applications with all required supporting materials.

- **Academic Background:** A bachelor's degree from an accredited institution with a minimum cumulative grade point average (GPA) of 3.0, and completion of all foundation coursework with a minimum average 3.0 GPA is required. Candidates may apply for consideration prior to completion of all prerequisite requirements as long as a reasonable plan for completion of required coursework prior to entrance into the program is delineated. All prerequisite foundation courses must be completed prior to matriculation in the program, with no less than a B- in each.
- **Two Letters of Reference:** These letters should examine the applicant's abilities, communication skills, motivation, interpersonal skills and emotional responsibility.
- **Personal Essay:** Students should write and submit a career goals essay with their application materials (approximately 500 words). The essay will be examined for written communication skills, knowledge of the occupational therapy field, and motivation for the profession.
- **Standardized Test Score:** Students should submit results of either the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) with their application. Candidates' application packets will be reviewed after the GRE or MAT scores are received by the university.
- **Resume:** Students must submit a resume that highlights their background and experience. Faculty believe that enrollment of students with varied cultural, geographic, academic and employment backgrounds enriches the learning experience and helps sensitize occupational therapy program students to the unique characteristics of the diverse patient populations they will work with as health care providers.
- **Clinical Observation Hours:** Students should submit documentation of 20 hours of clinical observation under the supervision of an occupational therapist before beginning the professional program. Applicants are encouraged to complete clinical observation hours as early as possible.

Acceptance Classifications

Students may be admitted to this program under one of the following acceptance classifications:

- **Full Acceptance:** Students who have met all admissions requirements with satisfactory performance as judged by the OT program's Admission Committee are granted full acceptance. Full acceptance is granted only when the student's file is complete, and all the program-specific requirements for entry have been met.
- **Conditional Acceptance:** Students may be offered a conditional acceptance classification when a student's file is missing evidence that s/he has successfully completed all prerequisite coursework. Prior to admission under this category, students must show evidence of registration for all outstanding prerequisite courses. Students will not be allowed to take any courses in the program prior to completion of all prerequisite coursework. Upon successful completion of all prerequisite course requirements, students must apply to the Office of Graduate Admissions for a change in admission status.

All students must be fully accepted into the occupational therapy program before they can enroll in any Occupational Therapy courses.

Accepted Student Requirements

Students in the occupational therapy program are expected to fulfill the following requirements during their student experience at Philadelphia University.

Participation in clinical and fieldwork experiences is a required part of the curriculum and a requirement for graduation. Many settings require students to be fingerprinted, undergo a drug screening and/or gain clearance from the PA Sex Offender Registry. Students are responsible for the costs of these processes, as well as for transportation arrangements and costs associated with fieldwork experiences. Information regarding how to meet these requirements is provided by the program.

Note: Clinical and fieldwork sites may deny a student's participation in the clinical or fieldwork experience because of a felony or misdemeanor conviction, failure of a required drug test or inability to produce an appropriate health clearance, all of which would result in delayed graduation or, in the inability to graduate from the program.

Students are expected to obtain materials and/or complete documentation required for Fieldwork:

- Health Clearance (by August, New Student Orientation)
- Annual physical examination
- Annual update of immunizations according to fieldwork site requirements
- Annual proof of active health insurance coverage
- Legal Clearance: Annual criminal background check and annual child abuse history clearance
- CPR certification

Students are expected to maintain professional organization memberships in the following organizations

- Philadelphia University Student Occupational Therapy Association (SOTA)
- American Occupational Therapy Association (AOTA)
- Pennsylvania Occupational Therapy Association (POTA) (or other state OT association)

Accreditation and Certification

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's phone number is 301.652. 2682.

Graduates of the program are eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. It should be noted that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Occupational Therapy Program Academic Standards

The occupational therapy program admission criteria are designed to select candidates who are most likely to succeed both in the University academic environment as well as in OT professional practice. While the program faculty is dedicated to assisting students in their professional education, the student also has responsibilities. Students enrolled in the program must demonstrate achievement in academic and clinical competencies necessary for professional practice, and meet academic standards consistent with graduate school criteria. Students must also demonstrate effective professional behavior as detailed in the Standards of Professional Behavior (see OT Student Handbook). In order to remain in good academic standing, students must meet the following standards. These academic standards are in addition to the university academic standards as described in the Graduate Catalog and on the Philadelphia University website.

Retention and Progression

The student's cumulative academic record is reviewed at the end of each semester, including summer, to evaluate academic standing and satisfactory progress toward degree requirements. The program director will notify the student when problems in academic performance may jeopardize a student's good standing.

The maximum time for completion of the degree program is 4.5 years from the date of first enrollment. Students who have not earned the graduate degree during this period will have their academic records reviewed and may be asked to meet additional requirements in order to graduate.

Academic & Professional Conduct

In order to remain in good academic standing, students must meet the following standards. These academic and conduct standards are in addition to the university academic standards as described in the University Student Handbook, University Catalog and on the University web site.

- Maintain a minimum semester grade point average (GPA) of 3.0 in Occupational Therapy coursework.
- Maintain a minimum cumulative grade point average of 3.0. (Graduation eligibility requires a minimum overall 3.0 GPA.)
- Receive no more than one grade below B- while in the OT Program. (A second grade below B- will result in dismissal.)
- Repeat core course when "C" (2.0) grade is earned. While the grade of "C" is regarded as a minimum passing grade, it is judged as unsatisfactory performance. Students who earn a "C"

grade in a core course must decelerate, and repeat the course before proceeding in the full-time program (see Deceleration below). Students who are unable to earn a minimum “B” (3.0) in a repeat course will be dismissed from the program. A course can be repeated only once, and the student must achieve a minimum “B” (3.0) grade on the second attempt.

- Demonstrate appropriate professional behavior and conduct (refer to Standards of Professional Conduct).

Competency Grading

- A. Each student is expected to pass every competency on the first attempt with a minimum passing grade of 80%. If unsuccessful, the student will be allowed one retake of the competency; the highest grade that can be earned will be 80%.
- B. Students must earn a competency grade average of 80% or higher within each course. Students who are unable to earn the minimum 80% average must enter into a remediation program defined by the course faculty. Students must demonstrate competency at the end of remediation, or will be dismissed.
- C. Each student is expected to demonstrate proficiency in all safety items in order to successfully pass the competency.

Fieldwork

- Students must attain a minimum overall 3.0 GPA prior to enrolling in Level II fieldwork courses.
- Students must successfully complete Level II fieldwork within 15 months beyond the date of completion of didactic coursework. In instances where there is more than 12 months of inactivity, faculty may require students to engage in competencies and/or other learning activities to assure fieldwork readiness.
- Students must receive satisfactory reports and evaluations from all fieldwork educators to receive fieldwork credit (“CR”).
- Failure to complete a fieldwork, student withdrawal, or having to be removed from a placement may result in a student’s dismissal from the program. Students who need to repeat more than one Level II fieldwork due to unsatisfactory performance will be dismissed from the program.
- If a grade of “NC” (no credit) is obtained in a fieldwork course, faculty determines whether the student is permitted to repeat the fieldwork, or be dismissed from the program. If permission to repeat the fieldwork is granted, the student must develop a written plan of self-correction prior to being placed in another fieldwork.
- A fieldwork may be repeated only once, and the student must achieve a “CR” (credit) grade on the second attempt. If a student receives a grade of “NC” in two fieldwork courses, the student will be dismissed from the program. The decision to permit a student to repeat fieldwork is dependent on fieldwork educator verbal or written reports about student behavior with respect to adherence to site regulations, site schedule, ethical standards of conduct, or engagement in behavior that puts patient/client safety at risk.
- Students receiving a “NC” grade, including “W” (withdrawal) in fieldwork will be placed on probation. The student must re-register and repeat the fieldwork in order to progress in the program. Repetition of a fieldwork could delay graduation. Withdrawal for medical or personal reasons—and approved by program faculty—will not result in probation.

- A student must earn a grade of “CR” in all fieldwork in order to graduate.

Probation, Deceleration and Dismissal

Academic probation is a means of emphatically informing students that their records are unsatisfactory, while there is still time to remedy the situation. Students will be placed on academic probation when their records indicate that normal progress toward a degree is in jeopardy. Students on probation should meet with their advisors to discuss a plan for improving their academic performance. They should also consider reducing the number of hours of employment whenever possible and/or limit participation in any other activity that interferes with the performance of their academic work.

1. **Probation**—Students whose academic records include one or more of the following will be placed on academic probation:

- Semester GPA below 3.0 (OT Program GPA is comprised of all OT courses taken, beginning with the semester that the student enters the professional phase of the OT Program.)
- Cumulative grade point average below 3.0.
- Grade below “B-” in one or more courses
- Withdrawing from a course for academic reasons (students who need to withdraw from a course for medical or personal reasons must be first be approved by the Academic and Professional Standards Review Committee prior to withdrawing)
- While the grade of “C” is regarded as a minimum passing grade, it is judged as unsatisfactory performance. Students who earn a “C” grade in core courses must decelerate, and repeat the course before proceeding in the full time program (see Deceleration below).
- A student who receives verbal or written reports from fieldwork educators indicating non-adherence to site regulations, site schedule, ethical standards of conduct or engagement in behavior that puts patient/client safety at risk. (This information will be reviewed by the Academic and Professional Standards Review Committee for action, either probation or dismissal, depending upon the circumstances.)
- A student who violates the OT program’s Standards of Professional Behavior or AOTA Code of Ethics and Ethical Standards.
- Students on academic probation will be required to improve their academic performance by the end of the next enrolled semester in order to be removed from academic probation. These details will be provided in writing to the student upon notification of placement on probation.

2. **Deceleration**—Deceleration means that the student may not progress in the full-time program.

- Students decelerate when they receive a “C” (2.0) in any core course (Functional Anatomy, Applied Neuroanatomy, Assessment & Intervention courses (Adult, Children & Youth, and Psychosocial Interventions, or their equivalent). Students must repeat courses and earn a minimum “B” (3.0) in order to proceed in the program. Students who are unsuccessful with remediation activities will be dismissed. Students can decelerate once.
- Since the program is a lock-step curriculum, courses that were not successfully completed cannot be repeated until the following year. A second deceleration results in dismissal.

3. **Dismissal**—If the student is placed on probation and remains on probation at the end of the following semester, the student will be dismissed from the program. In addition, students whose academic records include one or any combination of the following will be dismissed from the program:
- Cumulative grade point average below 3.0 for any two semesters
 - Probation for any three semesters
 - Grade below “B-” in two or more courses
 - Grade of “NC” in two fieldwork courses
 - Grade of “F” or “NC” in a non-fieldwork course.
 - Failure to earn minimum 3.0 grade in a repeated course (a course can be repeated only once).
 - Failure to correct deficiencies outlines in probation notice.
 - Unprofessional behavior and/or conduct that violates the University’s Code of Conduct, the AOTA Code of Ethics and Ethical Standards, or the OT program’s Standards of Professional Behavior.

Students will receive written notification of academic dismissal and may appeal for reinstatement by following the procedures outlined in the “Academic Standing” portion of the graduate catalog.

4. **Re-entry**—Students who are dismissed from the OT program for academic conduct or any other reason are not typically readmitted. In special circumstances, dismissed students may be considered for re-entry. To be considered for re-entry students must have developed and implemented an action plan that would facilitate successful academic performance. Refer to the re-entry policy in the OT program Student Handbook for further information.
5. **Withdrawal**—Students who withdraw from the OT program may have their records reviewed for possible readmission by program faculty. Readmission will be determined by the faculty based on this review and any additional criteria required at the discretion of the faculty. Refer to the University catalog for further information regarding procedures.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Program Director: Jesse Coale, DMin, PA-C, DFAAPA

Campus Location: Main Campus, Hayward Hall, Suite 224

Full-time, day program. Students admitted for entrance annually in July only.

Mission

To provide students with the foundation of knowledge, technical skills and critical thinking necessary to competently perform the functions of the physician assistant profession in an ethical, empathetic manner working with a licensed practicing physician. A secondary focus is to prepare students to provide comprehensive medical services to diverse underserved patient populations in inner-city and rural locations.

Graduate Outcomes

Graduates of the physician assistant program will be expected to:

- Accurately elicit a medical history and perform an appropriate physical examination based on patient presentation.
- Formulate an appropriate differential diagnosis based on history and physical exam findings.
- Appropriately recommend and interpret common diagnostic studies based on history and physical exam findings.
- Diagnose and manage acute and chronic medical and psychological disorders based on clinical presentation and diagnostic testing results for patients across the lifespan.
- Develop and implement appropriate treatment plans for common disorders including medications, surgery, counseling, therapeutic procedures, rehabilitative therapies, or other therapeutic modalities.
- Perform common laboratory studies and clinical procedures.
- Screen for diseases, assess for risk factors of common disease, and initiate and recommend health promotion and disease prevention measures.
- Provide patient education and counseling for common medical and psychological illnesses, common medical procedures, therapeutic regimens, adherence, and health maintenance.
- Recognize when a problem is beyond the scope of the PA provider and refer the patient to the supervising physician, appropriate specialists, and/or community resources.
- Effectively document medical information in a variety of formats.
- Demonstrate competence in written, oral and electronic forms of communication with patients, families, and other members of the health care team.
- Perform a medical literature search, critically evaluate the relevance of the medical literature, and apply evidence based medicine principles to clinical practice.
- Show sensitivity regarding the emotional, cultural and socioeconomic aspects of the patient, the patient's condition, and the patient's family.
- Conduct themselves in a professional courteous manner and with the highest ethical and legal standards expected of a health care professional and consistent with the role and responsibilities of a physician assistant.
- Continue to develop lifelong learning skills through ongoing self-reflection, active engagement and professional development.

The Profession

A physician assistant, or PA, is a qualified medical professional who practices medicine under the supervision of a licensed physician. PAs provide a wide variety of medical services traditionally performed by physicians. The concept for the profession originated in the early to mid-1960s as a way to enhance the provision of medical care to people residing in medically underserved areas. The care of the underserved remains an ongoing goal of the profession.

Physician assistants work in all 50 states, Guam and the District of Columbia in a range of medical settings including physicians' offices, hospitals, clinics, emergency departments, military and Veterans Administration installations, nursing homes, industrial health centers and correctional institutions. They always work in conjunction with a physician and can have an array of responsibilities including medical history taking, physical examination, ordering or performing lab and other diagnostic tests, synthesizing

data to make a proper diagnosis, developing a treatment plan, monitoring patient progress, providing health-related counseling and performing various procedures such as casting and suturing and assisting in surgery. PAs can prescribe medications in all states.

Program Description

The Philadelphia University physician assistant studies program is part of the College of Science, Health and the Liberal Arts. It is a comprehensive academic experience that stresses the practical application of current medical theory. All of the program faculty members are actively practicing health care providers with a great depth of knowledge and experience. Students are exposed to the clinical environment throughout their education with patient contact even during the classroom or didactic portion of the program.

Program-Specific Costs

The typical student in the physician assistant studies program will spend approximately \$3,000 on medical equipment, point-of-care equipment (such as a smartphone), books, malpractice liability insurance and other program-related fees for both professional phase years combined. This does not include tuition, housing, food, living expenses, travel costs, health center fees and graduation fees. All of these costs are listed elsewhere in the catalog.

The physician assistant studies program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). This program is available full time, day only. The clinical or practical portion will involve some night and weekend hours.

PA Program Technical and Professional Standards

Applicants are selected based on the Admissions Committee's assessment of their ability to successfully complete the training and competently function in the role of the profession as defined by: the Accreditation Review Commission on Education for the Physician Assistant, Inc., as published in the Accreditation Standards for Physician Assistant Education; the State of Pennsylvania as published in the Medical Practice Act; and the Program. Successful matriculation necessitates that all candidates must have the physical, emotional and intellectual attributes necessary for success in this type of education.

Technical, Academic and Professional Standards

For admission to the program candidates must:

- Have the academic ability to learn a large volume of technically detailed information and be able to synthesize and use this data to solve complex clinical problems. This information must be acquired in a short and intense period of study, which requires well-developed study skills and a high level of motivation, and may require considerable personal and financial sacrifice.
- Possess the emotional maturity and stability to approach highly stressful human situations in a calm and rational manner.
- Have the ability to effectively communicate with ill patients from a wide diversity of cultural and socioeconomic backgrounds in an empathetic and sensitive fashion.
- Have well-developed oral and written communication skills.
- Have comfort with the role of a dependent practitioner operating under the supervision of a licensed physician, while simultaneously feeling comfortable with the large amount of responsibility that goes along with the delivery of patient care in sometimes remote locations. Display strong ethical integrity consistent with working as a health care professional. Have

sufficient physical abilities in the areas of sensory function (vision, hearing and touch sensation), hand-eye coordination, and neurologic and muscular coordination and control to competently perform the technical activities that are a critical part of the program and profession, including:

- Physical examinations, which include visual inspection, listening to heart and lung sounds with a stethoscope, examination by touch to gather information such as skin temperature and texture, and other maneuvers.
- Performance and interpretation of diagnostic studies such as blood tests, EKG's, and X-rays.
- Surgical assisting, which can involve activities such as control of bleeding and suturing (wound closure by placing stitches).
- Performing common procedures such as applying casts, suturing, cardiopulmonary resuscitation (CPR), venipuncture (placing needle into a vein to collect a blood sample) and starting an intravenous access line.

Curriculum

The program is 25 months of continuous study and includes the didactic level consisting of three semesters of classroom and laboratory work in basic and applied medical science, and the clinical level consisting of ten rotations at a variety of clinical sites such as hospitals and medical offices. The first semester of the didactic level begins in mid-July of each year. Students must complete all didactic-level courses before they can enter the clinical level.

Overview of Clinical Training

Upon successful completion of the didactic-level courses, the PA student proceeds into the clinical-education level of the program. The PA student will spend approximately 12 months in clinical rotations. This is divided into 10 five- or six-week blocks.

Clinical Rotations (6 credits each)

The required clinical rotations are five- or six-week blocks in the areas of primary care, internal medicine, pediatrics, surgery, psychiatry/mental health, women's health and emergency medicine and are designed to expose the PA student to patient care in a variety of settings. The student is directly involved with the evaluation and management of patients to the extent that the clinical preceptor or supervisor is comfortable with the level of knowledge and skills of the PA student. Typically, the student spends at least 40 hours per week in the clinical setting, attending to patients and partaking in continuing medical-education seminars.

The remaining clinical experiences include the Medical/Surgical Selective, and the clinical elective. During the elective, students can spend more time in one of their rotation specialties or gain experience in other settings such as neonatology, HIV, cardiology, urology, orthopedic surgery, cardiothoracic surgery and others. The student should expect to be working a full-time schedule.

Students must have access to a personal computer. Students will be given an Internet account from the University and access to the University academic computing labs.

Prerequisite Course Requirements

Courses

Chemistry I

Credits

4

Chemistry II or Organic Chemistry	4
Biology I	4
Biology II or Genetics	4
Anatomy and Physiology I or Anatomy	4
Anatomy and Physiology II or Physiology	4
Microbiology	3 or 4
Introduction to Psychology	3
English Composition	3
One college-level math or statistics course	3
200 hours of patient care or human service experience	
Medical Terminology	1

Note: Additional psychology and chemistry courses and a genetics course are strongly advised and highly desirable.

Due to changes in science and the importance of science prerequisites as a basis for the study of PA curriculum, all science courses should be no more than seven years old. A waiver of this limit can be given to individuals who have worked in a scientific field on a regular basis, or who have completed several current higher-level science courses. Candidates must write a letter to the PA Program Admissions Committee requesting this waiver of the seven-year limit.

Core Curriculum

YEAR ONE

Summer Semester

PASF-507GR	Advanced Anatomy (Part A)	2
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Fall Semester

PASF-507GR	Advanced Anatomy (Part B)	3	
PASF-510GR	Medical and Professional Ethics	2	PASF-513GR Medical
	Physiology and Pathophysiology	3	
PASF-511GR	Applied Behavioral Science	3	
PASF-517GR	Medical History and Physical Diagnosis	5	
PASF-518GR	EVIDENCE BASED MEDICINE	2	
PASF-521GR	Medical Genetics, Immunology and Microbiology	2	

CREDIT HOURS: 22

(includes anatomy parts A and B)

Spring Semester

PAS-605	CLINICAL CORRELATIONS OF PUBLIC HEALTH	1
PAS-611	Clinical Medicine	8
PAS-612	Clinical Reasoning	2.5
PAS-613	Pharmacology and Pharmacotherapeutics	4
PAS-614	Emergency Medicine	3
PAS-615	Diagnostics Medicine	2

CREDIT HOURS: 20.5

Summer 1 Semester

PAS 603	<i>Advanced Physical Assessment</i>	0.5
PAS-621	Clinical Disciplines Overview (Surgery, Pediatrics, OB/GYN)	6
PAS-622	Pharmacotherapeutics Seminar	1
PAS-623	Advanced Radiology/ECG Seminar	1

Summer 2 Semester

	1 Clinical Rotation	6
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CREDIT HOURS: 14.5

YEAR TWO

Fall, Spring, Summer 1, and Summer 2 Semesters

	7 Clinical Rotations (6 credits each)	42
	Medical/Surgical Selective	6
	Elective	6
PAS-771	Master's Comprehensive Experience**	2

CREDIT HOURS: 57

*Clinical Rotations**

- PAS-741 Internal Medicine Rotation
 - PAS-742 Pediatrics Rotation
 - PAS-743 Women's Health Rotation
 - PAS-744 Psychiatry/ Mental Health Rotation
 - PAS-745 Surgery Rotation
 - PAS-746 Emergency Medicine Rotation
 - PAS-759 Primary Care 1 Rotation
 - PAS-760 Primary Care 2 Rotation
 - PAS-763 Medical/Surgical Selective Rotation
 - PAS-764 Elective Rotation
- TOTAL CREDIT HOURS: 113 Credits

- All rotations may be divided into A & B courses dependent on the academic calendar.

Application Procedure

Philadelphia University is participating in the Centralized Application Service for Physician Assistants (CASPA). To apply for admission into the M.S. in Physician Assistant Studies program at Philadelphia University, please visit the CASPA website at www.caspaonline.org. Application for admission will be accepted only through the CASPA service. Please refer to the Philadelphia University CASPA portal for specific information related to application deadlines.

You must request that official copies of your transcripts be sent directly to CASPA by the institution(s) attended. Student copies of transcripts or copies sent to CASPA directly by the applicant are not acceptable. Letters of reference should also be sent directly to CASPA from the person making the reference. Your GRE scores, however, should be sent directly to Philadelphia University, Office of Graduate Admissions by Educational Testing Services. Philadelphia University's reporting code is #2666.

Once admitted, the student must provide Philadelphia University with an original transcript of their bachelor's degree education. This is necessary to grant the M.S. degree, as the CASPA service maintains the original transcripts.

Admission Requirements

The Accreditation Review Commission on Education for the Physician Assistant—Accreditation Standards for Physician Assistant Education: “The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes of the graduate PA.”

Admission to the physician assistant studies program is extremely competitive. Applicants are selected based on a committee’s assessment of their ability to successfully complete the training and competently function in the role of the profession as defined by the ARC-PA as printed in the Accreditation Standards for Physician Assistant Education, the Commonwealth of Pennsylvania (as published in the Medical Practice Act), and the guidelines of the PA Studies Program. Candidates must have the physical, emotional and intellectual attributes necessary for success in this type of training.

Selection Criteria

Students in the PA program will be selected from candidates submitting complete applications with all required supporting material to the Central Application Service of Physician Assistants (CASPA) at www.caspaonline.org. The Physician Assistant Admissions Committee uses a variety of criteria to make admission decisions.

These can include:

- Academic experience including: a) previous college curriculum difficulty, institution, cumulative grades, science course grades and graduate study, b) academic patterns such as most recent academic performance, credit load, withdrawals and incomplete courses. The physician assistant studies program requires a cumulative total GPA of 3.25 and a science-only GPA of 3.25 for admission; both criteria must be met to be considered for admission. Once admitted, the graduate school requires the maintenance of an overall GPA of 3.00.
- Health care or human service experience with consideration to type and duration. This can include both paid and volunteer experience.
- A personal essay that examines written communication skills, knowledge of the PA profession and motivation for the profession.
- Three letters of reference submitted through CASPA that examine the applicant’s abilities, communication skills, motivation, interpersonal skills and emotional maturity from those familiar with your professional or academic abilities, such as a professor or supervisor.
- The amount of prerequisite coursework the applicant has left to complete, along with the applicant’s plan for completion. Students who have not completed all prerequisites prior to application can be admitted on a “conditional basis.”
- Personal interview—The most qualified applicants from the general applicant pool may be invited to come to the University for a personal interview. This interview attempts to ascertain an applicant’s knowledge of the profession, motivation for pursuing a PA career, interpersonal and oral communication skills, compassion, problem-solving abilities, preparation for the educational experience, and dedication to providing care to the underserved.

- Diversity—The PA program believes that enrollment of students with a wide diversity of cultural, geographic, academic and occupational backgrounds enriches the learning experience and helps in sensitizing PA students to unique characteristics of diverse patient populations with whom they will work as health care providers.

CLINICAL DOCTORATE IN OCCUPATIONAL THERAPY

Program Director: Wendy Krupnick, Ph.D., M.B.A., B.S., OTR/L

Campus Location: Main Campus; this is primarily a distance-learning program with two on-campus sessions: one at orientation, and one during the capstone presentation at the end of the program.

Vision and Mission

Our vision is to offer innovative and flexible education that prepares graduates to be leaders in capable of advancing the health-sustaining power of occupation.

Our mission is to prepare artful practitioners who have the skills, knowledge and vision to advance occupational therapy services in contemporary and emerging practice settings.

Program Learning Outcomes

Graduates of the OTD program will be able to:

- Apply research and integrate evidence-based methods to build knowledge and support OT practice
- Become effective leaders in practice and professional settings
- Cultivate inter-professional partnerships and work collaboratively to develop and deliver innovative programs
- Contribute to the OT profession by disseminating knowledge
- Expand thinking and integrate new knowledge to achieve professional goals

Program Description

The post-professional clinical doctoral program is designed for occupational therapists who are ready to advance their knowledge, practice and careers. Students will apply best-practice evidence, build innovative programs, design services, work effectively on inter-professional teams, and strengthen leadership roles. The OTD program is comprised of three major components: core courses, capstone project, and a 3-course minor to support student capstone and clinical and academic career goals.

The clinical doctorate program is offered through two tracks. Students with an earned master's degree enroll in the 30-credit program that can be completed in 16 months to 3 years, depending on the course load taken by the student. Occupational therapists who do not have an earned master's degree complete an additional 9 credits to earn their OTD degrees. The program follows a 12-month calendar with courses offered over 3 academic semesters per year. Each course is delivered in distance-learning format though a variety of teaching modalities such as online PowerPoint® lectures with audio, asynchronous discussion boards, synchronous chat rooms, reading assignments, research papers, and online journals.

All candidate applications will be reviewed; following evaluation, students may be admitted directly into the MS-to-OTD program with advanced standing, or be required to complete some or all courses listed in the BS-to-OTD track.

Unique Program Requirements

Successful students in this degree program are self-motivated and disciplined. The majority of the program is offered online and requires extensive reading and online learning activities. Students must have an ability to express themselves well in written format, and a desire to increase their abilities to think and write critically.

E-Learning at Philadelphia University

The program is offered in a flexible online environment. The vast majority of online work is asynchronous, and can be completed on the student's own schedule provided the student meets the required assignment deadlines. There may be occasional synchronous sessions, depending on the course faculty, content, and student cohort interest.

Program Hardware and Software Requirements

- Daily access to a computer with camera or webcam, and the capacity to hear audio (sound card). Also, a USB microphone is required for assigned synchronous sessions (headset recommended).
- Internet access with high speed connection (DSL, Broadband or cable).
- Microsoft Office software (Word and PowerPoint).

Our computer environment is intuitive and easy to use. However, students must have basic computer skills, including familiarity with Windows-based applications, word processing and Internet use. During orientation students learn how they will use the computer during their program of study and how they will communicate with both their faculty and classmates. Students with minimal computer skills are encouraged to enroll in a computer course prior to orientation.

Admission to the Program

Applications to the program should be submitted to the Philadelphia University Office of Graduate Admissions. Prospective students will be required to submit official transcripts of their occupational therapy and/or graduate degree(s), a resume or curriculum vitae, two letters of recommendation, and complete an application for admission that includes a personal statement explaining their interest in the program as well as noting any relevant history of experience. The GRE is not required.

Admission to the program will be based on:

- graduate GPA (cumulative of ≥ 3.00);
- two letters of reference;
- personal statement (500-1000 words); and

- prerequisite completion (with 3.0 GPA or higher):
 - BS-to-OTD Track: Statistics
 - MS-to-OTD Track: Statistics and Research Methods or Evidence-Based Practice (EBP) (or equivalent).
Note: master's students without EBP or research course may be required to take a comparable course at PhilaU, prior to beginning their OTD track.

Curriculum

MS-to-OTD Track

Core Courses	Credits
OTD 804 Advanced Professional Studies	1
OTD 805 Doctoral Seminar	2
OTD 806 Advanced Evidence-based Practice	3
OTD 807 Interprofessional Partnerships	3
OTD 808 Applied Leadership	3

Capstone Courses

OTD 910 Capstone I: Design & Outcomes	3
OTD 920 Capstone II: Implementation	3
OTD 930 Capstone III: Analysis & Presentation	3

*Electives (select 3):

OTD 811 Educational Therapy & Practice	3
OTD 812 Technology & Educational Methods	3
OTD 813 Accessible Living	3
OTD 814 Funding & Grantsmanship	3
OTD 815 Emerging Practice & Entrepreneurship	3
OTD 816. Directed Inquiry Seminar	3

* Students choose electives that inform their capstone experience and can choose from offerings within the OTD program, University, and/or transfer up to 6 credits from outside the University (upon program approval).

TOTAL CREDIT HOURS: 30 Credits

BS-to-OTD Track

Core Courses	Credits
OTD 732 Contemporary Practice Concepts	3
OTD 733 Research methods for Clinical Practice	3
OTD 734 Evidence-based Practice	3
OTD 804 Advanced Professional Studies	1
OTD 805 Doctoral Seminar	2
OTD 806 Advanced Evidence-based Practice	3
OTD 807 Interprofessional Partnerships	3
OTD 808 Applied Leadership	3

Capstone Courses

OTD 910 Capstone I: Design & Outcomes	3
OTD 920 Capstone II: Implementation	3
OTD 930 Capstone III: Analysis & Presentation	3

*Electives (select 3):

OTD 811 Educational Therapy & Practice	3
OTD 812 Technology & Educational Methods	3
OTD 813 Accessible Living	3
OTD 814 Funding & Grantsmanship	3
OTD 815 Emerging Practice & Entrepreneurship	3
OTD 816. Directed Inquiry Seminar	3

TOTAL CREDIT HOURS: 39 Credits

Retention and Completion of Degree Requirements

Students will be required to remain in good academic standing to be retained in the program. Students must maintain a minimum cumulative GPA of 3.00 each semester. Students falling below will be placed on academic probation. Failure to increase the cumulative GPA to the required 3.00 within one semester (two semesters under exceptional circumstances) will result in dismissal. Further discussion on retention is included in the "Academic Standing" section in the University's graduate catalog.

Certification for graduation will require:

- Successful completion of the required program credits;
- A minimum 3.0 cumulative grade point average in the program's curriculum;
- Earning no more than one grade below "B-";
- Earning no grade below "C"

The OTD may be completed in five semesters. The maximum candidacy period will be four years from the initial date of enrollment.

JOINT DEGREE OFFERINGS

COMMUNITY AND TRAUMA COUNSELING

Combined B.S. in Health Sciences/M.S. in Community and Trauma Counseling

Combined B.S. in Psychology/M.S. in Community and Trauma Counseling

Professional Counselors practice the prevention and treatment of mental, emotional, and behavioral disorders and associated stresses that interfere with mental health and normal growth and development. The Master of Science in Community and Trauma Counseling Program provides graduates with the knowledge and skills for trauma-informed practice as community mental health counselors across a breadth of settings including agency and institutional settings, professional private practice, and other environments influenced by traumatic events and extreme stress.

The Combined B.S. in Health Sciences/M.S. in Community and Trauma Counseling or B.S. in Psychology/M.S. in Community and Trauma Counseling Program are *designed for students who know early on that they want to become professional counselors*. These programs allow students to seamlessly complete undergraduate and graduate degrees in less time than would be required to complete both of these degrees separately. Students selecting this option can choose between the Health Sciences or Psychology majors as undergraduates. For qualified students, graduate Community and Trauma Counseling coursework begins in the student's senior year (or equivalent) after all undergraduate college studies and major coursework has been successfully completed.

During the first three years of undergraduate coursework, students complete major requirements for the bachelor degree, including PhilaU's college studies courses and Community and Trauma Counseling (CTC) program prerequisites. Students who meet the graduate CTC Program progression criteria can matriculate into the master's program by enrolling in first year CTC graduate coursework during their fourth year of undergraduate studies. In December of the fourth year, students are awarded the bachelor degree in either Health Sciences or Psychology, and upon completion of graduate CTC program requirements, the master's degree in Community and Trauma Counseling.

B.S. in Health Sciences Option

The B.S. in Health Sciences track includes multiple courses designed for students who are interested in becoming a health professional. The curriculum includes courses in the natural sciences combined with human sciences, psychology, and unique practical and clinical experiences. Additionally, each student completes extensive volunteer and shadowing experiences with health practitioners as part of the major's coursework. All Community and Trauma Counseling Program prerequisites are completed within the undergraduate degree requirements.

The BS/MS Health Sciences and Community and Trauma Counseling combined degree program prepare students for a rich and rewarding clinical counseling career as a trauma professional. Students will be uniquely primed for clinical practice within hospitals and other health care settings, will have increased competencies and knowledge to serve a variety of populations including medically fragile clients and those with comorbid medical needs, and will have the training and skill set to fluidly collaborate with a

wide range of health professionals to best serve their clients. Advanced clinical trauma competency, coupled with a profound health science background will power graduates to be versatile and effective clinicians in the global community.

B.S. in Psychology Option

The B.S. in Psychology offers extensive coursework and learning activities that focus on understanding human behavior, central to the success of health professionals. Students are thoroughly immersed into the Psychology discipline as this track includes eight core Psychology courses (including all three of the CTC Program prerequisite course requirements) and eight Psychology electives. During their undergraduate study students participate in an advanced research project in a topic of their choosing. All CTC Program prerequisites are completed within the undergraduate degree requirements.

The BS/MS Psychology and Community and Trauma Counseling combined degree program prepares students for a rich and rewarding clinical counseling career. Philadelphia University's undergraduate psychology program provides a strong foundation for psychology theory, research and concepts while also developing sound clinical competencies in students. Students in this track will be well prepared for graduate studies in Community and Trauma Counseling. Their graduate coursework and field placements will complement and enhance their undergraduate training. This combined degree will prepare students well for rich and rewarding careers as trauma-informed professional counselors. Advanced clinical trauma competency, coupled with a profound psychology background will power graduates to be versatile and effective clinicians in the global community.

Freshman Admission Option

Freshmen applicants who demonstrate the following profile will be considered for admission to the program:

- Minimum overall high school grade point average (GPA) of 3.0
- Minimum combined SAT score of 1000 for Critical Reading and Math, or 22 on the ACT
- Four years of science – strongly encouraged

Transfer applicants should contact the Office of Admissions to discuss entry requirements.

Transfer Credit for B.S./M.S. in Community and Trauma Counseling programs

Students can transfer with less than 30 credits. At least half of the Community and Trauma Counseling graduate program's prerequisite courses must be completed at Philadelphia University, including one of the three science courses. Students may not transfer any of the program's prerequisite courses with grades lower than B-. These courses include Introduction to Psychology, Lifespan Human Development, Abnormal Psychology, and Statistics.

Internal Transfer Policy (for undergraduate students interested in transferring into the undergraduate portion of the BS/MS in CTC program)

Students may be eligible to transfer into the BS/MS CTC program with the permission and oversight of their undergraduate advisor and the CTC program director. This is dependent of seat availability.

Progression Criteria

Students who demonstrate the following profile are guaranteed matriculation into the M.S. in Community and Trauma Counseling Program:

- Completion of undergraduate major and college studies requirements
- Overall minimum 3.0 GPA for all college coursework (including transfer courses)
- Overall minimum 3.0 GPA in CTC program prerequisites (minimum grades of “B-” or better in all CTC program prerequisite courses)

Students who are unable to achieve the standards listed above are not eligible to matriculate into the M.S. in Community and Trauma Counseling Program. They will complete electives, by advisement, during their fourth undergraduate year to complete the bachelor degree in their chosen majors. Students who wish to reapply to the CTC graduate program after receiving their bachelor degrees may be advised to repeat specified courses to raise their GPAs.

OCCUPATIONAL THERAPY

Combined B.S. in Health Sciences/M.S. in Occupational Therapy

Combined B.S. in Psychology/M.S. in Occupational Therapy

Occupational therapy is a health care profession that helps people to maximize their functional independence after illness or injury, or develop the social and emotional skills necessary to participate fully in everyday life. Occupational therapists assist children with motor, social and learning needs to be successful in school activities and family life. They help adults to develop strategies to address the physical and emotional changes associated with rehabilitation or long-term health needs. Therapy frequently involves assisting individuals to relearn old skills, develop new ways of doing or adapt the environment to enable them to live satisfying and independent lives.

The Combined B.S. in Health Sciences/M.S. in Occupational Therapy program or B.S. in Psychology/M.S. in Occupational Therapy program is designed for students who know early on that they want to become occupational therapists. These dual degree programs allow students to seamlessly complete undergraduate and graduate degrees in less time than would be required to complete both of the degrees separately. Undergraduate courses and extra-curricular experiences provide students with a foundation to develop the knowledge, values and interpersonal skills needed for success as an occupational therapist.

During the first three years of undergraduate coursework, students complete major requirements for the bachelor degree, including Hallmarks Core courses and occupational therapy program prerequisites. Students who meet the graduate occupational therapy program progression criteria can matriculate into the master’s program by enrolling in first-year Occupational Therapy graduate coursework during Year 4 of undergraduate studies. At the end of Year 4, students are awarded the bachelor degree in Health Sciences or Psychology and are eligible to participate in the May commencement ceremony. Upon completion of graduate occupational therapy program requirements in Year 6, the master’s degree in Occupational Therapy will be awarded. Students receive their graduate degree in May and can participate in the May commencement ceremony.

For more information about the M.S. in Occupational Therapy, refer to the College of Science, Health and the Liberal Arts Graduate Programs section of the Catalog.

Freshman Admission Option

Freshmen applicants who demonstrate the following profile will be considered for admission to the program:

- Minimum overall high school grade point average (GPA) of 3.0
- Minimum combined SAT score of 1000 for Critical Reading and Math, or 22 on the ACT

- Four years of science—strongly encouraged

Transfer applicants should contact the Office of Admissions to discuss entry requirements.

Transfer Credit for B.S./M.S. in Occupational Therapy Programs

Students can transfer with less than 16 credits. At least half of the Occupational Therapy graduate program's prerequisite courses must be completed at Philadelphia University, including all three science courses. Students may not transfer any of the program's prerequisite courses with grades lower than "B-." Program prerequisite courses include Anatomy & Physiology I and II, Lifespan Human Development, Abnormal Psychology, Statistics, one Sociology/Anthropology/Cultural Studies course and Physics (non-calculus based).

Internal Transfer Policy (For undergraduate students interested in transferring into the undergraduate portion of the BS/MS in OT program)

Students may be eligible to transfer at one point only: during the fall semester of the junior year (Year 3), dependent of seat availability. Applications will be due May 1 of the year that the student meets sophomore status. No internal transfers will be permitted in years where there are 15 or more current undergraduate pre-professional phase OT students in good academic standing who anticipate moving into Year 3.

Progression Criteria

Students who demonstrate the following profile are guaranteed matriculation into the M.S. in Occupational Therapy program:

- Completion of undergraduate major and Hallmarks Core requirements
- Overall minimum 3.0 GPA for all college coursework (including transfer courses)
- Overall minimum 3.0 GPA in occupational therapy program prerequisites (minimum grades of "B-" or better in all occupational therapy program prerequisite courses)

By October 15 of the Year 3 (or equivalent) of undergraduate study, students should:

- Submit the matriculation documents identified below (available from the Occupational Therapy Department or on the program's webpage: www.PhilaU.edu/OT)
- Academic Standards Statement
- Clinical Observation Document: Documentation of at least 20 hours of clinical observation under the supervision of an occupational therapist
- Program Prerequisite record
- Current resume
- One letter of recommendation from PhilaU faculty
- Career goals essay (no more than 500 words)
- GRE or MAT scores (prior to July following Year 3 of studies)

Students who are unable to achieve the standards listed above are not eligible to matriculate into the M.S. in Occupational Therapy program. They will complete electives, by advisement, during their fourth undergraduate year to complete the bachelor degree in their chosen majors.

PHYSICIAN ASSISTANT STUDIES

Combined B.S. Health Sciences/M.S. Physician Assistant Studies

Mission

The mission is to provide students with the foundation of knowledge, technical skills and critical thinking necessary to competently perform the functions of the physician assistant profession in an ethical, empathetic manner working with a licensed practicing physician. A secondary focus is to prepare students to provide comprehensive medical services to diverse underserved patient populations in inner-city and rural locations.

Learning Outcomes

Physician assistant graduates will:

- Elicit an accurate medical history including Chief Complaint, History of Present Illness, Past Medical History, Family History, Review of Systems, Social History and Sexual History in both a complete and directed format.
- Perform common clinical procedures.
- Define the important ethical issues involved with the medical care of patients and describe how these affect PA practice.
- Recognize when a problem is beyond the scope of the PA provider and refer the patient to her/his supervising physician, or recommend appropriate specialty consultation.
- Prudently recommend laboratory, radiology, cardiographic and other ancillary diagnostic studies appropriate to the history and physical findings. Graduates must list the common contraindications and complications of these tests.
- Demonstrate competence in written, oral and electronic forms of communication. Approach patient encounters using language, body posture, facial expression, speech process and speech content that promote open communication and foster a trusting effective patient-provider relationship.
- Perform a computer medical literature search and critically evaluate the medical literature in terms of its relevance to clinical practice.
- Develop an appropriate treatment plan for common disorders that may include medications, surgery, counseling, therapeutic procedures, rehabilitative therapies or other therapeutic modalities.

Program Description

A physician assistant (PA) is a medical professional who practices medicine with the supervision of a licensed physician. PAs provide a wide variety of medical services traditionally performed by physicians. The concept for the profession originated in the early to mid-1960s as a way to enhance the provision of medical care to people residing in medically underserved areas. The care of the underserved remains an ongoing goal of the profession.

Physician assistants work in all 50 states, Guam and the District of Columbia in a wide range of medical settings including physicians' offices, hospitals, clinics, emergency departments, military and Veterans Administration installations, nursing homes, industrial health centers and correctional institutions. They work in conjunction with a physician and have a wide array of responsibilities including taking medical

histories, conducting physical examinations, ordering or performing lab and other diagnostic tests, synthesizing data to make a proper diagnosis, developing a treatment plan, performing health-related counseling, performing various procedures such as casting, suturing and assisting in surgery. PAs can prescribe medication in all states.

The physician assistant studies program is a comprehensive academic experience that stresses the practical application of current medical theory. Most of the program faculty members are actively practicing health care providers with a great depth of knowledge and experience. Students are exposed to the clinical environment throughout their education with patient contact even during the classroom or didactic portion of the program. The physician assistant studies program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The typical student in the physician assistant studies program will spend approximately \$3,000 on medical equipment, books, malpractice liability insurance and other program-related fees for both professional-phase years combined. This does not include tuition, housing, food, living expenses, travel costs, health center fees, graduation fees and pre-professional phase book costs. All of these costs, except book costs, are listed elsewhere in the University catalog.

While this is a full-time, day program, the clinical or practical portion may involve some night and weekend hours. Admission criteria, procedures and technical standards are listed in the Physician Assistant Studies Program Information Booklet available from the Office of Admissions and at www.PhilaU.edu.

Freshman Admission Option

This option is designed for students who have no or few college credits (less than 16 credit hours). It is designed as a five-year course of study and includes complete undergraduate and graduate degrees. The first six semesters (three years) make up the pre-professional phase and are designed to academically prepare students for PA training and provide a comprehensive general education. The pre-professional phase consists of medically related science and psychology prerequisite courses along with all of the components of the Hallmarks Core program. After successful completion of the pre-professional phase (which includes maintaining the required grade point averages of 3.25 cumulative and 3.25 science and core prerequisite, acquiring the required letters of reference, completing a personal essay and obtaining approval of the PA Program Admissions Committee), students are admitted to the professional phase. Students must complete all required courses in the pre-professional phase to enter the professional phase.

The professional phase is 25 months of continuous study and includes the didactic level that consists of three semesters of classroom and laboratory work in basic and applied medical science, and the clinical level that consists of ten rotations at a variety of clinical sites such as hospitals and medical offices. Students must complete all didactic-level courses before they can enter the clinical level. The first semester of the professional phase is composed of mandatory foundation courses. The remaining courses in the professional phase are graduate courses.

After successful completion of the fall semester of year four (the first professional-phase semester), students will receive a Bachelor of Science in Health Sciences and be eligible to participate in the May Commencement ceremony. Upon completion of the full five-year program, graduates will receive a Master of Science in Physician Assistant Studies, will be eligible to sit for the Physician Assistant National Certifying Examination, and will be able to participate in the Commencement ceremony.

Transfer Student Option

This option is designed for students with a substantial number of college credits (approximately 64) but who do not have a bachelor's degree. This option includes an accelerated bachelor's degree-completion program, and the complete professional-phase physician assistant studies program. Students wishing to enter the program in this option must meet two sets of prerequisite requirements prior to entrance into

the program. The first is the PA-specific prerequisites that include science and psychology courses. The second consists of the Hallmarks Core prerequisites that are general education courses required for the bachelor's degree. Both sets of requirements must be met before a student can gain entrance into the program. These prerequisites are listed in the Physician Assistant Studies Program Information Booklet available from the Office of Admissions and at www.PhilaU.edu.

Students admitted into this option typically spend three years at the University. The first year (two semesters) comprises the pre-professional phase that consists of advanced science and psychology courses and the remainder of the Hallmarks Core or general education program. The pre-professional phase may be shorter depending on the number of applicable transfer credits a student has, but must be at least one semester. After successful completion of the pre-professional phase, students will enter the professional phase, which is described above.

After successful completion of the fall semester of year two (the first professional-phase semester) students will receive a Bachelor of Science in Health Sciences and be eligible to participate in the May Commencement ceremony. Upon completion of the full three-year program (both the pre-professional and the professional phases), graduates will receive a Master of Science in Physician Assistant Studies, will be eligible to sit for the Physician Assistant Studies National Certifying Examination and will be able to participate in the Commencement ceremony.

Clinical Education

Upon successful completion of the didactic level of the professional phase, the PA student proceeds into the clinical education level of the program. The PA student will spend 60 weeks in clinical rotations (ten 6-week blocks) before completing the course of study for physician assistant studies. These experiences most likely will involve night and weekend hours.

Clinical Rotations (6 credits/rotation)

The clinical rotations are 6-week blocks in the areas of primary care, hospital medicine, pediatrics, surgery, psychiatry/mental health, women's health and emergency medicine, and are designed to expose the PA student to patient care in a variety of settings. The student is directly involved with the evaluation and management of patients to the extent that the clinical preceptor or supervisor is comfortable with the level of knowledge and skills of the PA student. Typically, the student spends at least 40 hours per week in the clinical setting, attending to patients and partaking of continuing medical-education seminars.

During the elective, students can spend more time in one of their rotation specialties or gain experience in other settings such as neonatology, HIV, correctional medicine, urology, orthopedic surgery, cardio-thoracic surgery and others. Continuity of care and regular feedback from clinical faculty are the hallmarks of these experiences.

PA Program Technical and Professional Standards

For admission to the program, candidates must:

- Have the academic ability to learn a large volume of technically detailed information and be able to synthesize and use this data to solve complex clinical problems. This information must be acquired in a short and intense period of study, which requires well-developed study skills and a high level of motivation, and may require considerable personal and financial sacrifice.

- Possess the emotional maturity and stability to approach highly stressful human situations in a calm and rational manner.
- Have the ability to effectively communicate with ill patients from a wide diversity of cultural and socioeconomic backgrounds in an empathetic and sensitive fashion.
- Have well-developed oral and written communication skills.
- Have comfort with the role of a dependent practitioner operating under the supervision of a licensed physician, while simultaneously feeling comfortable with the large amount of responsibility that goes along with the delivery of patient care in sometimes remote locations.
- Display strong ethical integrity consistent with working as a health care professional.
- Have sufficient physical abilities in the areas of sensory function (vision, hearing and touch sensation), hand-eye coordination, and neurologic and muscular coordination and control to competently perform the technical activities that are a critical part of the program and profession, including:
 - Physical examinations, which include visual inspection, listening to heart and lung sounds with a stethoscope, examination by touch to gather information such as skin temperature and texture and other maneuvers.
 - Performance and interpretation of diagnostic studies such as blood tests, EKGs and X-rays.
 - Surgical assisting, which can involve activities such as control of bleeding and suturing (wound closure by placing stitches).
 - Performing common procedures such as applying casts, suturing, cardiopulmonary resuscitation (CPR), venipuncture (placing needle into a vein to collect a blood sample) and starting an intravenous access line.

School of Continuing and Professional Studies

Executive Director, School of Continuing and Professional Studies: F.E. Congdon Jr. (Assistant to the President)

Director, Academic Services: S. M. Calder

Director, Marketing: K. Moran-Gannon

Director, Student Services: S. Harris

Director, Professional Education: M. Woltman

Director, Occupational Therapy Assistant Studies: M. Dahl

The School of Continuing and Professional Studies at Philadelphia University is based on the philosophy that education is a lifelong experience influencing personal growth, career advancement or career change. Degree programs are designed to accommodate adult learners and their professional and personal obligations. Each term, students enroll in baccalaureate, associate and certificate programs on the Main Campus, Bucks County Campus and off-campus locations.

To accommodate busy professional and personal schedules, courses are offered in accelerated evening and weekend sessions. The program uses a hybrid distance-learning model. Students attend on-campus class sessions and participate in electronically mediated learning experiences during those times when they are not on campus. Select courses and programs are offered online. Special programs and tutoring services are available to help students adjust to the academic environment and strengthen skills in various content areas. Additionally, students who excel in their academic work are recognized on the dean's list and in graduation honors.

The faculty and staff are committed to providing excellence in all phases of the academic experience. Continuing Studies strives to provide a challenging environment where students are able to reach their career and educational goals, as well as enrich their personal lives.

ACCELERATED PROGRAMS

B.S. Degree Completion Program

The Accelerated Bachelor of Science degree is designed to serve the educational needs of adult learners. Uniquely structured for adults with at least 30 previously earned college credits, this program offers Bachelor of Science degrees in: Behavioral and Health Services, Leadership in Emergency Services, Health Sciences, Health Services Management, Human Resource Management, Information Technology, Law Enforcement Leadership, Leadership in Homeland Security, Organizational Leadership and Pre-MBA. The program features eight-week terms, transfer of 60 or more credits from previously attended colleges and universities, and ongoing academic advising and personal attention.

A.S. in Occupational Therapy Assistant Studies

This 69-credit program prepares individuals to practice as an occupational therapy assistant in a variety of settings with people of all ages. The program features accelerated eight-week academic terms, five clinical fieldwork experiences and intensive guidance by faculty and mentors. Lecture and laboratory classes are scheduled two evenings per week and Saturday mornings. Students may complete the program in 23 months. Curricular themes permeate all courses and key professional concepts are continually reinforced.

BUCKS COUNTY CAMPUS

The Bucks County satellite campus is located in the Bucks County Technology Park, 4800 E. Street Road in Trevoise, Pa. 19053. Easily accessible to residents of Lower Bucks County and Northeast Philadelphia, this campus location has been designed to serve the educational and career needs of adult students. Courses are offered in the evening and on Saturdays to accommodate the schedules of adults who

balance a full calendar of professional and personal responsibilities. Academic advising, registration, and computer labs are all available at this location. To schedule an advising appointment, call 215.526.0980

SUMMER SESSIONS

The School of Continuing and Professional Studies offers day and evening classes from May through August during one 12-week and two 6-week sessions. Accelerated courses are offered in an 8-week term within the summer schedule. Summer courses allow students to accelerate their degree programs, compensate for interruptions in their studies, facilitate career advancement or enrich their personal interests.

Information is available through the School of Continuing and Professional Studies or by calling 215.951.2900 or email *evening@PhilaU.edu*.

ON-SITE PARTNERSHIP PROGRAMS

The School of Continuing and Professional Studies is committed to designing and delivering customized, credit-bearing educational programs for corporations and organizations with sufficient employees to enroll ten or more students per class at the location of their choice. Companies and organizations that are interested in exploring this unique program should contact the School of Continuing and Professional Studies, at 215.951.2902 to arrange a program assessment meeting.

B.S. ACCELERATED DEGREE PROGRAM

Checksheet

Accelerated programs and courses are only available to CPS students.

The School of Continuing and Professional Studies offers an accelerated degree completion program of 60 credits for working professionals. The courses are offered in 8-week terms and focus on adult general education requirements, professional competencies, a choice of ten majors, and a limited choice of electives. Candidates for admission to this program must have previously earned 30 to 60 credits from regionally accredited institutions. Candidates must demonstrate competency in writing, mathematics, information systems, humanities, history, science and social science. Students can accumulate credits toward their first 60 credits through existing university coursework, pre-approved transfer coursework, CLEP examination and prior-learning assessment. Extra credits in the competency plus elective portions will reduce the number of free electives at the end. Candidates are required to complete an application and related materials, attend an individual interview and write a personal statement. Transcript evaluations are an integral part of this process.

Program Learning Outcomes

Students who graduate from the accelerated B.S. degree will be able to:

- Integrate liberal arts and sciences concepts into Continuing and Professional Studies core courses, major area coursework and professional endeavors.
- Successfully display, through a team project, their ability to resolve issues, propose solutions and make decisions with students trained in disciplines different from their own.
- Find, evaluate and use information in order to conduct an in-depth analysis of an industry, organization or economic sector.
- Successfully display, through a team project, their ability to resolve issues and propose solutions in a multiethnic environment.
- Demonstrate responsible ethical behavior in academic and business environments by recognizing ethical issues that are presented in a complex, multilayered context and within two identified courses.
- Apply ethical perspective and concepts to an ethical question accurately, and demonstrate their ability to consider full implications of that application.
- Effectively demonstrate knowledge of their profession globally including their ability to forecast future changes and proactively respond to them.

General Education

15 credits

HIST-321 Business, Industry, & Work in American History	3
HUMN-310 Globalization and World Politics	3
SOC-310 The Social Science of the Workplace	3
COMM-320 Professional Communication Skills	3
CSSEM-499 Professional Studies Capstone Seminar	3

Continuing Professional Studies Core	18 credits
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CSSEM-300 Professional Practice Seminar	3
MGMT-361 Leadership Theory & Ethical Practices	3
ECON-331 Economic Decision Making	3
STAT-311 Finding and Evaluating Statistical Data	3
FINC-323 Financial Decision Making	3
IT-201 Learning with Technology	3
Major – select one 15-18 credit option from below list	15 - 18 credits
	3
	3
	3
	3
	3
Free Electives	9-12 credits
	3
	3
	3
	3
Transfer Credits	60 credits
TOTAL CREDITS: 120 CREDITS	

PROGRAM MAJORS**Behavioral and Health Services** 15 credits*Choose 5 of 6 listed courses*

PSYCH-201 Abnormal Psychology	3
PSYCH-222 Counseling Psychology: Theories and Principles	3
PSYCH-213 Developmental Psychology	3
PSYCH-233 Interpersonal Relations and Small Group Dynamics	3
BEHLT-341 Behavioral Health and Neurorehabilitation	3
BEHLT-499 Applied Project in Behavioral Health and Neurorehabilitation	3

Health Services Management 15 credits

HRM-350 Cross Cultural Communication and Diversity Management	3
HLTSV-310 Survey of Health Services Delivery Systems	3
HLTSV-315 Public Policy and Planning in Health Care	3
HLTSV-325 Emerging Issues in Health Care	3
HLTSV-499 Capstone Seminar in Health Services Management	3

Health Sciences 15-16 credits

Choose 5 of 6 listed courses:

PSYCH-201 Abnormal Psychology	3
PSYCH-233 Interpersonal Relations and Small Group Dynamics	3
PSYCH-213 Developmental Psychology	3
BEHLT-341 Behavioral Health and Neurorehabilitation	3
BEHLT-499 Applied Project in Behavioral Health and Neurorehabilitation	3
BIOL-202 Anatomy and Physiology II	4

*Note: The required Professional Studies core for this major is:

BIOL-104 Biology II	4
IT-201 Learning with Technology	3
MGMT-361 Leadership Theory & Ethical Practices	3
BIOL-201 Anatomy and Physiology I	4
STAT-311 Finding & Evaluating Statistical Data	3

Human Resource Management	15 credits
MGMT-320 Human Resource Practices and Tools	3
HRM-321 Staffing and Resource Development	3
HRM-336 Compensation and Benefits, Health and Safety	3
HRM-421 Organizational and Employee Relations	3
HRM-499 Applied Research and Practice in Human Resource Management	3

Information Technology	15 credits
IT-315 Information Technology I	3
IT-317 Information Technology II	3
IT-320 Database Management	3
IT-410 Needs Assessment	3
IT-499 Project Management	3

Law Enforcement Leadership	15 credits
MGMT-320 Human Resource Practices and Tools	3
LAWEN-301 Planning for Law Enforcement Organizations	3
LAWEN-310 Contemporary Law Enforcement Strategies	3
LAWEN-410 Advanced Law Enforcement Theory and Management	3
LAWEN-499 Capstone Seminar and Project in Law Enforcement	3

Leadership in Emergency Services	15 credits
EMS-310 Emergency Services Law	3
EMS-320 Emergency Management Planning	3
EMS-330 Public Health Issues Impacting Emergency Services	3
EMS-410 Disaster Response and Recovery Planning	3
EMS-499 Theoretical Applications and Applied Project in Emergency Services Leadership	3

Leadership in Homeland Security	18 credits
LHS-350 The Foundations of Homeland Security and Defense	3
LHS-360 Unconventional Conflict	3
LHS-403 Critical Infrastructure: Vulnerability, Analysis and Protection	3

LHS-407 Disaster Politics and Policy	3
EMS-410 Disaster Response and Recovery Planning	3
LHS-499 Theoretical Applications and Applied Project in LHS	3

Organizational Leadership 15 credits

PSYCH-233 Interpersonal Relations and Small Group Dynamics	3
COMM-310 Communication Theory and Practice	3
MKTG-320 Visual Literacy	3
HRM-350 Cross Cultural Communication and Diversity Management	3
OL Elective	3

Pre M.B.A. 15 credits

MGMT-401 Operations Management	3
MKTG-102 Principles of Marketing	3
ACCT-101 Financial Accounting	3
ACCT-102 Managerial Accounting	3
BUS-499 Business Capstone Seminar	3

ASSOCIATE IN SCIENCE: BUSINESS ADMINISTRATION

Evening only – Available to Philadelphia University employees only.

College Studies	(21-23 credits)
WRTG-105 Writing About Workplace Culture	3
SCI-101 Environmental Science	3
MATH() Quantitative Reasoning I	3-4
MATH() Quantitative Reasoning II	3-4
<i>For Quantitative Reasoning select one two-course sequence:</i>	
MATH-101/1 Finite Mathematics	3
MATH-102 Pre-calculus	3
MATH-103 Introduction to Calculus	3
MATH-111 Calculus I	4
MATH-102 Pre-calculus	3
MATH-111 Calculus I	4
MATH-103 Introduction to Calculus	3
MATH-112 Calculus II	4
HIST() Historical Understanding I	3
SOC() Social Science I	3
HUMN() Humanities I (WRTG 101, HUMNx)	3
Business and Economics Core	(30 credits)
INFO-101 Introduction to Information Systems	3
MGMT-301 Principles of Management	3
STAT-201 Statistics I (MATH 100)	3
MKTG-102 Principles of Marketing	3
ACCT-101 Financial Accounting	3
BLAW-301 Business Law I	3
ACCT-102 Managerial Accounting (ACCT 101)	3
FINC-301 Financial Management	
(ACCT-101 and STAT 202 or MATH 321)	3
ECON-205 Macroeconomics	3
ECON-206 Microeconomics	3
Free Electives	(9 credits)
	3
	3

CREDIT TOTAL: 3
60-62

**Prerequisites are listed after the course name in parentheses.*

ASSOCIATE IN SCIENCE: HEALTH AND HUMAN SERVICES

Restricted Enrollment

This 60-credit program builds on technical training programs that have been approved by the Pennsylvania Department of Education for post-secondary credit and that have articulation agreements with the University.

District-1199C Training and Upgrading Fund

Program	Credits
BEHLT-199 Behavioral Health Technician Training Program	21

Core Competencies

WRTG-101 Writing Seminar I	3
COMM-320 Professional Communication Skills	3
MATH-215 College Algebra	3
SCI-101 Environmental Science	3
HIST-114 America in Focus: Themes in U.S. History	3
PSYCH-101 Introduction to Psychology	3
HLTSV-210 Ethical Issues for Health & Human Services Providers	3
IT-101 Introduction to Information Systems	3

Major Concentration

PSYCH-201 Abnormal Psychology	3
PSYCH-223 Interpersonal Relations and Small Group Dynamics	3
PSYCH-224 Psychology of Addiction	3
COMM-310 Communication Theory and Practice	3
BEHLT-290 Clinical Interactions in Behavioral Health	3
CREDIT TOTAL:	60

ASSOCIATE IN SCIENCE: HEALTH & HUMAN SERVICES-RADIOLOGIS TECHNOLOGY

Restricted Enrollment

Checksheet

This 63 credit program builds on transferable credits earned through successful completion of specified

Albert Einstein Medical Center School of Radiologic Technology coursework.	
Block Transfer Segment 1: Radiologic Technology Technician Program	5 credits
Block Transfer Segment 2: Radiologic Technology Technician Program	20 credits
Block Transfer Segment 2: Radiologic Technology Technician Program	17 credits
Core and Major Concentration Competency Coursework	21 credits
WRTG 105 Writing About Workplace Culture	3
PLA Scientific Reasoning	3
MATH 215 College Algebra	3
HIST 114 America in Focus: Themes in U.S. History	3
PSYCH 101 Introduction to Psychology	3
HLTSV 210 Ethical Issues for Health & Human Services Providers	3
IT 201 Learning with Technology	3
CREDIT TOTAL	63

ACCELERATED A.S. IN OCCUPATIONAL THERAPY ASSISTANT STUDIES

This 69-credit program prepares individuals to practice as an occupational therapy assistant in a variety of settings with people of all ages. The program features accelerated 8-week academic terms, five clinical fieldwork experiences, and intensive guidance by faculty and mentors. Lecture and laboratory classes are scheduled two evenings per week and Saturday mornings. The Program uses a hybrid distance learning model. Students attend bi-weekly, on-campus class sessions and participate in electronically mediated learning experiences during those times when they are not on campus. Students may complete the program in 23 months. Curricular themes permeate all courses, and key professional concepts are continually reinforced.

Candidates for admission are required to submit an application that includes a resume, personal statement and evidence of two OT site visits (forms included in application packet) as well as participate in an individual interview.

The occupational therapy assistant studies program at Philadelphia University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA. Graduates are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program Learning Outcomes

The overall goal of the Occupational Therapy Assistant Studies program is to graduate competent and caring occupational therapy assistants who are grounded in theory and models of practice, educated as generalists, prepared to work in a variety of settings with a variety of clients and committed to lifelong learning.

Upon completion of the program, the occupational therapy assistant will be able to:

- Describe the P-E-O model as a foundation for analyzing the impact of environments and contexts on occupational performance.
- Demonstrate an understanding of the power of occupation as the primary intervention tool.
- Design occupation-based interventions that support occupational performance in the client's environment guided by evidence and principles of best practice.
- Demonstrate professional behaviors and conduct self in a therapeutic manner.
- Collaborate with the occupational therapist in screening, assessment and provision of OT services and with team members, families and clients to work toward the client's goals.

- Demonstrate a commitment to lifelong learning that includes an understanding of how to use critical thinking and the supervisory process for professional and personal growth.
- Demonstrate cultural awareness and understand and value cultural and ethnic diversity locally and in the global environment.
- Utilize information technology effectively, responsibly, and creatively.
- Demonstrate effective verbal, written and electronic communication skills.

FIRST YEAR COURSEWORK	(33 credits)
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IT-201 Learning with Technology	3
WRTG-105 Writing about Workplace Culture	3
BIOL-101 Current Topics in Biology	3
HIST-232 History and Philosophy of OTA Practice	3
OTA-300 Anatomy, Physiology and Biomechanics	6
PSYCH-101 Introduction to Psychology	3
OTA-302 Occupations across the Lifespan: Infancy through Adolescence	3
OTA-306 Conditions I Infancy through Adolescence	3
OTA-304 Occupations across the Lifespan: Adulthood	3
OTA-308 Conditions II: Adulthood	3
SECOND YEAR COURSEWORK	(36 credits)
<hr/>	
OTA-310 Environments and Contexts of Occupation	3
OTA-410 Interventions I: Infancy through Adolescence	4
OTA-412 Interventions II: Young through Middle Adulthood	4
MATH-215 College Algebra	3
OTA-414 Interventions III: Late Adulthood	4
OTA-400 Leadership and Human Service Systems	3
OTA-406 Fieldwork II A	6
OTA-402 Ethics and Critical Thinking I	2
OTA-408 Fieldwork II B	6
OTA-404 Ethics and Critical Thinking II	1

B.S. ACCELERATED DEGREE PROGRAM/PHILAU ONLINE

Restricted Enrollment

Checksheet

TOTAL CREDITS: 120 CREDITS

Competency Core 24 credits

CSSX 101 Foundation	3
Writing	3
Math	3
Science	3
History	3
Social Science	3
Humanities	3
Information Systems	3

General Education Core 18 credits

HIST 321 Business, Industry & Work in American History	3
HUMN 310 Globalization and World Politics	3
SOC 310 Social Science of the Workplace	3
ACCX 111 Financial Accounting	3
COMM 320 Professional Communication Skills	3
CSSEM 499 Professional Studies Capstone	3

Professional Education Core 21 credits

LCSX 105 Elements of Organization	3
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MGTX 105 Principles of Management	3
IT 201 Learning with Technology	3
ECON 331 Economic Decision Making	3
STAT 311 Finding and Evaluating Statistical Data	3
FINC 323 Financial Decision Making	3
MGMT 361 Leadership Theory & Ethical Practices	3

Lower Division Electives 30 credits

Upper Division Free Electives 9 – 12 credits

Major – select one 15 – 18 credit option below 15 – 18 credits

Behavioral and Health Services 18 credits

BEHLT 341 Behavioral Health & Neurorehabilitation	3
BEHLT 499 Appl.Proj in Behavioral Health & Neurorehab.	3
PSYCH 201 Abnormal Psychology	3
PSYCH 213 Developmental Psychology	3
PSYCH 222 Counseling Psychology	3
PSYCH 233 Interpersonal Relatns. & Small Grp. Dynamics	3

Business Management 15 credits

ACCT 102 Managerial Accounting	3
BUS 499 Business Capstone Seminar	3
MKTG 102 Principles of Marketing	3
MGMT 401 Operations Management	3
MGT Organizational Leadership	3

Human Resource Management 15 credits

HRM 499 Applied Research and Practice in H.R. Mgmt	3
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MGTX 201 Human Resource Management	3
MGTX 303 Labor/Management Relations	3
MGTX 307 Compensation and Benefits	3
MGTX 308 Training and Development	3
Health Services Management	15 credits
HRM-350 Cross Cultural Communication and Diversity Management	3
HLTSV-310 Survey of Health Services Delivery Systems	3
HLTSV-315 Public Policy and Planning in Health Care	3
HLTSV-325 Emerging Issues in Health Care	3
HLTSV-499 Capstone Seminar in Health Services Management	3
Law Enforcement Leadership	15 credits
CRJX 309 Police Administration and Management	3
LAWEN-301 Planning for Law Enforcement Organizations	3
LAWEN-310 Contemporary Law Enforcement Strategies	3
LAWEN-410 Advanced Law Enforcement Theory and Management	3
LAWEN-499 Capstone Seminar and Project in Law Enforcement	3
Organizational Leadership	15 credits
COMX 301 Mass Media and Society	3
COMX 375 Public Relations	3
MGTX 305 Managing a Diverse Workforce	3
MGTX 405 Organizational Behavior	3
MGTX 408 Organizational Theory and Development	3
Professional Communication and Emerging Media	15 credits
COMM 204 Technologies of Communication	3
COMX 240 The Blog	3
COMM 305 Multimedia Presentations	3

COMM 307 Public Relations & Media Writing	3
COMM 404 Professional Communication Capstone	3

Minors, Concentrations, Specializations and Portfolio

Minor

A minor is a set of courses that provides supplemental study in a particular subject area. A student may choose a minor with the assistance of an academic advisor upon completion of 60 semester hours. Options for minors are determined by the academic program and consist of a minimum of twelve credits in the subject area. Guidelines and descriptions for available minors are below.

Guidelines for minors:

- A student may not combine a major and minor in the same or similar functional area (e.g., Finance major and Finance minor; Management major and Human Resource Management minor).
- A student may not use the same course for credit in both the major and minor areas. Any substitute elective from within the discipline must be approved. Please see appropriate form available at University Registrar's website: <http://www.philau.edu/registrar>.
- A student may only use the same course for credit in the free elective and minor areas if his/her major does **not** require a minor. If a student's major requires a minor, that student cannot use the same course for the free elective and minor areas.
- Certain courses in the minor may have prerequisite courses that need to be completed.

Concentration/Specialization

A concentration allows for an in-depth exploration of a focused area within the scope of the student's major discipline. A specialization allows for a thematic grouping of courses within the scope of the student's major discipline. Concentrations and specializations are available for study by majors within the appropriate area only. Options for concentrations/specializations are specified by the academic program. Similarly, the number of credits required to complete the concentration/specialization and the sequence and selection of required and elective courses are determined by the program.

Students in programs that support minors or concentrations or specializations should first meet with their academic advisor to discuss the options for minors or concentrations or specializations. Please see the form available online at University Registrar's website: <http://www.PhilaU.edu/registrar>.

Global Portfolio

Portfolio is a curricular module made up of 5 courses and 2 seminars (total of 17 credits) focused on a topic that allows students to extend their study in an area complementary to their major. It builds on existing requirements and provides students the knowledge and skills needed to address opportunities and challenges in their professions.

Global Portfolio 17 credits

Mission

The Global Portfolio is an academic experience consisting of courses and activities that provide students the knowledge and skills needed to embrace global opportunities and challenges in their profession.

Learning Outcomes

Students who successfully complete the Global Portfolio will be able to:

- a) Identify and define major/influential global issues and trends
- b) Comprehend the impact of global events on their lives and careers
- c) Apply global knowledge for personal intellectual growth
- d) Apply global knowledge for problem solving in their profession
- e) Analyze and evaluate the different perspectives that exist on global events
- f) Create an original work that combines elements of their global knowledge
- g) Participate as informed individuals in a multi-cultural, multi-lingual environment
- h) Develop and display an appreciation and sensitivity toward foreign cultures

Portfolio Description & Requirements

Students of any major, including transfer students, may choose to take the Global Portfolio. Students may enroll in the Global Portfolio either in the spring of their freshman year or fall of their sophomore year. Enrolled students complete a set of 5 self-selected courses from an approved list of globally-oriented courses (please see below). The Global Portfolio requires 17 credits for successful completion, 12 of which can be applied from courses already taken for the major and Hallmarks Core requirements. The remaining 5 credits must be uniquely earned and includes two 1-credit Integrative Seminars and a 3-credit course. For more information, contact Professor Raju Parakkal at parakkalr@philau.edu.

Required courses:

GLOB-101	Integrative Seminar for the Global Portfolio Part I
GLOB-XXX	Integrative Seminar for the Global Portfolio Part 2

Students select five courses from the following approved courses. Four of the five courses may also satisfy requirements in the major or Hallmarks Core. One course of the five courses needs to be unique to the Global Portfolio.

AHIST-205	The Built Environment
AHIST-206	Renaissance/Baroque Architecture and Interiors
ARCH-204	Great Buildings: Structure, Style and Context
ARCH-320	Ecology and Making
ARCH-321	Itineraries of European Contemporary Architecture
ARCST-410	Vernacular Architecture
ARCST-422	Theories of Architecture Seminar
ARCST-434	Water and Architecture
AREAST-201,202, 205,208,210,220,226,227	Area Studies Courses
ARTH-314	History of Textiles and Costumes
BUS-317	Opportunity Finding in Emerging Markets
DSGN-261	Japanese Craft Production Short Course
ECBIO-101	Environmental Issues
ECBIO-302	Experimental Field Ecology

ECON-401	International Economics
FASHMGT-101	Survey of Global Products
FASHMGT-308	Global Product Management
FASHMGT-408	Apparel/Textile Sourcing
FINC-318	International Finance
HUMN-223	World Philosophies
HUMN-225	Exploring World Literature
JAPN-XXX, SPAN-XXX, FREN-XXX, GER-XXX, ITAL-XXX	Language Courses
JSLA-380	Human Rights
LARCH-206	History of Landscape Architecture I
LAW-203	Comparative Legal Systems
LAW-300	International Law
MGMT-303	Logistics in East Asia
MGMT-307	International Management
MGMT-405	Apparel/Textile Supply Chain Mgmt.
MKTG-324	International Marketing
SOC-201	Class, Gender, & Race in World Societies
SOC-204	Personality and World Culture
SOC-208	Individual & The Global Environment
SOC-211	Power & Poverty in the Global Economy
SOC-225	Global Politics
SUST-121	Environment & Global culture
SUST-200	Energy System and Politics
SUST-303	Global Environmental History
SUST-400	Sustainability and Development in the non-Western World
SUST-421	Environmental Policy
TEXT-314	European Textile Printing

MINORS

Architectural History/Theory Minor

12 Credits

This minor offers students the opportunity to study art/architectural history and theory beyond the introductory level. The courses listed provide in-depth knowledge and analysis of historical periods and theoretical issues relative to the meaning and practice of architecture and related disciplines.

Required course: ARCH-422 Theories of Architecture Seminar Any three of the following:

ARCH-320, ARCH-341, ARCH-371, ARCH-409, ARCH-410, ARCH-425, ARCH-434

Architecture and Interior Design students may choose one of the following:

LARCH-307 or LARCH-411

Biodiversity Minor**12-16 credits**

This minor provides students with a broad overview of the status of the world's ecosystems and how decisions made by individuals, governments and businesses impact the environmental health of our planet both positively and negatively. Students can also opt to take a number of these courses abroad through the School for Field Studies articulation agreement.

Students choose either three or four courses from the following:

BIOL-205, BIOL-209, BIOL-310, BIOL-371, BIOL-391, BIO-392, CHEM-323, CHEM-417, ECBIO-101, ECBIO-201, ECBIO-207, ECBIO-208, ECBIO-301, HSCI 303, ECBIO-305, ECBIO-316, ECBIO-318, ECBIO-319, ECBIO-409, ECBIO-415, PSYCH-240, SCI-381, SCI-382, SCI-493, STAT-301, STUAB-300.

General Business Minor for Non-Business Majors**12-13 credits**

This minor is specifically designed for the non-business major. It provides students with marketable business skills that are useful to any professional person.

Required (9 credit hours)

ACCT-101 Financial Accounting

MKTG-104 Marketing Foundations/and

MGMT-104 Management Foundations

FINC-301 Financial Management

Choose one additional course from the following:

BLAW-301 Business Law

ECON-401 International Economics

ECON-111 Principles of Economics (4 credits)

Communication Minor**12 credits**

A Professional Communication minor will enhance students' capacity to think critically and communicate effectively. The minor offers practical, professional experience and hands-on projects. With a minor in professional communication, for example, you will be equipped to write and edit copy, design and publish a brochure and give an effective presentation on your work. These skills are in high demand among today's employers.

COMM-100 Introduction to Professional Communication (required)

COMM-105 Design as Communication (required)

Take the 2 required courses above plus choose two of the following courses:

Suggested Combination 1:

This combination might work well for someone majoring in design or a business major in finance or FIM. It is recommended for students interested in careers that focus on writing and creating documents such as brochures, proposals or instruction manuals.

COMM-200 Reading the Visual

COMM-303 Technical Writing

Suggested Combination 2:

This combination might work well for someone majoring in marketing. It is suggested for students who are interested in careers that focus on speaking and presentation skills.

COMM-204 Technologies of Communication

COMM-305 Multimedia Presentations

Or Create Your Own Combination:

Choose 2 of the following courses to complete the four-course requirement:

COMM-200 Reading the Visual

COMM-204 Technologies of Communication

COMM-303 Technical Writing

COMM-305 Multimedia Presentations

COMM-307 Public Relations and Media Writing

Custom Minor

12 credits

A custom minor is a thematic grouping of four courses from any of the Colleges and is appropriate only for courses that are currently delivered at Philadelphia University, i.e. existing faculty & facilities within the University must support the topic of the custom minor. At least 6 credits toward the custom minor must be completed in residence, and the courses utilized for the custom minor, whether in-residence or transfer, must currently exist in the University catalog. A maximum of 3 credits may be delivered as Independent Study or Course-by-Appointment.

The student must have approval to design a custom minor. The “Declaring a Custom Minor” form contains complete details and is available online from the Learning and Advising Center website <http://www.philau.edu/learning>.

If a minor is **required** by the student’s major, the Program Director reserves the right to identify the topic or individual courses that may not be part of a custom minor, i.e. the proposed custom minor must meet learning outcomes specified for minors within that program.

Custom Specialization

9 Credits

A custom specialization is a thematic grouping of three business or related courses; these courses need not exist within the University. Custom specialization must be declared at the time of transfer student’s admission or at the time of a degree change in order to ensure the harvesting of relevant courses. The custom specialization must be approved by SBA program director or associate dean. The custom specialization option is available exclusively to transfer students.

Environmental Sustainability Minor**12 credits**

This minor introduces students to the practices, technologies and mindsets that allow human societies to live in balance with their surrounding environments over multiple generations. Students completing the minor must take four courses from the list below, with no more than two of them selected from the 100-level offerings.

Any four of the following:

SUST-100, SUST-120, SUST-121, SUST-200, SUST-202, SUST-204, SUST-300, SUST-302, SUST-303, SUST-421/LARCH-521, SUST-400, SUST-402, ECBIO-101, ECBIO-201, ECBIO-319

Fashion Industry Management Minor**12 credits**

Students choosing a minor in Fashion Industry Management can look forward to employment in the textile and apparel sectors of the apparel and textile supply chain.

FASHMGT-101 Survey of Global Products

TEXT-101 Survey of the Textile Industry

Any two of the following:

FASHMGT-305 Production

FASHMGT-408 Apparel/Textile Sourcing

TEXT-331 Apparel Fabric Performance

Genetics Minor**13-14 credits**

The Genetics Minor will offer students a strong background in a science, which is an integral part of biological and health-focused fields. Completion of the minor will equip graduates with a skillset that will enhance their professional practice. Future practitioners will gain the ability to recognize “red flags” in a family history that may indicate a future illness or explain present symptoms. In the lab, personnel will have had hands-on experience with diagnostic and investigative tools used currently in research, clinical, and forensics fields worldwide. Prerequisite: minimum grade of “C-” (1.67) in Biology II and BIOL-104L Biology II Lab (BIOL-104/104L).

Courses:

BIOL-207	Principles of Genetics
BIOL-207L	Principles of Genetics Lab (co-requisite with BIOL 207)
BIOL-302	Medical Genetics
BIOL-307	Developmental Genetics
BIOL-401	Molecular Genetics
BIOL-402	Genetics Seminar (required 4 th course)

Students taking BIOL-207/207L as part of the major curriculum (i.e. Biology, Pre-Medical Studies, Physician Assistant Studies) will need to choose BIOL 302, BIOL 307, BIOL 401 and BIOL 402. Students who do not have a requirement to complete BIOL 207/207L as part of their major (i.e. Biochemistry, Biopsychology, Chemistry, Environmental and Conservation Biology, Health Science, Psychology) will need to complete BIOL 207/207L to satisfy prerequisite requirements for BIOL 402 (and BIOL 302 if this course is elected).

Graphic Design Minor for Non-Design Majors 14 credits

Prerequisite: grade of “C” or better required in one of the following DSGNFND-203 or VSDES-101.

GRAPH-201. Design III. (Required, 4 credits)

GRAPH-202. Design IV. (Required, 4 credits)

Plus choose any one course from Graphic Design Designated Electives to total 14 credit hours:

GRAPH 305; GRAPH 310; GRAPH 320; GRAPH 341; GRAPH 408; GRAPH 409 (each 3 credits).

Graphic Design Minor (for Design Majors OTHER than Graphic, but NOT including Animation and Interactive Design and Media): 14 credits

Prerequisite: grade of “C” or better required in one of the following ADFND-102, INDD-102, DSGNFND-203 or VSDES-101.

Plus at least one: DRAW-101., DRAW-102.

GRAPH-201 Design III (required; 4 credits)

GRAPH-202 Design IV (required; 4 credits)

Plus choose any two courses from Graphic Design Designated Electives to total 14 credit hours:

GRAPH 208; GRAPH 305; GRAPH 310; GRAPH 320; GRAPH 341; GRAPH 408; GRAPH 409 (each 3 credits).

Graphic Design Minor for Animation and Interactive Design and Media: 12 credits

Prerequisite: grade of “C” or better required in one of the following DSGNFND-203 or VSDES-101.

PLUS at least one: DRAW-101., DRAW-102.

Further prerequisite: GRAPH-201 and GRAPH-202.

Choose any four courses from Graphic Design Designated Electives (3 credits each) to total 12 credit hours:

GRAPH 208; GRAPH 305; GRAPH 310; GRAPH 320; GRAPH 341; GRAPH 408; GRAPH 409 (each 3 credits).

Historical Preservation Minor

12 credits

This minor provides a foundation in the field of historic preservation. The required courses cover the history of the movement in the U.S., contemporary practice and field work, economic consequences, sustainability issues, and building conservation. Elective courses broaden the student’s experience and include: methods of archival research, standards for documentation, and American architectural traditions, as well as design considerations in the adaptive reuse of historical structures.

ARCST-221 Introduction to Historic Preservation

ARCST-266 Preservation Technology I: Traditional Systems & Materials OR

ARCST-268 Preservation Technology II: Modern Systems & Materials

Any two of the following:

ARCST-266, ARCST-268, ARCST-428 LARCH-507, ARCST-341, ARCST-302, ARCST-324, PHOTO-436, ARCST-300

Landscape Architecture

These two minors—Landscape Design, which is for design majors (primarily for architecture or interior design majors), and Landscape Planning, which is for non-design majors (primarily for environmental and conservation biology or environmental sustainability majors)—introduce the student to the field of landscape architecture.

For the Landscape Design minor, the required courses cover the various areas—history/theory, technology, horticulture and design—that constitute an understanding of the discipline relative to design.

For the Landscape Planning Minor, the required courses cover the various areas—technology, communication and history—that are needed for an understanding of the discipline relative to planning.

Landscape Design Minor

13-15 credits

1. One of the following plant/ecology courses (3 or 4 credits):

LARCH-208 Local Flora (3 credits)

SCI-110 Landscape Ecology (3 credits)

2. One of the following history/theory courses (3 credits):

LARCH-206 History of Landscape Architecture I or

LARCH-307 History of Landscape Architecture II or

LARCH-411 Landscape Architecture History III: Urban Landscape Design

3. LARCH-207 LA Tech: Grading (3 credits)

4. One of the following Landscape Architecture design studios (4 or 6 credits):

LARCH-201 LA Design 3: Site Design (4 credits)

LARCH-300 Design 4: Urban Design 1 (6 credits)

LARCH-304 LA Design 5: Community Design (6 credits)

LARCH-401 LA Design 7: Interdisciplinary Design Studio (6 credits)

Landscape Planning Minor

12 credits

1. LARCH-207 Technology I: Grading (3 credits)

2. LARCH-411 LA History III: Urban Landscape Design (3 credits)

3. One of the following plant/ecology courses (3 or 4 credits):

LARCH-208 Local Flora (3 credits) or

SCI-110 Landscape Ecology (3 credits)

4. One of the following courses (3 credits):

LARCH-310 GIS for Landscape Analysis (3 credits) or

LARCH-412 Technology III: Hydrology (3 credits)

Law and Society Minor

12 credits

The Law and Society minor will contribute to students' understanding of law from interdisciplinary perspectives (sociology, psychology, anthropology and political science). It will prepare students for professional careers in fields that rely on critical thinking and written and oral advocacy skills. The Law and Society minor will also provide a firm background in legal, political and social issues for students who are focusing on a broad array of other professional fields at Philadelphia University such as professional communications, pre-med, environmental sustainability, business, design, psychology, midwifery and physician assistance.

Choose four courses from the list below:

LAW-101 Introduction to Law and Society

LAW-103 Crime and Justice

LAW-105 American Government and the Legal System

LAW-201 Constitutional Law and the Supreme Court

LAW-203 Comparative Legal Systems

LAW-205 Philadelphia Law and Politics

LAW-300 International Law

LAW-302 Law and Ethics

LAW-304 Law Media and Society

LAW-306 Legal Research, Writing and Moot Court

Multimedia and Visualization Minor

12 credits

This minor introduces students to the conceptual and technical issues involved in creating and producing multimedia and visualization projects. Emphasis will focus on the application of digital technologies to enhance the design and presentation process.

ARCH-324 Visualization: Experimental Modeling

ARCH-326 Visualization: Advanced Modeling

ARCH-415 Visualization: Multimedia

GRAPH-310 Digital Imaging and Photographic Manipulation

Photography Minor

12 credits

This minor provides a foundation in photographic techniques, processes, history and theory. Coursework focuses upon photography as a tool for the documentation, research and preservation of architecture as part of visual culture in its application to commercial, fashion, advertising and product design, and as a medium for self-expression.

PHOTO-101 Introduction to Photography: Black and White

PHOTO-102 Introduction to Photography: Digital

PHOTO-307 History of Photography

One of the following:

PHOTO-436 Historic Preservation Documentation: Photography, PHOTO-201, PHOTO-302, PHOTO-303

Visual Studies Minor

12 credits

The Visual Studies minor introduces students to the design process through the application of the fundamental principles of design and drawing. Students will develop skills including: a sensitivity to value and color, experimentation with a variety of media, process methodologies, and problem solving strategies. A general survey of the philosophy and utility of CAD systems may be accomplished.

Required:

One of the following Design Studios:

VSDS-101, ADFND-101, INDD-101, DSGNFND-103 or DSGNFND-423

One of the following Drawing Studios:

DRAW-101, VSDRAW-101 or ADFND-103

Any two of the following:

ADFND-102, ADFND-104, DSGNFND-203, CAD-201, CAD-204, CAD-206,

DRAW-201, DRAW-206, DRAW-303, or any course from a design major approved by the director of that program.

Pre-M.B.A. Minor for Non-Business Majors

18 credits

The Pre-M.B.A. minor for Non-Business majors provides students the opportunity to take two graduate-level business courses in their senior year, as well as other courses that position them to complete the M.B.A. in one year of full-time study following the completion of their bachelor's degrees.

The Accounting (CPA) and Finance (CFA) M.B.A. options are typically limited to students with undergraduate degrees in accounting or finance. It is highly recommended that students interested in these fields consult with their academic advisors prior to enrolling in classes.

M.B.A. Program Director approval is required for graduate-level course registration.

The curriculum for non-business DEC students includes the following 18 credit hours of coursework:

MGMT 104 Management Foundations (1.5 credits)

MKTG-104 Marketing Foundations (1.5 credits)

IMBF-503 Foundations of Economic Analysis (3 credits)

IMBF-504 Financial and Managerial Accounting (1.5 credits)

IMBF-505 Financial Management (1.5 credits)

IMBF-508 Statistical Analysis for Business Decisions (1.5 credits)

IMBF-510 Operations Management (1.5 credits)

IMBA-627 Competitive Technical Intelligence (3 credits)

IMBA-628 Accounting for Management Decisions (3 credits)

*Students may take the undergraduate equivalent of these courses if needed to satisfy the minimum number of undergraduate credits (12 credits) required per semester to maintain federal financial aid eligibility.

Course numbers under 500 indicate that the course is an undergraduate business course. Course numbers beginning with "IMBF" indicate graduate master-level foundation courses, and course numbers beginning with "MBA" indicate graduate master-level courses.

Non-Business majors interested in the joint B.S./M.B.A. program should obtain a copy of the "Pre-M.B.A. Requirements for Non-Business Majors Planning Guide" from the Office of Graduate Studies in the College of Design Engineering and Commerce.

Psychology Minor

12 credits

All disciplines in the social sciences analyze human behavior on one level or another. Psychology's uniqueness lies mainly in the fact that it is an experimental science. Students who minor in Psychology will study a body of knowledge about the causes of human and animal behavior and the experimental methods used to study behavior. Students completing this minor should be better able to understand their own behavior and the behavior of others in both work and leisure settings.

PSYCH-101 Introduction to Psychology (required)

Any three Psychology courses (chosen in consultation with a psychology faculty member)

Public Health Minor

12 credits

Public health may be an excellent minor for students in a variety of majors such as Environmental and Conservation Biology, Pre-medical Studies, Economics, Biology, Engineering and Environmental Sustainability. The requirements for a minor in public health are:

PUBH-101 Introduction to Public Health

PUBH-201 Introduction to Epidemiology

ECBIO-101 Environmental Issues

XXX-XXX Public Health-Related Elective Course

Public Health Related Electives: PSYCH-222, PSYCH-224, PSYCH-243, SUST-120, DMM-643, HSCI 303.

Other courses in the Environmental Sustainability major (i.e. SUST-400), Junior Seminar in Health Policy offered by the SBA JSINT-310, and new courses in development from the SSH (Introduction to Nutrition, Principles of Exercise, Global Health and Global Climate Change) would also be future options for electives.

Social Sciences Minor

12 credits

Hallmarks Core requirements plus four additional courses approved by the Hallmarks Academic Associate Dean. Please see the Office of the Hallmarks Academic Associate Dean for more information.

Textile Materials Technology Minor

12-16 credits

The TMT minor offers students an introduction to the process flow of fibers through finished products. A sequence of four courses will give a student the opportunity to understand the interdisciplinary nature of textile materials in a wide variety of disciplines and their potential capabilities and limitations.

Select one of the following:

TEXT-101 Survey of the Textile Industry

TEXT-104 Fiber and Yarn Studies

Select any three of the following:

KNIT-201 Knit Technology I

KNIT-205 Knit Technology II

WEAV-201 Weave Technology I

WEAV-301 Weave Technology II

TEXT-321 Nonwovens

TEXT-301 Textile Materials or

TEXTCHM-242 Dyeing & Finishing or

TEXT-301 Coloring and Finishing

TEXTCHM-338 Organic/Textile Chemistry

CONCENTRATIONS

Architectural Design Technology Concentration

A concentration in Architectural Design Technology is one of three options available to students who are majoring in Architectural Studies. For more information, see College of Architecture and the Built Environment, Architectural Studies program description.

Historical Preservation Concentration

A concentration in Historical Preservation is one of three options available to students who are majoring in Architectural Studies. For more information see College of Architecture and the Built Environment, Architectural Studies program description.

Pre-Occupational Therapy Concentration 21 credits

Occupational therapy is a health care profession that helps people to maximize their functional independence after illness or injury. Occupational therapists (OTs) assist children with motor and learning needs to participate in school and everyday tasks. They help adults to develop strategies to manage the physical and emotional changes associated with long-term health needs. Therapy frequently

involves assisting individuals to relearn old skills, develop new skills or adapt the environment to enable them to live more satisfying and independent lives.

BIOL-104/ BIOL-104L Biology II lecture/lab

PSYCH-213 Developmental Psychology

BIOL-201/BIOL-201L Human Anatomy & Phys I lecture/lab

BIOL-202/BIOL-202L Human Anatomy & Phys II lecture/lab

Two additional Psychology courses.

Admissions

Classification: Day Division or Evening Division Student.

Students are classified as either day division or evening division for academic advisement and administrative purposes, not in consideration of the time of the day classes are attended.

For information on graduate degree programs, contact the Office of Graduate Admissions 215.951.2943 gradadm@PhilaU.edu, www.PhilaU.edu/graduate

DAY DIVISION PROGRAMS

Day division students contact Office of Admissions 215.951.2800 or 1.800.951.7287, admissions@PhilaU.edu

Students who apply to the University should be seeking a sound and challenging collegiate education, and should have demonstrated an ability to be successful in such a program by secondary school or prior college/university performance and preparation. Each student is reviewed individually and evaluated on the basis of educational background, including course preparation and grades earned.

The University reviews applications and makes admissions decisions on a rolling basis. Students must file a completed application accompanied by a nonrefundable application fee of \$40 and the appropriate academic credentials mentioned below. All applicants must complete the requirements for a high school diploma or submit the results of the GED.

Prospective high school students should submit an application early in their senior year. Applications reviewed after February 1 will be considered on a space-available basis.

To be considered for admission, freshman applicants must submit official academic credentials with 15 units of secondary school credit and must have taken the Scholastic Aptitude Test (SAT) or the American College Test (ACT Required academic or college preparatory courses are four English, three Mathematics (including Algebra II and Geometry), three History and Social Science, two Laboratory Science, and three elective courses. Freshman applicants must also submit either an essay or writing sample and one recommendation letter.

Home-schooled and prospective students who have been away from high school for several years are also encouraged to apply for admission. Interested applicants should contact the Office of Admissions to discuss application requirements.

Students wishing to transfer must submit official transcripts from all colleges or universities attended as well as an essay or writing sample and one recommendation letter. If a student has earned less than 30 college credits, an official secondary school record and SAT I or ACT scores are also required. For information regarding transfer student application deadlines, please contact the Office of Admissions.

EVENING DIVISION PROGRAMS

Evening division students contact the Office of Continuing and Professional Studies 215.951.2900 evening@PhilaU.edu

Prospective students for programs delivered through the evening division should contact the Office of Continuing and Professional Studies for application information at 215.951.2900 or via email at evening@PhilaU.edu. Degree programs are designed, in most cases, to accommodate adults whose professional obligations prevent them from enrolling full time in regularly scheduled day classes.

The evening division's new student body is primarily composed of adults who are seeking a college education leading to a Bachelor of Science in an accelerated format. Some individuals are returning to higher education after their formal education had been significantly interrupted by a period of work, military service, homemaking, child rearing or some combination of these. Some wish to return to higher education to learn new concepts and skills, to do refresher work in a particular field, to prepare for a new career or experience intellectual or social stimulation.

Prospective students should refer to the Continuing Studies section of this catalog or contact the office directly at 215.951.2900 for more specific information.

Applications are accepted for the evening division on a rolling basis.

TRANSFER STUDENTS

Philadelphia University welcomes applications from transfer students for enrollment in day or evening programs.

Transfer students (with the exception of students enrolling in the combined B.S./M.S. Occupational Therapy program*) may be awarded transfer credits applicable to degree requirements provided a "C-" or better is earned in the course from an institution with accreditation recognized by Philadelphia University.

Transfer students in the day division are expected to complete a minimum of 60 credits at the University with at least 12 credits in upper-division work in their major field and nine credits in the Hallmarks Program. Requirements are different for transfer students in the evening division. Contact the Office of Continuing and Professional Studies to learn more.

*Combined B.S./M.S. Occupational Therapy program: Transfer students with less than 16 applicable credits can be considered for admission. Students will be awarded transfer credit for no more than half of the non-science graduate prerequisite courses provided a "B-" or better is earned in each course from a properly accredited institution. Prerequisite courses include Anatomy & Physiology I and II, Lifespan Human Development, Abnormal Psychology, Statistics, one Sociology / Anthropology / Cultural Studies course and Physics (non-calculus based). All three science prerequisite courses must be completed at Philadelphia University. Transfer credit may be awarded for all other applicable degree requirements provided a "C-" or better is earned in the course from an institution with accreditation recognized by Philadelphia University.

INTERNATIONAL STUDENTS

The University welcomes applications for admission from qualified international students. Freshman applicants must present all secondary school credentials, as well as a nonrefundable application fee of \$40, an essay or writing sample and one recommendation letter. Transfer applicants must submit official transcripts from all colleges or universities attended, as well as a nonrefundable application fee of \$40, an essay or writing sample and one recommendation letter. Secondary school credentials are required for transfer applicants with less than the equivalent of 30 completed U.S. college or university credits.

Academic credentials must include all studies completed to date, marks or examination results, degrees, diplomas and certificates earned. International applicants who have completed their studies outside the United States may be asked to submit a course-by-course evaluation of their academic credentials from an evaluation service accredited through the National Association of Credential Evaluation Services (NACES). For a full listing of accredited evaluation services, visit www.NACES.org. Documents must be authenticated or certified, and those not written in English must be accompanied by notarized English translations.

All international students are required to provide documentation of proficiency in English at the time an application is considered. Required levels of English proficiency are any one of the following:

- Test of English as a Foreign Language exam (TOEFL) – minimum of 65 (internet-based) or equivalent
- International English Language Testing System exam (IELTS) – minimum of 6.0
- Proof of successful completion within the last year from an accredited English language program approved by Philadelphia University. For a current listing of approved programs, visit the International Student Admissions site.
- An English Composition course completed at a U.S. college or university with a score C or higher. (Transfer students only)

Applicants who meet all admissions requirements but lack the required level of English language proficiency may be granted conditional admission. Conditionally admitted students begin their studies in the University's Intensive English Program (IEP). IEP students must complete a minimum of Level 4 in order to begin their undergraduate degree program.

After acceptance is granted, a matriculation deposit, International Student Agreement Form, notarized Statement of Financial Support and current bank statements are required for the University to issue a SEVIS I-20 form. Financial aid is not available to international students. However, a limited number of International Student Merit Scholarships are awarded to eligible students.

GRADUATE INTERNATIONAL STUDENT INSTRUCTIONS

International graduate students who have been admitted to Philadelphia University are eligible to receive a SEVIS I-20 for application for an F-1 visa. Please review the following pages, as the information is intended to help you understand the steps you need to take from now until you arrive on campus. Please note that the United States Department of Homeland Security (DHS) requires F-1 and J-1 visa applicants to pay a one-time fee of \$100 to supplement the administration and maintenance costs of the Student and Exchange Information System (SEVIS). The fee must be paid at least three business days

prior to applying for your visa or applying for admission at a U.S. port-of-entry for those exempt from the visa requirement. The fee must be paid prior to submission of a change of status petition or reinstatement application. The fee can be paid to the DHS by mail or online and must be accompanied by a Form I-901. It can be paid by you or by a third party, inside or outside the U.S. If you are denied a visa, the SEVIS fee will not be refunded. However, if you reapply for a new F-1 visa within 12 months of the denial, you will not have to pay the fee again.

To Pay by Mail

1. Obtain a Form I-901 "Fee Remittance for Certain F, J and M Non-immigrants."
2. Download the form from www.FMJfee.com OR
3. Request the form by phone at 1.800.870.3676 (inside the US)
 - Complete the Form I-901. Be sure to write your name exactly as it appears on your I-20 form.
 - Prepare a check, international money order or foreign draft (drawn on U.S. banks only) in the amount of \$100 USD, made payable to "The Department of Homeland Security."
 - Mail the completed Form I-901 and payment to the address listed on Form I-901.
 - A Form I-797 receipt notice should be mailed within three days of processing the fee. Be sure to make copies of your receipt, and keep it with your other important immigration documents.

To Pay Online

1. Find the Form I-901 at www.FMJfee.com.
2. Complete the form online and supply the necessary Visa, MasterCard or American Express information. Be sure to write your name exactly as it appears on your I-20 form.
3. Print a copy of the online receipt.
4. Be sure to make copies of your receipt, and keep it with your other important immigration documents.

In order for the University to issue your SEVIS I-20, you must submit the following:

1. A completed and signed [International Student Agreement Form](#).
2. A completed notarized [Statement of Support Form](#). Students supporting themselves do not submit this form.
3. Official bank statements no more than three months old.
4. A [Transfer Recommendation Form](#) for students currently studying in the United States. Photocopies of the student's last I-20 and most recent student visa are also required.

Registration and Orientation

Students must be on campus for International Orientation and registration at least one week prior to the start of classes. You will receive a mailing about orientation from the international student advisor approximately six weeks before classes begin.

Tuition

Graduate tuition for the 2013-2014 academic year is \$970 per credit-hour. For full-time students enrolled in the Physician Assistant Studies Program, the annual tuition is \$36,729. Graduate students who take undergraduate day or evening classes will pay the respective day or evening rate for these classes. An international student fee of \$100 per semester will be charged to all graduate students who are not U.S. citizens or permanent residents.

Estimated Expenses

- Tuition: \$17,460
- Room and Board: \$13,012
- Books, Insurance, etc.: \$3,500

English Language Requirement

Courses at the University are taught in English; therefore, all students are required to have proficiency in English.

This will be measured at the time an application is considered. Required levels of English proficiency are:

- Test of English as a Foreign Language exam (TOEFL): Minimum of 79 (Internet-based) or equivalent
- International English Language Testing System exam (IELTS): Minimum of 6.5
- Completion of ELS 112: English for Academic Purposes or equivalent

Full-time Student Status

Requirements to maintain student status as mandated by the U.S. Bureau of Citizenship and Immigration Services:

- Have a valid passport and an F-1 student visa.
- Be a full-time student (for graduate students this means registering for at least nine credits per semester).
- First-year students may not work off campus, but may apply for permission to work after the first year if they can prove financial difficulty. (Permission is rarely granted, so students should not expect to work while in the U.S.)

Financial Information

Billing questions? Contact Student Accounts Office 215.951.5988, studentaccounts@PhilaU.edu.
For more information, go to www.PhilaU.edu/studentaccounts

ANNUAL EXPENSES FOR 2014-2015 FULL-TIME STUDENTS

(12 to 18.5 credits per semester)

Tuition:

Undergraduate Day

Tuition (annual rate)* (includes Physician Assistant pre-professional phase)	\$34,280
Students registering for an overload (Credits over 18.5 per semester)	\$1,100/per credit
Physician Assistant Program** (professional phase)	\$39,510

Room*:

Residence Halls	\$5,420
Townhouses	\$7,620
Independence Plaza Apartments	\$8,010
Falls Center 1 BR (1 Person)	\$8,460
Falls Center 2 BR and 3 BR	\$8,010

Board*:

19-Meal Standard Plan	\$5,550
19-Meal Premium Plan	\$6,190
14-Meal Standard Plan (upperclassmen only)	\$5,280
14-Meal Premium Plan (upperclassmen only)	\$5,790
10-Meal Standard Plan (non-residence halls)	\$3,890
10-Meal Premium Plan (non-residence halls)	\$4,250
5-Meal Standard Plan (non-residence halls)	\$2,080
5-Meal Premium Plan (non-residence halls)	\$2,150

* Cost per semester is 1/2 the annual rate

** Cost per trimester is 1/3 the annual rate

Other Fees:

Full-Time Undergraduate Day

1. Application Fee	\$40/student
2. Credit by Examination	\$1,110/course
3. Room Security Deposit	\$250/resident student
4. START Program Fee	\$150/new student
5. Graduation Fee	\$100/student (graduates only)
6. International Student Fee	\$100/semester
7. General Fee	\$400/semester
8. Parking Decal	\$70/year

9. Lost Campus Card Replacement	\$25/card
10. Tuition Insurance – on campus	\$102/semester
11. Tuition Insurance – off campus	\$76/semester
12. Health Insurance	\$635/semester

PART-TIME STUDENTS

(per credit hour unless otherwise indicated)

Undergraduate Day Programs

Tuition	\$1,110/credit
Credit by Examination	\$1,110/course
Tuition Insurance	\$3.60/credit
Application Fee	\$40/student
Graduation Fee (graduates only)	\$100/student

Undergraduate Evening Programs

Tuition	\$595/credit
Credit by Examination	\$595/course
Tuition Insurance	\$3.60/credit
Application Fee	\$40/student
Graduation Fee (graduates only)	\$100/student

Undergraduate Online Programs

Tuition	\$655/credit
Credit by Examination	\$655/course
Tuition Insurance	\$3.60/credit
Application Fee	\$40/student
Graduation Fee (graduates only)	\$100/student

Summer Session 2014

Tuition: Day, Evening and Internship	\$595/credit
Tuition Insurance	\$3.60/credit

DEPOSITS

An applicant to the day division should send the director of Admissions a tuition deposit of \$300 after receiving a letter of acceptance. This deposit includes an orientation fee of \$150. The remaining \$150 will be credited to the student's account on the first tuition billing.

All resident students are required to maintain a \$250 room security deposit on account. A deposit to a student's Campus Card may be made for the purchase of books and supplies at the University Bookstore, as well as for use at the vending machines, photocopiers and any dining service location. A deposit of \$400 to \$500 per semester is suggested. Once deposited, funds cannot be withdrawn from the Campus Card. Unused funds are credited to the student's account at the end of the academic year.

Statement of Financial Responsibility

An individual's registration as a Philadelphia University student constitutes his or her agreement to make timely payment of all amounts due. Philadelphia University uses electronic means (email and the Internet) as a primary method of communication and providing billing, payment and enrollment services. Signatures or acknowledgments provided by the student electronically to Philadelphia University via Philadelphia University systems and/or @students.PhilaU.edu or @PhilaU.edu email are

valid and legally binding. Additionally, by accepting Philadelphia University's offer of admission and enrolling in classes, each student accepts responsibility for paying all debts to the University, including tuition and fees, for which s/he is liable. Details of the University's billing policies are outlined in the Annual Expense brochure.

TUITION PAYMENT POLICY

Day division students are invoiced in July and December for the next semester's charges and electronic statements may be accessed via WebAdvisor using the QuikPAY link. In QuikPAY, students may add an Authorized Payer who will also be notified when a new statement is available. **The University does not mail billing statements.**

Only accepted and completed financial aid awards, including Philadelphia University Scholarships, Federal PELL Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Perkins Loans, PHEAA Grants, Direct Plus Loans and/or Direct Stafford Loans are included on the student's invoice. Late applications for financial aid, unless approved prior to the billing due date, are not credited to the student's account or accepted as payment. Any balance due, resulting from unapproved financial aid, must be paid by the billing due date. Any subsequent approval resulting in a balance due the student will be refunded to the student after the drop/add period.

Checks should be made payable to Philadelphia University, P.O. Box 95000-4210, Philadelphia, PA 19195-0001, with the student's identification number clearly indicated on the face of the check. If the University receives a total of three non-sufficient funds (NSF) checks, all future payments must be made by cash, certified check or money order. Students may also use WebAdvisor to pay their account balances online by accessing the QuikPAY link. Electronic checks and credit card payments are accepted. There is no fee to pay by electronic check. Credit card payments will be assessed a 2.75% service fee. The University accepts American Express, Discover and MasterCard for tuition payment.

Philadelphia University offers a deferred payment plan through Tuition Management Services (TMS). Enrollment forms are mailed to the student's billing address. For more information or to enroll, you may contact TMS directly at 888.356.0350 or online at www.afford.com. For further questions and information, contact the University's Student Accounts Office by email at StudentAccounts@PhilaU.edu or by phone at 215.951.5988.

REFUND POLICY

A student who wants to initiate leave of absence or withdrawal must complete either the Withdrawal form or the Leave of Absence form. These forms are available from the Registrar's Office or online at www.philau.edu/Registrar/forms. A student is considered in attendance until one of these forms is completed and returned to the Registrar's Office and the student has been withdrawn from all of his/her classes. Students cannot drop all of their classes on WebAdvisor. Students should contact the Registrar's Office to confirm all courses have been withdrawn and that their Withdrawal/Leave of Absence has been processed. Students are encouraged to follow up with the Student Accounts and Financial Aid offices to discuss the financial implications.

Tuition charges for students who withdraw from the University will be refunded on the following basis:

Undergraduate Day and Online Courses:

Before classes start	100%
First week of class	80%

Second week of class	60%
Third week of class	40%
Beginning of fourth week of class	0%

Undergraduate Evening Courses:

Prior to the first class meeting	100%
Prior to second class meeting	80%
Prior to third class meeting	60%
Prior to fourth class meeting	40%
After fourth class meeting	0%

Online classes follow the undergraduate day refund policy regardless of login status. Summer classes follow the evening refund policy. The University uses federal regulations to determine the refund of federal financial aid funds to the federal government. A copy of this federal refund calculation is available on the Financial Aid webpage or at the University’s Financial Aid Office.

Any student who withdraws or changes room and board status after the semester begins is obligated for a full semester’s room charge. Board will be charged to the official date of withdrawal, plus an additional charge of 25 percent of the unused portion if canceled after the first week of classes.

The effective date for calculating refunds will be the effective date indicated on the Notification of Student Leave of Absence/Withdrawal form. Failure to complete this withdrawal form results in an unofficial withdrawal. Refunds, transcripts and recommendations will be withheld by the University until this official form is received. It is also the student’s responsibility to drop his/her classes through WebAdvisor when s/he completes this form.

Students dismissed from the University or from the residence halls will receive the following refunds:

Tuition based on the tuition refund policy above;

Board prorated from date of dismissal, less 25 percent of the unused portion. Student is obligated for the full semester’s room charge.

Insurance claims for medical withdrawals will be processed through the Dewar’s tuition insurance policy. Claim forms are available in the Student Accounts office. If the student waived this coverage, no refund is available for a medical withdrawal.

ABSENCE AND SICKNESS

Students who are absent from the University due to illness or injury, or any other reason, and who retain their place in class, are subject to full tuition, room and board charges during their absence.

TRANSCRIPTS

Transcripts are not furnished to any student whose account is not paid in full. Transcripts may only be obtained through the Registrar’s Office. Transcripts must be paid for at the time they are requested in order to be processed.

Transcript Fee	\$5/copy
Same Day Transcript Fee	\$10/copy
Overnight Transcript Fee	\$20/copy

FEES

A one-time, nonrefundable application fee of \$40 must accompany the application for admission. This fee covers the cost of processing the prospective student's application and is not credited to the student's bill.

A \$100 graduation fee is charged to all December, May and August graduating seniors.

A \$400 per semester general fee is charged to all full-time undergraduate students. The general fee is used for the maintenance and enhancement of student services. Services include, but are not limited to, transportation services, student activities and services, recreational and intramural sports, technology support, health center services, fitness center access and services, and residence hall laundry services.

A \$70 annual parking registration fee is charged to all eligible full-time day division students. A \$15 annual parking registration fee is charged to all eligible part-time day division students.

A \$25 returned check fee is charged for any check that is returned for non-sufficient funds (NSF).

The following fees will be deducted from the \$250 room deposit of any resident student who cancels his/her contract by the date indicated below:

Returning Students

Prior to May 1, \$100 of the room deposit is forfeited.

After May 1, the entire room deposit is forfeited.

New Students

Prior to May 1, the entire room deposit will be returned.

After May 1, the entire room deposit is forfeited.

Campus Card

The University offers a Campus Card which allows students to buy meals, make photocopies, purchase supplies and books at the University Bookstore, and use the campus-wide vending machines and dining facilities. It also serves as a University photo I.D., library card and campus activity card. Depositing funds on the Campus Card can be done in person at the cashier window in Student Accounts, by mail, by calling the Student Accounts Office with accepted credit card information, or online at <http://campuscard.philau.edu>. When making a payment, a student must indicate the amount of the Campus Card payment along with his/her account number. A minimum of \$20 can be placed on the Campus Card and will be available in the account the next business day after receipt. A credit card deposit is available immediately. Any account balance remaining at the end of the academic year will be credited to the student's account and refunded. A \$25 charge is assessed for lost Campus Cards.

Check Cashing

Any student with a valid Campus Card may cash personal checks up to \$100 per day at the Student Accounts Office cashier's window during posted hours.

A \$25 returned check fee will be charged to students who cash checks that are later returned to the University for non-sufficient funds. If a third check is returned, check-cashing privileges are revoked.

Health Insurance

All full-time students are required to have health insurance coverage through their family policy, an individual policy or through the University-sponsored health and accident plan. Full-time undergraduate

students are billed automatically for the coverage and may waive the University-sponsored health and accident plan by completing a waiver that documents private insurance coverage by accessing the "Health Insurance Waiver" link via WebAdvisor under the Billing Information section. The waiver must be completed by the second Friday in September for the fall semester. Students beginning their studies in the spring semester must complete the waiver by the first Friday in February. All international students are required to present proof of health insurance at the beginning of each semester. The director of Health Services will determine if the student's insurance is adequate for coverage in the United States. The charge will be added to the student's bill unless proof of insurance is provided to the Health Center before the specified date. International students may not use the online waiver option.

For more information about University requirements and the University-sponsored health insurance plan, visit <http://www.philau.edu/studentaccounts/insurance.html>.

Tuition Insurance

Philadelphia University has contracted with A.W.G. Dewar to provide students with tuition insurance. Full-time day students are billed a flat rate per semester for the plan, which insures each student's comprehensive tuition and fee charges (and housing and meal plan for on-campus students). Part-time students are billed for tuition insurance on a per-credit basis, and the coverage insures the student's tuition charges only. A tuition insurance claim may be filed in the event that a student must withdraw from the University due to a serious illness or accident after the published tuition refund deadlines. This coverage will be billed automatically each semester, including the summer terms. Students may opt to waive this coverage via WebAdvisor. The waiver is good for the academic year and will need to be renewed annually. Waivers for the 2014-2015 academic year, including the 2014 summer semesters, may be completed after April 15th. Students who waived for the 2013-2014 academic year will need to complete the waiver again after April 15th to waive for the 2013-2014 academic year. Students who opt to waive the tuition insurance coverage will be responsible for billed expenses if they require a medical withdrawal after the published tuition refund dates. The annual tuition insurance waiver deadlines are the same as those outlined under Health Insurance. Claim forms for the tuition insurance are available in the Student Accounts Office.

Scholarships include:

MARIANNE ABLE SCHOLARSHIP: Established in memory of the director of Career Services to help a needy junior or senior dedicated to completing his/her education.

JOEL M. ALPERIN SCHOLARSHIP: For Fashion Industry Management majors who need financial assistance.

ALUMNI SCHOLARSHIP: For deserving students in any curriculum.

AAMA EDUCATION FOUNDATION SCHOLARSHIP: For freshmen students studying apparel.

PHYLLIS ARMON MEMORIAL SCHOLARSHIP: For a Textile Design major in need of financial assistance.

ASSOCIATION FOR CONTRACT TEXTILES SCHOLARSHIP: For a junior or senior Textile Design major with need and a 3.0 GPA.

THOMAS M. BAGLEY '90 SCHOLARSHIP: For a male student studying fashion design from the greater Philadelphia region.

DOROTHY BECHTEL SCHOLARSHIP AWARD FOR DESIGN EXCELLENCE: For deserving students pursuing a degree in either Fashion Design or Interior Design who have completed sixty (60) credits toward their degree.

BENJAMIN S. BELLEMERE SCHOLARSHIP: For a student who is a member of the Phi Psi fraternity and demonstrates financial need.

BETHLEHEM CONSTRUCTION CORP./WOLANIN COMPANIES LTD./WOLANIN FAMILY/PRIVATE SKY® AVIATION SCHOLARSHIP: This scholarship, established by Vincent M. Wolanin and Gregory M. Wolanin, is made in memory of their father, Vincent J. Wolanin, a Pennsylvania Law Enforcement Officer who died suddenly while they were young, and also in tribute to their mother, Julia Solecki Wolanin, who raised them both through difficult times. Vincent '69 and Gregory '74 both are graduates of Philadelphia University. This scholarship will be awarded to a student who demonstrates financial need as determined by the University's Financial Aid Office, and who also demonstrates excellence in athletics and/or excellence in Architecture, Engineering, Design, Marketing, Management, Chemistry, Computer Information Systems or Computer Science. Special preference will be given to a student meeting the above criteria or one who is a relative or employee of Wolanin Companies Ltd. (or any of its affiliates), and to any student who may have suffered the unexpected, sudden or accidental death of a parent. You may visit the Wolanin Companies Ltd. website at www.wolanin.com or www.privatesky.net.

RICHARD BLEILER MEMORIAL SCHOLARSHIP: Given to a deserving student.

BOBBIN PUBLICATIONS SCHOLARSHIP: To a student in Fashion Industry Management.

KENNETH H. BOYDELL SCHOLARSHIP: For a deserving textile student in need of financial assistance.

RICHARD H. BRAUTIGAM '53 SCHOLARSHIP: For a deserving undergraduate who demonstrates a strong determination to succeed.

BENETT BREGER MEMORIAL SCHOLARSHIP: Awarded to juniors or seniors, with a GPA of at least 3.0, who demonstrate financial need, and are majoring in Engineering, Textile Design, Textile Engineering or Textile Technology.

BURLINGTON INDUSTRIES FOUNDATION SCHOLARSHIP: Established by Burlington Industries Foundation to provide financial support to the dependents of the employees of International Textile Group. If there are no eligible students, then students from North Carolina, South Carolina, and Virginia will be

considered; with the preference to students studying: Textile Design, Textile Materials Technology, Fashion Merchandising and Management, or Fashion Design.

CAROLINA ALUMNI SCHOLARSHIP: For a student demonstrating financial need in his or her freshman year who is from North or South Carolina; with a preference for, but not limited to, those majoring in Fashion Merchandising and Management, Fashion Design, Textile Design, Industrial Design or Textile Materials Technology.

JOSEPH M. CATAGNUS '84 SCHOLARSHIP: For a needy student; preference is given to a visually impaired student or to a veteran.

CHARMING SHOPPES, INC. SCHOLARSHIP: Award for Academic Excellence for a senior with a 3.0 GPA and demonstrated financial need who is majoring in Accounting, Apparel, Design, Finance, Marketing or Textiles.

BERT COHEN MEMORIAL SCHOLARSHIP: For a textile student who demonstrates financial need.

HOWARD C. COLE '49 MEMORIAL SCHOLARSHIP FUND: For a student studying Textile Design, Textile Materials Technology or Management.

ED COMBS MEMORIAL SCHOLARSHIP: For qualified international students in pursuit of a degree in textiles, apparel or chemistry with a minimum 3.0 GPA who demonstrate a serious commitment to their field of study. Preference is given to the employees of Levi Strauss & Company International Group and their children.

EDWARD M. COPELAND MEMORIAL SCHOLARSHIP: Awarded to a soccer player based on need; first priority is given to a Delaware Valley resident.

JOHN H'10 AND TARA COUCH SCHOLARSHIP: For a deserving freshman student.

EMILY M. CRANE SCHOLARSHIP: For deserving students in any curriculum.

CRANSTON FOUNDATION SCHOLARSHIP: For a deserving student in any curriculum.

GERDA L. AND FREDERICK T. CUNDELL SCHOLARSHIP: For a deserving student in the Pre-med program.

CHARLES B. DEGENSTEIN SCHOLARSHIP: For residents of Snyder, Union and Northumberland counties in central Pennsylvania with financial need.

A. LOUIS DENTON SCHOLARSHIP: AWARDED TO STUDENTS IN THEIR FRESHMAN YEAR DEMONSTRATING FINANCIAL NEED. THE SCHOLARSHIP MAY BE CONTINUED WITH A GPA OF 3.0.

DINING SERVICES SCHOLARSHIP: For a student who has a 3.0 grade point average and has been employed by Dining Services for at least two semesters and plans to work there in the upcoming academic year.

WILLIAM N. DONIGER SCHOLARSHIP: For a deserving student in any curriculum.

DOWNS SCHOLARSHIP: Awarded to a freshman student from the Philadelphia area who graduated in the top 20 percent of his/her high school class and whose SAT scores placed the student in the top 25 percent of those taking the test. The student must also take some textile courses.

ECHO DESIGN GROUP, INC. AWARD FOR EXCELLENCE IN DESIGN: For a student with 80 or more credits studying Fashion Design or Textile Design.

PHILLIP ELKIN MEMORIAL SCHOLARSHIP: For a deserving Business student.

FASHION DESIGN FOR PARKINSON'S SCHOLARSHIP: For an eligible Fashion Design student.

FASHION GROUP INTERNATIONAL-LIBBY HAYNES HYMAN SCHOLARSHIP: Established in memory of Libby Haynes Hyman to acknowledge her many contributions to the fashion industry and to fashion design education. For students studying Fashion Design, Textile Design, Fashion Industry Management or Fashion Merchandising, this scholarship was established to encourage talented and highly motivated students to pursue a career in the fashion industry.

FASHION INDUSTRIES ASSOCIATION SCHOLARSHIP: For a student majoring in Fashion.

FIFTH & PACIFIC FOUNDATION SCHOLARSHIP: For a needy minority student.

IRVING FISHON MEMORIAL FOUNDATION SCHOLARSHIP: Given to worthy Fashion Industry Management students.

FRED FORTESS TEXTILE/APPAREL SCHOLARSHIP: A merit-based scholarship awarded to needy students in the areas of Fashion Industry Management and Textile Engineering.

E.W. AND A.W. FRANCE SCHOLARSHIP: For a deserving textile student.

PEARL AND MURRAY FRUMKIN SCHOLARSHIP: Established by the Textile Veterans Association; for a sophomore who demonstrates financial need and outstanding scholarship.

JAMES P. H'07 AND ANNE M. GALLAGHER FAMILY SCHOLARSHIP: To a deserving student from the Philadelphia area.

GERBER FAMILY SCHOLARSHIP: To assist needy students who are studying abroad.

HAROLD C. GIFT SCHOLARSHIP: For a graduating senior from the Reading Area Senior High School, Reading, PA.

CLIFFORD M. GILPIN '38 AWARD FOR EXCELLENCE IN TEXTILE STUDIES: For a student enrolled in Textile Engineering, Textile Technology or Textile Design. Special preference shall be given to candidates in the Textile Engineering Program. Additionally, the award recipient shall have a grade point average of at least 3.5 and will be expected to demonstrate a strong commitment to their chosen career field, as well as involvement with an appropriate professional organization.

DR. NANCY S. GOLDSMITH MEMORIAL SCHOLARSHIP: For registered nurses enrolled in the Health Services Management program who have at least a 3.0 GPA and a commitment to a career in the allied health services.

RICHARD GOLDSTEIN MEMORIAL SCHOLARSHIP: For students with financial need, starting in their freshman year through graduation, maintaining a 3.0 grade point average in a textile-related field.

THE DR. HERMAN GOLDSTINE AWARD: Will be awarded annually to the architecture student who has presented the best thesis. Candidates for the award will be those students who are in their final semester (spring semester of the fifth year of study).

PEGGY GOUTMANN SCHOLARSHIP: For junior-, senior- or master's-level students majoring in textiles.

JULIA M. GRANBY SCHOLARSHIP: For students studying either Textile Design or Fashion Design.

BILLY HARRIS '74 SCHOLARSHIP: Named in memory of Billy Harris '74, the scholarship is given to students with financial need who demonstrate academic achievement, leadership skills and athletic ability.

BUCKY AND LORRAINE HARRIS SCHOLARSHIP: The Bucky and Lorraine Harris Scholarship has been established as an endowed scholarship under the guidance of the founding committee members and the University Development Office.

Selected students will have attained at least a sophomore status at the University; will be involved with the Department of Athletics through recreation, office assistance or work study, but NOT a member of an intercollegiate program; and will be used to assist in the management of the campus Fitness Center, along with assisting the facility director in daily building operations.

IRENE HERVEY SCHOLARSHIP: For a textile major who demonstrates financial need.

H. NEWLIN HILL MEMORIAL SCHOLARSHIP: For students enrolled in a textile curriculum who demonstrate financial need. First consideration will be given to dependents of AstenJohnson community employees.

HOME FURNISHINGS ASSOCIATION OF THE DELAWARE VALLEY SCHOLARSHIPS: To students majoring in Interior Design who demonstrate need.

MICHELE IAMPERI SCHOLARSHIP: To an undergraduate student majoring in Fashion Design and who demonstrates financial need. Preference will be given to a student residing in Howard County, Maryland.

MAURICE KANBAR '52 SCHOLARSHIP: Awarded to a high achieving, innovative student.

LARRY KARLIN '50 SCHOLARSHIP: For an economically disadvantaged male and female undergraduate student in their junior years, majoring in a textile-related field, without regard to grade point average and who have successfully completed the Global Leadership Program (GLP). In those years when students (male and/or female) cannot be identified as having successfully completed the Global Leadership Program, the GLP selection criteria can be temporarily suspended so that the funds can be allocated to a student or students who meet the other selection criteria.

JOHN J. KAUFMANN MEMORIAL SCHOLARSHIP: For a freshman enrolled in a textile major, demonstrating academic excellence and financial need.

KEYSTONE WEAVING MILLS SCHOLARSHIP: For a deserving student enrolled in a textile, apparel or fashion design degree program who is at least at sophomore level, demonstrates financial need, and has a 3.0 GPA.

BORIS KROLL H'71 SCHOLARSHIP: For a student enrolled in Textile Design.

ROGER LAVIALE SCHOLARSHIP: To assist Philadelphia University students studying in Scotland at Heriot-Watt.

MR. AND MRS. ROBERT LEVISON SCHOLARSHIP: For a deserving student enrolled in any degree-seeking curriculum.

DR. GEORGE A. LINTON TRUST: For a student enrolled in a textile curriculum who demonstrates financial need.

STEVEN GARY LITCHMAN '69 MEMORIAL SCHOLARSHIP: For a deserving student majoring in textiles.

LOCKYER FAMILY SCHOLARSHIP: For a needy student from the greater Philadelphia region.

MAGUIRE FOUNDATION SCHOLARSHIP: Awarded to a student in his or her freshman who attends: a Faith in the Future high school, St. Joseph's Preparatory School, AIM Academy, Merion Mercy Academy, or one of five Mastery Charter Schools. Students must exhibit financial need and be an active participant in school

or community volunteer extra-curricular activities. Students must maintain academic standing, community activities, and attend an annual luncheon hosted by the Maguire Foundation in order to continue the scholarship from year to year.

CHRISTOPHER K. MCHUGH '86 SCHOLARSHIP: For a deserving undergraduate student in his/her junior year who has demonstrated financial need and a strong determination to succeed.

MEMORIAL SCHOLARSHIP: For a deserving student.

WILLIAM JOSEPH MILOWITZ SCHOLARSHIP: For deserving and underprivileged students who meet the academic requirements of the University.

KRISTINE A. MINNICK '97 SCHOLARSHIP: To a deserving Physician's Assistant student in the fifth year of school with a minimum 3.3 GPA and need. Applications are to be submitted to the Physician's Assistant Program Director.

MISCELLANEOUS ENDOWED SCHOLARSHIP: For deserving students in any curriculum.

MICHAEL AND EVELYN MUTOLESE SCHOLARSHIP: For a student who has financial need and is studying textiles, apparel or fashion merchandising.

RUTH AND MORRIS NISSMAN SCHOLARSHIP: For a deserving U.S. citizen, without regard to major, who demonstrates creativity (in any discipline) and empathy for others. Special consideration will be given to a student who has challenges to overcome and demonstrates the resolve to build a better world. The scholarship will be effective beginning in the student's freshman year and will continue into succeeding years if the recipient continues to maintain a GPA above 2.5 and demonstrates a commitment to creating understanding within the University and broader community.

OFFICE DEPOT SCHOLARSHIP: For deserving students in any curriculum.

UGHTON FAMILY SCHOLARSHIP FOR VETERANS: Provides financial support to students who served in one of the five branches of the U.S. Military (Marine Corps, Army, Navy, Air Force, and Coast Guard) and received an Honorable Discharge, or is currently serving on active duty or as a reservist in one of the aforementioned branches. Award to a deserving student demonstrating financial need in their freshman year and continuing for a total of four years if the student maintains a GPA of 3.0.

PHILADELPHIA MEN'S AND BOYS' APPAREL ASSOCIATION SCHOLARSHIP: For a student majoring in Fashion Industries Management or Apparel.

PHILADELPHIA TEXTILE ASSOCIATION SCHOLARSHIP: For a student who is majoring in one of the textile fields. Preference is given to a Philadelphia-area resident.

PHILADELPHIA WOOL AND TEXTILE ASSOCIATION AWARD: For a deserving textile student with 60 or more credits who demonstrates need and is actively involved with a campus-based or community-based service organization.

JOHN '70 AND BARBARA PIERANTOZZI SCHOLARSHIP: Established by John's fellow alumni, colleagues and friends in honor of his service to PhilaU in a variety of leadership roles from 1974 until his retirement in 2011. The scholarship will be awarded annually to a freshman student with demonstrated financial need as determined by the University's Office of Financial Aid. First preference will be given to residents of the City of Philadelphia.

HARRY REIMER SCHOLARSHIP: For a well-deserving student in any curriculum.

ARTHUR B. ROBERTSHAW JR. '23 SCHOLARSHIP: For junior- or senior-level students studying textiles.

ROCKIN' CHRISTMAS SCHOLARSHIP: For a strong, academically qualified student from Lee County, Florida; a student demonstrating high levels of excellence in academics and athletics and/or math, science, music, chemistry, biology or architecture; and/or has lost a parent due to illness or sudden death.

KAY AND HAROLD R. RONSON '51 SCHOLARSHIP: For deserving students in any curriculum.

ARTHUR SALAMAN SCHOLARSHIP: For a deserving student-athlete with need and a 3.0 GPA.

SCHLESINGER SCHOLARSHIP: For a student in any curriculum.

SCHWAB FAMILY SCHOLARSHIP: Awarded to a junior Fashion Merchandising or Fashion Industry Management student with a 3.0 GPA.

THOMAS R. SHIRLEY, SR. SCHOLARSHIP: For a deserving student from the Roxborough, Manayunk or East Falls neighborhoods, or a student from the Philadelphia area.

JOHN SICHEL MEMORIAL SCHOLARSHIP: For a deserving student in any area of study.

ALLEN SIRKIN '64, H'10 SCHOLARSHIP: Awarded to a needy student enrolled in Fashion Industry Management or Textiles.

RICHARD D. SMITH MEMORIAL SCHOLARSHIP: A scholarship restricted for a Textile major.

W.W. SMITH CHARITABLE TRUST: Given to academically qualified students from middle-income families who are usually not eligible for federal and state grant assistance.

ARTHUR SOBEL SCHOLARSHIP: For deserving students enrolled in the Textile Design, Textile Engineering or Chemistry programs.

JOHN L. STEEN '59 SCHOLARSHIP/FELLOWSHIP: For a U.S. citizen who is a full-time undergraduate student majoring in Textile Engineering, Industrial and Systems Engineering with a minor in Textile Engineering, Textile Technology, Textile Design or Textile Management and Marketing (must be a concentration in apparel, fabric development, quality assurance or textile production). The Steen Scholarship for undergraduate students will be effective beginning in the student's sophomore year and will continue into succeeding years if the recipient maintains a grade point average above 3.0 (grading scale 4.0) and demonstrates a commitment to his/her chosen career field.

In the event that an undergraduate student is not available, the John L. Steen Graduate Fellowship must be awarded to a U.S. citizen who is a full-time graduate student majoring in Textile Engineering. The Steen Fellowship will continue into succeeding years if the recipient maintains a grade point average above 3.0 (grading scale 4.0).

The recipient, either an undergraduate or graduate student, is expected to demonstrate leadership skills and actively participate in community service.

In all cases, a resident of the State of New Jersey will be given preference.

BERNARD STEUR SCHOLARSHIP: For a Textile Engineering student with a strong interest in knitting.

FLORENCE STEWART SCHOLARSHIP: For a deserving student from Asia, particularly from Singapore or Indonesia.

BERTRAM A. STROOCK '11 SCHOLARSHIP: For a deserving student.

MICHAEL T. SULLIVAN '86 MEMORIAL SCHOLARSHIP: For deserving students in part-time evening programs; awarded annually.

TEXTILE DISTRIBUTORS ASSOCIATION SCHOLARSHIP: Given to students in need of financial assistance and enrolled in textile curricula.

TEXTILE VETERANS ASSOCIATION SCHOLARSHIP: For a sophomore who demonstrates financial need and outstanding scholarship.

W. FRANK UHLIG '29 SCHOLARSHIP: Preference is given to a student studying in textile and chemistry.

THE UNDER FASHION CLUB, INC. SCHOLARSHIP: To a junior-level student to encourage talented Fashion Design and Textile Design students to pursue careers related to the intimate apparel segment of the industry.

UPS SCHOLARSHIP: Distributed by the Association of Independent Colleges and Universities of Pennsylvania to a deserving student selected by the University's Financial Aid Office.

KELLY MARIE VOGDES '01 SCHOLARSHIP: established in memory of Kelly Marie Vogdes, who graduated from Philadelphia University in 2001, for students studying Fashion Merchandising and who are graduates of Camden Catholic High School.

FREDERICK WASSON SCHOLARSHIP: For students in any major.

MARTIN WEINER SCHOLARSHIP: Preference is given to Korean or other international students.

JOEL B. WEINSTOCK MEMORIAL SCHOLARSHIP: For a Textile Design or Interior Design major.

WHITESIDE GIFT SCHOLARSHIP: Based on a combination of financial need and merit, preference will be given to a student enrolled in the School of Business Administration.

J. BYRON WOLBACH SCHOLARSHIP: For a student majoring in Textile Engineering, Textile Technology or Textile Design. First consideration given to dependents of Lawrence Schiff Silk Mills employees.

WILLIAM WOOD SCHOLARSHIP: For a student deemed deserving.

YOUNG MENSWEAR ASSOCIATION/LEVI STRAUSS FOUNDATION ADVANCED STUDIES SCHOLARSHIP: For graduate-level textile and apparel students.

YOUNG MENSWEAR ASSOCIATION ENDOWED SCHOLARSHIP: For a deserving student enrolled in a textile or apparel program.

YOUNG MENSWEAR ASSOCIATION GIFT SCHOLARSHIP: Given to students who are pursuing educational courses that will benefit the men's apparel/textile industry and who have a demonstrated need for financial assistance.

Financial Aid

Financial Aid Office 215.951.2940, financialaid@PhilaU.edu, www.PhilaU.edu/financialaid

At Philadelphia University we believe that no student should be denied the opportunity for post-secondary education solely because of lack of adequate financial resources. In keeping with this philosophy, the Financial Aid Office provides information to students about financial planning and distributes financial aid resources to qualified students. The amount of financial aid available to any student is based on academic performance, need and the availability of funds. A financial aid consumer booklet is available on request from the Financial Aid Office located in the White Corners building.

HOW TO APPLY

Submit the FAFSA at www.fafsa.gov by April 15. Federal school code is 003354.

To apply, students should submit a Free Application for Federal Student Aid (FAFSA) electronically at www.fafsa.gov by April 15. Philadelphia University's federal school code is 003354. Applicants are considered for all types of aid for which they might qualify. Entering students must be accepted for admission before their requests for aid can be considered. Late applicants will be considered as long as funds continue to be available. All financial aid, with the exception of Federal Work Study, is credited to the student's account at the beginning of each semester.

Aid awards are made for one academic year at a time. Students must submit new financial aid applications each year by April 15 to qualify for financial aid assistance. Renewal awards are based on academic performance and continuing financial need. Aid may be withdrawn if a student fails to make satisfactory academic progress, fails to report financial aid from sources outside the University, owes a refund on a federal or state grant, or is in default on a student loan.

TYPES OF AID AVAILABLE

Federal Pell Grant: A Federal Pell Grant is a grant administered by the U.S. Department of Education. Grants may range up to \$ 5,730 per year for undergraduate students with financial need. Pell grants are limited to 600% of Pell usage.

Federal Supplemental Educational Opportunity Grant (SEOG): Federal SEOG is a grant program administered by the University. Awards are based on need and other grant eligibility.

Federal Perkins Loan: The Federal Perkins Loan program provides students with long-term, low-interest loans for educational expenses. The amount that can be made available to an applicant is based on the student's computed financial need and available funding.

Students are eligible to borrow up to \$5,500 during one academic year, but no more than \$27,500 during the period s/he is a full-time student. No interest is charged while at least half-time status is maintained.

First-time Perkins Loan recipients must complete an entrance interview at www.mappingyourfuture.org.

Repayment of the loan with interest at five percent per annum on the unpaid balance begins either six or nine months after the student graduates, terminates student status or becomes less than a half-time student. Repayment must be completed within 10 years after the interest begins to accrue.

Federal Work-Study Program: The Federal Work-Study Program is designed to stimulate and promote the part-time employment of college students who have demonstrated financial need and who require the wages from the employment to pursue their studies. Students in the Federal Work-Study Program are employed by the University. Students are paid biweekly for the hours worked during the preceding pay period. Federal Work-Study is not deducted from the student's tuition invoice. Employment under the Federal Work-Study Program is awarded as part of the financial aid package.

The Financial Aid Office assists in matching students with a job based on completion of an online job application form.

Federal Direct Stafford Loan: Loans are available to students enrolled for at least six credit hours per semester. Students may borrow up to \$3,500 per academic year for the freshman year, \$4,500 for the sophomore year and \$5,500 per academic year for the junior and senior years. The total amount outstanding that students may borrow for undergraduate study is \$23,000.

The annual interest for loans first disbursed on or after July 1, 2014 has not been set by Congress. The rate for the 2013-14 academic year was 3.86%. The government will pay this interest until a student has terminated his/her studies, or has dropped below half-time status. The student will have a six-month grace period until the student must begin repayment of the principal and interest.

There is a 1.072 percent loan-origination fee deducted from the face value of the loan.

Under current regulations, all applicants must pass a needs test to qualify for this loan. A FAFSA must be filed prior to certification of a loan application by the University. The student must maintain satisfactory progress to renew the loan.

An application for a Federal Direct Stafford Loan can be completed at www.studentloans.gov. If a paper application is preferred, please contact the Financial Aid Office and we will send you one. Sample repayment plans for Federal Direct Stafford Loans are available on our webpage.

Entrance and Exit Interviews: Federal law requires that every student receiving a Federal Direct Stafford Loan through Philadelphia University must complete both an entrance and exit interview. These sessions are completed online at www.studentloans.gov.

Unsubsidized Federal Direct Stafford Loan: The Unsubsidized Federal Direct Stafford Loan provides students who do not qualify for all or part of the Federal Direct Stafford Loan due to need restrictions the opportunity to obtain a low-interest loan. The annual limits a student can borrow are identical to the Federal Direct Stafford Loan program. Under a new federal program, students can borrow an additional \$2,000 of unsubsidized loans when coupled with their existing Stafford Loan amount. The distinguishing feature of the Unsubsidized Federal Direct Stafford Loan is that the interest begins to accrue upon disbursement of the loan. Principal payments start six months after the student leaves the University or drops below half-time status. Application procedures are identical to those for a Federal Direct Stafford Loan. Interest rates for loans disbursed after July 1, 2014 have not been set by Congress, as of May 2014. The interest rate for the 2013-14 academic year was 3.86%.

Beginning with the 2013-14 academic year, Direct Stafford Loan borrowers (subsidized and unsubsidized) will be limited to borrowing for only 150% of the length of their academic program.

Federal Direct PLUS Loans: Parents of dependent undergraduates may borrow up to the student's cost of attendance minus any estimated financial aid. Eligibility is based on the borrower's credit rating. The annual interest rate is a fixed rate but has not yet been set by Congress as of May 2014. The rate for the 2013-14 academic year was 6.41%.

Repayment of principal and interest begins 60 days after the loan is disbursed. All PLUS borrowers have the option of deferring the payment of the PLUS Loan interest and principal until after the student graduates or drops to less than half-time status. Applications for the PLUS Loan are available at www.studentloans.gov.

Philadelphia University Grants: Philadelphia University Grants are offered to full-time undergraduates who have established financial need. The selection is made by the Financial Aid Office.

Faculty Scholarships and Grants: Scholarships and grants are awarded to students based on academic performance at the time they enter the University. These awards are renewable each year of full-time enrollment as long as minimum grade-point average requirements are met.

Pennsylvania Higher Education Assistance Agency (PHEAA): PHEAA is a state grant program for undergraduate Pennsylvania residents who will be enrolled full time (12 or more credit hours per semester).

All Pennsylvania residents applying for financial assistance from Philadelphia University are required to apply for a PHEAA grant.

Other State Grant Programs: Delaware, Connecticut, Massachusetts, Ohio, Rhode Island, Vermont and West Virginia, along with some other states, offer state grant awards to students who are residents of these states. Students should contact the appropriate state grant agency for more information.

Privately Sponsored Scholarships: Most libraries have books and brochures that list hundreds of scholarships and loan programs. Many of these awards are given to students meeting special conditions such as membership in an ethnic group or religion, academic major, parental employment or labor union association, and parent or student fraternal affiliation.

Veterans and Veterans' Dependent Benefits: The Post 9/11 GI Bill is for individuals with at least 90 days of aggregate service on or after September 11, 2001. This new GI bill also has a transferability

component allowing service members to transfer unused educational benefits to immediate family members. For additional information regarding the Post 9/11 GI Bill go to www.gibill.va.gov. Veterans who served on continuous active duty for 181 days or more after January 31, 1955, may be eligible for educational benefits under the Montgomery G.I. Bill or Veterans Educational Assistance Program (VEAP). In addition, a variety of loans, employment opportunities and other forms of financial assistance are available to veterans. A student who is the dependent of a veteran who died or is permanently disabled as a result of service in the armed forces and students who are serving in the reserves may be eligible for educational benefits. The Financial Aid Office has further information, or contact the Veterans Administration at www.va.gov.

Yellow Ribbon Program: Philadelphia University also participates in the Yellow Ribbon Program. Contact the VA at www.va.gov for more information regarding the qualifications for that program.

Tuition Exchange Program: Philadelphia University is a member of the Tuition Exchange Program. If a parent is employed by a participating college or university, students may be eligible for consideration through the Tuition Exchange Program. Interested persons should contact their place of employment or the University Financial Aid Office for more information.

Athletic Scholarships: Athletic scholarships are available in men's and women's varsity sports. The number of scholarships, the requirements, academic standards and awards are controlled by Philadelphia University and by the NCAA regulations for men's and women's varsity sports. Contact the Department of Athletics at 215.951.2720 for more information.

Federal Income Tax Credits: The American Opportunity Tax Credit offsets the cost of tuition, fees, course-related books, supplies and equipment for higher education by reducing the amount of income tax for which you are liable. In addition, the credit is partially refundable, which means that you may be able to claim the tax credit and receive a check from the IRS even if you owe no income tax. The amount of the credit can be up to \$2,500 per student and income restrictions apply. For more information, contact the Internal Revenue Service at www.irs.gov.

Endowed and Gift Scholarships: Each year, the University receives funds for a limited number of scholarships for eligible students. Although donors may place some restrictions on these funds, academic achievement and need are the primary factors to be considered in determining scholarship eligibility. However, a limited number of scholarships are based solely on academic excellence.

AID POLICIES

Academic Progress Requirements

The University is required to establish satisfactory academic progress standards for its federal financial aid recipients in accordance with the U.S. Department of Education regulations. These standards ensure that only those recipients demonstrating satisfactory progress toward the completion of their educational programs continue to receive financial aid.

Whether a student is considered to be making satisfactory academic progress depends on successful semester completion of courses (credit hours), cumulative grade point average (GPA) and maximum time limits to complete their course of study. Students must meet all the requirements listed below:

- **Semester Completion Requirement:** A student must have earned hours equal to at least 75 percent of cumulative hours attempted to remain in good standing. Students earning less than 75 percent of the cumulative hours attempted will be placed on financial aid probation.

Attempted hours are defined as the hours for which the student is enrolled and charged as of the census date of each semester. Earned hours are defined as the sum of hours for which a student has earned a grade of "A," "B," "C" or "D." Withdrawals, incompletes, audits and failures are not earned hours. Passing grades received for pass/fail courses are considered attempted and earned hours; failing grades in pass/fail courses are considered attempted but not earned. Repeated courses are included in the calculation of attempted and earned hours.

- **Grade Point Average Requirements:** Students must maintain a cumulative grade point average (GPA) of 2.0 or have academic standing consistent with the requirements for graduation as determined by the University. Philadelphia University's academic standards are outlined in this undergraduate course catalog.
- **Maximum Time Limit Requirements -** A student's eligibility for financial aid will be terminated once they have attempted more than 150 percent of the normal credits (as defined in the undergraduate course catalog) required for his/her degree program. All attempted hours are counted, including transfer hours, whether or not financial aid was received or the course work was successfully completed.
- **Evaluation of Academic Progress:** A financial aid recipient's satisfactory academic progress is evaluated after each semester of the academic year. At that time, a student will either be in good standing, be placed on financial aid probation warning status, or be placed on financial aid probation. Financial aid probation will require an appeal for aid reinstatement and an academic plan coordinated with the student's academic advisor. This plan will be the new standard by which the student will be evaluated for academic progress. The student must meet all three progress requirements (completion rate, GPA and fall within the maximum time frame) to remain in good standing. Student will be notified by the Financial Aid Office if he/she is placed on probation or denial status for financial aid.
- **Warning status:** Warning status will not prevent the student from receiving financial aid. The probationary semester is meant to inform the student of potential academic problems and provide time for corrective action. If a student does not meet the satisfactory academic progress standards after the probationary period, probation status could be imposed. Probation status will prevent the

student from receiving any Title IV and institutional financial assistance for future enrollment until such time as the student meets all satisfactory academic progress standards.

- **Appeal and Reinstatement:** Students may appeal their probation status by submitting an Appeal Form to the Director of Financial Aid, along with an academic plan coordinated with the student's academic advisor. Appeal forms are included in the letter informing students of their probation status and should be submitted to the Financial Aid Office.

Some circumstances such as medical problems, illness, death in the family, relocation, employment changes or personal problems can be considered for an appeal. Documentation verifying the situation may be requested.

Submission of the form is required within four weeks of receipt of the denial letter. The Director of Financial Aid will review the appeal and contact the student via letter as soon as a decision is reached.

Students can raise their GPA and/or satisfy credit deficiencies by taking additional coursework at Philadelphia University without receiving financial aid. Students can eliminate credit deficiencies, but not GPA deficiencies, by successfully completing approved coursework at another institution without receiving aid at that institution. Transfer credits used to satisfy credit deficiencies cannot be credits that were earned prior to the semester in which the student incurred the deficiencies. The student must submit a copy of the academic transcript to both the Financial Aid Office and Registrar's Office.

The policy does not preclude a student from enrolling in subsequent semesters. Students may have their financial aid reinstated by the Financial Aid Office once all satisfactory academic progress standards are met. It is the student's responsibility to inform the Financial Aid Office once they have fulfilled the necessary requirements.

Repeat coursework

Students repeating coursework in which they received a passing grade more than two times will not be eligible to receive federal financial aid for those courses.

Grade level advancement policy for Stafford Loan eligibility

1-29	Freshman level
30-59	Sophomore level
60-89	Junior level
90-up	Senior level
120-up	(for Architecture students only) 5th year

Tuition Refund Policy

Effective Date of Withdrawal Refund Amount

Before Classes Start	100%
First Week of Classes	80%
Second Week	60%
Third Week	40%

Fourth Week 0%

Federal regulations mandate that students attending Philadelphia University who are federal financial aid recipients be processed for a refund if they withdraw before the 10th week of the semester.

Financial Aid Refund Check Policy

Financial aid will be applied to tuition first. Any remainder must be applied to all other University charges before a refund check is issued. Students who are credited with aid in excess of their tuition and other charges will be mailed a refund check within 14 days of the financial aid disbursement to their student account. Financial aid typically disburses after the second week of classes. Students can sign up in QuikPAY for direct deposit of their refund. The parent borrower will be refunded, by mail, any excess funds resulting from a Parent PLUS loan.

Return of Title IV Funds

The Office of Financial Aid is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out or take a leave of absence prior to completing 60 percent of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula. The number of days completed up to the withdrawal date divided by the total days in the payment period or term equals the percent of the payment period or term completed. (Any break of five days or more is not counted as part of the term.) The percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid (100 percent minus the percentage of earned aid).

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student may be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution will offer the student a post-withdrawal disbursement via a letter, which, if accepted, must be paid within 120 days of the student's withdrawal. The student must accept or decline the post-withdrawal disbursement within the time frame indicated in the letter.

Refunds are allocated in the following order:

- Unsubsidized Federal Direct Stafford Loans
- Subsidized Federal Direct Stafford Loans
- Federal Perkins Loans
- Federal Graduate PLUS Loans
- Federal Parent (PLUS) Loans
- Federal Pell Grants
- Federal Supplemental Opportunity Grant

Graduate Admissions

For information on graduate degree programs, contact the Office of Graduate Admissions 215.951.2943 gradadm@PhilaU.edu; www.PhilaU.edu/graduate

Accreditation: Graduate programs at the University are approved by the Department of Education of the Commonwealth of Pennsylvania and accredited by the Middle States Association of Colleges and Secondary Schools. Accreditations associated with specific schools and programs can be found on the respective school/program webpages at www.PhilaU.edu.

Graduate students are taught by a faculty that includes both full-time professors and experienced industry professionals and practitioners. Their academic credentials and industry experience make them uniquely qualified to provide students with the knowledge to become successful professionals in their chosen fields.

Graduate classes average about 18 students and are offered in the late afternoon/early evening hours and occasionally on weekends. Some graduate programs offer courses during the day. Students may begin graduate coursework in the fall (August), spring (January) or summer (May and July) semesters. Some programs enroll students throughout the calendar year. Others are limited to one start-term per year.

Any individual who has or is about to receive a bachelor's degree from a regionally accredited university is eligible to apply. Graduate programs are designed to accommodate students from all undergraduate disciplines. The Admissions Committee admits those students who show the capacity and motivation to pursue a challenging graduate program.

Applications are accepted throughout the year for entrance in the fall, spring or summer semesters. Required application materials vary from program to program. When deciding to apply for admission, applicants should visit their desired program website for full application details.

INTERNATIONAL STUDENTS

Director of International Student Programs. *Located in The Kanbar Campus Center 215.951.2660*

The University welcomes applications for admission from qualified international students. Persons who have completed their studies outside the United States must present all post-secondary school credentials. Such credentials must include all studies completed to date, marks or examination results received, degrees, diplomas and certificates earned. International applicants may be asked to submit a course by course evaluation of academic credentials provided by an evaluation service accredited through the National Association of Credential Evaluation Services (NACES). For a full listing of accredited evaluation services, visit www.NACES.org. Documents must be authenticated or certified, and those not written in English must be accompanied by notarized English translations.

After acceptance is granted, a matriculation deposit, an International Student Agreement Form, a notarized Statement of Financial Support and current bank statements are required for the University to issue a SEVIS I-20 form.

English Language Requirement

All international graduate students are required to proficiency in English at the time an application is considered. Required levels of English proficiency are any one of the following:

- Test of English as a Foreign Language exam (TOEFL) – minimum of 79 (Internet-based) or equivalent

- International English Language Testing System exam (IELTS) – minimum of 6.5
- Proof of successful completion within the last year from an accredited English language program approved by Philadelphia University. For a current listing, visit the International Admissions website. Applicants who meet all admissions requirements but lack the minimum English Language proficiency may be granted conditional admission. Conditionally admitted students begin their studies in the University’s Intensive English Language program (IEP). IEP students must complete a minimum of Level 5 in order to begin their degree program.

ACCEPTANCE CLASSIFICATIONS

Students may be admitted to a particular graduate program under one of the following acceptance classifications:

Acceptance

Students who have met all admissions requirements with satisfactory performance as judged by the Admissions Committee are granted full acceptance. Full acceptance is granted only when the student’s file is complete. A complete file includes all required application materials as listed on the Graduate Admissions or graduate program website.

Note: Individual graduate programs may require additional admission materials for full acceptance.

Probationary Acceptance

Students with academic performance and/or test scores below the normally acceptable levels but show potential to be successful in a graduate program may be granted probationary acceptance at the discretion of the Office of Graduate Admissions. Probationary students will be monitored closely by the program director during their first three courses. Failure to maintain a 3.0 or better GPA is cause for dismissal. After the completion of three courses, with a cumulative GPA of at least a 3.0, the probationary status may be removed at the discretion of the program director.

Conditional Acceptance

The University reserves the right to grant conditional acceptance to students who are missing some of their application materials but who otherwise meet admissions criteria. Conditional acceptance is limited to one semester, during which time the missing application materials must be submitted. Completed application materials will then be reviewed for full acceptance. Individual programs have different requirements for conditional acceptance, and some programs do not offer conditional acceptance. Conditional admission is also granted when certain foundation courses are needed prior to starting core graduate program courses.

Non-Degree Acceptance

In certain circumstances, a student may wish to apply as a non-degree student. To apply for non-degree status, students need to submit an admissions application and a transcript indicating the possession of a bachelor’s degree. A maximum of three graduate courses may be taken as a non-degree student. Courses taken under non-degree status may be applied to a degree program, but only after all admissions requirements are met and full acceptance is granted. Acceptance as a non-degree student does not guarantee full acceptance into a graduate program. To change from non-degree to degree status, students must complete all admissions requirements and apply for a change of degree status to the Office of Graduate Admissions. Non-degree acceptance is not available for all programs.

Readmission

Students who have not registered for two consecutive semesters (excluding the summer) must apply directly to the Office of Graduate Admissions for readmission. To be readmitted, students must be in good academic standing (minimum GPA 3.0) and must have no financial obligation to the University. Students must submit official transcripts from any institutions attended since leaving Philadelphia University. Readmission is also subject to available space in the program. Students should check with their program director upon re-entry to review any curriculum changes that may have occurred. Students may be asked to complete additional requirements to graduate.

DOCUMENTATION

All documents received as part of the admissions procedure become the property of the University. They will not be duplicated, returned to the applicant or forwarded to any other college, university, individual or agency. One copy of each of the transcripts will be released to the program director.

STATEMENT OF PHILOSOPHY OF GRADUATE EDUCATION

Graduate education at Philadelphia University is an extension of the University's mission to offer professional education. Programs combine theory and practice, scholarly research and application to produce graduates who are prepared for both senior levels of responsibility and further graduate study, including the doctorate. Curricula are organized around foundation, core, concentration and elective courses, and are taught by both full-time faculty and practicing professionals. Curricula are based on measurable learning outcomes developed by University faculty and professional standards as defined by both professional associations and practicing professionals.

Graduate Financial Information

Billing questions? *Contact the Student Accounts Office 215.951.5988 studentaccounts@PhilaU.edu. Go to www.PhilaU.edu/studentaccounts for more information.*

Cashier located on the first floor of Archer Hall: Monday-Friday, academic hours 9:30 a.m. to 4 p.m.; 9:30 a.m. to 4 p.m. summer hours.

STATEMENT OF FINANCIAL RESPONSIBILITY

An individual's registration as a Philadelphia University student constitutes his or her agreement to make timely payment of all amounts due. Philadelphia University uses electronic means (email and the Internet) as a primary method of communication and of providing billing, payment, and enrollment services. Signatures or acknowledgments provided by the student electronically to Philadelphia University via Philadelphia University systems and/or @students.philau.edu or @philau.edu email are valid and legally binding. Additionally, by accepting Philadelphia University's offer of admission and enrolling in classes, each student accepts responsibility for paying all debts to the University, including tuition and fees, for which he or she is liable. Details of the University's billing policies are outlined in the annual expense brochure.

EXPENSES FOR 2014-2015

TUITION AND FEES

TUITION AND FEES

Graduate tuition for the 2014-2015 academic year is \$1,010 per credit hour. Credit by examination is \$1,010 per course. Graduates are charged a \$100 graduation fee. For full-time students enrolled in the Physician Assistant Studies Program, the annual tuition is \$39,510. The tuition is \$835 per credit for students enrolled in the Midwifery Program only. Students in the Strategic Design MBA program will be billed \$1,250 per credit hour. Limited fellowship opportunities are available for Strategic Design MBA students. Graduate students who take day or evening undergraduate classes pay the graduate tuition rate for these classes. An international student fee of \$100 per semester will be charged to all graduate students who are not U.S. citizens or permanent residents.

Health Insurance

All graduate students in health sciences programs within the College of Science, Health and the Liberal Arts are required to have health insurance coverage through their family policy, an individual policy or through the University-sponsored health and accident plan. Graduate students in health sciences programs within the College of Science, Health and the Liberal Arts are also encouraged to participate in the Needle Stick policy. The policy will be billed automatically for these students. Students will be billed for half of the annual policy in the fall semester (\$635) and half of the annual policy in the spring semester (\$635). Students who withdraw or graduate during the fall semester will only have coverage through December 31. Students who begin their studies in the spring semester will be billed the spring/summer rate of \$TBD. Students who have private insurance coverage may complete an online waiver that may be accessed in WebAdvisor. The waiver must be completed annually. International students must provide documentation of an annual health insurance plan directly to the Student Health Center and cannot use the online waiver option. The waiver deadlines are Friday, September 12, 2014, for the fall and Friday, February 6, 2015, for students who were not enrolled in the fall and are beginning their studies in the spring.

Other graduate students enrolled in at least three credits may choose to be enrolled in the University-sponsored plan. Open enrollment for the fall semester ends the second Friday in September and open enrollment for the spring semester ends the first Friday in February. For information on the University-sponsored plan, please contact the Student Accounts Office.

In adherence with immigration laws, international students are required to have health insurance coverage. Documentation of adequate health insurance must be provided to the Student Health Center by the second Friday in September for the fall semester and by the first Friday in February for the spring semester. If documentation of adequate health insurance is not provided, the student's account will be charged for the University-sponsored health and accident plan. Adequate health insurance must include coverage for the academic year, be licensed to do business in the United States, have a U.S.-based office and a U.S. telephone number.

STUDENT BILLING

Student Accounts Office *Located on the first floor of Archer Hall: Monday-Friday academic hours 9 a.m. to 5 p.m.; 9 a.m. to 4:30 p.m. summer hours.*

Tuition is due by the first day of each semester. Students may pay by one of the following options:

1. Remit payment in full
2. Monthly payment plan
3. Third Party Billing
4. Financial Aid

Monthly Payment Plan:

Graduate students who wish to pay their tuition in monthly installments over the course of the semester must formally notify the University's Student Accounts Office. Our office will enroll the student in a payment plan with Tuition Management Services (TMS). There is a nominal enrollment fee for this interest-free payment option. Notification will be required each semester and new enrollment with TMS will be required.

Third Party Billing:

Students whose employers offer tuition remission will need to submit this information to the Student Accounts Office by the first day of the semester. In the event of non-payment by the employer, the student will be responsible for all charges. Notification will be required each semester. Students whose employers offer tuition reimbursement will be responsible for paying the tuition by the first day of classes each semester and submitting the proof of payment to their employer for direct reimbursement.

Financial Aid:

To use financial aid, be certain all the proper forms are completed and approved by the Financial Aid Office before registering for courses. Questions about financial aid are handled by the Financial Aid Office. For detailed information regarding financial aid for graduate students, please visit www.PhilaU.edu/financialaid/graduate.

Tuition Insurance:

Philadelphia University has contracted with A.W.G. Dewar to provide students with tuition insurance. Graduate and evening students are billed for tuition insurance on a per-credit basis. Physician's Assistant students enrolled in the professional phase classes are billed a flat rate per trimester for the plan, which insures each student's comprehensive tuition charges. A tuition insurance claim may be filed in the

event that a student must withdraw from the University due to a serious illness or accident after the published tuition refund deadlines. This coverage will be billed automatically each semester, including the summer terms. Students may opt to waive this coverage via WebAdvisor. The waiver is good for the academic year and will need to be renewed annually. Waivers for the 2014-2015 academic year, including the 2014 summer semesters, may be completed after April 15th. Students who waived for the 2013-2014 academic year will need to complete the waiver again after April 15th to waive for the 2014-2015 academic year. Students who opt to waive the tuition insurance coverage will be responsible for billed expenses if they require a medical withdrawal after the published tuition refund dates. The annual tuition insurance waiver deadlines are the same as those outlined under Health Insurance. Claim forms for the tuition insurance are available in the Student Accounts Office.

Tuition is due by the first day of each semester. Checks should be made payable to Philadelphia University, P.O. Box 95000-4210, Philadelphia, PA 19195-0001, with the student's identification number clearly indicated on the face of the check. If the University receives a total of three non-sufficient funds (NSF) checks, all future payments must be made by cash, certified check or money order. Students may also use WebAdvisor to pay their account balances online by accessing the QuickPAY link under the Billing Information section. Electronic checks and credit card payments are accepted. There is no fee to pay by electronic check. Credit card payments will be assessed a 2.75% service fee. Philadelphia University accepts American Express, Discover, MasterCard and VISA for tuition payment.

Financial Aid

Financial Aid Office: 215.951.2940 financialaid@PhilaU.edu www.PhilaU.edu/financialaid

Eligible students who are enrolled on at least a half-time basis (defined as at least 3 credits per semester) may apply for the Federal Perkins Loan, Federal Work Study, Federal Stafford Loan and Unsubsidized Federal Stafford Loans.

Types of Financial Aid Available:

1. Federal Perkins Loan:

The Federal Perkins Loan program provides students with long-term, low-interest loans for educational expenses. The amount that can be made available to an applicant is based on the student's computed financial need and available funding. A student is eligible to borrow up to \$8,000 during one academic year, but not more than \$60,000 for undergraduate and graduate study. No interest is charged while you maintain at least half-time status. Repayment of the loan with interest at five percent per annum on the unpaid balance begins either six or nine months (based on the conditions of your promissory note) after you graduate, terminate your student status, or become less than a half-time student. Repayment must be completed within 10 years after the interest begins to accrue.

Entrance Interviews

Federal law requires that every student who has obtained a Federal Perkins Loan through Philadelphia University must have an entrance interview. This can be done at www.mappingyourfuture.org

Exit Interviews

Federal law requires that every student who has obtained a Federal Perkins Loan through Philadelphia University must have the opportunity for an exit interview before leaving the University. This can be done online at www.mappingyourfuture.org The Financial Aid Office will contact the borrowers prior to their anticipated graduation dates to remind them of the necessity for an exit interview.

2. Federal Work-Study Program:

The Federal Work-Study Program is designed to stimulate and promote the part-time employment of students who have demonstrated financial need and who require the wages from the employment to pursue their studies. Students in the Federal Work-Study Program are employed by the University. Students are paid bi-weekly for the hours worked during the preceding pay period. Federal Work-Study is not deducted from the student's tuition invoice. Employment under the Federal Work-Study Program is awarded as part of your "financial aid package."

The Financial Aid Office will attempt to match a student with a job based on his/her job application form, which will be sent with the award letter. Students must maintain satisfactory progress to renew employment.

3. Direct Federal Stafford Loan (Unsubsidized):

Loans are available to students enrolled for at least three credit-hours per semester. Students may borrow up to \$20,500 per academic year unsubsidized. The Unsubsidized Federal Stafford Loan requires the interest be paid by the student on a quarterly basis while the student is enrolled in school.

The total amount outstanding that you may borrow for undergraduate and graduate study is \$65,500 subsidized and \$138,500 combined subsidized and unsubsidized.

The annual interest for loans issued after July 1, 2014 has not yet been set by Congress. The rate for the 2013-14 academic year was a fixed rate of 5.41% for the unsubsidized loan. Interest begins to accrue upon disbursement on the unsubsidized portion of the loan. Repayment of the principal begins 6 months after the student has graduated or dropped below half-time status.

There is a 1.072 percent loan-origination fee deducted from the face value of the loan.

A Free Application for Federal Student Aid (FAFSA) must be filed at www.fafsa.ed.gov prior to certification of a loan application by the school. A student must maintain satisfactory progress to renew his/her loan.

Direct Federal Stafford Loan applications are available at www.studentloans.gov Sample payment plans for Direct Federal Stafford Loans are available at the Financial Aid Office.

Entrance and Exit Interviews

Federal law requires that when students borrow through the Direct Federal Stafford Loan program for the first time, they must complete an entrance interview. In addition, when students graduate, withdraw, or enroll less than half-time, they must complete an exit interview. The entrance and exit counseling sessions can be completed online at www.studentloans.gov.

4. Graduate PLUS Loan:

The Graduate PLUS Loan allows the graduate student to borrow up to the calculated cost of attendance minus any other aid that the student is receiving. Students must be enrolled in at least 3 credits per semester and be credit-worthy. The annual interest rate for loans issued after July 1, 2014 has not yet been set by Congress. The annual interest rate for 2013-14 was 6.41% . Repayment of principal and interest begins 60 days after the loan is disbursed. There is also a 4.288 percent loan origination fee deducted from the face value of your Graduate PLUS loan. To apply, students must complete a FAFSA at www.fafsa.gov and a Direct Graduate PLUS Master Promissory Note at www.studentloans.gov.

APPLICATION PROCEDURES

Philadelphia University requires that all students applying for aid file the Free Application for Federal Student Aid (FAFSA). This may be done online at www.fafsa.gov. Financial aid, regardless of its source, may not be automatically renewable. It is the student's responsibility to obtain the application forms and submit them once each academic year.

Call the Financial Aid Office at 215.951.2940 with questions.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are available to selected qualified incoming graduate students. Assistantships are competitive, and students should apply by the deadline published by the Office of Graduate Admissions. Award criteria include demonstrated exceptional scholastic achievement; outstanding professional promise; and competence for service in the departments of the University. The financial need of applicants may be an additional consideration.

The objectives of the University Graduate Assistantship Program are to provide professional experiences that complement graduate instruction and research while contributing financial assistance to exceptional students who are pursuing graduate degrees at Philadelphia University.

This Assistantship Program is designed to aid in the successful completion of the degree pursued and to enhance career opportunities through applied professional experiences. All graduate assistant duties are designed to foster student training and graduate-level learning experiences.

Compensation includes tuition remission and a modest stipend for a maximum of four semesters (up to a maximum of 36 graduate credits). Awards may be full or prorated assistantships. Students must maintain the academic standing described the Graduate Assistant Program Guidelines. Contact the Office of Graduate Admissions for more information or visit www.philau.edu/financialaid/graduate for details.

VETERANS AND VETERANS' DEPENDENT BENEFITS: The Post 9/11 GI Bill is for individuals with at least 90 days of aggregate service on or after September 11, 2001. This new GI bill also has a transferability component allowing service members to transfer unused educational benefits to immediate family members. For additional information regarding the Post 9/11 GI Bill, go to www.gibill.va.gov. Veterans who served on continuous active duty for 181 days or more after January 31, 1955, may be eligible for educational benefits under the Montgomery G.I. Bill or Veterans Educational Assistance Program (VEAP). In addition, a variety of loans, employment opportunities and other forms of financial assistance are available to veterans. A student who is the dependent on a veteran who died or is permanently disabled as a result of service in the armed forces and students who are serving in the reserves may be eligible for educational benefits. The Financial Aid Office has further information, or contact the Veterans Administration at www.va.gov.

Yellow Ribbon Program: Philadelphia University also participates in the Yellow Ribbon Program. Contact the VA at www.va.gov for more information regarding the qualifications for that program.

WITHDRAWALS AND REFUND OF TUITION

A student who wants to initiate leave of absence or withdrawal must complete either the Withdrawal form or the Leave of Absence form. These forms are available from the Registrar's Office or online at www.philau.edu/Registrar/forms. A student is considered in attendance until one of these forms is completed and returned to the Registrar's Office and the student has been withdrawn from all of his/her classes. Students cannot drop all of their classes on WebAdvisor. Students should contact the Registrar's Office to confirm all courses have been withdrawn and that their Withdrawal/Leave of Absence has been processed. Students are encouraged to follow up with the Student Accounts and Financial Aid offices to discuss the financial implications.

Tuition charges for students who withdraw from the University will be refunded on the following basis:

Before 1st class meeting	100%
Before 2nd class meeting	80%
Before 3rd class meeting	60%
Before 4th class meeting	40%
After 4th class meeting	0%

Online: *(Online classes follow this refund policy regardless of login status)*

Before classes start	100%
First week of class	80%
Second week of class	60%
Third week of class	40%
Beginning of fourth week of class	0%

The date for calculating refunds is the date on the student's written request for withdrawal. Failure to complete withdrawal in writing results in an unofficial withdrawal. Refunds, transcripts and recommendations will be withheld until this written request is received.

The University uses Federal regulations to determine the refund of federal financial aid funds to the federal government. A copy of this federal refund calculation is available at the University's Financial Aid Office.

AID POLICIES

Academic Progress Requirements

The University is required to establish satisfactory academic progress standards for its federal financial aid recipients in accordance with the U.S. Department of Education regulations. These standards ensure that only those recipients demonstrating satisfactory progress toward the completion of their educational programs continue to receive financial aid.

Whether a student is considered to be making satisfactory academic progress depends on successful semester completion of courses (credit hours), cumulative grade point average (GPA) and maximum time limits to complete their course of study. Students must meet all the requirements listed below:

- **Semester Completion Requirement:** A student must have earned hours equal to at least 75 percent of total hours attempted for the semester to remain in good standing. Students earning less than 75 percent of the hours attempted will be placed on financial aid probation. Attempted hours are defined as the hours for which the student is enrolled and charged as of the census date of each semester. Earned hours are defined as the sum of hours for which a student has earned a grade of A, B, C or D. Withdrawals, incompletes, audits and failures are not earned hours. Passing grades received for pass/fail courses are considered attempted and earned hours; failing grades in pass/fail courses are considered attempted but not earned. Repeated courses are included in the calculation of attempted and earned hours.
- **Grade Point Average Requirements:** Students must maintain a cumulative grade point average (GPA) of 3.0 or have academic standing consistent with the requirements for graduation as determined by the University. Philadelphia University's academic standards are outlined in the graduate course catalog.
- **Maximum Time Limit Requirements:** A student's eligibility for financial aid will be terminated once they have attempted more than 190 percent of the normal credits (as defined in the graduate course catalog) required for his/her degree program. All attempted hours are counted, including transfer hours, whether or not financial aid was received or the coursework was successfully completed.
- **Evaluation of Academic Progress:** A financial aid recipient's satisfactory academic progress is evaluated after each semester of the academic year. At that time, a student will either be in good standing, be placed on financial aid warning, or denied financial assistance for future enrollment periods. The student must meet all three progress requirements (completion rate, GPA and fall within the maximum time frame) to remain in good standing. Students will be notified by the Financial Aid Office if they are placed on warning or denial status for financial aid.

- **Warning status:** Warning status will not prevent the student from receiving financial aid. The warning semester is meant to inform the student of potential academic problems and provide time for corrective action. If a student does not meet the satisfactory academic progress standards after the warning period, denial status will be imposed. Denial status will prevent the student from receiving any Title IV and institutional financial assistance for future enrollment until such time as the student meets all satisfactory academic progress standards.
- **Appeal and Reinstatement:** Students may appeal their denial status by submitting an Appeal Form to the Director of Financial Aid. Appeal forms are included in the letter informing students of their denial status and should be submitted to the Financial Aid Office.

Some circumstances such as medical problems, illness, death in the family, relocation or employment changes or personal problems can be considered for an appeal. Documentation verifying the situation may be requested.

Submission of the form is required within four weeks of receipt of the denial letter. The Director of Financial Aid will review the appeal and contact the student via letter as soon as a decision is reached.

Students can raise their GPA and/or satisfy credit deficiencies by taking additional coursework at Philadelphia University without receiving financial aid. Students can eliminate credit deficiencies, but not GPA deficiencies, by successfully completing approved coursework at another institution without receiving aid at that institution. Transfer credits used to satisfy credit deficiencies cannot be credits that were earned prior to the semester in which the student incurred the deficiencies. The student must submit a copy of the academic transcript to both the Financial Aid Office and Registrar's Office.

The policy does not preclude a student from enrolling in subsequent semesters. Students may have their financial aid reinstated by the Financial Aid Office once all satisfactory academic progress standards are met. It is the student's responsibility to inform the Financial Aid Office once they have fulfilled the necessary requirements.

RETURN OF TITLE IV FUNDS

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out or take a leave of absence prior to completing 60 percent of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

The number of days completed up to the withdrawal date divided by the total days in the payment period or term equals the percent of the payment period or term completed. (Any break of five days or more is not counted as part of the term.) The percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid (100 percent minus the percentage of earned aid).

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student may be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution will offer the student a post-withdrawal disbursement via a letter, which, if accepted, must be paid within 120 days of the student's

withdrawal. The student must accept or decline the post-withdrawal disbursement within the time frame indicated in the letter.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Federal Perkins Loans
- Federal Graduate PLUS Loans

SERVICES

Health Services

The Student Health Center *is located in Scholler Hall. Call 215.951.2986. To obtain a health insurance brochure, contact the Student Accounts Office at 215.951.2633/2944.*

Health Services is available to all international graduate students. Other full-time graduate students may opt to utilize the services by paying the semester Student Health fee and submitting a Pre-matriculation Health Form. Arrangements to pay the fee can be made by visiting Student Health Services, located at the end of Scholler Hall adjacent to the Althouse Gym, or the Business Office.

The Student Health Center is open weekdays from 9 a.m. to 5 p.m. A Self-Care Station is stocked with common over-the-counter medications and health education brochures that are available to all students during the hours of operation. The Center is staffed by nurse practitioners who can meet most health care needs. Please feel free to call 215.951.2986 for an appointment or visit during walk-in hours. Information about the Center's hours can be found at www.PhilaU.edu/healthservices. Students who require more comprehensive treatment are referred to local physicians, hospitals and laboratories at the student's expense.

Housing

While on-campus housing is reserved for undergraduate students, unreserved space is available for graduate students. The Office of Residence Life places graduate students on a first-come, first-serve waitlist for housing in the Philadelphia University Residences Falls Center complex. In addition, the Office of Residence Life provides listings of off-campus housing including apartment complexes and local rentals, and offers a yearly off-campus housing fair. For further information, please contact the Office of Residential Life at 215.951.2741.

On-Site Courses

The University is prepared to offer graduate courses at an employer's location. Please call the appropriate program director or director of Graduate Admissions for details.

Parking

All students must register their vehicles. Registration may be done at www.PhilaU.edu/security/parking. A valid state registration and current insurance card must be presented, together with a current, valid University I.D., to pick up your parking permit at either the Safety and Security Office on the Ravenhill Campus, Monday through Friday, from 9 a.m. to 5 p.m., or during the first two weeks of the fall and spring semesters, from 5 p.m. to 7 p.m. in The Tuttleman Center lobby. For information, call the Safety and Security Office at 215.951.2620.

Fees:

Full-time Day Graduate Students	\$70/year
Part-time Day Graduate Students (under 12 hours)	\$15/year
Evening Graduate Students	No fee

Student Identification Card

Student photo-identification cards are available to graduate students. During the first two weeks of classes, the University has extended evening hours to process new student identification cards in The Kanbar Campus Center. Students will need identification cards to check out books and access buildings, such as the library and computer center.

Application for Admission to Graduate Programs

Application

Submit the completed application along with a non-refundable fee of \$40 made payable to Philadelphia University. Please type or neatly print all information. Students are admitted for the fall, spring, winter or summer semesters, depending on the program. International students are admitted only for the fall and spring semesters with some exceptions. There may be limits to the number of openings available in each program. To apply online, visit the University's website at www.PhilaU.edu.

Official Transcript

An applicant must arrange for an official transcript from each undergraduate and graduate school he/she has attended to be sent directly to the Office of Graduate Admissions. Failure to disclose attendance at an institution at the time of application may cause denial of application for admission. International applicants may be asked to have all post-secondary transcripts evaluated by an accredited academic credential evaluation service. This official evaluation is to be submitted to the office of Graduate Admissions in lieu of official transcripts or mark sheets. A listing of accredited evaluation services can be found at www.NACES.org. World Education Service (WES) is Philadelphia University's preferred evaluation service. For information on World Education Service, please visit www.WES.org.

Recommendations

Applicants may use the forms enclosed. You must have recommendations from two people who are not related to you and who are familiar with your professional and scholastic qualities forwarded to the Office of Graduate Admissions. Recommendations are not required for all graduate programs so be sure to check individual program application requirements.

Standardized Test Results

Some graduate programs require the submission of standardized test scores. If required, please request your Graduate Management Admission Test (GMAT) scores or Graduate Record Exam (GRE) scores to be sent to the Office of Graduate Admissions. The University code number is 2666. The standardized test requirement will be waived for those students already possessing a previous master's degree. Applicants should consult the graduate program webpage to learn whether submission of a standardized test score is required. Some graduate programs will award conditional admission, allowing new students to submit the standardized test by the end of the first semester.

Non-degree Candidates

A student applying for admission to the graduate programs may elect to pursue non-degree study in which s/he may take graduate courses for professional certification or personal enrichment. To apply as a non-degree candidate, a student need only submit an application and transcript indicating that a bachelor's degree was received. This option is limited to specific graduate programs. Applicants for non-degree study should contact the Office of Graduate Admissions to learn whether non-degree study within a specific program is an option.

International Applicants

The University welcomes applications for admission from qualified international students. Persons who have completed their studies outside the United States must present all post-secondary school credentials. Such credentials must include all studies completed to date, marks or examination results received, degrees, diplomas and certificates earned. International applicants may be asked to submit a course by course evaluation of academic credentials provided by an evaluation service accredited through the National Association of Credential Evaluation Services (NACES). For a full listing of accredited evaluation services, visit www.NACES.org. Documents must be authenticated or certified, and those not written in English must be accompanied by notarized English translations.

After acceptance is granted, a matriculation deposit, an International Student Agreement Form, a notarized Statement of Financial Support and current bank statements are required for the University to issue a SEVIS I-20 form.

Mailing Address

Director of Graduate Admissions, White Corners
PHILADELPHIA UNIVERSITY
4201 Henry Avenue
Philadelphia, PA 19144-5497

Phone: 215.951.2943

Fax: 215.951.2907

Email: gradadm@PhilaU.edu

Toll-free: 800.951.7287

Graduate Assistantship Information

Graduate Assistantship

4201 Henry Avenue

Philadelphia, PA 19144-5497

Office of Graduate Admissions

215.951.2943

A limited number of graduate assistantships are available to selected qualified incoming graduate students. Assistantships are competitive, and students should apply by the deadline published by the Office of Graduate Admissions. Award criteria include demonstrated exceptional scholastic achievement; outstanding professional promise; and competence for service in the departments of the University. The financial need of applicants may be an additional consideration.

The objectives of the University Graduate Assistantship Program are to provide professional experiences that complement graduate instruction and research while contributing financial assistance to exceptional students who are pursuing graduate degrees at Philadelphia University.

This Assistantship Program is designed to aid in the successful completion of the degree pursued and to enhance career opportunities through applied professional experiences. All graduate assistant duties are designed to foster student training and graduate-level learning experiences.

Compensation includes tuition remission and a modest stipend for a maximum of four semesters (up to a maximum of 36 graduate credits). Awards may be full or prorated assistantships. Students must maintain the academic standing described in the Graduate Assistant Program Guidelines. Contact the Office of Graduate Admissions for more information or visit www.philau.edu/financialaid/graduate for details. Assistantship applications received by March 1 will be given priority consideration for the following fall semester. October 1 is the deadline for students beginning in the spring semester.

CRITERIA

To be considered for a graduate assistantship, the following minimum criteria must be met:

- Acceptance to a graduate program.
- Enrollment as a full-time student (nine graduate credit hours each fall and spring term totaling 18 credit hours) while holding the assistantship.
- Minimum undergraduate grade point average (GPA) of 3.25.

TO APPLY

The following application materials must be submitted:

- Graduate Assistantship Application
- Current Resume
- Cover letter

COMPENSATION

Compensation is for one academic year (fall and spring semesters):

- Tuition remission for nine graduate credits each fall and spring semester
- A modest stipend

Note: Assistantships will be renewed (for a maximum total of two years) on an annual basis based on school/department needs and satisfactory performance. Students must maintain a minimum GPA of 3.25 while holding an assistantship position.

RENEWAL

A Graduate Assistant may be reappointed when the following conditions permit:

- a) University:
 - Institutional aid or grant funds are available;
- b) Student recipient:
 - In good academic standing;
 - Registered for 9 or more graduate credits;
 - Maintained a grade point average of 3.25 or better;
 - Satisfactorily performed his/her teaching, research or administrative duties;
 - Completed the requisite self-evaluation at the end of each semester; and
 - Received a positive evaluation and a recommendation from the faculty work supervisor.

** Undergraduate courses and audited courses are not counted towards the enrollment requirement.*

Instructions for International Students

International graduate students who have been admitted to Philadelphia University are eligible to receive a SEVIS I-20 for application for an F-1 visa. Please review the following pages, as the information is intended to help you understand the steps you need to take from now until you arrive on campus.

Please note that the United States Department of Homeland Security (DHS) requires F-1 and J-1 visa applicants to pay a one-time fee of \$100 to supplement the administration and maintenance costs of the Student and Exchange Information System (SEVIS). The fee must be paid at least three business days prior to applying for your visa or applying for admission at a U.S. port-of-entry for those exempt from the visa requirement. The fee must be paid prior to submission of a change of status petition or reinstatement application. The fee can be paid to the DHS by mail or online and must be accompanied by a Form I-901. It can be paid by you or by a third party, inside or outside the U.S. If you are denied a visa, the SEVIS fee will not be refunded. However, if you reapply for a new F-1 visa within 12 months of the denial, you will not have to pay the fee again.

To pay by mail

1. Obtain a Form I-901 "Fee Remittance for Certain F, J and M Non-immigrants."
 - a. Download the form from www.FMJfee.com OR
 - b. Request the form by phone at 1.800.870.3676 (inside the US)
2. Complete the Form I-901. Be sure to write your name exactly as it appears on your I-20 form.
3. Prepare a check, international money order or foreign draft (drawn on U.S. banks only) in the amount of \$100 USD, made payable to "The Department of Homeland Security."
4. Mail the completed Form I-901 and payment to the address listed on Form I-901.
5. A Form I-797 receipt notice should be mailed within three days of processing the fee. Be sure to make copies of your receipt, and keep it with your other important immigration documents.

To pay online

1. Find the Form I-901 at www.FMJfee.com.
2. Complete the form online and supply the necessary Visa, MasterCard or American Express information. Be sure to write your name exactly as it appears on your I-20 form.
3. Print a copy of the online receipt.
4. Be sure to make copies of your receipt, and keep it with your other important immigration documents.

In order for the University to issue your SEVIS I-20, you must submit the following:

- A completed and signed International Student Agreement Form
- A completed, notarized Statement of Support Form. Students supporting themselves do not submit this form.

- Official bank statements no more than three months old.
- A Transfer Recommendation Form for students currently studying in the United States. Photocopies of the student's last I-20 and most recent student visa are also required.

Registration and Orientation

Students must be on campus for International Orientation and registration at least one week prior to the start of classes. You will receive a mailing about orientation from the international student advisor approximately six weeks before classes begin.

Tuition

Graduate tuition for the 2014-2015 academic year is \$1,010 per credit-hour. For full-time students enrolled in the Physician Assistant Studies Program, the annual tuition is \$39,510. Graduate students who take undergraduate day or evening classes will pay the respective day or evening rate for these classes. An international student fee of \$100 per semester will be charged to all graduate students who are not U.S. citizens or permanent residents.

Estimated Expenses

- Tuition: \$18,180
- Room and Board: \$13,012
- Books, Insurance, etc.: \$3,500

English Language Requirement

All international graduate students are required to proficiency in English at the time an application is considered. Required levels of English proficiency are any one of the following:

- Test of English as a Foreign Language exam (TOEFL) – minimum of 79 (Internet-based) or equivalent
- International English Language Testing System exam (IELTS) – minimum of 6.5
- Proof of successful completion within the last year from an accredited English language program approved by Philadelphia University. For a current listing, visit the International Admissions website. Applicants who meet all admissions requirements but lack the minimum English Language proficiency may be granted conditional admission. Conditionally admitted students begin their studies in the University's Intensive English Language program (IEP). IEP students must complete a minimum of Level 5 in order to begin their degree program.

Full-time Student Status

Requirements to maintain student status as mandated by the U.S. Bureau of Citizenship and Immigration Services:

- Have a valid passport and an F-1 student visa.

- Be a full-time student (for graduate students this means registering for at least nine credits per semester).
- First-year students may not work off campus, but may apply for permission to work after the first year if they can prove financial difficulty. (Permission is rarely granted, so students should not expect to work while in the U.S.)

University Academic Policies and Procedures

The following are policies and procedures for the students pursuing coursework in the undergraduate, graduate, continuing and professional studies and non-degree programs of the University. This section is divided into two sections:

1. **Undergraduate Student Academic Policies and Procedures** and
2. **Graduate Student Academic Policies and Procedures**

Undergraduate Student Academic Policies

(Traditional, Accelerated and Non-Degree Students)

ABSENCES FOR MEDICAL REASONS

Any student who is unable to attend classes for three consecutive days or more due to illness or injury should alert the Dean of Students Office. Notifications by the Dean of Students Office will be sent to each professor of the student currently not able to attend classes due to medical reasons. Philadelphia University Health Services does not provide “sick notes” for students to professors for brief absences from class due to illness. We encourage students to communicate directly with their professors about their absences. This is meant to encourage mature communication between student and professor, as well as encourage personal responsibility for class attendance decisions.

Absences due to illness do not supersede the specific attendance policy for an instructor. Students are required to contact their professors about their academic standing in class either during or immediately following the medical problems. The determination of a student’s academic standing in class is completely within the discretion of the individual instructor.

If a student is diagnosed with a communicable illness that poses a possible threat to the University community, a general notification may be sent to those at risk for exposure to the illness per the recommendation of the Philadelphia Health Department. Efforts will be made not to disclose the infected student’s name. The University cannot assume responsibility for deductions and assumptions made by others, but will make every effort to anticipate and address any concerns.

Students who are diagnosed with a communicable disease and those not immunized against an offending vaccine-preventable disease may be required to leave campus until their illness is resolved. For information, contact the Student Health Center at 215.951.2986.

ABSENCES AND OBSERVANCE OF RELIGIOUS HOLIDAYS

Philadelphia University is a nonsectarian educational institution and respects the diversity and religious needs of its affiliates. The University respects the rights of faculty, staff and students to observe religious holidays. While academic and personnel calendars do not incorporate religious holidays, the policy is intended to apply equitably to all religious groups and to provide opportunities to all to meet their religious obligations. Non-attendance of class on religious holidays by those observing the holiday will be excused without penalty. No adverse or prejudicial effects will result because a student availed herself or himself of these provisions.

The University respects students’ rights to observe religious holidays. Students planning to be absent from a class due to religious observance shall notify the faculty during the first week of classes, if possible. Absence from classes or examinations for religious reasons does not relieve students from

responsibility for any part of the course work required during the period of absence. Professors shall work with students to ensure they have a reasonable opportunity to make up missed classes and assignments.

ACADEMIC ADVISING-UNDERGRADUATE

Philadelphia University's academic-advising model supports students throughout their academic careers at the University. Academic advisors assist students in developing suitable educational plans, understanding program requirements, policies and resources, evaluating their academic progress, and clarifying realistic life and career goals.

Advising for first-year students (freshmen and new transfer students) and students who have not declared their majors is provided at the Learning and Advising Center. Faculty Advisors in the Learning and Advising Center actively reach out to their advisees in order to assist them in their academic life. First-year students may meet with ANY first-year advisor at the Learning and Advising Center on a drop-in basis Monday-Friday from 9 a.m. to 5 p.m. All first-year students **MUST** meet with a first-year advisor before November of their first semester for assistance with Pre-registration for spring. Other advising services for all students in the Learning and Advising Center include assistance in understanding transfer credit evaluation, majors advising for students who have not declared a major or who are thinking of changing their major, change of major forms and other advising forms. Upper-level students (sophomore through 5th year) who have declared their majors are assigned advisors in their colleges. These students are expected to assume increasing responsibility for their progress toward graduation. Students must contact their advisor to set up advising appointments at least twice during the academic year. They are expected to consult with their advisors concerning course registration for fall and spring semesters. While upper-level advisors are available to discuss program requirements and policies, emphasis is placed upon working with students to clarify their educational, personal and career goals.

Advising for all accelerated programs is provided through the School of Continuing and Professional Studies in The Tuttleman Center.

ACADEMIC HONORS

- *Dean's List*: Undergraduate students enrolled in at least 12 semester credits, nine of which are graded, and who earn a semester grade point average of 3.60 or better are eligible for the Dean's List for that semester. The Registrar calculates student's eligibility for the Dean's List after the 4th week of the following semester, when all ***incomplete ('I')*** grades have been resolved. Subsequent grade changes will not be on the downloaded Dean's List.
- *Latin Honors*: A candidate for graduation who earns a cumulative grade point average of 3.60-3.69 will be graduated "cum laude," 3.7-3.79 will be graduated "magna cum laude" or "summa cum laude" if their final average is 3.80 or better. Latin Honors only apply to Bachelor's degree candidates
- Additional awards are presented at the annual University Awards Ceremony and during Commencement.
- *Valedictorian (Criteria for Choosing)*

The title of Valedictorian is conferred upon an undergraduate student within the graduating class who has achieved the highest academic excellence. Each year, Philadelphia University selects one Valedictorian. The following selection criteria should be followed when choosing the Valedictorian:

1. Highest GPA in the graduating class.

2. All credits completed at PhilaU.

In the event of a “tie,” the following factors may be considered by the Provost in the selection of a Valedictorian:

1. Participation in the Honors Program.
2. Availability to participate in commencement activities.
3. Amount and quality of transfer credit (if the highest ranking students all carry transfer credit).
4. Number of courses repeated.
5. Number of credits earned by examination, as well as level of achievement on such credits.

ACADEMIC INTEGRITY

Academic Integrity and honesty is the foundation of the Philadelphia University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the Philadelphia University community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at Philadelphia University, the following policy has been developed and ratified by students, faculty, and staff.

These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person.

1) Types of Academic Dishonesty

The following incidences provide examples of the most common types of academic dishonesty, but other instances may occur outside of the categories defined here.

a) Cheating

Cheating is the inappropriate and unacknowledged use of materials, information, designs, ideas or study aids in any academic exercise. The use of books, notes, calculators, electronic resources and conversations with others is restricted or forbidden in certain circumstances as indicated by your professor. Cheating also includes stealing, buying, or otherwise obtaining a test; selling or giving away answers to a test; buying or selling a paper, painting, sculpture, model, project, or design for use in the fulfillment of an academic requirement; or falsifying a grade or attempting to alter a grade on a test, official academic record, or a change of grade form.

Students may not request others (including commercial term paper companies) to conduct research or prepare any work for them.

Students in all course delivery formats, including online and other forms of distance-learning, must complete all coursework themselves. Any attempt to have others complete coursework in the student’s name is a form of cheating.

Students are also not permitted to submit identical work or portions of that work for credit or honors more than once without prior approval of the faculty member.

b) Fabrication

Fabrication is the falsification or invention of any information or citation in an academic work. "Invented" information (that is, information which is made up by the student) may not be used in any laboratory experiment, surveys or other academic exercise. The student must always acknowledge any source from which cited information was obtained. A writer should not, for example, reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.

c) Plagiarism

Plagiarism is the representation of the words, images, information, charts, graphs, data or ideas of another as one's own in any academic exercise. Every idea, image or argument that is not one's own must be cited. Only information considered to be "common knowledge" does not need to be cited. When unclear about the definition of "common knowledge" in a particular discipline, students should consult with the faculty member teaching the course.

Paraphrased material taken from print, electronic sources, or other media should also be cited. Along with this citation, the author should acknowledge a paraphrase properly, by using words such as: "to paraphrase Smith's comment," or "drawing on Smith's ideas about." Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly cited according to correct citation conventions. Manipulated images or visuals that are not your own must also be cited. Students must familiarize themselves with the correct citation conventions required in each course. Any questions about what constitutes plagiarism should be discussed with the faculty member.

Faculty members may suggest a style guide to use; style guidelines are also available on the Philadelphia University's Learning and Advising Center Website. (www.philau.edu/learning)

d) Facilitating Academic Dishonesty

Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are in violation of the academic integrity.

e) Denying Others Access to Information or Material

It is a violation of academic integrity to deny others access to scholarly resources, or to deliberately impede the progress of another student. Examples of offenses of this type include giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals or by deliberately misplacing or destroying reserve materials; or altering computer files that belong to another.

f) Digital Piracy and Privacy

The following, and similar practices, are violations of academic integrity when done to benefit one's own (or others') academic record:

- *Digital Piracy and Privacy*: The willful violation of copyright laws through file sharing of information destined for an academic submission; use of material discoverable or downloadable without acknowledgement of the source; willful deletion of another's work from shared sites, interference with others' use of shared sites, e-portfolios, etc.
- *Hacking*: Seeking out weaknesses in a computer network or system for the purpose of academic gain.
- *Cracking*: Breaking security on a system to engage in theft or vandalism for the purpose of academic gain.

2) Process of Handling and Reporting Violations of the Academic Integrity Policy

Overview

All members of the Philadelphia University learning community are entrusted with respecting and maintaining its Academic Integrity Policy (hereafter referred to as “AIP”), whether instruction occurs in-person, online or hybrid. Violations are taken very seriously, as the AIP reinforces the values of original thinking and the recognition of the effort and work of others. Anyone violating this trust harms not only themselves but also the whole learning community (students, faculty, and staff), and the rights of all members of the University and professional communities are compromised.

Roles of Faculty Members and Students Involved in Violations

The severity of violations of this policy varies and must be considered thoughtfully on a case-by-case basis. Sanctions based on this policy are ultimately assessed and implemented at the discretion of the faculty member. Faculty members may determine sanctions within the bounds of the course, e.g. failure on the assignment, or failure of the course. Faculty members do not have the authority to suspend a student from the University.

In order to reach a fair and consistent decision about sanctions, faculty members may seek the advice of the Advising Advocate in their given College, their program director, or their Executive Dean. In such cases, the faculty member may not reveal the name of the student or otherwise compromise the student’s identity. When a faculty member assesses a penalty for a violation of the AIP, the student has the right to appeal the penalty—either because s/he feels s/he was not in violation of the policy or because s/he disagrees with the severity of the sanction.

The faculty member has the prerogative to submit a record of the violation of the AIP to the Dean of Students Office. Documentation with the Dean of Students Office formalizes the occurrence and provides a historic record in the event of a recurrence of an AIP violation. It is the role of the faculty member to examine only single violations at hand. It is the role of the Dean of Students Office and the Academic Integrity Board to evaluate issues of recurrence.

Steps in Handling Violations of the AIP

- 1) **Prevention of Violations in Course Planning:** Faculty members are required to include a statement on the Academic Integrity Policy in their syllabi, referring students to the policy in the Student Handbook and the Academic Catalog. Faculty members are also encouraged to provide examples of violations of the AIP that might occur in the course and potential penalties for infractions. In the event that this information does not appear on the syllabus, students are nonetheless bound to the AIP, which is promulgated in the Student Handbook and the Academic Catalog.
- 2) **Resolution at the Course Level:** Faculty members who perceive a violation of the AIP have the prerogative to assess the penalty they deem most appropriate. The faculty member has two main means of support: 1) the advice of the College’s Advising Advocate, their program director, or the Executive Dean of the College; 2) following the procedures outlined here.
 - a. As a first step, the faculty member may consult his or her Advising Advocate, program director, or Executive Dean. This is an optional step to acquaint the faculty member with potential ways forward and to solicit feedback on potential resolutions. Because these individuals are not a party to the actual perceived violation, it is not permitted for a

faculty member to share the name(s) of the student(s) involved nor to identify the student(s) by any other means.

- b. Within one week of the faculty member becoming aware of the perceived violation, unless there are extenuating circumstances, the faculty member shall consult with the student (or group of students) involved regarding the allegation of academic misconduct. This consultation may take place in person or in written correspondence, in whatever manner the faculty member deems most effective.
 - c. Typically, the faculty member will make the student(s) aware of the penalty imposed for the violation during this first consultation with the student or shortly thereafter. However, the faculty member has the prerogative to assess the penalty at a later date, if there are extenuating circumstances. The faculty member assigns a sanction, up to and including giving the student a failing grade for the class.
 - d. Sample sanctions include but are not limited to:
 1. Repeat the assignment or complete another assignment.
 2. Failure of the assignment with no opportunity to repeat it. No points will be earned for the assignment (that is, an F will equal a "0").
 3. Failure of the class.
 - e. In cases of egregious violations of the AIP, the faculty member may request that the Academic Integrity Board consider more severe sanctions for the student(s) involved, including suspension or expulsion from the University. In this case, the faculty member should file the form for a hearing request with the Dean of Students Office. The form may be obtained from the Dean of Students Office or <http://www.philau.edu/learning/Advising/advisingforms.html>. Once the form is filed, the student(s) shall remain enrolled in the course, unless the faculty member requests immediate removal of the student(s) from the course. Such requests for immediate removal are forwarded to the Office of the Provost.
- 3) **Recording of Violations with the Dean of Students Office:** The faculty member has the prerogative—and is strongly encouraged—to document all violations of the AIP. To document the violation, the faculty member should send written documentation (paper or electronic) to the Dean of Students Office, which serves as the repository for reported violations of the AIP. The description sent to the Dean of Students should detail the violation, the discussions between faculty member and student, and the penalty imposed for the violation. It is anticipated that a vast majority of such violations will end with resolution at the course level and with the recording of the violation and resolution with the Dean of Students Office, requiring no further action by the faculty member or the Dean of Students.

The Dean of Students Office is obliged to keep the record of AIP violations confidential, as mandated by the University Student Records policy. In cases of repeat violations of the AIP by the student or in cases in which further adjudication is being considered, the Academic Integrity Board will be informed and will maintain confidentiality. The Dean of Students Office may also initiate proceedings with the Academic Integrity Board if a student has received a citation for more than one violation of the AIP, or if a violation of the AIP is reported by a university department not directly tied to teaching (as with the Library, the Office of Information Resources, Learning & Advising, etc.).

- 4) **Referral to the Academic Integrity Board:** There are three possible scenarios in which an alleged violation of the AIP proceeds to the Academic Integrity Board for adjudication:
- In perceived egregious violations of the AIP, the faculty member may request a full hearing as a means to determine an appropriate penalty, in cases where the faculty member deems that the student's actions warrant suspension or expulsion from the University. In these cases, the faculty member files a form for a hearing request with the Dean of Students Office.
 - The student(s) involved has the right to appeal the finding and/or sanctions leveled by the faculty member. In this case, the student(s) files the form for a hearing request with the Dean of Students Office.
 - The Dean of Students also may request a judgment by the Academic Integrity Board in cases of repeat violations of the AIP, or if a violation of the AIP is reported by a university department not directly tied to teaching (as with the Library, the Office of Information Resources, Learning & Advising, etc.).

The form can be obtained from the Dean of Students Office or <http://www.philau.edu/learning/Advising/advisingforms.html>. The form for a hearing request should be filed with the Dean of Students Office within 7 days of the faculty member's imposition of a sanction (unless there are extenuating circumstances that require additional time), to allow for scheduling of a hearing as soon as possible. At this time, the Dean of Students Office will also inform the student's academic advisor and the Executive Dean of the student's degree-granting college of the proceedings against a student.

- 5) **Convocation and Composition of the Academic Integrity Board:** The Dean of Students Office will set up and convene the hearing within two weeks of the filed request (unless extenuating circumstances require a delay). The Academic Integrity Board will comprise three voting faculty members (including the Chair of the Student Experience Committee, who chairs the Board proceedings, and two other faculty members from the Student Experience Committee), and two voting student members (drawn from a pool of students from the Student Experience Committee or those nominated by the Dean of Students Office). One administrative representative from the Dean of Students Office will be present in a non-voting capacity, to record the proceedings and to insure the proper administration of the hearing and recording of the finding.
- 6) **Proceedings of the Academic Integrity Board:** The faculty member who made the initial finding or referral to Academic Integrity Board may submit a written statement and supporting evidence, as she deems appropriate, and should be prepared to appear at the hearing to present evidence. The student(s) involved in the adjudication may submit a written statement and supporting evidence, and must appear before the Board to address the finding of the faculty member. For students enrolled in online or other distance-learning formats, the Academic Integrity Board may include the student by means of internet-based visual and verbal participation or, in cases where visual interaction is technology not possible, by phone. The student's academic advisor, Advising Advocate, and Executive Dean are permitted—but are not required—to attend the hearing, though not in a voting capacity. The Chair of the Academic Integrity Board will determine whether any witnesses may offer testimony. The five voting members of the Board will make a judgment that shall uphold, amend, or retract the sanction(s) imposed by the faculty member. In cases of egregious violations of the AIP or recurrent

violations of the AIP, the Academic Integrity Board has the authority to suspend or expel the student from the University.

- 7) **Documentation of the Academic Integrity Board Hearings:** All documentation of the hearing process will be kept on file in the Dean of Students Office. The student will be told of the outcome of the hearing immediately after deliberation, and will receive a written summary of the finding of the Academic Integrity Board within 3 working days of the hearing. The student's Executive Dean and Academic Advisor will also be informed of the conclusion of the Academic Integrity Board.
- 8) **Appeal of the Academic Integrity Board Decision:** Students have the right to appeal a decision by the Academic Integrity Board in accordance with the guidelines governing a "University Committee" published in the University Catalog: "In the event a University committee rendered a decision, the student may file a second appeal with that same committee if there is new information that would have a bearing on the outcome of the case. The University committee is the final appeal."

ACADEMIC STANDING

A student's academic standing is determined at the end of each full-time or part-time semester on the basis of cumulative credits and cumulative grade point average according to the following table. To retain good academic standing, students must have a cumulative grade point average of 2.0 and have earned 75% of the total credits attempted.

Evening (Continuing Professional Studies) students will be evaluated at the conclusion of their first 12 academic hours. Students in good academic standing will be evaluated at the end of each term. Students who are not in good academic standing after the first review at 12 hours will have an additional 12 hours to be restored to good academic standing.

Probation

Students with a cumulative GPA below 2.0 and those who have not earned 75% of the credits they attempted (known as normal progression to degree) will be placed on academic probation. Students will be required to sign a student success contract with their advisor and meet with their advisor regularly. Students on academic probation may also be on financial aid probation. They are encouraged to keep in close contact with their financial aid counselor. Advisors may find a copy of the student success contract on the Learning and Advising website.

Academic probation is a means of emphatically informing students that their record is unsatisfactory while there is still time to remedy the situation. Students will be placed on academic probation whenever their records indicate that normal progress toward a degree is in jeopardy. Probation is not meant to be a penalty, but should be interpreted as a serious warning to improve the quality of academic work. Students on probation are not permitted to take more than a normal course load and may be required to take a reduced course load. Students on academic probation will not be able to participate in intercollegiate athletics or hold an elected or appointed office in any SGA-recognized student organization. Students on probation should reduce the number of hours of employment whenever possible and limit participation in any other extracurricular activities that interfere with the performance of their academic work.

Dismissal/Terminal Probation

If the student is placed on probation and remains on probation at the end of the following semester, the student will be dismissed from the University. Students will receive written notification of academic dismissal and may appeal for reinstatement by submitting a written request for reinstatement to the chair and sub-committee chair by the date listed in the letter. The petition for reinstatement should include:

1. An explanation of the poor academic performance that led to the dismissal, i.e. insufficient credits earned and/or low GPA.
2. An explanation of whether the student worked with his/her academic advisor, sought tutoring assistance or accessed other support services to address academic performance.
3. Documentation concerning any mitigating circumstances that may have contributed to poor performance. This includes but is not limited to medical or psychological documentation.
4. A plan for preventing recurrence of these academic difficulties and for raising credits and/or the GPA above the minimum standard for continued enrollment.
5. Letters of support from the academic advisor, professors or other support staff (optional).

Members of the Student Experience Committee will review petitions for academic reinstatement. Written notification will be made as soon as practical, no later than one business day prior to the beginning of the enrollment period for which the student is seeking reinstatement.

If a student is readmitted to the University following an appeal to the Student Experience Committee, a semester will be stipulated for his/her re-admission. If students wish to enter more than one year from the original semester indicated on their letter, their request must be resubmitted to the Student Experience Committee for re-evaluation.

Students placed on terminal probation must meet the stipulations established for them. Failure to do so will result in automatic dismissal from the University

See *“Re-entry to the University.”*

Prior Academic Standing		New Curriculum GPA	New Academic Standing
Good	One Term (full-time or part-time)	2.00 or higher	Good
Good		Less than 2.00 and/or less than 75% credits attempted.	Probation
Probation		2.00 or higher	Good
Probation		Less than 2.00 and/or less than 75% credits attempted.	Dismissal
Dismissal	(committee permits continuation)		Terminal Probation
Terminal Probation		2.00 or higher	Good
Terminal Probation		Less than 2.00 and/or less than	Dismissal

		75% credits attempted.	
Withdrawal/Probation	—————→		Re-entry/Probation

ADDRESS OR NAME CHANGES

It is the student's responsibility to see that a valid permanent address and current name is on file in the Office of the University Registrar. Any change of name or permanent or local address must be reported to the Office of the University Registrar when it occurs. Students may also change their address on WebAdvisor. A forwarding address should also be given to the U.S. Postal Service. International students must also contact the director of International Student Programs when changing their name or address.

APPEAL OF ADVERSE DECISIONS

Students have the right to appeal decisions that are made regarding them by any faculty, official or committee of the University. The Dean of Students and the Learning and Advising Center can advise students on the appeals process.

Students should first discuss the decision with the individual who made the adverse decision. If a satisfactory resolution of the problem cannot be reached at that level, students may file a subsequent appeal with the dean or the person to whom that faculty or staff member reports. In the event a satisfactory resolution cannot be reached at that level, or if there were no intermediary, an appeal may be submitted to the Executive Dean of the College or the Executive Director of the School of Continuing and Professional Studies. The Executive Dean/Director is the final appeal.

In the event a University committee rendered a decision, the student may file a second appeal with that same committee if there is new information that would have a bearing on the outcome of the case. The University committee is the final appeal.

ATTENDANCE

All students are responsible for, and grades may be determined by, all requirements outlined by the instructor's syllabus. This may include class attendance and participation, as well as the completion of all assignments, the reading of all required materials, the completion of laboratory assignments and/or field trips, and the taking of the required examinations.

Any students with absences due to extended illness should contact the Dean of Students office. This will not, however, override an instructor's attendance policy. Students are required to speak with their instructors about all extended absences to learn of their academic standing in class. Students with excessive absences due to personal circumstances should contact the Dean of Students and are encouraged to contact the Counseling Center.

AUDITING A COURSE

A student who wishes to attend a course regularly but does not wish to receive credit for the course may request permission to audit from the Manager of Academic Operations of the college in which the course is offered. The Manager of Academic Operations will, in turn, obtain permission from the faculty member.

Students are expected to meet the requirements for auditors, which are established by the faculty member teaching the course. Following the completion of the course, the faculty member will determine whether these requirements have been satisfied, and, if so, the notation of "AU" will be posted on the transcript. Students who have been academically dismissed from the University, who have not been accepted for re-entry, may not audit courses.

Tuition and fees to audit the course are the same as those when taking the course for credit. Students must register for an audit course the same way they would for any other. In addition, they must complete the “Request for Permission to Audit a Course” form requesting permission to audit, and submit the signed form to the Registrar before the “last day to add” (see Academic Calendar). At that time, the decision becomes final. Form available on the Registrar’s website: <http://www.philau.edu/registrar/>.

Audit courses cannot be applied toward degree requirements.

See “Schedule Changes.”

CANCELLATION OF CLASSES

Cancellation is automatic upon failure of the instructor to appear 15 minutes after the normal starting time of that class, unless notice is sent prior to that time that the instructor will be late.

Cancellation of Classes due to inclement weather

In the event of inclement winter weather, a notice will be posted on www.PhilaU.edu, the University will email an announcement to the students, and KYW 1060AM will make an announcement of the snow number.

The number for cancellation of classes:

Day: 112
Evening (announced after 3 p.m.)
Main Campus: 2230
Bucks County Campus: 2751

If classes are canceled due to inclement weather, students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of any immediate impact on the students’ preparation for the next class meeting. In order to address any missed learning due to cancellation of class sessions, faculty members have several options including:

1. Holding class through electronic means by emailing the students or posting to Blackboard class lessons, discussion forums and/or additional assignments related to class content;
2. Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.
3. Holding class through synchronous online means.

CHANGE OF MAJOR

Students who wish to request a Change of Major (Curriculum) must obtain the proper form from the Learning and Advising Center or the webpage at www.PhilaU.edu/learning. Continuing and Professional Studies students should contact the School of Continuing and Professional Studies. Completing a Change of Major form requires multiple signatures prior to formally making the change. Please see the “change of major” form for details.

Students who request a Change of Major into the following programs: Animation, Architectural Studies, Architecture, all Engineering majors, Fashion Design, Graphic Design Communication, Health Sci/OT, Interactive Design & Media, Industrial Design, Interior Design, Landscape Architecture, Health Sci/Physician Assistant Studies and Psychology/OT, must consult with the Learning and Advising Center

or upper-level college advising advocate because certain timelines, stipulations and additional signatures may be required.

CHANGING CATALOG YEAR

In connection with changes in University curricula, there may be rare occasions in which students are requested to change their catalog year to gain the learning advantages offered by the new curricula. Changes in Catalog Year are only progressive, meaning that catalog year changes may only advance to the latest or most recent year's curricula. No students or programs may request that a catalog year be changed regressively, i.e. moving back to the curricula of previous year or years.

COURSE LOAD AND COURSE OVERLOAD

Students enrolled in 12 to 18.5 credits per semester are considered enrolled full-time and will be billed at the comprehensive tuition rate. Students taking less than 12 credits per semester are considered part-time and will be billed at the per-credit rate. Students enrolled in more than 18.5 credits per semester are enrolled in an overload. Students enrolled in an overload will be billed the comprehensive rate plus the overload per-credit charge for all credits over 18.5.

COURSES TAKEN ELSEWHERE

From time to time, matriculated students may find it necessary to take courses at another college or university. Students may also seek permission to take courses at another institution during the academic year if specific courses are not available at Philadelphia University.

Permission to take courses at another institution will be granted only if the institution is a regionally accredited institution. Courses at the other institution are determined to be equivalent to courses at Philadelphia University by the respective program director or associate dean after a faculty review of the corresponding course description. Generally, permission to take courses equivalent to Philadelphia University junior- and senior-level courses will be granted only if the other institution is a four-year college or university. Students may not take junior- and senior-level courses at a two-year or community college.

Students must fulfill their residency requirements at Philadelphia University. See *"Residency Requirements."*

If the student earns the equivalent grade of "C-" or higher for an approved course, Philadelphia University will grant credit for the course. Students should not take courses at other institutions on a "Credit/No Credit" or pass/fail basis, as the University will not accept such a grade toward a Philadelphia University degree. Grades earned at another college or university are NOT made part of the student's Philadelphia University transcript; rather, the credits will be considered only for transfer credit.

It is the responsibility of the students to:

- Secure a catalog description from the other institution and verify that the intended course will be offered.
- Obtain a "Permission to Take Courses at Another Institution" form online at the Learning and Advising Center website at www.PhilaU.edu/learning. The completed form must be submitted at least six weeks before courses begin at the other institution.
- Take the form and the catalog course description(s) to the following individuals for review and approval: (1) a faculty member in the appropriate academic area to verify equivalency of the intended course; and (2) the Associate Dean for Hallmarks Core courses equivalency, or the program director or Associate Dean for course equivalency in the major. Submit a copy of the form to your advisor and retain a copy for your records.

- Submit the completed form to the University Registrar. As a general rule, a student will not be permitted to take a course at another institution if the course is being offered by Philadelphia University and if, at the time the student wishes to take the course, the student is residing within 30 miles of the University. Students should not plan to take more than two courses at another institution in any term, including the summer. Students must be in good academic standing at the University and must be in residence at Philadelphia University during the semester immediately preceding the awarding of the degree.

The Registrar will send a letter to the college or university for permission to take the course(s). Copies will be supplied to the student and to the student's advisor.

The student must make arrangements for an official transcript to be sent to the Office of the University Registrar after completion of the off-campus coursework. No credit will be evaluated until that office has received an official transcript. No credits will be transferred without prior approval.

COMPLIANCE WITH UNIVERSITY REGULATIONS

By accepting registration, students agree to accept responsibility for compliance with academic requirements, residency requirements and conduct regulations.

It is recognized that, once registered, students have basic rights, but the University reserves the right to require students to withdraw at any time if they fail to live up to their responsibilities to maintain the standards of conduct and scholarship.

Due-process procedures will be followed in all violations that could result in the dismissal of a student from the University.

COMPUTER RESOURCES

The Office of Information Resources (OIR) is responsible for management, operation, security and support of the information-technology environment at Philadelphia University. In accordance with established policies, all members of the Philadelphia University community are responsible for effective, efficient, ethical and acceptable use of information resources. The complete text of the University's "Information Technology Policy" is published in the University's Student Handbook and is available online at www.PhilaU.edu/studenthandbook.

CONDUCT

The University tries to minimize the number of specific regulations governing conduct, assuming that students are adults and mature enough to establish a code of conduct that will reflect well on themselves and the University. The University expects students to perform their work honestly, pay debts promptly, comply with public laws and respect the property of the University, the community and fellow students.

All individuals and organizations affiliated with the University or using the name of the University are expected to conduct their affairs in a manner reflecting credit on the University.

The University does have regulations governing certain types of conduct. These are stated in detail in the Student Handbook, which is available online at www.PhilaU.edu/studenthandbook.

A Student Conduct Committee reviews serious cases involving violations of conduct standards and regulations, including academic dishonesty. The operation of this committee is outlined in the Student Handbook.

COURSE-BY-APPOINTMENT (CBA)

The intended course-by-appointment must currently exist in the University catalog, i.e. course number and course name already have been created by the Registrar. All prerequisites for the existing course must have been met prior to the CBA.

A written proposal detailing how the existing syllabus will be modified to allow equivalent classroom experiences during the term must be attached to the required approval form. This form is obtained online at the University Registrar’s website at <http://www.philau.edu/registar> and, if approved, the student must submit the form to the Registrar before the “last day to add” deadline (see Academic Calendar). Further details are provided on the form.

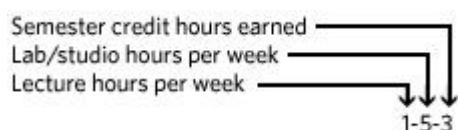
Students may also be permitted to take CBA for an existing catalog course that anticipates low enrollment. In such cases the University Registrar lists such courses on the master schedule without indicating days or times. The assigned faculty member subsequently contacts all students who register, and a mutually convenient day and time is established. The completed form with the required signatures will be submitted to the manager of academic operations of the college in which the course is given, or the School of Continuing and Professional Studies if appropriate, and must be presented to the Registrar before the “last day to add” deadline.

The University reserves the right to identify courses that may not be taken by appointment regardless of scheduling conflict or anticipated date of graduation.
See “Independent Study.”

CREDIT HOUR

A credit hour is a measure of the amount of work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or, (2) at least an equivalent amount of work for other academic activities such as laboratory work, studio work, internships, or other academic work leading to the award of credit hours.

For studio and laboratory courses, the conventional suggestion is two hours of instruction and at least four hours of work outside of class each week for approximately 15 weeks represent one hour of credit. Following is an example of notation used in course descriptions in the academic catalog to designate the hours in class per week and the credit earned:



CREDIT/NO CREDIT OPTION-UNDERGRADUATE

Students are permitted to take up to four courses during their enrollment in a bachelor’s degree program on a “Credit/No Credit” (CR/NC) basis, not counting any CR/Internship course. Any course may be taken on this basis except COLLST-499, MATH-099, READ-099, WRTG-100, WRTG-101, WRTG-101G and WRTG-2XX. Students are also encouraged to consult with their program directors to determine whether to use the CR/NC option for required major courses. Science and Math courses offered by the College of Science, Health and the Liberal Arts must be approved and signed by the Dean. To obtain credit, students must earn a “C-” or better in the course. The grade point average will not be affected whether credit is received for the course or not, except in certain cases where the option is used to repeat a course.

Students who elect to take a course on a CR/NC basis must notify the Office of the University Registrar on the proper form by the “last day to add” (see Academic Calendar). At that time, the decision becomes final.

Please consult with your academic advisor and the Office of the University Registrar to suggest when this option is or is not an advisable choice.

See *“Repeating Courses,”* and *“Schedule Changes”*

DECLARING A MAJOR

Students at Philadelphia University registered as Undeclared are urged to declare a major after completing 30 credits. However, students are required to declare a major after completing 60 credits (30 credits in residence for transfer students). Students who are unsure about their choice of major should take advantage of majors advising at the Learning and Advising Center.

DISABILITY SERVICES

Philadelphia University is committed to providing qualified students with documented disabilities equal access to programs, facilities and services in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. The Office of Disability Services is committed to providing an environment that ensures that no student is discriminated against on the basis of his/her disability. Any student with a documented disability is eligible for services and reasonable accommodations. The office works with students regarding specific accommodations. Some accommodations may include, but are not limited to, extended time for testing, reduced distraction testing environment, electronic format textbooks, reduced course load, assistive technology, and adaptation to physical facilities. For more information, call 215.951.6830.

Further information on documentation requirements and services can be found at

www.philau.edu/disabilityservices

DIVISION CHANGE

Students wishing to transfer to Continuing and Professional Studies to finish their degree requirements should complete a Continuing Studies Application for Admission form available at that office in The Tuttleman Center. If a student will ultimately be certified for graduation by the undergraduate division, academic advising will remain the responsibility of the day division advisor.

Continuing and Professional Studies students wishing to transfer to the undergraduate division to finish their degree requirements should complete an Application form available at the Office of Admissions. Students who have been dismissed from the University for academic reasons must apply through the Admissions Office and must be readmitted by the Student Experience Committee before registering for additional courses at the University.

See *“Academic Standing.”*

DROPPING COURSES, ADDING COURSES & SCHEDULE CHANGES

Schedule changes, such as adding a course, changing a section, replacing a course or section, etc., must be made by the “last day to add” in the Academic Calendar. See Academic Calendar online.

Undergraduate first year students need to submit a Course Withdrawal/Course Registration form to the Registrar’s Office in order to make any changes to their semester schedules. This includes changes to add, drop or withdraw from a course.

Students may drop a course with no notation on the transcript if the drop is completed before “last day to drop without ‘W’ grade” deadline on the Academic Calendar.

After the “last day to drop without W grade,” a student may withdraw from a course prior to or on the “last day to withdraw from a course” (see Academic Calendar). When a student withdraws from a course, a “W” will appear on the transcript for that course, and this will affect the student’s Academic Standing. To withdraw from a course, students must submit a signed Course Withdrawal form to the University Registrar or the School of Continuing and Professional Studies. Forms may be found online at the Registrar’s website: <http://www.philau.edu/registrar>.

If the student officially withdraws after the “last day to withdraw from a course,” a “WF” will appear in the transcript and affect the student’s GPA calculations and Academic Standing. If the student fails to officially withdraw from a course before the “last day to withdraw from a course,” a grade of “F” will appear on his/her transcript and affect the student’s GPA calculations and Academic Standing.

Specific deadlines for dropping special accelerated courses or summer session courses are published in the Academic Calendar by the University Registrar. These deadlines will determine the drop period for summer and all Continuing and Professional Studies sessions.

In exceptional cases a student may request special permission from the Director of the Learning and Advising Center to drop a course after the “last day to withdraw from a course” deadline. In such cases a grade of “W” will appear on the transcript for that course, and this will affect the student’s Academic Standing.

Students may not drop or withdraw from fundamentals courses.

See “Schedule Changes,” “Leave of Absence/Withdrawal Policy” and “Refund Policy.”

DOUBLE DEGREE/SECOND BACCALAUREATE DEGREE

Students who have received one baccalaureate degree from Philadelphia University and who wish to seek a second such degree in another curriculum are required to complete all the additional course requirements and fulfill a second residence requirement of a minimum of 33 credits. At least 12 credits must be in the new major. Students interested in this possibility should consult with their faculty advisor for further information.

DOUBLE DEGREE/SECOND BACCALAUREATE DEGREE (CPS)

Students who want to earn a second Bachelor degree after previously earning a Bachelor degree either at Philadelphia University or any other institution must complete **all** of the following requirements at Philadelphia University: General Education Core classes, Continuing Professional Studies Core classes, Major Core classes and all electives. The only requirements that may be fulfilled using previously earned Bachelor credits are credits toward the Competency requirement. Students interested in this possibility should consult the School of Continuing and Professional Studies office for further information.

DOUBLE MAJOR

Students wishing to earn a double major must do so by completing all requirements for the “primary” major and all required courses in the “secondary” major. Only students of demonstrated ability, i.e. 3.0 cumulative GPA or higher, will be approved for double-major status.

The equivalent of **at least ten (10) courses must be unique to each major**. This minimum course requirement may mean that students have to take advanced electives in one program in addition to the listed core requirements in order to establish the uniqueness of each intellectual discipline and to assure the intellectual integrity of each. At least four courses (12 cr) of upper-level work must be completed in residence at Philadelphia University in each major. The same course(s) may not be used to satisfy residency requirements in both majors.

Students wishing to pursue a double major should discuss their options first with their faculty advisor and then with a faculty advisor from the “secondary” major. The double-major option must be declared/approved once a student has reached junior standing (60 cr.) and at least one calendar year prior to the student’s anticipated graduation date.

Students must submit the “Approval of Double Major” form to the Office of the University Registrar so the student’s transcript and degree audit will record completion of the two majors’ degree requirements. The form, available online from Learning and Advising, www.PhilaU.edu/learning, lists required courses for the “secondary” major. A list of required courses for the “secondary” major, approved by both advisors, must be added to the advising file for pre-certification purposes.

Students may not utilize credits allocated to an option, concentration or *designated* elective in the “primary” major to satisfy requirements for the “secondary” major and vice versa. Students may utilize credits allocated to a minor or to free electives in the “primary” major to satisfy requirements for the “secondary” major. Students selecting a double major will be exempt from any mandatory minor requirements that would otherwise apply.

Students completing a double major will receive **one** degree and **one** diploma. If the two completed majors bear different degree designations (e.g., BSE, BArch, BS), during the precertification process, the student will have the option to select the degree designation that will appear on the transcript and diploma.

A student with a double major may graduate upon completion of all requirements for both majors as described above, or s/he may default to a single major by submission of written notification to the Registrar’s Office and the student’s certifying officer. If a student defaults to a single-major option, the student may then graduate upon completion of all requirements for that one major but may not continue at the University for completion of the second major.

In some cases the combined requirements of the two majors will necessitate the completion of a greater total number of credits than either major taken separately, and depending on the term-to-term load, the student will most likely incur additional tuition charges according to the standard University policy for course overloads. There is no guarantee that the double major will be funded by the student’s financial aid and/or scholarships. (*Students should review all approved academic plans with the Financial Aid Office to establish what courses will be funded.*) Completing more than one major will not necessarily improve the chances of admission to a graduate program or increase prospects in career goals. Furthermore, individuals with more than one major can significantly reduce opportunities to explore more wide-ranging elective coursework, internships, study abroad and areas of personal interest.

FINAL EXAMINATIONS

Final examinations are scheduled during a one-week period at the end of each semester. Examination periods are two hours in length.

The University has a policy prohibiting the administration of any final examinations during the last “instructional” week of the semester in place of an examination during the scheduled final exam week.

No student is required to take more than three final examinations during a given day. If, because of this policy, it is necessary for a student to have any examinations rescheduled, arrangements must be made with the university registrar no later than a week in advance of the start of exam week.

FUNDAMENTALS COURSES

Fundamentals of College Mathematics, MATH-099 is offered by the University.

Placement into Fundamentals of College Mathematics is determined by SAT scores, and for Math, a self-screening trigonometry questionnaire.

For purposes of calculating the student's course load, this course counts as three credit hours. However, it will not count as credits toward graduation, and it may not be used to satisfy the residency requirement or for use as a free elective.

- Students must complete this course within three semesters of matriculation.
- Students must earn a "C" (2.00) or better to receive credit for this course. Students who earn less than a grade of "C" must repeat that course in the next semester in which it is offered. Grades in Fundamentals courses enter into the calculation of a student's grade point average.
- Students who are required to take Fundamentals of College Mathematics must pass that course before taking any other mathematics course and certain science courses.
- Students may not withdraw from a Fundamentals course. The director of the Learning and Advising Center must approve any exceptions in writing.

GRADE APPEAL

To appeal a grade for a course, the student should first discuss the grade with the faculty for the course. If the student is not satisfied with the outcome of this discussion, the student may file a subsequent appeal with the Associate Dean of the College or the Director of Academic Services in School of Continuing and Professional Studies. In the event that the student is not satisfied with the outcome at that level, or if there is not an intermediary, an appeal may be submitted to the Executive Dean of the College or the Executive Director of the School of Continuing and Professional Studies. The Executive Dean/Director is the final appeal.

GRADE CHANGES

All grades become part of the permanent records of the University at the end of the semester. Following this, no grades may be changed without the written approval of the faculty and associate dean of the college offering the course. Forms for change of grades may be found online on the University Registrar's website, www.PhilaU.edu/registrar.

This in no way affects the institutional policy regarding the grade of "Incomplete."

GRADE POINT AVERAGE/GRADING

The unit of credit is the semester hour.

Quality points are assigned to letter grades according to the following scale:

A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	F	=	0.00
C+	=	2.33			

The quality points earned are computed by multiplying the numerical value of the letter grade by the number of semester credit hours for the course. The Grade Point Average (GPA) is determined by dividing the total quality points earned by the total semester credit hours attempted. A sample calculation follows:

Course Number/Name		Credits	Letter	Quality Point Value	Quality Points Earned
WRIT-101	Writing Seminar I	3	B	3.00	9.00
MATH-111	Calculus I	4	C+	2.33	9.32
TEXT-101	Survey of the Textile Industry	3	A-	3.67	11.01
ENGR-104	Introduction to Computing	3	F	0.00	0.00
CHEM-103	Chemistry I	4	D	1.00	4.00
PE-25	Stress Management	.5	CR	---	---
Grade Point Average (GPA) = Quality Points Earned ÷ Credits Attempted = 33.33 ÷ 17 = 1.96					

GRADE REPORTS

Current students can access and print their grade reports using WebAdvisor. Grade reports are not mailed to students.

GRADING SYSTEM-UNDERGRADUATE

The University uses a plus/minus grading system. The passing grades for the University are "CR," "A," "B," "C" and "D." A grade of "F" signifies that the course has been failed.

Grade descriptions are listed below:

A = Excellent.

Awarded to students who demonstrate an excellent understanding of the subject matter and who have achieved outstanding results in fulfilling the course objectives.

B = Above Average.

Awarded to students who demonstrate above-average understanding of the subject matter and who show consistent achievement beyond the usual requirements of the course.

C = Average.

Awarded to students who perform at the satisfactory level and demonstrate acceptable levels of understanding of the subject matter commensurate with continued study in the next successive course. *(Note: To graduate, a student must have a cumulative grade point average of 2.00 or better.)*

D = Below Average.

Awarded to students as evidence of less-than-average understanding of the subject matter and who demonstrate weak performance. It indicates insufficient preparation for students to enroll in any course reliant upon an acceptable level of understanding of the particular subject matter. A grade of "D" (1.00) represents a minimum grade necessary to receive credit for the course.

F = Failure.

Awarded to students showing poor understanding of the basic elements of the course.

I = Incomplete.

The "I" grade indicates that a student has missed some portion of required coursework because of illness or another emergency beyond his/her control. It indicates that the student, with the approval of the professor, has agreed in writing to complete the missing course requirements within an extended period of time and not to exceed the end of the 4th week counting from the last day of the end of the semester in which the course was taken..(See current Academic Calendar for the exact date.) The professor has sole authority to grant or deny such a request. Failure of the student to complete the agreed-upon work in the prescribed time frame will result in a grade of "F" for the course. To obtain an "I" grade the student must submit an Incomplete Form to the professor for approval before the due date for final grades to be submitted to the Registrar. Copies of the form are available online on the University's Registrar's website, www.philau.edu/registrar.

Students who earn an "F" or "NC" grade are required to repeat the same course during the next term in which it is offered if the course is the only course that will satisfy the requirement or if they wish to have the failing grade replaced on the transcript.

See "Auditing a Course," "Grade Point Averages," "Credit/No Credit Option," "Fundamentals Courses," "Academic Internships," "Physical Education & Service Learning" and "Repeating Courses."

GRADUATION APPLICATION PROCEDURES

Students nearing graduation must review graduation requirements with their advisor or their program's graduation certification officer at least two semesters before they plan to graduate. Students then must apply online for graduation and submit a preliminary certification form to the Office of the University Registrar. Deadlines are April 15 for a candidate for August or December graduation, and October 15 for a candidate for May graduation. An August graduate may seek permission to walk at the May Commencement event. Instructions can be found on the Registrar's website: www.philau.edu/registrar.

GRADUATION REQUIREMENTS-UNDERGRADUATE

Certification for a baccalaureate degree may be processed by either the Undergraduate Program or the Continuing and Professional Studies Program, depending on where the majority of the candidate's credits for the degree were earned. Certification for an associate degree and degree-completion programs administered through the School of Continuing and Professional Studies will be conducted by that office.

The University holds a Commencement ceremony once each year during the month of May. Students who complete all requirements for graduation by the end of the spring semester may participate in the Commencement ceremony. Degrees are awarded at the end of the semester in which all requirements are met. Students who have completed degree requirements in August or December may participate in the Commencement ceremony the following May.

To graduate, students must fulfill the University's residency requirements, pass all required courses and have a cumulative grade point average of 2.00 or better. A candidate for graduation who earns a cumulative grade point average of 3.60-3.69 will be graduated "cum laude," 3.7-3.79 will be graduated "magna cum laude" or "summa cum laude" if their final cumulative average is 3.80 or better. Latin Honors only apply to Bachelor's degree candidates.

Any student who has financial obligations to the University is ineligible for graduation until such obligations have been fulfilled. Participation in the Commencement ceremony does not necessarily represent conferral of the degree.

See "Residency Requirements."

GRADUATE COURSES FOR UNDERGRADUATE STUDENTS

Undergraduate students who have earned a minimum of 75 credits and whose cumulative grade point averages are 3.00 and better may enroll in graduate courses. Enrolling in graduate courses provides advanced students with a substantive academic challenge. Given the demands of graduate-level coursework, qualified students must seek the counsel and permission of their academic advisor and graduate program director prior to making the decision to enroll. Undergraduate students cannot exceed 12 graduate credits as part of their undergraduate program of study. The graduate courses must be used to fulfill undergraduate degree requirements in order for the student to remain aid-eligible.

HONORS PROGRAM

The Honors Program welcomes highly motivated students who demonstrated academic excellence in high school or in the first and second semesters at Philadelphia University. Participants in the Honors Program enjoy advanced levels of inquiry, smaller class sizes and seminar-style instruction in Honors sections of General Education courses and special projects in the major. In many cases, Honors classes offer opportunities to take advantage of co-curricular experiences in the form of field trips, guest lectures, etc., that help interpret the course material. Honors students can opt to live in the Honors Residence Hall – a built-in peer group grounded in a shared value of academic excellence; and also enjoy extended borrowing privileges at the University library.

Honors students are required to complete six designated Honors courses; four in the Hallmarks Core and two in the major; and one experience in each of the four Honors Cornerstones: Contribute, Act, Adapt and Question. Honors course offerings are listed each semester in the University's course schedule. Enrolled students must take the course for a letter grade. The pass/fail or CR/NC option is not available for Honors courses.

Enrollment in Honors courses is designated on the University transcript and remains part of the student's permanent academic record. Honors Program students' academic records are reviewed periodically to assure that participants are making acceptable progress. Students successfully completing all Honors requirements with a GPA of 3.4 or higher receive special recognition at graduation, the Honors Stole, Medallion and Certificate.

Find more information about the Honors Program in the section "University Academic Resources and Services" of the Academic Catalog.

HUMAN SUBJECTS POLICY*START HERE**

Faculty, staff and students at Philadelphia University are occasionally involved in the conduct of research involving human subjects. Any research conducted under the auspices of Philadelphia University must protect the rights of human subjects and requires approval from the University's Institutional Review Board (IRB). An IRB is a committee of peers that examines human-subjects research proposed by Philadelphia University faculty or students for ethical concerns and determines: 1) the rights and welfare of the individual or individuals involved; 2) the appropriateness of the methods used to secure informed consent; and 3) the risks and benefits of the investigation. The IRB approves, denies or recommends changes to the proposed research to assure the protection of the rights of human subjects.

The policies and procedures associated with the review and approval of research involving human subjects at Philadelphia University are established to be consistent with current federal guidelines. The complete text of the "Human Subjects Policy" can be found as a resource on the Office of the Provost website, see <http://philau.edu/provost/>.

INDEPENDENT STUDY (IS)

Students may earn credit through a supervised learning experience in which the student plays a significant part in determining the learning objectives and anticipated outcomes. IS provides students a unique opportunity to work closely with a faculty mentor while studying a subject of their own choice. This learning experience, however, should not duplicate material delivered within an existing course catalog. Only students who are prepared to devote considerable time and effort should undertake IS. Planning of the scope and structure of this learning experience should begin in the semester preceding enrollment, not during the term of the IS.

Before registering for the IS, students must secure the written approval of a faculty member who has agreed to supervise the work. Approval of IS can be expected if the faculty member has the time and the interest to supervise the student's work, and if the supervisor and the student can agree in advance on a suitable subject for independent study. Faculty members may choose which applicants they wish to supervise. The decision will be determined by the faculty member's time available, professional interests and his/her estimate of an applicant's prospects for doing suitable work.

The student plans specific activities and goals with the help of the cooperating faculty member. S/he must then receive approval for the plans and complete the Independent Study agreement form, which is available online at the Registrar's website, www.philau.edu/registrar. The student is responsible for bringing the completed and signed form to the University Registrar for official enrollment purposes.

Requirements for an Independent Study

(Additional requirements may exist for each college.)

- A student must have completed 15 credits in residence with a minimum grade point average of 2.50 prior to enrolling in independent study.
- Registration must be completed before the "last day to add" deadline in the current Academic Calendar. (See Academic Calendar.)
- A student may select no more than one course by independent study during a single term.
- A maximum of four courses may be taken by independent study in a degree program.
- A student may not select more than two IS courses under the sponsorship of the same faculty member.
- At the end of the term, students are required to present their work to faculty and student representatives of the University.

See "Course by Appointment."

INFORMATION LITERACY

Mission: To help students become “wise information consumers” and lifelong learners by developing in them the abilities to effectively find, evaluate and apply information.

Information literacy is embedded in the curricula of each college. Students are exposed to information literacy concepts in the context of both their major and Hallmarks Core courses. Students learn how to use the information resources and technologies relevant to their lives as scholars on campus and as professionals in the field. Throughout their undergraduate careers, students gain practical experience in the critical application of data and information to various information needs and problems.

The 21st-century workplace recognizes the value of information-literate employees. Today’s technology- and knowledge-driven economy demands highly skilled workers who are adaptable, resourceful, intrinsically motivated and able to learn. Through the University’s efforts to create information-literate graduates, students engage in the same process of information problem-solving that will continue for the rest of their lives.

Information Literacy at Philadelphia University is a collaborative, campus-wide effort involving classroom faculty, librarians, the University Writing Program, technology and computing support, and University administrators. Faculty, administrators, and librarians work together to incorporate Information Literacy into programs, courses and assignments, and to assess stated Information Literacy Learning Outcomes. Librarians also support students, faculty and staff as they seek to become information-literate, lifelong learners

For more information see “Information Literacy” in Academic Programs section of the Academic Catalog.

INTERNATIONAL STUDENTS

International students should consult with the director of International and Exchange Student Programs concerning specific policies applicable to them. The director of International and Exchange Student Programs offers assistance to these students in many areas, such as providing orientation assistance, academic advising assistance, and administrative liaison with governmental agencies.

All international students, including transfer students, must report to the International and Exchange Student Programs office, located in the Kanbar Student Center, to certify their registration and to provide a local address. The office is open on a walk-in basis and by appointment.

INTELLECTUAL PROPERTY AND SPONSORED RESEARCH

In the interest of advancing the scholarly activity of the University, promoting academic integrity and supporting both individual and institutional interests, the University has established certain intellectual property policies that cover the recognition, disclosure, publication and ownership of discoveries made in connection with the academic/research activities of the University. Students, staff and faculty are both protected and bound by these policies.

With respect to research that is sponsored by a governmental authority or other third party, the rights of students in any intellectual property that they may discover or create is governed by the terms of the specific agreement between the University and such third party.

Students must comply with all laws and the University policies applicable to intellectual property. Intellectual property includes copyrights, patents and trademarks which are further described in the University’s intellectual property policies.

LEAVE OF ABSENCE POLICY

A leave of absence is a leave from the University with the intention of returning within two full academic semesters or a calendar year to complete coursework.

The deadline to take a leave of absence from the University without any record of courses or grades of the current semester is the same as the “last day to drop without a W grade.” (See Academic Calendar.) If a student takes a leave of absence from the University before the “last day to withdraw from a course,” all LOA grades will be a “W” and will affect the student’s Academic Standing. If a student takes a leave of absence after the “last day to withdraw from a course” all LOA grades will be a “WF” and will affect the student’s GPA calculations and Academic Standing.

When a student takes a leave of absence during a semester, the effective date of the leave of absence will be determined when the Office of the University Registrar receives the completed leave of absence form (see University Registrar’s website for appropriate form). Students must check with the Student Accounts Office to determine their financial responsibility for tuition and other fees, such as housing and meal plans.

Any student who is in good academic standing is eligible to take a leave of absence from the University for up to one calendar year. A leave of absence allows students to re-enter the University within one calendar year from the date on which the leave was approved without the need for completing a new application.

The leave of absence also enables the student to retain degree requirements from the catalog under which they originally matriculated. Any student may, however, choose to re-enter under requirements in the current catalog. A student whose leave of absence extends beyond two full academic semesters must complete a new application to re-enter the University. Graduation requirements will be determined from the catalog in effect on the date of acceptance for re-entry by the Office of Admissions or the School of Continuing and Professional Studies.

Students who are not in good academic standing are permitted to apply for withdrawal, but not leave of absence. Under these circumstances, the Student Experience Committee must approve any application for re-entry before a student registers for any additional courses at the University. (See “Withdrawal from University.”)

For information about the financial aspects of the leave of absence policy, please refer to the “Refund Policy” included in the “Financial Information” section of the catalog.

LEAVE OF ABSENCE—MEDICAL

A Medical Leave of Absence is granted to students who cannot continue enrollment due to physical or mental health problems. A Medical leave remains in force for one calendar year. If the student does not return within that time frame, s/he must re-apply to the University. The procedure for acquiring a Medical Leave of Absence is as follows:

1. Complete the **Medical Leave of Absence Form**. (Students can obtain this form from the Registrar’s website: www.philau.edu/registrar.)
2. Make an appointment with the Dean of Students Office to discuss the circumstances and implications of the leave. This includes the impact of the leave on academic progress, student accounts, financial aid, tuition insurance claims and housing (if the student lives on campus).
3. Provide medical documentation to validate the need for the medical leave.

Students who take a medical leave before the last day to drop will not see any courses or grades on their transcripts. Those students who obtain a medical leave during the semester but prior to the “last day to withdraw from a course” will receive “W’s” on their transcripts. If the withdraw date is past, the Dean of Students may authorize “late W’s” for documented medical leaves.

Students on medical leave must notify the Dean of Students Office 30 days prior to the beginning of the semester of their intent to return to the University. Medical documentation will be required for all students to determine if the student is healthy and ready to return to the University. Medical documentation will be on file in the Dean of Students Office.

NON-DEGREE STATUS ENROLLMENT

Students may apply for non-degree status and register for courses at Philadelphia University. Students with non-degree status are permitted to register for a total of 15 earned credits and thereafter must apply for matriculating status. Credits earned under non-degree status cannot be used to receive a certificate, minor, specialization/concentration or any degree without matriculating. Contact the University Registrar's office for more information on applying and registering as a non-degree student. Credits earned under non-degree status cannot be used to receive a certificate, minor, specialization/concentration, or any degree without matriculating. REGISTRATION: Non-degree status students are expected to register on the published dates for registration. Fees are payable in advance or upon the registration date. Students will receive grades for all courses for which they are registered.

OVERLOAD CHARGES

If a full-time undergraduate student is registered for more than 18.5 credits, s/he will be charged at the overload per-credit rate for all credits in excess of 18.5 in addition to the comprehensive tuition rate.

PART-TIME TUITION CHARGES

Part-time students (taking fewer than 12 semester credit hours) are charged at the applicable per-credit rate.

PHYSICAL EDUCATION AND/OR SERVICE LEARNING

Undergraduates may take either Physical education Courses or Service-Learning Courses for free elective credit.

The University offers a variety of opportunities for students to earn PE credits including traditional instruction, varsity sports or the opportunity to participate in the University's extensive intramural program.

SERVE-101 may also be taken in up to three semesters for students to earn free elective credit. Grades will be reported as either "Credit" or "No Credit." For more information about SERVE-101 see the "Undergraduate Academic Programs" section of the Academic Catalog.

See "Attendance."

PLACEMENT TESTING

Summer Orientation

The University administers an online placement test for placement decisions about the appropriate writing course, either WRTG 100 / WRTG-100G or WRIT 101 / WRIT-101G, for all first-time undergraduate day division students, including international students. This online placement test **MUST** be completed **BEFORE** a student comes to campus for his/her selected Summer Orientation session. Students who have earned an associate degree, who have been enrolled in another institution for thirty continuous credits, or who have earned college credit for Writing Seminar 1 are exempt from writing placement testing **ONLY** if their credits have been evaluated **BEFORE** coming to their designated Summer Orientation session. All first-time freshmen who have not completed the online test and

transfer students who have NOT had their writing credits evaluated will be required to take the writing placement test during summer orientation, which will delay the receipt of their semester course rosters. The University places first-time undergraduate day division students in mathematics courses according to math SAT scores, major (as designated in the official University acceptance letter), as well as responses to a self-screening trigonometry questionnaire. Students who have earned AP credit in mathematics will be placed in mathematics courses according to the AP Credit table listed in the "Credit for Prior Learning" section of this publication. Students who have received transfer credit in mathematics will be placed considering these credits in addition to the other stated criteria. The university will administer a math placement test to all international students who have not taken the SAT or ACT.

First-time undergraduate day division students' verbal SAT scores will determine their placement into Introduction to Textual Analysis (ITXA-100). The University will administer a reading placement exam for international students who have not taken the SAT to determine their placement into Introduction to Textual Analysis, (ITXA-100).

See "Credit by Examination," "Transfer Credit," "International Students," and "Fundamental Courses."

Foreign Language Placement Testing

Students who plan to enroll in French, German, Italian, Japanese or Spanish and who have studied that language for more than two years in high school, or the equivalent level elsewhere, must consult with the Coordinator of the Language Program in the College of Science, Health and the Liberal Arts. It is recommended that students who are native speakers of French, German, Italian, Japanese or Spanish enroll in a language other than their own. Students, however, do have the option of taking challenge examinations to meet this requirement. If after taking the Foreign Language Placement Examination it appears that the student has adequate preparation, the student may pay a challenge-examination fee, present the receipt to the College of Science, Health and the Liberal Arts and complete a challenge examination. Challenge examinations can be taken in French, German, Italian, Japanese or Spanish. Currently enrolled students may not take CLEP examinations for foreign language course credit. Advanced placement credits and transfer credits for appropriate foreign language courses taken at other institutions will be accepted.

See "Advanced Placement," "Challenge Exam," and "Transfer Credit."

READING/REVIEW DAYS

No classes or examinations are held on these designated days prior to final examinations. These days are reserved for final design reviews, portfolio reviews, and study for final examinations. This time allows students to synthesize their course work in preparation for final examinations.

RE-ENTRY TO THE UNIVERSITY-UNDERGRADUATE

A student who wishes to re-enter as a traditional undergraduate student must submit a Re-entry Application to the Office of Admissions. A student who wishes to re-enter as an accelerated-program student must submit a Continuing Studies Application form to the School of Continuing and Professional Studies.

Students who have enrolled at another college or university since their departure from Philadelphia University must present official transcripts from those schools directly to the Admissions Office for consideration in re-entry.

Upon receiving their re-entry letter, students must meet with the director of the Learning and Advising Center (day division students) or the director of Student Services in the School of Continuing and Professional Studies (evening students) prior to registering for class.

The Student Experience Committee will review any applications for re-entry from students who were not in good standing (less than 2.00 GPA or not met 75% of credits attempted) when they withdrew or

were dismissed from Philadelphia University. During the academic year, the Committee meets only once a month, so students should allow adequate time for processing. The subcommittee will also consider applications for re-entry for the fall semester during late May, so students wishing to be evaluated during this summer meeting should submit their requests for re-admission no later than May 15. The Student Experience Committee must approve any application for re-entry before a student, not in good standing, is allowed to register for additional courses at the University. The student is placed on probation during the first term of re-entry.

See "Academic Standing".

REFUND POLICY

TRADITIONAL UNDERGRADUATE AND ALL ONLINE COURSES

Students are considered in attendance until the Registrar receives formal written notice of withdrawal. Tuition refunds will be made to traditional undergraduate programs and all students enrolled in online courses (regardless of login status) withdrawing from the University according to the following schedule:

Before classes start	100%
First week of class	80%
Second week of class	60%
Third week of class	40%
Beginning of fourth week of class	0% - No refund thereafter

CONTINUING AND PROFESSIONAL STUDIES (CPS) AND ALL SUMMER COURSES

(Students enrolled in online summer courses use above policy)

Tuition charges for Continuing and Professional Studies students who withdraw from a course will be refunded on the following schedule:

Prior to the first class meeting	100%
Prior to the second class meeting	80%
Prior to the third class meeting	60%
Prior to the fourth class meeting	40%
After the fourth class meeting	0% - No refund thereafter

REPEATING A COURSE

Students who fail a required course must repeat the same course during the next term in which it is offered if the course is the only course that will satisfy the requirement or if they wish to have the failing grade replaced in GPA on the transcript. (The original grade for the attempted course is not removed from the transcript.)

A student will be permitted to enroll in a course for a second time without conditions, regardless of the grade earned in the course previously.

A student who has failed a course twice will be permitted to re-enroll for a course for a third time when he/she presents the University Registrar with written approval from their advisor.

A student who has passed a class twice and wishes to take it a third time for any reason will need to complete the "Repeating a Course" form and get the appropriate signatures to be allowed to enroll for the course. Appropriate forms for approval are available online on the Registrar's webpage, <http://www.philau.edu/registrar>.

When a course is repeated, the original grade will remain on the transcript, but it will be removed from the calculation of the grade point average. The new grade will enter into the calculation of the grade point average, even if it is lower than the grade originally earned.

Grades of "NC" or "AUDIT" will not replace a former grade in a repeated course.

A course failed at Philadelphia University may not be repeated at another institution without prior written approval. See the “Permission to Take Courses at Another Institution” form on Learning and Advising website: www.philau.edu/learning.

The most recent grade earned is also the one applied to graduation requirements, even if it is lower than the original grade. Any successfully completed course can be applied to graduation requirements only once, no matter how many times it may be taken and passed.

RESIDENCY REQUIREMENTS

To be eligible for graduation with a degree from Philadelphia University, a student must earn a specified minimum number of credits in residence (excluding Fundamentals courses); included in this requirement are nine semester credit hours in the Hallmarks Core Curriculum and 12 semester credit hours in the major core. If a student is pursuing a double major, another 12 semester credit hours must be completed in residence in the second major core.

To be eligible for graduation with a **Bachelor of Science** degree:

- Traditional undergraduate students must earn a total of at least 60 semester credit hours in residence at Philadelphia University;
- Continuing and Professional Studies students must earn a total of at least 33 semester credit hours in residence at Philadelphia University; and
- Students enrolled in the B.S./Health Services Management degree-completion program must earn a total of at least 33 semester credit hours in residence at Philadelphia University.

In the case of transfer from one division to the other, the higher residency requirement will apply.

To be eligible for graduation with an **Associate in Science** degree (available only through the School of Continuing and Professional Studies), students must earn a total of at least 20 semester credit hours in residence at Philadelphia University.

Students who need assistance in determining eligible courses in the major core should consult the certifying officer for their major in their respective College.

Credits earned through challenge exams and Philadelphia University Study Abroad are applied toward residency requirements.

Students must be in residence during the semester immediately preceding the awarding of the degree.

RESPONSIBILITY TO KEEP INFORMED

Students are ultimately responsible for their own progress toward graduation; they are expected to use the catalog as a reference handbook and to familiarize themselves with the principal policies and procedures contained therein. The Catalog website (www.PhilaU.edu/catalog) is subject to change and will be updated. Students are responsible for monitoring the website concerning changes to policies and procedures that might affect their progress toward graduation and for regularly checking campus mailboxes and Philadelphia University email as a means of keeping informed.

RETENTION OF STUDENT WORK

Philadelphia University is committed to providing excellent and innovative educational opportunities to its students. To help maintain quality academic offerings and to conform to professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As Philadelphia University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

SCHEDULE CHANGES

Schedule changes, including changing sections, replacing courses with another course, auditing a course, independent study, course-by-appointment or changing a course from graded to credit/non-credit must be made by the “last day to add” deadline. See current Academic Calendar.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) is a federal law governing privacy rights in university records for students and for dependent students' parents. FERPA was passed by Congress in 1974 to provide students the ability to access and review their records and to protect the confidentiality of their records within certain guidelines. Access to the information in a student's records (including access to grades) is generally not permitted to outsiders (third parties) without the student's written consent.

I. To Whom Does FERPA Apply?

For the purposes of this policy, Philadelphia University defines “student” as any person who attends or has attended Philadelphia University.

II. To Which Records Does FERPA Apply?

Philadelphia University defines “education record” as any record in any medium maintained by Philadelphia University that is directly related to a student, EXCEPT:

1. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute;
2. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment;
3. Records maintained by the office of Student Health Services if the records are used only for the treatment of a student and made available only to those persons providing treatment;
4. Alumni records that contain information about a student after s/he is no longer in attendance at Philadelphia University and the records do not relate to the person as a student;
5. "Directory information." Philadelphia University designates the following items as Directory Information: student name, addresses, telephone numbers, email addresses, major and minor fields of study, credits for which a student is registered (FT or PT status), participation in officially recognized activities and sports, dates of attendance, degrees and awards received, date of graduation, most recent previous school attended, and photographs. Philadelphia University may disclose any of those items without prior written consent unless notified in writing on the form available from the registrar no later than the “last day to add” (see Academic Calendar) of the fall, winter, spring or summer terms. Such notice shall be effective only until the end of the academic year during which it is given. An online student directory listing each student's name, permanent address/phone number and local address/phone number is created each fall by the Office of the Dean of Students and the Office of Information Technology. The directory is password-protected and only available to individuals affiliated with the University.

III. How Are Students Informed About FERPA?

Students will be notified of their FERPA rights through the annual distribution of the University Academic Catalog and the Student Handbook.

IV. How Can Students Inspect Their Records?

Students may inspect and review their education records upon written request to the Office of University Registrar. The request must identify as precisely as possible the record or records he or she wishes to inspect.

The record custodian or an appropriate Philadelphia University staff member will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records can be inspected if the inspection cannot be done at the time of request. Access will be given in 45 days or fewer from the receipt of request.

When a record contains information about more than one student, the student may inspect and review only the records that relate to him/her.

V. When May the University Refuse Student Access to Records?

Philadelphia University reserves the right to refuse to permit a student to inspect the following records:

1. The financial statement of the student's parent(s);
2. Letters and statements of recommendation to which the student has waived his or her rights of access, or that were placed in the files before January 1, 1975;
3. Records connected with an application to attend Philadelphia University or a component unit of Philadelphia University if that application was denied;
4. Those records that are excluded from the FERPA definition of "education records."

VI. When May the University Refuse to Provide Copies of Records?

Philadelphia University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations:

1. The student is currently attending Philadelphia University or is a former student who lives within a commuting distance of Philadelphia University;
2. The student has an unpaid financial obligation to Philadelphia University; or
3. There is an unresolved disciplinary action against the student.

However, even in the above situations, students will not be denied the right to inspect their records. Philadelphia University will not normally issue copies of any document if an original or source document exists elsewhere (e.g., records from other schools).

VII. Where Are Students' Education Records Kept?

The following is a list of the types of records that Philadelphia University maintains, their locations and their custodians.

Admissions Records

Location: Office of the University Registrar, Archer Hall, First Floor

Custodian of Records: University Registrar

Cumulative Academic Records

Location: Office of the University Registrar, Archer Hall, First Floor

Custodian of Records: Registrar

Athletic Records

Location: Athletics Office, Althouse Hall

Custodian of Records: Director of Athletics

Student Conduct/Disciplinary Records

Location: Office of the Dean of Students, Kanbar Campus Center, Second Floor

Custodian of Records: Dean of Students

Financial Records

Location: Business Office Archer Hall, Second Floor

Custodian of Records: Controller

Financial Aid Records

Location: Financial Aid Office, White Corners, First Floor

Custodian of Records: Director of Financial Aid

International Student Affairs Records

Location: Office of International Education and Global Initiatives, Kanbar Campus Center, First Floor

Custodian of Records: Director of International Education and Exchange Programs

Placement Records

Location: Career Services, Kanbar Campus Center

Custodian of Records: Director of Career Services

Note: Other student education records not indicated above are available upon specific request.

VIII. When May Students' Education Records Be Disclosed to Others?

Philadelphia University may disclose information from a student's education records only with the written consent of the student, EXCEPT:

1. To Philadelphia University officials who have a legitimate education interest in the records. Philadelphia University officials include persons employed by Philadelphia University in supervisory, academic, research, or support staff positions; persons employed by or under contract to Philadelphia University to perform a special task, such as an attorney, auditor, or collection agent, university security unit, persons serving on the board of trustees, or a student serving in an official committee such as disciplinary or grievance committee; or students assisting another school official in performing his or her official task. A Philadelphia University official has a legitimate education interest if he or she is performing a task that is part of his/her responsibilities or contract agreement, performing a task that is related to the student's education, performing a task related to the discipline of a student, or providing a service or benefit to the student such as health care, counseling, job placement, or financial aid.;
2. Upon request to officials of another school to which a student seeks or intends to enroll or has enrolled, although such information is usually transmitted only in response to a specific written request from the student;
3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local education authorities in connection with certain state or federally supported education programs;
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
5. To organizations conducting certain studies for or on behalf of Philadelphia University;
6. To accrediting organizations to carry out their functions;
7. To comply with a court order or a lawfully issued subpoena when specifically requests (student may not be notified);
8. To appropriate parties in a health or safety emergency;
9. To parents/legal guardians of an eligible student who claim the student as a dependent for income tax purposes. The University informs parents/guardians where it deems appropriate;
10. In cases of violent crime, the results of any disciplinary proceeding conducted by the University against an accused student to the alleged victim.

A log shall be maintained in each student record to document the use of that record by individuals other than University officials. The log shall indicate the date of the request, the individual or the organization

using the record, and the purpose for which it was used. The student (or parent/guardian of a dependent student) may inspect and review this log.

IX. How May a Student Make Changes to Education Records?

Students have the right to request to have records corrected or amended that they believe are inaccurate, misleading or in violation of their privacy rights. Following are the procedures for the correction of records:

1. The student must ask the appropriate official of Philadelphia University to amend a record. In doing so, the student should identify the part of the record s/he believes should be changed and specify why s/he believes it is inaccurate, misleading or in violation of his or her privacy or other rights;
2. Philadelphia University may comply with the request or it may decide not to comply. If it decides not to comply, Philadelphia University will notify the student of the decision and advise him/her of the right to a hearing to challenge the information believed to be inaccurate, misleading or a violation of the student's rights;
3. Upon request, Philadelphia University will arrange for a hearing and notify the student of the date, place and time of the hearing reasonably in advance;
4. The hearing will be conducted by a hearing officer who is a disinterested party (although he or she may be an official of the institution). The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney;
5. Philadelphia University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision;
6. If Philadelphia University decides that the challenged information is not inaccurate, misleading or in violation of the student's rights of privacy, it will notify the student that s/he has the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision;
7. The statement will be maintained as a part of the student's education records as long as the contested portion is maintained. If the student requests disclosure of the record that contains the contested portion, s/he may indicate that the files also contain the student's statement, which will then accompany any disclosure of the record;
8. If Philadelphia University decides that the information is inaccurate, misleading or in violation of the student's rights of privacy, it will amend the record and notify the student that the record has been amended.

The provisions of this section may not be used to challenge course grades.

X. To Whom May a Student Complain if Issues Arise?

Students who believe that Philadelphia University is not complying with the requirements of the Family Educational Rights and Privacy Act or the regulations issued by the Department of Education implementing that act may file complaints in writing with:

The FERPA Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The full text of the Family Educational Rights and Privacy Act as amended and the full text of the final regulations of the U.S. Department of Education for the implementation of the Act are available for inspection at the Office of the University Registrar.

STUDENT STATUS BASED ON COMPLETED CREDITS

Students are generally considered to be classified as freshmen during the first two semesters of full-time study in the University, or as long as they are working toward the completion of their first 30 credits toward their degree. Sophomores are generally considered to have completed more than 30 credits and to be working toward the completion of up to 60 credits toward their degree. Juniors generally fall in the range of 60 to 90 credits. Students who have completed 90 or more credits are generally classified as seniors.

TIME LIMIT TO DEGREE AND OBSOLETE CREDITS

Undergraduate students are expected to complete all degree requirements within 10 years from the date of initial matriculation. Students who do not meet this requirement will have their coursework, including Philadelphia University credits and previously evaluated transfer credits, reviewed by the appropriate program(s) to determine the currency and appropriateness of courses toward a current degree. As a result of this evaluation, credits may be determined to be “outdated” and removed as earned credit toward the completion of degree requirements. Outdated credits will not be used in the calculation of the cumulative grade point average. Students should note that in some cases, while a particular course may still be offered, a program can determine that material covered by the course has changed substantially enough to determine that the original course is outdated. Students are eligible to take a challenge exam for any outdated courses affected by the review process described above. Students seeking re-entry to Philadelphia University beyond two full academic semesters are subject to the graduation requirements from the catalog in effect at the time of re-entry.

TRANSCRIPTS

Process for requesting a transcript can be found on the web at www.philau.edu/registrar/forms.htm

The fee for a transcript is \$5 per copy, \$10 for same-day copy, and \$20 for an overnight copy that must be received by 10 a.m.

Please note that unofficial copies of the transcript are available to **currently enrolled students** through their WebAdvisor account.

Transcript Request Information

The University no longer accepts credit card payments for transcripts over the phone or via fax. Students must use the online form to pay via e-check or credit card. The University only accepts credit card payments online.

An official transcript is placed in a sealed envelope and bears the University seal and signature of the University Registrar. In order to release a transcript, the University Registrar’s Office needs to verify the identity of the student as well as receive a formal, written request bearing the signature of the student.

To request a transcript, please do one of the following options:

- Complete the online request form, make payment online via credit card or e-check, print the transcript request email, and forward the signed and dated request to the Registrar’s office via fax at 215-951-2742 or scan and email the signed form to Transcripts@PhilaU.edu.
- If students are paying cash (or if you would like to bring in a check) you will need to fill out the Transcript Request Form for Walk-Ins, take the payment to the Cashier’s window in the Student Account Office (1st floor of Archer Hall), and then bring the form with proof of payment back to the Registrar’s office. The University does not accept mailed payments for Transcript Requests.
- A student with financial obligations to the University will not be issued a transcript.

See catalog “Unadjusted Indebtedness.”

TRANSFER CREDIT

Transfer Credit Policy (traditional day students)

Philadelphia University accepts Transfer Credit for college-level courses previously taken and awarded grades of C- or higher from other accredited institutions of higher learning. This means that developmental courses, even those taken at accredited institutions, will not be awarded credit by the University. Major credit is awarded only for courses for which Philadelphia University maintains a program of study or significant coursework in a subject area constituting a cluster, minor, or concentration in University curricula. Free elective credit may be awarded for courses that fit no Philadelphia University major. Credits will never be awarded for the same course twice. Prior credits completed in design studios are subject to portfolio review by a faculty member from the responsible department to determine eligibility for transfer credit. Credits completed more than 10 years previous to admission to the University, are reviewed by individual academic departments, and if still aligned with University curricula, credit is awarded. (*See Time Limit to Degree and Obsolete credits*) Transfer courses evaluated for credit from institutions with different credit systems, (i.e. quarters, trimesters, credit units) will, wherever possible, be equated with the University’s semester system of credit. Philadelphia University transfers credits not grades. All students begin with a new cumulative grade point average (GPA) when they matriculate at the university. Applicants should submit official transcripts to the Undergraduate Admissions office together with course syllabi as soon as possible to expedite the transfer credit process. Students applying from international universities must provide World Education Services (WES) credential evaluations to undergraduate admissions.

Philadelphia University awards limited academic credit for previous academic, military, competency testing, and learning experiences earned in some non-regionally accredited institutions and non-traditional classroom settings. Military transcripts and official scores report for AP, CLEP, DANTES, and IB exams should also be sent to the Undergraduate Admissions office. (*See Credit for Prior Learning*)

Admitted students will receive an evaluation of credit from the admissions office showing accepted transfer credits, excluding those that require a portfolio review. Evaluation of transfer credit is based upon a student’s major program. Only those credits which advance progress in the major they are accepted into will be harvested and applied to the curricula at Philadelphia University. Transfer evaluations may change in the case of students changing major or timely receipt of additional official transcripts and test scores. Students pursuing minors and concentrations must complete at least half of the minor or concentration in residence at Philadelphia University. Students pursuing specializations must consult with their academic advisor about how to best use transfer equivalencies to meet specialization requirements.

Students who require Portfolio Review will receive a letter from admissions explaining how to schedule a portfolio review. It is critical that students requiring portfolio review outreach as soon as possible to make an appointment for review. In order for students to receive credit for portfolio reviewed courses, students must have both the materials produced during the courses as well as an official transcript including the final grade for the course with them at the review. Design coursework accepted for free elective credit at the Portfolio Review session will be harvested only if open free elective credit slots remain to be filled on the Philadelphia University curriculum sheet.

It is expected that final transcripts from all previously attended institutions, all official test score reports, and materials required for portfolio review be received by Undergraduate Admissions and the reviewing department by the last day of a student's first semester. Failure to comply with this expectation will result in student failure to make progress in their degree and/or advance to degree completion without re-taking courses previously completed at other institutions but lacking official documentation. The University will not honor receipt of final transcripts, portfolio review requests, and official test scores after the last day to ADD a course during the student's second semester of enrollment.

Transfer credit awarded does not count toward the minimum number of credits in residence required to earn a Philadelphia University baccalaureate degree, 60 credits, nor to the minimum requirement of 12 credits in the major, 6 credits in the College Studies core, or 9 credits in the Hallmarks core.

Credit for Prior Learning

Philadelphia University awards academic credit for previous learning accomplished through academic, military, competency testing, and learning experiences resulting from non-traditional college classroom settings. It is important to note that Philadelphia University provides credits based upon the level of learning achieved during these experiences, not for simply participating in these non-traditional learning experiences. Credit for Prior Learning may be earned for achieving an appropriate level of knowledge from courses approved for credit from other institutions, Advanced Placement Tests (AP), International Baccalaureate Exams (IB), the College Level Examination Program (CLEP), military coursework accredited through ACE, DANTE's Subject Specific Tests (DSST), Philadelphia University challenge exams, and for the School of Continuing and Professional Studies (SCPS) prior life and work experience if presented in a competency level learning portfolio. *(Please see SCPS policies below)*

Limits to awarding Credit for Prior Learning are described by the following:

1. The credit must be applicable to the student's program of study
2. Credit for a course currently in progress or duplicate credit for a course already awarded through other methods will not be permitted
3. Prior Learning credits will not be awarded for any course failed at Philadelphia University
4. Credits for Prior Learning do not count toward the minimum number of credits in residence required for a Philadelphia University degree, 60 credits, nor to the minimum requirement of 12 credits in the major, 6 credits in the College Studies core or 9 credits in the Hallmarks core.
5. Students may be required to provide artifacts such as design work, final papers, academic portfolios, or other evidence of achievement in order to be eligible to receive credit.
6. Residency requirements for the School of Continuing and Professional Studies differ. *(Please see SCPS policies below)*
7. Prior Learning Credits in the major will only be awarded for courses for which Philadelphia University maintains a program of study or significant coursework in a subject area constituting a specialization, minor, or concentration in University curricula. Free elective credits may be awarded for courses taken elsewhere that fit no Philadelphia University major.
8. Credit for CLEP testing taken after matriculation in the traditional day program will not be awarded. The School of Continuing and Professional Studies will consider CLEP tests taken after matriculation for credit. *(Please see SCPS Policies below)*

Like transfer credit equivalencies, Credit for Prior Learning means that Philadelphia University will award credit for knowledge and competency in certain areas, not grades. Credit will never be awarded for the

same learning experience twice. Transcripts of Credit for Prior Learning will list credit for equivalent coursework, not a grade for that work.

Military transcripts and official score reports for AP, CLEP, and IB exams, and all ACE recommended equivalencies should be sent to the Undergraduate Admissions office. *The University will not honor requests for Credit for Prior Learning if receipt of final official transcripts, portfolio review materials, and official test score notifications arrive at Admissions after the last day to ADD a course during the student's second semester of enrollment.*

AP Credits

Philadelphia University awards college credit to students who participated in the Advance Placement Program in high school and who took and achieved specific levels of learning on the Advanced Placement exams. For credit to be awarded it must be applicable to a student's program of study. Please note that when students submit Dual Enrollment credit for an AP course on a college transcript and also scores from the AP exam, Philadelphia University will preference the dual enrollment course for awarding credit. Credit will not be awarded twice.

AP Exam	Score	PhilaU Equiv.	Credits
Art History	4,5	ARTH-101 or ARTH 102	3
Biology (non-science major)	3,4,5	BIOL-101	3
Biology (science major)	4,5	Free Elective	3
Chemistry (non-science major)	3,4,5	CHEM-101	3
Chemistry (science major)	4,5	Free Elective	3
Chinese Language and Culture	3,4,5	CHINE-101	3
Comparative Government and Politics	3,4,5	Global Citizenship	3
Computer Science A	3,4,5	Free Elective	3
English Language and Composition	4,5	WRIT-101	3
English Literature and Composition	3,4,5	Free Elective	3
Environmental Science	3,4,5	SCI-101 or Free Elective	3
European History	3,4,5	Global Diversity	3
French Language and Culture	3,4,5	Global Diversity	3
German Language and Culture	3,4,5	Global Diversity	3
Human Geography	3,4,5	Global Diversity	3
Italian Language and Culture	3,4,5	Global Diversity	3
Japanese Language and Culture	3,4,5	JAPN-101	3
Latin	3,4,5	Free Elective	3
Macroeconomics	3,4,5	Free Elective	3
Mathematics - Calculus AB	3	MATH-102	3
Mathematics - Calculus AB	4,5	MATH-111	4
Mathematics - Calculus BC	3	MATH-111	4

Mathematics - Calculus BC	4,5	MATH-111 and MATH-112	4
Microeconomics	3,4,5	Free Elective	3
Music Theory	3,4,5	Free Elective	3
Physics B (non-science major)	3,4,5	PHYS-101	3
Physics B (science major)	3,4,5	PHYS-101 or Free Elective	3
Physics C: Electricity and Magnetism	4,5	PHYS - 203	3
Physics C: Electricity and Magnetism Lab	1	PHYS – 203L	1
Physics C: Mechanics	4,5	PHYS - 201	3
Physics C: Mechanics Lab	1	PHYS – 101L	1
Physics 1	3,4,5	PHYS - 101	3
Physics 2	3,4,5	Free Elective	3
Psychology	3,4,5	PSYCH-101 or Free Elective	3
Research		Free Elective	3
Seminar		Free Elective	3
Spanish Language and Culture	3,4,5	Global Diversity	3
Statistics	3,4,5	STAT-201	3
Studio Art: 2D Design	4,5	Free Elective	3
Studio Art: 3D Design	4,5	Free Elective	3
Studio Art: Drawing	4,5	DRAW-101 or VSDRW-101 or ADFND 103	3
United States History	3,4,5	DBTU-114	3
United States Government and Politics	3	DBTU-114	3
World History	3,4,5	Global Diversity	3

Articulation Agreements

For information on articulation agreements, see <http://www.philau.edu/heoa/generalinfo/transferofcredit.html>.

College Level Examination (CLEP) Credits

Philadelphia University awards college credits to students who take the College Level Examination Program Tests and who achieve a score of 50 on the specific area tests. Only those tests that apply to a student's area of study will be awarded credit. Because Philadelphia University policy prohibits students from receiving credit for the same course twice, credit achieved through coursework and appearing on a college transcript, will be prioritized for credit over the same CLEP exam. Once students have matriculated in the traditional day program, no further CLEP tests may be taken and awarded credit at the University. *(Please see SCPS policies below)*

The testing/credits will be reviewed for credit award by admissions and the appropriate faculty.

International Baccalaureate (IB)

Philadelphia University awards college credit to students who participate in the International Baccalaureate Program in high school. In order to earn college credit at the University, students must have completed the honors level of the course with a score of at least 5.

The testing/credits will be reviewed for credit award by admissions and the appropriate faculty.

Military Experience

Philadelphia University awards college credit for documented military experience according to the American Council on Education (ACE) guidelines. For credit to be awarded they must be applicable to a student's program of study. Credit will only be awarded in academic subjects for which Philadelphia University offers a degree program, or significant coursework in a subject area constituting a cluster, minor, or concentration. Free elective credit may be granted for courses taken that do not correspond to a major at Philadelphia University.

DANTES (DSST) Credits

Philadelphia University awards college credit for completion of DANTES Subject Standardized Tests (DSST) completed before matriculation and according to the American Council on Education (ACE) accreditation recommendations. For credit to be awarded it must be applicable to a student's program of study. Credit will only be awarded in academic subjects for which Philadelphia University offers a degree program, or significant coursework in a subject area constituting a cluster, minor, or concentration. Free elective credit may be granted for DSST completions for courses taken that do not correspond to a major at Philadelphia University.

The testing/credits will be reviewed for credit award by admissions and the appropriate faculty.

Philadelphia University Challenge Exams

Philadelphia University will permit students to challenge a course that is part of their program of study with the advice and assistance of their academic advisor and the approval of the faculty member designated as the subject coordinator and the college manager of academic operations (MAO). Satisfactory evidence of adequate and appropriate preparation must be presented by the student before the examination is prepared. If it appears that the student has adequate preparation, the student pays a fee, presents the receipt to the college manager of academic operations, and takes an examination. The college will send the Office of the University Registrar the receipt for the examination fee along with written notification of a passing grade for the examination. The student will not receive a grade for the course but will receive equivalency credits. Only one examination will be allowed for any one course. Students are ineligible for a challenge examination if they have previously enrolled or audited the same course at Philadelphia University. See "Financial Information."

No credit for prior work or life experience will be offered for students enrolled in the traditional day division. The School of Continuing and Professional Studies maintains different policies for Credit for Prior Learning. *(See SCPS policies for Credits for Prior Learning)*

Appealing Transfer Credit and Credit for Prior Learning Decisions

Philadelphia University provides traditional day division students with the opportunity to appeal Transfer Credit and Credit for Prior Learning decisions. The University requests that students appeal their credit awards as soon as possible and no later than the last day to ADD a course in the student's second semester of enrollment. Steps in the appeal include:

1. If questioning credit awarded before the start of the semester, please contact the transfer admissions counselors
2. Notify academic advisor about dissatisfaction with credit award
3. Provide advisor with official documentation supporting students request for re-evaluation
4. Advisor recommends student to Learning and Advising Center
5. Materials sent to responsible department for review by Learning and Advising
6. Department/program makes final decision and notifies Learning and Advising
7. Decision is communicated to the student, and to the registrar if changes to the transcript need to be made.

(See below for SCPS appeal policies)

TRANSFER CREDIT - SCHOOL OF CONTINUING & PROFESSIONAL STUDIES (SCPS)

The School of Continuing and Professional Studies at Philadelphia University (SCPS) accepts Transfer Credit for college-level courses previously taken and awarded grades of C- or higher from other regionally accredited institutions of higher learning. This means that developmental courses, even those taken at accredited institutions, will not be awarded credit by the University. Courses will be reviewed to determine equivalency to a course offered in one of the majors offered by the accelerated degree completion program of Philadelphia University. Free elective and competency credit may be awarded for courses that fit no Philadelphia University major. Credits will never be awarded for the same course twice. Credits completed more than 10 years previous to admission to the University, are reviewed, and if still aligned with University curricula, credit is awarded. Though credits more than 10 years old might not fulfill a major requirement, these credits may still be utilized in the competency and free elective sections. *(See Time Limit to Degree and Obsolete credits)* Philadelphia University transfers credits not grades. All students begin with a new cumulative grade point average (GPA) when they matriculate at the university. Applicants should submit official transcripts to the School of Continuing & Professional Studies office together with course syllabi as soon as possible to expedite the transfer credit process.

SCPS awards limited academic credit for previous academic, military, competency testing, paramedic, police and fire academy training and learning experiences earned in some non-regionally accredited institutions and non- traditional classroom setting. Military transcripts and official scores report for AP, CLEP, and IB exams etc., should also be sent to the School of Continuing & Professional Studies. *(See Credit for Prior Learning)*

Admitted students will receive an evaluation of credit from SCPS showing accepted transfer credits. Evaluation of transfer credit is based upon a student's major program. Only those credits which are applicable to the student's program are accepted and will be harvested and applied to the curricula at Philadelphia University. Transfer evaluations may change in the case of students changing major or timely receipt of additional official transcripts and test scores.

It is expected that final transcripts from all previously attended institutions, and all official test score reports, be received by the School of Continuing & Professional by the last day of a student's second term. Failure to comply with this expectation may result in student's failure to make progress in their degree and/or advance to degree completion without re-taking courses previously completed at other institutions but lacking official documentation. The University is not obligated to honor receipt of final transcripts and official test scores after the start of the student's third term of attendance.

Transfer credit awarded does not count toward the minimum number of credits in residence required to earn a Philadelphia University baccalaureate degree, 33 credits, nor to the minimum requirement of 12 credits in the major.

The School of Continuing & Professional Studies (SCPS) awards transfer credit for classes completed at regionally accredited institutions in which students earned grades \geq C-. SCPS awards transfer credit on a credit-for-credit basis; a 3-semester credit hour class completed at another institution will receive the same 3 credits at Philadelphia University; a 4-semester credit hour class completed at another institution will receive the same 4 credits at Philadelphia University. SCPS follows an approved standard for converting classes completed at a quarter-hour institution into semester credits. Using this procedure, a 3-quarter hour class is equivalent to 2 semester hours, a 4-quarter hour class is equivalent to 2.67 semester hours, and a 5-quarter hour class is equivalent to 3.33 semester hours.

SCPS Credit for Prior Learning

SCPS awards academic credit for previous learning accomplished through academic, military, competency testing, and learning experiences resulting from non-traditional college classroom settings. It is important to note that Philadelphia University provides credits based upon the level of learning achieved during these experiences, not for simply participating in these non-traditional learning experiences. Credit for Prior Learning may be earned for achieving an appropriate level of knowledge from courses approved for credit from other institutions, Advanced Placement Tests (AP), International Baccalaureate Exams (IB), the College Level Examination Program (CLEP), military coursework accredited through ACE, DANTE's Subject Specific Tests (DSST), Philadelphia University challenge exams, and for the School of Continuing and Professional Studies (SCPS) prior life and work experience if presented in a competency level learning portfolio.

Limits to awarding Credit for Prior Learning are described by the following:

1. The credit must be applicable to the student's program of study
2. Credit for a course currently in progress or duplicate credit for a course already awarded through other methods will not be permitted
3. Residency requirement is 33 credits. Prior Learning credits only apply to the course competencies and free electives
4. Residency requirements for the School of Continuing and Professional Studies differ.
5. Prior Learning Credits in the major will only be awarded for courses for which Philadelphia University maintains a program of study or significant coursework in a subject area constituting a cluster, minor, or concentration in University curricula. Free elective credits may be awarded for courses taken elsewhere that fit no Philadelphia University major.
6. The School of Continuing and Professional Studies will consider CLEP tests taken after matriculation for credit. *(Please see SCPS Policies below)*

Like transfer credit equivalencies, Credit for Prior Learning means that Philadelphia University will award credit for knowledge and competency in certain areas, not grades. Credit will never be awarded for the same learning experience twice. Transcripts of Credit for Prior Learning will list credit for equivalent coursework, not a grade for that work.

Military transcripts and official score reports for AP, CLEP, and IB exams, and all ACE recommended equivalencies should be sent to the School of Continuing & Professional -and should be received by the start of the student's third term of enrollment.

SCPS - AP Credits

SCPS awards college credit to students who participated in the Advance Placement Program in high school and who took and achieved specific levels of learning on the Advanced Placement exams. For credit to be awarded it must be applicable to a student's program of study. Please note that when students submit Dual Enrollment credit for an AP course on a college transcript and also scores from the AP exam, Philadelphia University will preference the dual enrollment course for awarding credit. Credit will not be awarded twice.

(For Listing of AP Scores and equivalencies table see AP credits under Transfer Credit Policy (traditional day students))

SCPS - Articulation Agreements

PROGRAM-TO-PROGRAM ARTICULATION AGREEMENTS for the Associate in Arts, Associate in Science, Associate in Applied Science, Associate of Fine Arts and Associate in General Studies at:

- Bucks County Community College
- Camden County College
- Community College of Philadelphia
- Delaware County Community College
- Mercer County Community College
- Montgomery County Community College

and the Bachelor of Science Accelerated Degree Completion Program at Philadelphia University.

This is a program-to-program agreement between the above referenced community colleges and Philadelphia University's School of Continuing & Professional Studies' Accelerated Bachelor of Science Degree Completion Program. The program offers a major in one of the following ten concentrations: Behavioral and Health Services, Health Sciences, Health Services Management, Human Resource Management, Information Technology, Law Enforcement Leadership, Leadership in Emergency Services, Leadership in Homeland Security, Organizational Leadership, and Pre-MBA. This agreement facilitates the transfer of community college students who earn any associate degree at one of the above referenced colleges.

Subject to the terms of this agreement, students who complete any associate degree at one of the above referenced colleges, and have earned grades of C-or higher in their courses, are assured third year status in Philadelphia University's Continuing & Professional Studies Accelerated degree completion program.

The following terms and conditions apply for community college graduates:

1. complete any associate degree program (by selecting courses as described in this agreement);
2. achieve a final grade point average of at least 2.00;
3. complete an application for admission, submit a writing sample and resume, and complete an admissions interview. Additionally, all candidates must follow registration procedures that apply to other entering students at Philadelphia University.

Students who do not earn the associate degree are not covered by this agreement. For non-graduates, Philadelphia University determines appropriate transfer of credits on a course-by-course basis and admits students on an individual basis.

Each institution will designate a representative who will coordinate the administration of the agreement.

Philadelphia University's School of Continuing & Professional Studies will keep appropriate staff informed of this agreement and is responsible for the distribution of information about changes to this agreement.

Both institutions will encourage community college students to meet with representatives from Philadelphia University for discussion of issues related to admission and financial aid well in advance of their expected date of entry to the transfer institution.

This agreement will renew yearly unless superseded by a new agreement. Either institution may terminate this agreement at any time by written notice of at least one year in advance of the effective date of termination. Should this agreement be terminated, the termination will not apply to students already accepted to Philadelphia University under the terms of this agreement, but not yet enrolled in classes.

Philadelphia University School of Continuing and Professional Studies Accelerated Scholars Scholarship Program

Community college students who graduate with a grade point average (GPA) of 3.5 – 4.0 will be granted a scholarship of 25% per credit at Philadelphia University. Community college students who graduate with a GPA of 3.0 – 3.49 will be granted a scholarship of 20% per credit. In order to qualify for this scholarship, students must adhere to the following:

- graduate from one of the above listed community colleges with an associate degree
- apply, be accepted and enroll in Philadelphia University's Accelerated Bachelor of Science Degree Completion Program within three years of graduation from one of the above listed community colleges
- maintain a GPA of at least a 3.0 while enrolled at Philadelphia University
- once enrolled at Philadelphia University, students are not permitted to take courses at other institutions without the written permission from the Director of Student Services in Philadelphia University's School of Continuing and Professional Studies
- sign a scholarship agreement that acknowledges a clear understanding of the regulations listed above

* All scholarships will be renewed each year contingent upon the student maintaining a 3.0 GPA at Philadelphia University. Should a student's GPA fall below a 3.0, and he/she has attempted 12 credits or more at Philadelphia University, the scholarship agreement will be deemed invalid.

For specific course equivalencies, students should consult with an academic advisor in the School of Continuing & Professional Studies.

SCPS - College Level Examination (CLEP) Credits

SCPS awards college credits to students who take the College Level Examination Program Tests and who achieve a score of 50 on the specific area tests. Because Philadelphia University policy prohibits students from receiving credit for the same course twice, credit achieved through coursework and appearing on a college transcript, will be prioritized for credit over the same CLEP exam. Once matriculated, students must consult with an academic advisor in the School of Continuing & Professional Studies to determine if CLEP exams may still be completed.

The testing/credits will be reviewed for credit award by admissions and the appropriate faculty.

SCPS - International Baccalaureate (IB)

SCPS awards college credit to students who participate in the International Baccalaureate Program in high school. In order to earn college credit at the University, students must have completed the honors level of the course with a score of at least 5.

The testing/credits will be reviewed for credit award by admissions and the appropriate faculty.

SCPS - Military Experience

SCPS awards college credit for documented military experience according to the American Council on Education (ACE) guidelines. Free elective credit may be granted for courses taken that do not correspond to a major at Philadelphia University.

SCPS - DANTES (DSST) Credits

SCPS awards college credit for completion of DANTES Subject Standardized Tests (DSST) completed before matriculation and according to the American Council on Education (ACE) accreditation recommendations. For credit to be awarded it must be applicable to a student's program of study. Credit will only be awarded in academic subjects for which Philadelphia University offers a degree program, or significant coursework in a subject area constituting a cluster, minor, or concentration. Free elective credit may be granted for DSST completions for courses taken that do not correspond to a major at Philadelphia University.

The testing/credits will be reviewed for credit award by admissions and the appropriate faculty.

SCPS - Appealing of Transfer Credit Process

SCPS provides students enrolled in the School of Continuing & Professional Studies with the opportunity to appeal Transfer Credit and Credit for Prior Learning decisions. The University requests that students appeal their credit awards as soon as possible and no later than the last day to ADD a course in the student's second term of enrollment. Steps in the appeal include:

If questioning credit awarded before the start of the term, please contact the School of Continuing & Professional Studies

- 1) Notify academic advisor about dissatisfaction with credit award
- 2) Provide advisor with official documentation supporting students request for re-evaluation
- 3) Materials are sent to appropriate academic representative for review
- 4) Decision is communicated to the student and to the registrar if changes to the transcript need to be made.

UNADJUSTED INDEBTEDNESS

No diploma, certificate, official grade report, transcript or recommendation will be granted to any person who has any unadjusted indebtedness to the University.

WITHDRAWAL FROM THE UNIVERSITY

It is absolutely essential that students follow the proper withdrawal procedure in order to be assured of an honorable dismissal from the University. Students are considered in attendance until this formal notification is completed and returned to the University Registrar.

The deadline to withdraw from the University without any record of courses or grades of the current semester is the same as the “last day to drop without a W grade.” – See Academic Calendar.

If a student withdraws from the University before the “last day to withdraw from a course,” all withdrawal grades will be a “W” and will affect Academic Standing upon return to the University. If a student withdraws after the “last day to withdraw from a course” all withdrawal grades will be a “WF” and will affect the GPA calculations and Academic Standing upon return to the University.

If students withdraw during the exam period, they will receive “WF” grades for all their courses. If an instructor has entered a grade, the grade entered by the instructor will not be changed. Please note that an “F” and “WF” grade have the same effect on the GPA and Academic Standing. The “WF” grade identifies a late withdrawal.

Students who need to leave the University after the “last day to withdraw from a course” due to serious circumstances must seek permission from the Dean of Students for late withdrawal. Students who receive permission will receive “W” grades.

Withdrawal forms are available online on the University Registrar’s website:

<http://www.philau.edu/registrar>. To return to the University after withdrawal, see the section on “Re-entry to the University.”

See “Leave of Absence”

Graduate Student Academic Policies

The following are the general policies and procedures unique to the students pursuing coursework in the graduate programs of the University.

In addition to the following Graduate Student Academic Policies, students are expected to review any published policies specific to their graduate programs.

Topics for this section are organized in alphabetical order.

ABSENCES FOR MEDICAL REASONS

Any student who is unable to attend classes for three consecutive days or more due to illness or injury should alert the Dean of Students Office. Notifications by the Dean of Students Office will be sent to each professor of the student currently not able to attend classes due to medical reasons. Philadelphia University Health Services does not provide “sick notes” for students to professors for brief absences from class due to illness. We encourage students to communicate directly with their professors about their absences. This is meant to encourage mature communication between student and professor, as well as encourage personal responsibility for class attendance decisions.

Absences due to illness do not supersede the specific attendance policy for an instructor. Students are required to contact their professors about their academic standing in class either during or immediately following the medical problems. The determination of a student’s academic standing in class is completely within the discretion of the individual instructor.

If a student is diagnosed with a communicable illness that poses a possible threat to the University community, a general notification may be sent to those at risk for exposure to the illness per the recommendation of the Philadelphia Health Department. Efforts will be made not to disclose the infected student’s name. The University cannot assume responsibility for deductions and assumptions made by others, but will make every effort to anticipate and address any concerns.

Students who are diagnosed with a communicable disease and those not immunized against an offending vaccine-preventable disease may be required to leave campus until their illness is resolved. For information, contact the Student Health Center at 215.951.2986.

ABSENCES AND OBSERVANCE OF RELIGIOUS HOLIDAYS

Philadelphia University is a nonsectarian educational institution and respects the diversity and religious needs of its affiliates. The University respects the rights of faculty, staff and students to observe religious holidays. While academic and personnel calendars do not incorporate religious holidays, the policy is intended to apply equitably to all religious groups and to provide opportunities to all to meet their religious obligations. Non-attendance of class on religious holidays by those observing the holiday will be excused without penalty. No adverse or prejudicial effects will result because a student availed herself or himself of these provisions.

The University respects students’ rights to observe religious holidays. Students planning to be absent from a class due to religious observance shall notify the faculty during the first week of classes, if possible. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Professors shall work with students to ensure they have a reasonable opportunity to make up missed classes and assignments.

ACADEMIC ADVISING—GRADUATE

Academic advising is available for each student. Questions pertaining to the program, instruction, course selection and any related matters may be discussed with an advisor. After a student is accepted into the program, an advisor is assigned by the program director.

ACADEMIC INTEGRITY

Academic Integrity and honesty is the foundation of the Philadelphia University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the Philadelphia University community commits an offense against all members of this group. In order for all to know and understand the standards that define

academic integrity at Philadelphia University, the following policy has been developed and ratified by students, faculty, and staff.

These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person.

Types of Academic Dishonesty

The following incidences provide examples of the most common types of academic dishonesty, but other instances may occur outside of the categories defined here.

Cheating

Cheating is the inappropriate and unacknowledged use of materials, information, designs, ideas or study aids in any academic exercise. The use of books, notes, calculators, electronic resources and conversations with others is restricted or forbidden in certain circumstances as indicated by your professor. Cheating also includes stealing, buying, or otherwise obtaining a test; selling or giving away answers to a test; buying or selling a paper, painting, sculpture, model, project, or design for use in the fulfillment of an academic requirement; or falsifying a grade or attempting to alter a grade on a test, official academic record, or a change of grade form.

Students may not request others (including commercial term paper companies) to conduct research or prepare any work for them.

Students in all course delivery formats, including online and other forms of distance-learning, must complete all coursework themselves. Any attempt to have others complete coursework in the student's name is a form of cheating.

Students are also not permitted to submit identical work or portions of that work for credit or honors more than once without prior approval of the faculty member.

Fabrication

Fabrication is the falsification or invention of any information or citation in an academic work. "Invented" information (that is, information which is made up by the student) may not be used in any laboratory experiment, surveys or other academic exercise. The student must always acknowledge any source from which cited information was obtained. A writer should not, for example, reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.

Plagiarism

Plagiarism is the representation of the words, images, information, charts, graphs, data or ideas of another as one's own in any academic exercise. Every idea, image or argument that is not one's own must be cited. Only information considered to be "common knowledge" does not need to be cited. When unclear about the definition of "common knowledge" in a particular discipline, students should consult with the faculty member teaching the course.

Paraphrased material taken from print, electronic sources, or other media should also be cited. Along with this citation, the author should acknowledge a paraphrase properly, by using words such as: "to paraphrase Smith's comment," or "drawing on Smith's ideas about." Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly cited according to

correct citation conventions. Manipulated images or visuals that are not your own must also be cited. Students must familiarize themselves with the correct citation conventions required in each course. Any questions about what constitutes plagiarism should be discussed with the faculty member.

Faculty members may suggest a style guide to use; style guidelines are also available on the Philadelphia University's Learning and Advising Center Website. (www.philau.edu/learning)

Facilitating Academic Dishonesty

Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are in violation of the academic integrity.

Denying Others Access to Information or Material

It is a violation of academic integrity to deny others access to scholarly resources, or to deliberately impede the progress of another student. Examples of offenses of this type include giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals or by deliberately misplacing or destroying reserve materials; or altering computer files that belong to another.

Digital Piracy and Privacy

The following, and similar practices, are violations of academic integrity when done to benefit one's own (or others') academic record:

- *Digital Piracy and Privacy*: The willful violation of copyright laws through file sharing of information destined for an academic submission; use of material discoverable or downloadable without acknowledgement of the source; willful deletion of another's work from shared sites, interference with others' use of shared sites, e-portfolios, etc.
- *Hacking*: Seeking out weaknesses in a computer network or system for the purpose of academic gain.
- *Cracking*: Breaking security on a system to engage in theft or vandalism for the purpose of academic gain.

Process of Handling and Reporting Violations of the Academic Integrity Policy

Overview

All members of the Philadelphia University learning community are entrusted with respecting and maintaining its Academic Integrity Policy (hereafter referred to as "AIP"), whether instruction occurs in-person, online or hybrid. Violations are taken very seriously, as the AIP reinforces the values of original thinking and the recognition of the effort and work of others. Anyone violating this trust harms not only themselves but also the whole learning community (students, faculty, and staff), and the rights of all members of the University and professional communities are compromised.

Roles of Faculty Members and Students Involved in Violations

The severity of violations of this policy varies and must be considered thoughtfully on a case-by-case basis. Sanctions based on this policy are ultimately assessed and implemented at the discretion of the faculty member. Faculty members may determine sanctions within the bounds of the course, e.g. failure on the assignment, or failure of the course. Faculty members do not have the authority to suspend a student from the University.

In order to reach a fair and consistent decision about sanctions, faculty members may seek the advice of the Advising Advocate in their given College, their program director, or their Executive Dean. In such cases, the faculty member may not reveal the name of the student or otherwise compromise the student's identity. When a faculty member assesses a penalty for a violation of the AIP, the student has the right to appeal the penalty—either because s/he feels s/he was not in violation of the policy or because s/he disagrees with the severity of the sanction.

The faculty member has the prerogative to submit a record of the violation of the AIP to the Dean of Students Office. Documentation with the Dean of Students Office formalizes the occurrence and provides a historic record in the event of a recurrence of an AIP violation. It is the role of the faculty member to examine only single violations at hand. It is the role of the Dean of Students Office and the Academic Integrity Board to evaluate issues of recurrence.

Steps in Handling Violations of the AIP

- 1) **Prevention of Violations in Course Planning:** Faculty members are required to include a statement on the Academic Integrity Policy in their syllabi, referring students to the policy in the Student Handbook and the Academic Catalog. Faculty members are also encouraged to provide examples of violations of the AIP that might occur in the course and potential penalties for infractions. In the event that this information does not appear on the syllabus, students are nonetheless bound to the AIP, which is promulgated in the Student Handbook and the Academic Catalog.
- 2) **Resolution at the Course Level:** Faculty members who perceive a violation of the AIP have the prerogative to assess the penalty they deem most appropriate. The faculty member has two main means of support: 1) the advice of the College's Advising Advocate, their program director, or the Executive Dean of the College; 2) following the procedures outlined here.
 - a. As a first step, the faculty member may consult his or her Advising Advocate, program director, or Executive Dean. This is an optional step to acquaint the faculty member with potential ways forward and to solicit feedback on potential resolutions. Because these individuals are not a party to the actual perceived violation, it is not permitted for a faculty member to share the name(s) of the student(s) involved nor to identify the student(s) by any other means.
 - b. Within one week of the faculty member becoming aware of the perceived violation, unless there are extenuating circumstances, the faculty member shall consult with the student (or group of students) involved regarding the allegation of academic misconduct. This consultation may take place in person or in written correspondence, in whatever manner the faculty member deems most effective.
 - c. Typically, the faculty member will make the student(s) aware of the penalty imposed for the violation during this first consultation with the student or shortly thereafter. However, the faculty member has the prerogative to assess the penalty at a later date, if there are extenuating circumstances. The faculty member assigns a sanction, up to and including giving the student a failing grade for the class.
 - d. Sample sanctions include but are not limited to:
 1. Repeat the assignment or complete another assignment.
 2. Failure of the assignment with no opportunity to repeat it. No points will be earned for the assignment (that is, an F will equal a "0").
 3. Failure of the class.

- e. In cases of egregious violations of the AIP, the faculty member may request that the Academic Integrity Board consider more severe sanctions for the student(s) involved, including suspension or expulsion from the University. In this case, the faculty member should file the form for a hearing request with the Dean of Students Office. The form may be obtained from the Dean of Students Office or <http://www.philau.edu/learning/Advising/advisingforms.html>. Once the form is filed, the student(s) shall remain enrolled in the course, unless the faculty member requests immediate removal of the student(s) from the course. Such requests for immediate removal are forwarded to the Office of the Provost.
- 3) **Recording of Violations with the Dean of Students Office:** The faculty member has the prerogative—and is strongly encouraged—to document all violations of the AIP. To document the violation, the faculty member should send written documentation (paper or electronic) to the Dean of Students Office, which serves as the repository for reported violations of the AIP. The description sent to the Dean of Students should detail the violation, the discussions between faculty member and student, and the penalty imposed for the violation. It is anticipated that a vast majority of such violations will end with resolution at the course level and with the recording of the violation and resolution with the Dean of Students Office, requiring no further action by the faculty member or the Dean of Students.

The Dean of Students Office is obliged to keep the record of AIP violations confidential, as mandated by the University Student Records policy. In cases of repeat violations of the AIP by the student or in cases in which further adjudication is being considered, the Academic Integrity Board will be informed and will maintain confidentiality. The Dean of Students Office may also initiate proceedings with the Academic Integrity Board if a student has received a citation for more than one violation of the AIP, or if a violation of the AIP is reported by a university department not directly tied to teaching (as with the Library, the Office of Information Resources, Learning & Advising, etc.).

- 4) **Referral to the Academic Integrity Board:** There are three possible scenarios in which an alleged violation of the AIP proceeds to the Academic Integrity Board for adjudication:
- a. In perceived egregious violations of the AIP, the faculty member may request a full hearing as a means to determine an appropriate penalty, in cases where the faculty member deems that the student's actions warrant suspension or expulsion from the University. In these cases, the faculty member files a form for a hearing request with the Dean of Students Office.
 - b. The student(s) involved has the right to appeal the finding and/or sanctions leveled by the faculty member. In this case, the student(s) files the form for a hearing request with the Dean of Students Office.
 - c. The Dean of Students also may request a judgment by the Academic Integrity Board in cases of repeat violations of the AIP, or if a violation of the AIP is reported by a university department not directly tied to teaching (as with the Library, the Office of Information Resources, Learning & Advising, etc.).

The form can be obtained from the Dean of Students Office or <http://www.philau.edu/learning/Advising/advisingforms.html>. The form for a hearing request should be filed with the Dean of Students Office within 7 days of the faculty member's imposition of a sanction (unless there are extenuating circumstances that require additional

time), to allow for scheduling of a hearing as soon as possible. At this time, the Dean of Students Office will also inform the student's academic advisor and the Executive Dean of the student's degree-granting college of the proceedings against a student.

- 5) **Convocation and Composition of the Academic Integrity Board:** The Dean of Students Office will set up and convene the hearing within two weeks of the filed request (unless extenuating circumstances require a delay). The Academic Integrity Board will comprise three voting faculty members (including the Chair of the Student Experience Committee, who chairs the Board proceedings, and two other faculty members from the Student Experience Committee), and two voting student members (drawn from a pool of students from the Student Experience Committee or those nominated by the Dean of Students Office). One administrative representative from the Dean of Students Office will be present in a non-voting capacity, to record the proceedings and to insure the proper administration of the hearing and recording of the finding.
- 6) **Proceedings of the Academic Integrity Board:** The faculty member who made the initial finding or referral to Academic Integrity Board may submit a written statement and supporting evidence, as she deems appropriate, and should be prepared to appear at the hearing to present evidence. The student(s) involved in the adjudication may submit a written statement and supporting evidence, and must appear before the Board to address the finding of the faculty member. For students enrolled in online or other distance-learning formats, the Academic Integrity Board may include the student by means of internet-based visual and verbal participation or, in cases where visual interaction is technology not possible, by phone. The student's academic advisor, Advising Advocate, and Executive Dean are permitted—but are not required—to attend the hearing, though not in a voting capacity. The Chair of the Academic Integrity Board will determine whether any witnesses may offer testimony. The five voting members of the Board will make a judgment that shall uphold, amend, or retract the sanction(s) imposed by the faculty member. In cases of egregious violations of the AIP or recurrent violations of the AIP, the Academic Integrity Board has the authority to suspend or expel the student from the University.
- 7) **Documentation of the Academic Integrity Board Hearings:** All documentation of the hearing process will be kept on file in the Dean of Students Office. The student will be told of the outcome of the hearing immediately after deliberation, and will receive a written summary of the finding of the Academic Integrity Board within 3 working days of the hearing. The student's Executive Dean and Academic Advisor will also be informed of the conclusion of the Academic Integrity Board.
- 8) **Appeal of the Academic Integrity Board Decision:** Students have the right to appeal a decision by the Academic Integrity Board in accordance with the guidelines governing a "University Committee" published in the University Catalog: "In the event a University committee rendered a decision, the student may file a second appeal with that same committee if there is new information that would have a bearing on the outcome of the case. The University committee is the final appeal."

ACADEMIC INTERNSHIPS-GRADUATE

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships provide students the opportunity to gain valuable applied experience and make connections in the professional fields they are considering for career paths. Academic internships at Philadelphia University aid students in professional preparation through a work experience directly related to their major and career goals. All academic internships must meet the NACE criteria for an experience to be considered an internship (visit www.philau.edu/careerservices/students/internships for details).

Academic internships are offered during the fall, spring and 12-week summer term. The course syllabus is focused on professional skill-building and written assignments. Graduate-level internships are offered as a 3-credit course. Graduate students are permitted to enroll in the undergraduate 0.5-credit course in order to meet employer hiring policies, but it does not count towards graduate degree requirements. Students may only enroll in an internship course during the semester of the internship experience; credit is not issued retroactively or for future experiences.

While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and a student's overall career and professional development. The Career Services Center and designated Faculty Internship Advisor (FIA) from the student's major provide support and guidance during the semester of participation. Career Services staff is also available to assist students with internship search strategies prior to the internship.

At the conclusion of the internship semester, all students are evaluated by their employer and FIA, receiving a grade derived from successful performance as determined by the employer, the quality of academic assignments submitted to faculty, and completion of minimum required hours. Graduate internships (when administered by the Career Services Center) require a minimum of 12 weeks in length and a minimum of 12 hours per week on site. All required hours and coursework must be completed within the semester dates for which the student is enrolled in the internship course.

Internship course registration may only occur once an offer has been received and accepted from the employer. Several steps are required in order to register, and the Registrar's Office ultimately enrolls each student in the internship course once all required paperwork is completed and submitted. The deadline to register for academic internships is the last day to add class for the semester of intended participation as established by the Registrar's Office. (Refer to the academic calendar for specific dates.) Students are strongly encouraged to apply early and to contact Career Services for assistance, which provides the best success in finding an appropriate experience in time to meet registration deadlines. To learn more about the registration process, visit www.philau.edu/careerservices/students/internships.

Minimum Requirements for Participation:

- Full-time status during the regular academic year (fall/spring semesters; may differ by program)
- Completion of 18 core graduate credits by the start of the internship experience
- 3.25 cumulative GPA in the semester preceding the internship

International Students:

- Meet criteria above as relevant to program enrollment

- Must be eligible for Curricular Practical Training (CPT) - visit www.philau.edu/careerservices/students/internships for details

Note: Students not meeting minimum requirements may be considered by submitting a formal appeal. Contact Career Services for additional information.

To learn more about academic internships at Philadelphia University, visit www.philau.edu/careerservices/students/internships or contact Career Services at intern@philau.edu or 215-951-2930.

ACADEMIC STANDING

Students' academic records are reviewed at the end of each semester, including summer, to evaluate academic standing and satisfactory progress toward degree requirements. The program director or coordinator will notify the student when problems in academic performance may jeopardize a student's good standing. Official notification of probation or dismissal will be in writing and sent directly to the student by the program director or coordinator. Poor academic performance leading to probation or dismissal is listed below.

Probation

Students whose academic records include one or more of the following will be placed on academic probation by their respective program directors or coordinators:

- Semester grade point average below 3.0 (including all courses taken)
- Cumulative grade point average below 3.0
- A grade below "B-" in one or more courses (including foundation courses and undergraduate prerequisite courses)
- Withdrawing from a course for academic reasons

Students on academic probation will be required to improve their academic performance their next semester enrolled in order to be removed from academic probation. These details will be provided in writing to the student upon notification of placement on probation.

Dismissal/Terminal Probation

If the student is placed on probation and remains on probation at the end of the following semester, the student will be dismissed from the University. In addition, students whose academic record includes one or any combination of the following will be dismissed from the University.

- Cumulative grade point average below 3.0 for any two terms
- Probation for any three terms
- A grade below "B-" in two or more courses (including foundation courses and undergraduate prerequisite courses)
- Failure to repeat specified courses as stipulated in the probation notice, including outstanding grades of "F" in courses in the student's program
- Failure to earn minimum 3.0 grade in a repeated course
- A grade of "F" or "NC" in more than one course within the student's program
- Unprofessional behavior and/or conduct that violates the University's Code of Conduct (www.PhilaU.edu/studenthandbook) or other behavioral guidelines as communicated directly to

the student by the program director or coordinator. Conduct guidelines that are specific to a program or profession are published on the program's website.

Students will receive written notification of academic dismissal and may appeal for reinstatement by submitting a written request for reinstatement to the chair and sub-committee chair of the Student Experience Committee by the date listed in the letter. The petition for reinstatement should include:

1. An explanation of the poor academic performance that led to the dismissal, i.e. insufficient credits earned and/or low GPA.
2. An explanation of whether the student worked with his/her program director, sought tutoring assistance or accessed other support services to address academic performance.
3. Documentation concerning any mitigating circumstances that may have contributed to poor performance. This includes but is not limited to medical or psychological documentation.
4. A plan for preventing recurrence of these academic difficulties and for raising credits and/or the GPA above the minimum standard for continued enrollment.
5. Letters of support from the program director, professors or other support staff (optional).

Members of the Student Experience Committee will review petitions for academic reinstatement. Written notification will be made as soon as practical, no later than one business day prior to the beginning of the enrollment period for which the student is seeking reinstatement.

If a student is readmitted to the University following an appeal to the Student Experience Committee, a semester will be stipulated for his/her re-admission. If students wish to enter more than one year from the original semester indicated on their letter, their request must be resubmitted to the Student Experience Committee for re-evaluation.

Students readmitted to the University are placed on terminal probation and must meet the stipulations established for them. Failure to do so will result in automatic dismissal from the University.

ADDRESS OR NAME CHANGES

It is the student's responsibility to see that a valid permanent address and current name is on file in the Office of the University Registrar. Any change of name or permanent or local address must be reported to the Office of the University Registrar when it occurs. Students may also change their address on WebAdvisor. A forwarding address should also be given to the U.S. Postal Service.

International students must also contact the director of International Student Programs when changing their name or address.

APPEAL OF ADVERSE DECISIONS

Students have the right to appeal decisions that are made regarding them by any faculty, official or committee of the University. The Dean of Students and the Learning and Advising Center can advise students on the appeals process.

Students should first discuss the decision with the individual who made the adverse decision. If a satisfactory resolution of the problem cannot be reached at that level, students may file a subsequent appeal with the dean or the person to whom that faculty or staff member reports. In the event a satisfactory resolution cannot be reached at that level, or if there is no intermediary, an appeal may be submitted to the Executive Dean of the College. The Executive Dean is the final appeal.

In the event a University committee rendered a decision, the student may file a second appeal with that same committee if there is new information that would have a bearing on the outcome of the case. The University committee is the final appeal.

Appeal Reason

Dismissal from University –
Undergraduate Students

Process and Procedures

Appeal the dismissal from the University to the Student Experience Committee. The Committee will only review a second appeal based on relevant new information.

Dismissal from University –
Graduate Students

Appeal the dismissal from the University in KC-DEC: Director of Graduate Studies; C-SHLA: Health Professions Council; C-ABE – Associate Dean

Permission To Take Classes at
Another Institution*

If the permission form is denied, appeal to Associate Dean. However, there is no appeal if the course is not approved. Students must still meet residency, majors and other requirements as stated in the most current catalog.

Course Substitution/Waiver

Advisors review for “fit” to program; designated faculty approve the course as substitution; Program Director or Associate Dean approve appeal.

Late Course Withdraw –
Undergraduate Students
(see 4b if withdrawing from all
classes).

Appeal to Director of the Learning & Advising Center.

Withdrawing/Dropping All Courses
After the Withdraw Period –
Undergraduate Students

Appeal to Student Life. Student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account Offices.) The financial impact is likely to be significant when a student’s status changes from FT to PT, or vice versa.

Late Course Withdraw –
Graduate Students

Appeal to Program Directors. Student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account Offices.) The financial impact is likely to be significant when a student’s status changes from FT to PT or vice versa.

Withdrawing/Dropping All Courses
After the Withdraw Period/Leave of
Absence – **Graduate Students**

For permission in C-DEC; Director of Graduate Studies; C-SHLA: Health Professions Council/Chair; C-ABE: Associate Dean.

Late Course Withdraw/Late Course
Add – **Continuing & Professional
Studies Students**

Appeal to SCPS Director. Student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account offices). The financial impact is likely to be significant when a student’s status changes from FT to PT or vice versa.

Late Course Add (after drop/add date)	Appeal to the Director of the Learning & Advising Center. Prior to filing the appeal, the student must obtain approval from their college's Manager of Academic Operations (MAO), and the student is responsible for determining how this will impact their financial aid and student account. (For this information, contact both the Financial Aid and Student Account Offices.) The financial impact is likely to be significant when a student's status changes from FT to PT or vice versa.
Late Course Drop (after drop/add date)	Appeal to the Director of Learning & Advising.
Course Appeal of a Grade/Grade Change	Appeal to course instructor, then reviewed by Associate Dean.
Course Appeal to Change Course to Credit/No Credit Grade After Deadline	Appeal to the Director of Learning & Advising.
University Residency Requirements	Appeal to the Director of the Learning & Advising Center
Withdraw/LOA and Refund of Tuition, Room and Board	Appeal to the Tuition Appeal Committee – Business Office, Student Life, Financial Aid and representatives.
Placement into Fundamentals Courses	Appeal to the Director of the Learning & Advising Center
Permission to Walk (in Graduation)	Appeal to the Registrar
Consideration of AP Scores for Credit when Submitted After the Second Semester in Residence	Appeal to the Director of the Learning & Advising Center

ATTENDANCE

All students are responsible for, and grades may be determined by, all requirements outlined by the instructor's syllabus. This may include class attendance and participation, as well as the completion of all assignments, the reading of all required materials, the completion of laboratory assignments and/or field trips, and the taking of the required examinations.

Any students with absences due to extended illness should contact the Dean of Students office. This will not, however, override an instructor's attendance policy. Students are required to speak with their instructors about all extended absences to learn of their academic standing in class. Students with excessive absences due to personal circumstances should contact the Dean of Students and are encouraged to contact the Counseling Center.

CANCELLATION OF CLASSES

Cancellation is automatic upon failure of the instructor to appear 15 minutes after the normal starting time of that class, unless notice is sent prior to that time that the instructor will be late.

Inclement Weather

In the event of inclement winter weather, a notice will be posted on www.PhilaU.edu, the University will email an announcement to the students, and KYW 1060AM will make an announcement of the snow number.

The number for cancellation of classes:

- Day 112
- Evening (announced after 3 p.m.)
- Main Campus 2230
- Bucks County Campus 2751

If classes are canceled due to inclement weather, students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of any immediate impact on the students' preparation for the next class meeting. In order to address any missed learning due to cancellation of class sessions, faculty members have several options including:

4. Holding class through electronic means by emailing the students or posting to Blackboard class lessons, discussion forums and/or additional assignments related to class content;
5. Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.
6. Holding class through synchronous online means.

CHALLENGE EXAMINATIONS

Students who desire credit for courses taken at non-accredited institutions, for industrial/work experience or for other appropriate life experience may arrange for a challenge examination. If the subject is not covered by the national testing agencies (see National Testing Agencies), a student may receive credit for courses offered by the University by making arrangements for an examination to be given by the college offering the course. Satisfactory evidence of adequate and appropriate preparation must be presented before the examination is prepared. If it appears that the student has adequate preparation, the student pays a fee, presents the receipt to the college manager of academic operations, and takes an examination. The college will send the Office of the University Registrar the receipt for the examination fee along with written notification of a passing grade for the examination. Only one examination will be allowed for any one course. Students are ineligible for a challenge examination if they have previously enrolled in the same course at Philadelphia University.

See "Financial Information."

CHANGING CATALOG YEAR

In connection with changes in University curricula, there may be rare occasions in which students are requested to change their catalog year to gain the learning advantages offered by the new curricula. Changes in Catalog Year are only progressive, meaning that catalog year changes may only advance to the latest or most recent year's curricula. No students or programs may request that a catalog year be changed regressively, i.e. moving back to the curricula of previous year or years.

COMPLIANCE WITH UNIVERSITY REGULATIONS

By accepting registration, students agree to accept responsibility for compliance with academic requirements and conduct regulations.

It is recognized that, once registered, students have basic rights, but the University reserves the right to require students to withdraw at any time if they fail to live up to their responsibilities to maintain the standards of conduct and scholarship.

Due-process procedures will be followed in all violations that could result in the dismissal of a student from the University.

COMPUTER RESOURCES

The Office of Information Resources (OIR) is responsible for management, operation, security and support of the information-technology environment at Philadelphia University. In accordance with established policies, all members of the Philadelphia University community are responsible for effective, efficient, ethical and acceptable use of information resources. The complete text of the University's "Information Technology Policy" is published in the University's *Student Handbook* and is available online at www.PhilaU.edu/studenthandbook.

CONDUCT

The University tries to minimize the number of specific regulations governing conduct, assuming that students are adults and mature enough to establish a code of conduct that will reflect well on themselves and the University. The University expects students to perform their work honestly, pay debts promptly, comply with public laws and respect the property of the University, the community and fellow students.

All individuals and organizations affiliated with the University or using the name of the University are expected to conduct their affairs in a manner reflecting credit on the University.

The University does have regulations governing certain types of conduct. These are stated in detail in the *Student Handbook*, which is available online at www.PhilaU.edu/studenthandbook.

A Student Conduct Committee reviews serious cases involving violations of conduct standards and regulations, including academic dishonesty. The operation of this committee is outlined in the *Student Handbook*.

COURSE-BY-APPOINTMENT (CBA)

The intended course-by-appointment must currently exist in the University catalog, i.e. course number and course name already have been created by the Registrar. All prerequisites for the existing course must have been met prior to the CBA.

A written proposal detailing how the existing syllabus will be modified to allow equivalent classroom experiences during the term must be attached to the required approval form. This form is obtained online at the University Registrar's website at www.philau.edu/registrar and, if approved, the student must submit the form to the Registrar before the "last day to add" deadline (see Academic Calendar). Further details are provided on the form.

Students may also be permitted to take CBA for an existing catalog course that anticipates low enrollment. In such cases the University Registrar lists such courses on the master schedule without indicating days or times. The assigned faculty member subsequently contacts all students who register, and a mutually convenient day and time is established. The completed form, with the required

signatures, will be submitted to the manager of academic operations of the college in which the course is given, or the School of Continuing and Professional Studies if appropriate, and must be presented to the Registrar before the “last day to add” deadline.

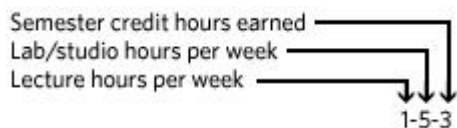
The University reserves the right to identify courses that may not be taken by appointment regardless of scheduling conflict or anticipated date of graduation.

See “Independent Study.”

CREDIT HOUR

A credit hour is a measure of the amount of work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit or the equivalent amount of work over a different amount of time; or, (2) at least an equivalent amount of work for other academic activities such as laboratory work, studio work, internships, or other academic work leading to the award of credit hours.

For studio and laboratory courses, the conventional suggestion is two hours of instruction and at least four hours of work outside of class each week for approximately 15 weeks represent one hour of credit. Following is an example of notation used in course descriptions in the academic catalog to designate the hours in class per week and the credit earned.



Credit by Exam (Waiver Examinations)

Students may request to take a waiver examination instead of taking a course. The student must have experience in the field covered by the course or must have studied it elsewhere. Students may take waiver examinations for up to two courses in their degree programs. Credits earned by a waiver examination are not considered transfer credits. The cost of taking a waiver examination is equivalent to one credit hour of the current graduate tuition. Consult with your program director for specific details.

Credit/No Credit—Graduate

Some graduate courses are graded on a “Credit/No Credit” (CR/NC) basis. To obtain credit for these courses, students must earn the equivalent of a “B-” or better in the course. The grade point average will not be affected whether credit is received for the course or not.

DISABILITY SERVICES

The Office of Disabilities Services provides, on an individual basis, reasonable accommodations to students with hearing and visual impairments, mobility impairments, learning disabilities and attention deficit disorders, chronic illnesses and psychological impairments that may affect their ability to fully participate in program or course activities or to meet course or curricular requirements. This office functions to determine qualified disability status and to assist students in obtaining appropriate and reasonable accommodations and services. Accommodations may include, but are not limited to, testing or classroom adjustments, tutoring and use of adaptive equipment. Services provided are designed to encourage independence and self-advocacy, backed by a comprehensive system of supports.

Students should contact the Office of Disabilities Services for additional information, guidelines and procedures.

DROPPING COURSES, ADDING COURSES AND SCHEDULE CHANGES

Schedule changes, such as adding a course, changing a section, replacing a course or section, etc., must be made by the “last day to add” in the Academic Calendar. See Academic Calendar online.

Students may drop a course with no notation on the transcript if the drop is completed before “last day to drop without ‘W’ grade” deadline on the Academic Calendar.

After the “last day to drop without W grade,” a student may withdraw from a course prior to or on the “last day to withdraw from a course” (see Academic Calendar). When a student withdraws from a course, a “W” will appear on the transcript for that course and this will affect the student’s Academic Standing. To withdraw from a course, all students must submit a signed Course Withdrawal form to the University Registrar. Forms may be found online at the Registrar’s website:
<http://www.philau.edu/registrar>.

If the student officially withdraws after the “last day to withdraw from a course,” a “WF” will appear in the transcript and affect the GPA calculations and Academic Standing. If the student fails to officially withdraw from a course before the “last day to withdraw from a course,” a grade of “F” will appear on his/her transcript and affect the student’s GPA calculations and Academic Standing.

Specific deadlines for dropping special accelerated courses or summer session courses are published by the University Registrar. These deadlines will determine the drop period for summer terms. In exceptional cases a student may request special permission from the Director of the Learning and Advising Center to drop a course after the “last day to withdraw from a course” deadline. In such cases a grade of “W” will appear on the transcript for that course and this will affect Academic Standing. Students may not drop or withdraw from fundamentals courses.

See “Schedule Changes,” “Leave of Absence/Withdrawal Policy” and “Refund Policy.”

FINAL EXAMINATIONS

Final examinations are scheduled during a one-week period at the end of each semester. Examination periods are two hours in length.

The University has a policy prohibiting the administration of any final examinations during the last “instructional” week of the semester in place of an examination during the scheduled final exam week. No student is required to take more than three final examinations during a given day. If, because of this policy, it is necessary for a student to have any examinations rescheduled, arrangements must be made with the University Registrar no later than a week in advance of the start of exam week.

GRADE APPEAL

To appeal a grade for a course, the student should first discuss the grade with the faculty for the course. If the student is not satisfied with the outcome of this discussion, the student may file a subsequent appeal with the Associate Dean of the College. In the event that the student is not satisfied with the outcome at that level, or if there is not an intermediary, an appeal may be submitted to the Executive Dean of the College. The Executive Dean is the final appeal.

GRADE CHANGES

All grades become part of the permanent records of the University at the end of the semester. Following this, no grades may be changed without the written approval of the faculty and associate dean of the college offering the course. Forms for change of grades may be found online on the University Registrar's website, www.PhilaU.edu/registrar.

This in no way affects the institutional policy regarding the grade of "Incomplete."

GRADE REPORTS

Current students can access and print their grade reports using WebAdvisor. Grade reports are not mailed to students.

GRADING—GRADUATE

The University uses a plus/minus grading system. The passing grades for graduate courses are "CR," "A," "B" and "C." A grade of "F" signifies that the course has been failed. The grade of "C" is the minimum passing grade but is considered unsatisfactory performance.

A cumulative grade point average of 3.0 for all courses in the student's graduate program is required for graduation; this does not include foundation courses or undergraduate prerequisite courses. The unit of credit is the semester hour. A quality point average is used to determine scholastic standing.

Quality points are assigned according to the following scale:

A	(4.0)	C+	(2.33)
A-	(3.67)	C	(2.0)
B+	(3.33)	C-	(1.67)
B	(3.0)	F	(0.0)
B-	(2.67)		

To calculate the grade point average for a given semester, divide the number of grade points awarded by the number of credits attempted. To calculate the cumulative grade point average, the total number of grade points awarded is divided by the total number of credits attempted in all courses taken at the University.

The "I" (Incomplete) grade is used to indicate that a student has missed some portion of the required work because of illness or other emergencies beyond his/her control. It indicates that the student will most probably complete the missing requirements within the prescribed time limit and, when they do, will probably receive a passing grade.* If there is no possibility of passing the course, then it is inappropriate to assign an "I" grade. Both the student and faculty member assigning the grade must sign the "Agreement for the Completion of Work Outstanding." Copies of this form are available online on the Registrar's website, www.PhilaU.edu/registrar. An "I" grade automatically becomes an "F" (failure) unless changed by the end of the 4th week counting from the last day of the end of the semester in which the course was taken.

** In most cases, a passing grade for graduate courses is "C," but there are courses and programmatic requirements that exceed this. Please refer to the appropriate graduate program and course descriptions in the Academic Catalog.*

Graduate Status

Philadelphia University defines graduate credit hours in the following way:

- 6 & > Credits is equal to full-time
- 3 to 5.999 credits is equal to half-time, and

- 0.5 to 2.999 is equal to less time.
See also financial aid guidelines.

Graduation Application Procedures

Students nearing graduation must review graduation requirements with their advisor or their program's graduation certification officer at least two semesters before they plan to graduate. Students then must apply online for graduation and then submit a preliminary certification form to the Office of the University Registrar. Deadlines are April 15 for a candidate for August or December graduation, and October 15 for a candidate for May graduation. An August graduate may seek permission to walk at the May Commencement event. Instructions can be found on the Registrar's page on the web: www.philau.edu/registrar.

GRADUATION REQUIREMENTS-GRADUATE

To graduate, students must fulfill the credit-hour requirements and complete the required courses for their specific graduate program.

To be certified for graduation, a candidate must have:

- a minimum 3.0 cumulative grade point average (excluding foundation courses and undergraduate prerequisite courses),
- no more than two grades below "B-" (including fundamental and undergraduate prerequisite courses),
- grades of "C" or better in WRTG-100ESL and ITXA-100 for those students who were required to complete these courses, and
- no "F" grades in courses within the student's program.

Students must also complete all requirements for the doctoral dissertation or the master's thesis in programs that require them. See "Guide for the Preparation of Doctoral Dissertations and Master's Theses" for further information online: <http://www.philau.edu/gradstudent>.

Students must complete an Application for Graduation prior to the semester in which they plan to graduate. This form is available online on the Registrar's website at www.PhilaU.edu/registrar. Students will be billed for graduation fees.

HUMAN SUBJECTS POLICY

Faculty, staff and students at Philadelphia University are occasionally involved in the conduct of research involving human subjects. Any research conducted under the auspices of Philadelphia University must protect the rights of human subjects and requires approval from the University's Institutional Review Board (IRB). An IRB is a committee of peers that examines human-subjects research proposed by Philadelphia University faculty or students for ethical concerns and determines: 1) the rights and welfare of the individual or individuals involved; 2) the appropriateness of the methods used to secure informed consent; and 3) the risks and benefits of the investigation. The IRB approves, denies or recommends changes to the proposed research to assure the protection of the rights of human subjects.

The policies and procedures associated with the review and approval of research involving human subjects at Philadelphia University are established to be consistent with current federal guidelines. The complete text of the "Human Subjects Policy" can be found as a resource on the Office of the Provost website, see <http://philau.edu/provost/>.

INDEPENDENT STUDY (IS)

Students may earn credit through a supervised learning experience in which the student plays a significant part in determining the learning objectives and anticipated outcomes. IS provides students a unique opportunity to work closely with a faculty mentor while studying a subject of their own choice. This learning experience, however, should not duplicate material delivered within an existing course catalog. Only students who are prepared to devote considerable time and effort should undertake IS. Planning of the scope and structure of this learning experience should begin in the semester preceding enrollment, not during the term of the IS.

Before registering for the IS, students must secure the written approval of a faculty member who has agreed to supervise the work. Approval of IS can be expected if the faculty member has the time and the interest to supervise the student's work, and if the supervisor and the student can agree in advance on a suitable subject for independent study. Faculty members may choose which applicants they wish to supervise. The decision will be determined by the faculty member's time available, professional interests and his/her estimate of an applicant's prospects for doing suitable work.

The student plans specific activities and goals with the help of the cooperating faculty member. S/he must then receive approval for the plans and complete the Independent Study agreement form, which is available online at the Registrar's website, www.philau.edu/registrar. The student is responsible for bringing the completed and signed form to the University Registrar for official enrollment purposes.

Requirements for an Independent Study

(Additional requirements may exist for each college.)

- Registration must be completed before the "last day to add" deadline in the current Academic Calendar. (See Academic Calendar.)
- A student may select no more than one course by independent study during a single term.
- A maximum of four courses may be taken by independent study in a degree program.
- A student may not select more than two IS courses under the sponsorship of the same faculty member.
- At the end of the term, students are required to present their work to faculty and student representatives of the University.

See "Course by Appointment."

INFORMATION LITERACY

Mission: To help students become "wise information consumers" and lifelong learners by developing in them the abilities to effectively find, evaluate and apply information.

Information literacy is embedded in the curricula of each college. Students are exposed to information literacy concepts in the context of both their major and Hallmarks Core courses. Students learn how to use the information resources and technologies relevant to their lives as scholars on campus and as professionals in the field. Throughout their undergraduate careers, students gain practical experience in the critical application of data and information to various information needs and problems.

The 21st-century workplace recognizes the value of information-literate employees. Today's technology- and knowledge-driven economy demands highly skilled workers who are adaptable, resourceful, intrinsically motivated and able to learn. Through the University's efforts to create information-literate graduates, students engage in the same process of information problem-solving that will continue for the rest of their lives.

Information Literacy at Philadelphia University is a collaborative, campus-wide effort involving classroom faculty, librarians, the University Writing Program, technology and computing support, and University administrators. Faculty, administrators, and librarians work together to incorporate

Information Literacy into programs, courses and assignments, and to assess stated Information Literacy Learning Outcomes. Librarians also support students, faculty and staff as they seek to become information-literate, lifelong learners

For more information see "Information Literacy" in Academic Programs section of the Academic Catalog.

INTELLECTUAL PROPERTY AND SPONSORED RESEARCH

In the interest of advancing the scholarly activity of the University, promoting academic integrity and supporting both individual and institutional interests, the University has established certain intellectual property policies that cover the recognition, disclosure, publication and ownership of discoveries made in connection with the academic/research activities of the University. Students, staff and faculty are both protected and bound by these policies.

With respect to research that is sponsored by a governmental authority or other third party, the rights of students in any intellectual property that they may discover or create is governed by the terms of the specific agreement between the University and such third party.

Students must comply with all laws and the University policies applicable to intellectual property. Intellectual property includes copyrights, patents and trademarks which are further described in the University's intellectual property policies.

INTERNATIONAL STUDENTS

International students should consult with the director of International Student Programs concerning specific policies applicable to them. The director of International Student Programs offers assistance to these students in many areas, such as providing orientation assistance, academic advising assistance, referral to language classes as a result of placement testing, and administrative liaison with governmental agencies.

All international students, including transfer students, must report to the International Student Programs office, located in the Kanbar Student Center, to certify their registration and to provide a local address. The office is open on a walk-in basis and by appointment.

LEAVE OF ABSENCE POLICY

A leave of absence is a leave from the University with the intention of returning within two full academic semesters or a calendar year to complete coursework.

The deadline to take a leave of absence from the University without any record of courses or grades of the current semester is the same as the "last day to drop without a W grade." (See Academic Calendar) If a student takes a leave of absence from the University before the "last day to withdraw from a course," all LOA grades will be a "W" and will affect the student's Academic Standing. If a student takes a leave of absence after the "last day to withdraw from a course" all LOA grades will be a "WF" and will affect the student's GPA calculations and Academic Standing.

When a student takes a leave of absence during a semester, the effective date of the leave of absence will be determined when the Office of the University Registrar receives the completed leave of absence form (see University Registrar's website for appropriate form). Students must check with the Student Accounts Office to determine their financial responsibility for tuition and other fees, such as housing and meal plans.

Any student who is in good academic standing is eligible to take a leave of absence from the University for up to one calendar year. A leave of absence allows students to re-enter the University within one calendar year from the date on which the leave was approved without the need for completing a new application.

The leave of absence also enables the student to retain degree requirements from the catalog under which they originally matriculated. Any student may, however, choose to re-enter under requirements in the current catalog. A student whose leave of absence extends beyond two full academic semesters must complete a new application to re-enter the University. Graduation requirements will be determined from the catalog in effect on the date of acceptance for re-entry by the Office of Admissions..

Students who are not in good academic standing are permitted to apply for withdrawal, but not leave of absence. Under these circumstances, the Student Experience sub-committee must approve any application for re-entry before a student registers for any additional courses at the University. (See “Withdrawal from University.”)

For information about the financial aspects of the leave of absence policy, please refer to the “Refund Policy” included in the “Financial Information” section of the catalog.

LEAVE OF ABSENCE—MEDICAL

A Medical Leave of Absence is granted to students who cannot continue enrollment due to physical or mental health problems. A Medical leave remains in force for one calendar year. If the student does not return within that time frame, s/he must re-apply to the University. The procedure for acquiring a Medical Leave of Absence is as follows:

- 1) Complete the **Medical Leave of Absence Form**. (Students can obtain this form from the Registrar’s website: www.philau.edu/registrar.)
- 2) Make an appointment with the Dean of Students Office to discuss the circumstances and implications of the leave. This includes the impact of the leave on academic progress, student accounts, financial aid, tuition insurance claims and housing (if the student lives on campus).
- 3) Provide medical documentation to validate the need for the medical leave.

Students who take a medical leave before the last day to drop will not see any courses or grades on their transcript. Those students who obtain a medical leave during the semester but prior to the “last day to withdraw from a course” will receive “W’s” on their transcripts. If the withdraw date is past, the Dean of Students may authorize “late W’s” for documented medical leaves.

Students on medical leave must notify the Dean of Students Office 30 days prior to the beginning of the semester of their intent to return to the University. Medical documentation will be required for all students to determine if the student is healthy and ready to return to the University. Medical documentation will be on file in the Dean of Students Office.

MATRICULATION MAINTENANCE

In order to earn credit for the completion of the dissertation, thesis, capstone project or clinical experience, a student must be registered in the appropriate graduate program (either in residence or absentia) during the semester in which the course work is completed or the dissertation or theses are defended, and must be enrolled in the appropriate course.

If a student is capable of defending or presenting his/her work within the grace period (approximately four weeks into the next semester, including summer sessions*), the grade of “Incomplete” will be awarded. Following successful completion and submission of coursework (or in the case of thesis or dissertation, a final version of the thesis or dissertation), a change of grade will be submitted by the faculty of record. Students who fail to complete the requirements during the grace period must re-register for dissertation, thesis, capstone project or clinical experience until they successfully meet all requirements.

Students who are judged by the faculty, dissertation or thesis chair, or advisor to be incapable of completing the requirements during the grace period will receive the grade of “TH” (which indicates the course requirements have not been satisfactorily completed, but work is progressing). In addition to being enrolled in the appropriate program, students must re-register in the original course for dissertation, thesis, capstone project or clinical experience coursework in the subsequent fall or spring semester immediately following the semester in which they enrolled to maintain continuous enrollment and to remain in good standing**. Tuition equal to one graduate credit will be assessed for subsequent courses in dissertation, thesis, capstone project and clinical experience.

When the dissertation, thesis, capstone project or clinical experience is successfully completed, the faculty, program director or advisor will submit a final grade for course completion and the student will earn one to nine graduate credits (depending on the major field) for the semester during which the dissertation, thesis, capstone project or clinical experience was successfully completed.

** The grace period ends on the date corresponding to when current semester “I” or incomplete grades are changed to “F” or failing in the subsequent semester; these are listed on the Academic Calendar which is available on the university website.*

*** These courses will have an identical course number with an “e” indicating a matriculation extension.*

NON-DEGREE STATUS ENROLLMENT

Students may apply for non-degree status and register for courses at Philadelphia University. Students with non-degree status are permitted to register for a total of 15 earned credits and thereafter must apply for matriculating status. Credits earned under non-degree status cannot be used to receive a certificate, minor, specialization/concentration or any degree without matriculating. Contact the University Registrar’s office for more information on applying and registering as a non-degree student.

Credits earned under non-degree status cannot be used to receive a certificate, minor, specialization/concentration, or any degree without matriculating.

Registration: Students are expected to register on the published dates for registration. Fees are payable in advance or upon the registration date. Students will receive grades for all courses for which they are registered.

REFUND POLICY—GRADUATE

Students are considered in attendance until the Registrar receives formal written notice of withdrawal. Tuition charges for Graduate students who withdraw from a course will be refunded on the following schedule (Including Summer):

Prior to the first class meeting	100%
Prior to the second class meeting	80%
Prior to the third class meeting	60%
Prior to the fourth class meeting	40%
After the fourth class meeting	0% - No refund thereafter

Online Policy (including Summer Online courses) regardless of login status:

Before classes start	100%
During the first week of classes	80%
During the second week of classes	60%
During the third week of classes	40%
Beginning of fourth week of class	0% - No refund thereafter

REPEATING A COURSE

Students who fail a required course must repeat the same course during the next term in which it is offered if the course is the only course that will satisfy the requirement, or if they wish to have the failing grade replaced in GPA on the transcript. (The old grade is not removed.)

A student will be permitted to enroll in a course for a second time without conditions, regardless of the grade earned in the course previously.

A student who has failed a course twice will be permitted to re-enroll for a course for a third time when he/she presents the University Registrar with written approval from their advisor.

A student who has passed a class twice and wishes to take it a third time for any reason, will need to complete the "Repeating a Course" form and get the appropriate signatures to be allowed to enroll for the course. Appropriate forms for approval are available online on the Registrar's webpage, <http://www.philau.edu/registrar>.

When a course is repeated, the original grade will remain on the transcript, but it will be removed from the calculation of the grade point average. The new grade will enter into the calculation of the grade point average, even if it is lower than the grade originally earned.

Grades of "NC" or "AUDIT" will not replace a former grade in a repeated course.

A course failed at Philadelphia University may not be repeated at another institution without prior written approval. See the "Permission to Take Courses at Another Institution" form on Learning and Advising website <http://www.philau.edu/learning>.

The most recent grade earned is also the one applied to graduation requirements, even if it is lower than the original grade. Any successfully completed course can be applied to graduation requirements only once, no matter how many times it may be taken and passed.

RESPONSIBILITY TO KEEP INFORMED

Students are ultimately responsible for their own progress toward graduation; they are expected to use the catalog as a reference handbook and to familiarize themselves with the principal policies and procedures contained therein. The Catalog website (www.PhilaU.edu/catalog) is subject to change and will be updated. Students are responsible for monitoring the website concerning changes to policies and procedures that might affect their progress toward graduation and for regularly checking campus mailboxes and Philadelphia University email as a means of keeping informed.

RETENTION OF STUDENT WORK

Philadelphia University is committed to providing excellent and innovative educational opportunities to its students. To help maintain quality academic offerings and to conform to professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As Philadelphia University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

SCHEDULE CHANGES

Schedule changes, including changing sections, replacing courses with another course, auditing a course, independent study, course-by-appointment or changing a course from graded to credit/non-credit must be made by the “last day to add” deadline. See current Academic Calendar.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) is a federal law governing privacy rights in university records for students and for dependent students' parents. FERPA was passed by Congress in 1974 to provide students the ability to access and review their records and to protect the confidentiality of their records within certain guidelines. Access to the information in a student's records (including access to grades) is generally not permitted to outsiders (third parties) without the student's written consent.

I. To Whom Does FERPA Apply?

For the purposes of this policy, Philadelphia University defines “student” as any person who attends or has attended Philadelphia University.

II. To Which Records Does FERPA Apply?

Philadelphia University defines “education record” as any record in any medium maintained by Philadelphia University that is directly related to a student, EXCEPT:

1. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute;
2. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment;
3. Records maintained by the office of Student Health Services if the records are used only for the treatment of a student and made available only to those persons providing treatment;
4. Alumni records that contain information about a student after s/he is no longer in attendance at Philadelphia University and the records do not relate to the person as a student;
5. "Directory information." Philadelphia University designates the following items as Directory Information: student name, addresses, telephone numbers, email addresses, major and minor fields of study, credits for which a student is registered (FT or PT status), participation in officially recognized activities and sports, dates of attendance, degrees and awards received, date of graduation, most recent previous school attended, and photographs. Philadelphia University may disclose any of those items without prior written consent unless notified in writing on the form available from the registrar no later than the “last day to add” (see Academic Calendar) of the fall, winter, spring or summer terms. Such notice shall be effective only until the end of the academic year during which it is given. An online student directory listing each student's name, permanent address/phone number and local address/phone number is created each fall by the Office of the Dean of Students and the Office of Information Technology. The directory is password-protected and only available to individuals affiliated with the University.

III. How Are Students Informed About FERPA?

Students will be notified of their FERPA rights through the annual distribution of the University Academic Catalog and the Student Handbook.

IV. How Can Students Inspect Their Records?

Students may inspect and review their education records upon written request to the Office of University Registrar. The request must identify as precisely as possible the record or records he or she wishes to inspect.

The record custodian or an appropriate Philadelphia University staff member will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records can be inspected if the inspection cannot be done at the time of request. Access will be given in 45 days or fewer from the receipt of request.

When a record contains information about more than one student, the student may inspect and review only the records that relate to him/her.

V. When May the University Refuse Student Access to Records?

Philadelphia University reserves the right to refuse to permit a student to inspect the following records:

1. The financial statement of the student's parent(s);
2. Letters and statements of recommendation to which the student has waived his or her rights of access, or that were placed in the files before January 1, 1975;
3. Records connected with an application to attend Philadelphia University or a component unit of Philadelphia University if that application was denied;
4. Those records that are excluded from the FERPA definition of "education records."

VI. When May the University Refuse to Provide Copies of Records?

Philadelphia University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations:

1. The student is currently attending Philadelphia University or is a former student who lives within a commuting distance of Philadelphia University;
2. The student has an unpaid financial obligation to Philadelphia University; or
3. There is an unresolved disciplinary action against the student.

However, even in the above situations, students will not be denied the right to inspect their records. Philadelphia University will not normally issue copies of any document if an original or source document exists elsewhere (e.g., records from other schools).

VII. Where Are Students' Education Records Kept?

The following is a list of the types of records that Philadelphia University maintains, their locations and their custodians.

Admissions Records

Location: Office of the University Registrar, Archer Hall, First Floor

Custodian of Records: University Registrar

Cumulative Academic Records

Location: Office of the University Registrar, Archer Hall, First Floor
Custodian of Records: Registrar

Athletic Records

Location: Athletics Office, Althouse Hall
Custodian of Records: Director of Athletics

Student Conduct/Disciplinary Records

Location: Office of the Dean of Students, Kanbar Campus Center, Second Floor
Custodian of Records: Dean of Students

Financial Records

Location: Business Office Archer Hall, Second Floor
Custodian of Records: Controller

Financial Aid Records

Location: Financial Aid Office, White Corners, First Floor
Custodian of Records: Director of Financial Aid

International Student Affairs Records

Location: Office of International Education and Global Initiatives, Kanbar Campus Center, First Floor
Custodian of Records: Director of International Education and Exchange Programs

Placement Records

Location: Career Services, Kanbar Campus Center
Custodian of Records: Director of Career Services

Note: Other student education records not indicated above are available upon specific request.

VIII. When May Students' Education Records Be Disclosed to Others?

Philadelphia University may disclose information from a student's education records only with the written consent of the student, EXCEPT:

1. To Philadelphia University officials who have a legitimate education interest in the records. Philadelphia University officials include persons employed by Philadelphia University in supervisory, academic, research, or support staff positions; persons employed by or under contract to Philadelphia University to perform a special task, such as an attorney, auditor, or collection agent, university security unit, persons serving on the board of trustees, or a student serving in an official committee such as disciplinary or grievance committee; or students assisting another school official in performing his or her official task. A Philadelphia University official has a legitimate education interest if he or she is performing a task that is part of his/her responsibilities or contract agreement, performing a task that is related to the student's education, performing a task related to the discipline of a student, or providing a service or benefit to the student such as health care, counseling, job placement, or financial aid.;
2. Upon request to officials of another school to which a student seeks or intends to enroll or has enrolled, although such information is usually transmitted only in response to a specific written request from the student;

3. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local education authorities in connection with certain state or federally supported education programs;
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
5. To organizations conducting certain studies for or on behalf of Philadelphia University;
6. To accrediting organizations to carry out their functions;
7. To comply with a court order or a lawfully issued subpoena when specifically requests (student may not be notified);
8. To appropriate parties in a health or safety emergency;
9. To parents/legal guardians of an eligible student who claim the student as a dependent for income tax purposes. The University informs parents/guardians where it deems appropriate;
10. In cases of violent crime, the results of any disciplinary proceeding conducted by the University against an accused student to the alleged victim.

A log shall be maintained in each student record to document the use of that record by individuals other than University officials. The log shall indicate the date of the request, the individual or the organization using the record, and the purpose for which it was used. The student (or parent/guardian of a dependent student) may inspect and review this log.

IX. How May a Student Make Changes to Education Records?

Students have the right to request to have records corrected or amended that they believe are inaccurate, misleading or in violation of their privacy rights. Following are the procedures for the correction of records:

1. The student must ask the appropriate official of Philadelphia University to amend a record. In doing so, the student should identify the part of the record s/he believes should be changed and specify why s/he believes it is inaccurate, misleading or in violation of his or her privacy or other rights;
2. Philadelphia University may comply with the request or it may decide not to comply. If it decides not to comply, Philadelphia University will notify the student of the decision and advise him/her of the right to a hearing to challenge the information believed to be inaccurate, misleading or a violation of the student's rights;
3. Upon request, Philadelphia University will arrange for a hearing and notify the student of the date, place and time of the hearing reasonably in advance;
4. The hearing will be conducted by a hearing officer who is a disinterested party (although he or she may be an official of the institution). The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney;
5. Philadelphia University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision;
6. If Philadelphia University decides that the challenged information is not inaccurate, misleading or in violation of the student's rights of privacy, it will notify the student that s/he has the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision;

7. The statement will be maintained as a part of the student's education records as long as the contested portion is maintained. If the student requests disclosure of the record that contains the contested portion, s/he may indicate that the files also contain the student's statement, which will then accompany any disclosure of the record;
8. If Philadelphia University decides that the information is inaccurate, misleading or in violation of the student's rights of privacy, it will amend the record and notify the student that the record has been amended.

The provisions of this section may not be used to challenge course grades.

X. To Whom May a Student Complain if Issues Arise?

Students who believe that Philadelphia University is not complying with the requirements of the Family Educational Rights and Privacy Act or the regulations issued by the Department of Education implementing that act may file complaints in writing with:

The FERPA Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

The full text of the Family Educational Rights and Privacy Act as amended and the full text of the final regulations of the U.S. Department of Education for the implementation of the Act are available for inspection at the Office of the University Registrar.

TIME RESTRICTION

The maximum time for completion of the degree program is seven years from the date of first enrollment (four years for the midwifery master's program and five years for the doctor of philosophy program). Students who have not earned the graduate degree during this period will have their academic records reviewed and may be asked to meet additional requirements in order to graduate.

TRANSCRIPTS

Process for requesting a transcript can be found on the web at www.philau.edu/registrar/forms.htm
The fee for a transcript is \$5 per copy, \$10 for same-day copy, and \$20 for an overnight copy that must be received by 10 a.m.

Please note that unofficial copies of the transcript are available to **currently enrolled students** through their WebAdvisor account.

Transcript Request Information

The University no longer accepts credit card payments for transcripts over the phone or via fax. Students must use the online form to pay via e-check or credit card. The University only accepts credit card payments online.

An official transcript is placed in a sealed envelope and bears the University seal and signature of the University Registrar. In order to release a transcript, the University Registrar's Office needs to verify the identity of the student as well as receive a formal, written request bearing the signature of the student. To request a transcript, please do one of the following options:

- Complete the online request form, make payment online via credit card or e-check, print the transcript request email, and forward the signed and dated request to the Registrar's office via fax at 215-951-2742 or scan and email the signed form to Transcripts@PhilaU.edu.

- If students are paying cash (or if you would like to bring in a check) you will need to fill out the Transcript Request Form for Walk-Ins, take the payment to the Cashier's window in the Student Account Office (1st floor of Archer Hall), and then bring the form with proof of payment back to the Registrar's office. The University does not accept mailed payments for Transcript Requests.
- A student with financial obligations to the University will not be issued a transcript.

See catalog "Unadjusted Indebtedness."

TRANSFER OF CREDITS POLICY - SCHOOL OF CONTINUING & PROFESSIONAL STUDIES

The School of Continuing and Professional Studies (C&PS) awards transfer credit for classes completed at regionally accredited institutions in which students earned grades \geq C-. C&PS awards transfer credit on a credit-for-credit basis; a 3-semester credit hour class completed at another institution will receive the same 3 credits at Philadelphia University; a 4-semester credit hour class completed at another institution will receive the same 4 credits at Philadelphia University. C&PS follows an approved standard for converting classes completed at a quarter-hour institution into semester credits. Using this procedure, a 3-quarter hour class is equivalent to 2 semester hours, a 4-quarter hour class is equivalent to 2.67 semester hours, and a 5-quarter hour class is equivalent to 3.33 semester hours.

TRANSFER OF CREDITS-GRADUATE

A maximum of six credits may be transferred from another accredited graduate program to the student's proposed program of study. Exceptions to the six-credit maximum may be made by the program director for students studying abroad in University-approved graduate programs. Transfer of credit is subject to the approval of the respective program director. No transfer credit will be accepted if the grade earned at another institution was less than a "B." **Please note** that if a course was used to satisfy the requirements of a completed degree, the credits cannot be used to satisfy the requirements of another degree. Students wishing to transfer credits should be prepared to submit course outlines and texts used so that proper credit may be given. Students already enrolled in a degree program must have advanced permission from the respective program director to transfer courses.

TRANSFER TO A NEW DEGREE PROGRAM OR CONCENTRATION

Students who have been admitted to a master's degree program at Philadelphia University and who wish to transfer to another degree program or to change their concentration must file a Change of Graduate Program Request form. The form is found online at the Learning and Advising webpage www.philau.edu/learning. The student's academic record will be reviewed by the director of the proposed new program. Approval or denial of the request will be sent to the student. An additional application fee is not required and, ordinarily, admissions credentials need not be resubmitted. Credits already earned in the original program may apply to the program if, in the opinion of the program director, they are appropriate to the new degree.

UNADJUSTED INDEBTEDNESS

No diploma, certificate, official grade report, transcript or recommendation will be granted to any person who has any unadjusted indebtedness to the University.

WITHDRAWAL FROM THE UNIVERSITY

It is absolutely essential that students follow the proper withdrawal procedure in order to be assured of an honorable dismissal from the University. Students are considered in attendance until this formal notification is completed and returned to the University Registrar.

The deadline to withdraw from the University without any record of courses or grades of the current semester is the same as the “last day to drop without a W grade.” (See Academic Calendar.) If a student withdraws from the University before the “last day to withdraw from a course,” all withdrawal grades will be a “W” and will affect the student’s Academic Standing upon return to the University. If a student withdraws after the “last day to withdraw from a course,” all withdrawal grades will be a “WF” and will affect the G.P.A calculations and Academic Standing upon return to the University.

If they are withdrawing during the exam period, they will receive “WF” grades for all their courses. If an instructor has entered a grade, the grade entered by the instructor will not be changed. Please note that an “F” and “WF” grade have the same effect on the GPA and Academic Standing. The “WF” grade identifies a late withdrawal.

Students who need to leave the University after the “last day to withdraw from a course” due to serious circumstances must seek permission from the Dean of Students for late withdrawal. Students who receive permission will receive “W” grades.

Withdrawal forms are available online on the University Registrar’s webpage <http://www.philau.edu/registrar>. To return to the University after withdrawal, see the section on “Re-entry to the University.”

See “Leave of Absence”

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Undergraduate Course Descriptions

This letter/number system is used to designate the colleges and the disciplines and subjects offered within these colleges.

Key to Course Description Information

Before registering for a course, students must satisfy prerequisites as indicated in the following course descriptions. When changes are made, students are to follow the requirements in the most recent catalog.

Course Prefix

ACCT	Accounting
ADFND	Architecture Foundations
ADIV	American Diversity
AENGR	Architectural Engineering
AHIST	History of Architecture
ANIM	Animation
ARAB	Arabic
ARCH	Architecture
ARCHDSN	Architecture Design
ARCST	Architectural Studies
AREAST	Area Studies
ARTH	Art History
ARTS	Arts & Culture
BCHEM	Biology/Chemistry
BIOL	Biology
BLAW	Business Law
BUS	Business
CAD	Computer Aided Design
CHEM	Chemistry
CHINE	Chinese
CMGT	Construction Management UG
COLLST	College Studies
COMM	Communications
DBTU	Debating US Issues
DECFRM	DEC Frameworks
DECGEN	DEC Generic Courses

DECMTHD	DEC Methods
DECPROC	DEC Process
DECSYS	DEC Systems
DIGD	Digital Design
DRAW	Drawing
DSGN	Special Topics in Design
DSGNFND	Design Foundations
ECBIO	Ecology
ECON	Economics
ENGR	Engineering
ETHIC	Ethics
FASHDES	Fashion Design
FASHDRW	Fashion Drawing
FASHMGT	Fashion Management
FIM	Fashion Industry Management
FINC	Finance
FREN	French
FYS	First Year Seminar
GCIT	Global Citizenship
GDIV	Global Diversity
GER	German
GLOB	Global Portfolio
GRAPH	Graphic Design
HIST	History
HONOR	Honors
HSCI	Health Science
HUMN	Humanities
IENGR	Industrial Engineering
INDD	Industrial Design
INTD	Interior Design
INTRN	Internship
ISEM	Intergrative Seminar
ITAL	Italian
ITXA	Textual Analysis
JAPN	Japanese

JSINT	Jr.Sem.(Integrative Prof Sem)
JSLA	Jr.Sem. Liberal Arts
KNIT	Knitting
LARCH	Landscape Architecture
LAW	Law
MATH	Math
MENGR	Mechanical Engineering
MGMT	Management
MIS	Mgmt of Information Systems
MKTG	Marketing
PAS	Physician Asst. Studies
PE	Physical Education
PHOTO	Photography
PHYS	Physics
PRINT	Print Design
PSYCH	Psychology
PUBH	Public Health
SCI	Science
SERVE	Service
SOC	Social Sciences
SPAN	Spanish
STAT	Statistics
STUAB	Study Abroad
SUST	Sustainability
TENGR	Textile Engineering
TEXT	Textile
TEXTCHM	Textile Chemistry
VSDDES	Visual Studies Design
VSDRW	Visual Studies Drawing
WEAV	Weaving
WRIT	Writing
WRTG	Writing

Undergraduate Course Descriptions

ACCT-101 - Financial Accounting**3-0-3**

Designed to introduce all business students to the field of accounting, the course covers the fundamental principles of accounting, highlighting balance sheet and income statement presentation. Primary emphasis on accounting as a source of financial information, with procedural details kept to a minimum.

ACCT-102 - Managerial Accounting**3-0-3**

Objective analysis and interpretation of accounting information. Use of accounting information as a basis for planning, control and managerial decisions. Prerequisite: ACCT-101 (required for all business students)

ACCT-203 - Intermediate Accounting I**3-0-3**

An in-depth study of basic accounting principles and theory followed by a detailed analysis of cash, receivables and investments (including the related revenue and expense transactions). Text supplemented with the current rulings of the AICPA. Prerequisite: ACCT-101

ACCT-204 - Intermediate Accounting II**3-0-3**

Continues the analysis of a company's balance sheet with a study of inventories, fixed assets and liabilities. Text supplemented by current rulings of the AICPA. Prerequisite: ACCT-203

ACCT-303 - Accounting Theory and Practice**3-0-3**

This course will enable students to study topics such as corporate entities, cash flow statements, pensions and leases; along with other material not covered in previous accounting courses. Prerequisite: ACCT-204

ACCT-309 - Federal Taxes I**3-0-3**

This course examines the federal tax laws as related to individual income taxation. The textbook is supplemented by using the actual 1040 tax forms and the related supporting schedules. The course is open to all students. Prerequisite: ACCT-101

ACCT-316 - Cost Accounting I**3-0-3**

This course includes study of job order, process and standard cost systems; cost-volume-profit analysis; absorption versus direct costing; inventory-control systems, including EOQ and JIT systems concepts; relevant costing in decision making; time value of money concepts; and capital-budgeting theory and application. Prerequisite: ACCT-203

ACCT-325 - Business Taxes-State and Federal**3-0-3**

An in-depth coverage of business taxes. Emphasis is placed on partnership, corporation and sub-corporations. Pennsylvania, New Jersey and Delaware tax laws will be examined. Prerequisite: ACCT-309

ACCT-409 - Auditing**3-0-3**

Principles, standards and procedures of auditing. Emphasis upon the public accounting profession, its current pronouncements, practices and problems. Prerequisite: ACCT-204

ACCT-412 - Advanced Accounting**3-0-3**

This course includes study of business combinations and consolidated financial-statement preparation, foreign subsidiary operations, foreign transactions, and government and not-for-profit industry accounting. The text is supplemented with current rulings of the AICPA. Prerequisite: ACCT-303

ADFND-101 - Design 1: Interdisciplinary Fndtn Studies**0-8-4**

This basic foundation course is required in the Architecture, Interior Design and Landscape Architecture curricula. It is an introduction to fundamental design principles and vocabulary, process methodologies and problem-solving strategies. Lectures and demonstrations will stress abstraction as a primary building block for future design studios.

ADFND-103 - Drawing I**1-5-3**

Basic drawing experience to develop the understanding of form as applied to two- and three-dimensional space. The student works from nature, still life and the human figure in a variety of media; exploring qualities of line, texture, light and space representation. Students begin to explore subjects and develop ideas with application to the design majors.

ADFND-112 - Technics of Communication**1-4-3**

The designed object is tangible, but it is always first an image. The image, the product of visualization, is most fundamentally communicated through the techniques of twodimensional modeling we call drawing. Today's designer is privileged to own a vast range of technologies, ancient and modern, to devise comprehensive strategies for visualizing and communicating ideas. By integrating techniques the student will learn the appropriate tool to employ at any given point in the design process to effectively communicate to self and to others. Prerequisites: DRAW-101, grade of 'C' or better in ADFND-101

ADIV-198 - Transfer American Diversity

ADIV-381 - Gender Studies**3-0-3**

WRITING INTENSIVE: This course focuses on recent developments in gender studies, examining how gender has been conceptualized and analyzed, historically and in the present day. Topics considered include the formation of masculinities and femininities, the intersections between gender, sexual orientation, class and race, and the significance of gender in personal and professional contexts. Readings are drawn from a variety of disciplines depending on the instructor. Prerequisites: DBTU-114, WRIT-101 or WRIT-101G

ADIV-390 - The Urban Experience**3-0-3**

WRITING INTENSIVE: This course discusses the origins and development of urban life. Special focus will be upon Philadelphia as it represents trends in the American experience of cities. Prerequisites: DBTU-114, WRIT-101 or WRIT-101G

ADIV-391 - The African Amer. Experience**3-0-3**

WRITING INTENSIVE: This course explores African Americans' struggle for freedom and equality in American society. It examines the social, economic, political and cultural realms of African American life with some exploration of cultural origins in West Africa. Students read in primary sources and use literary evidence in an interdisciplinary effort to understand the past and explore contemporary issues in American society. Pre-requisites: DBTU-114, WRIT-101 or WRIT-101G

AENGR-200 - Architectural Engineering Design

0-8-4

This foundation course is required for Architectural Engineering. It is an introduction to design principles, vocabulary, and process methodologies leading to the understanding of architectural and research process. Use of prevalent and emerging visualization tools for building information modeling (BIM) including REVIT will be covered. Prerequisite: WRTG-101, ENGR-101, ENGR-102

AENGR-301 - Structural Analysis I

3-0-3

Structural Analysis I provides the basis and serves as a foundation for subsequent advanced Structural Analysis courses. Assumptions, principles of equilibrium in determining structures Reactions, bending moments and shear diagrams will be discussed. Additionally, analysis of plane and space trusses. Influence lines. Computer analysis of determinate trusses. Optimization in structural systems. Approximate methods of analysis for indeterminate structures. Determination of displacements by virtual work. Castiglione's theorem and moment area theorems. Prerequisites: ENGR 215

AENGR-303 - Struct. Design Compres Element

3-0-3

The main objective of this course is to provide students with a rational basis of the design of reinforced concrete members and structures through advanced understanding of material and structural behavior. The subject will be approached by looking into the behavior of reinforced concrete at different levels; material level, element level, and structural and systems level. Prerequisite: AENGR-301

AENGR-305 - Struct Design Tensile Elements

3-0-3

The main objective of this course is to provide students with a rational basis of the design of tensile members, elements and structures through advanced understanding of material and structural behavior. The subject will be approached by looking into the behavior of steel, timber and fabrics at different levels; material level, element level, and structural and systems level. Prerequisite: AENGR-301

AENGR-307 - Soil Mechanics

3-0-3

AENGR 307 SOIL MECHANICS This course presents technical aspects of soil properties, identification and classification of earth materials, stress-strain behavior of soils, and movement of water through soils. The student will also be introduced to geotechnical design. 3-0-3 Pre-requisite: ENGR 301, Mechanics of Materials

AENGR-400 - Mech & Engr Sys for Buildings

3-0-3

AENGR 400 Mechanical and Electrical Systems for Buildings This course will introduce basic principles, types and applications of mechanical and electrical systems for buildings. Topics include air conditioning, heating, fire protection, electrical power, and electrical lighting. Students will learn various design methods that impact building environment and indoor air quality. Prerequisite: ENGR 322 Fundamentals of Electrical Engineering I.

AHIST-205 - Built Environment: Ancient to MedievalyA 3-0-3

By tracing significant historical themes, this course spotlights canonic examples of Western and non-Western architecture, interiors, and landscape design from Ancient times to the Medieval period. Major monuments of Europe, Asia, Africa, and the Americas are examined as solutions to technical problems, utilizing available materials, and as spatial and structural embodiments of cultural belief systems. Students acquire a working vocabulary for both analyzing and evaluating the built environment and material culture. Prerequisite: WRTG-101

AHIST-206 - Renaissance/Baroque Arch & InteriorsyAnd 3-0-3

Focusing upon global changes relative to urbanism, patterns of patronage, and the intersection of church and state, this course highlights significant examples of Western and non-Western architecture and interiors produced from the 14th through the mid-18th centuries. Each case study is situated within a broad historical context and understood as paradigmatic of a period's values and aspirations that are given concrete form through available materials, construction methods, and technologies. Students acquire a working vocabulary for both analyzing and evaluating architecture, interiors, and material culture. Prerequisite: AHIST-205

AHIST-305 - Early Modern Arch & InteriorsyInteriors 3-0-3

WRITING INTENSIVE. History III: Early Modern Architecture and Interiors (1750-1930) This course chronicles the impact of Enlightenment thinking and of the shifting definitions of modernity upon architecture and interior design by tracing the transition from Historicism to the International Style. New notions of progress and evolution; industrialization and urbanization; and debates concerning the role of the machine and the meaning of ornament are set against major technological advances. Students examine key theoretical texts and accomplish archival research on an historic structure in the Philadelphia area. Prerequisite: AHIST-206

AHIST-306 - Modern/Contemp. Arch & Interio 3-0-3

WRITING INTENSIVE: History IV: Modern/Contemporary Architecture and Interiors (1930-Present) This course analyzes major movements and theoretical constructs that have dominated architecture and interior design from the post-World War II period until the present. Discussion focuses upon societal and environmental aspects ' politics, economics, science and technology, psychology, etc. ' that shape the greater context for architecture, interiors and the allied arts. Students examine key theoretical texts to evaluate current thinking relative to issues such as sustainability, critical regionalism, phenomenology and the role of the digital in contemporary practice. Prerequisite: AHIST-305

ANIM-201 - Introduction to Animation 1-5-3

This course will introduce students to the practice of animation and the various techniques employed in its production. Short exercises involving hand-drawn, stop-motion and other non-digital means will serve to expose students to the fundamental concepts involved. Students will then apply these concepts to their digital toolkit in order to create a longer final project. Prerequisite: DSGNFND-203

ANIM-202 - Storytelling/Storyboarding**1-5-3**

This course will seek to give students a strong foundation in storytelling. Emphasis will be placed on visual storytelling, as the storyboard is the script for animation. In addition to story structure, students will explore screen composition and editing as means of relating narrative content. The class will consist of several storyboard exercises, culminating in the production of an animatic, a filmed version of the storyboard with a soundtrack. Prerequisite: ANIM-201

ANIM-301N - Motion Graphics I**0-8-4**

This major studio course explores time and motion in the creation of primarily graphic narratives. The techniques of abstraction, motion typography and musical synchronization are studied in the context of increasingly complex projects. A major aspect of the course will be the screening of both abstract films and reels from contemporary motion graphics films. Prerequisite: ANIM-202

ANIM-303 - History of Animated Cinema**3-0-3**

WRITING INTENSIVE: This class will expose students to the range of animated cinema, from the early days of film to contemporary computer-generated work. Class will consist of screening and discussing a range of short and feature-length films. During the semester, students will be expected to write responses to the films as well as conduct further research into the medium and its history. Pre-requisite: ANIM-202: Storytelling and Storyboarding or permission of the director of the Digital Animation program

ANIM-305 - Comics & Graphic Narrative**3-0-3**

An introduction to the creation and marketing of comic strips, comic books and graphic novels, this course will emphasize graphic narrative theory and structure, the creation of characters and stories suited for the medium, strategies for monetizing the work in the real world and the development of each student's individual style. Prerequisite: ANIM-202

ANIM-307 - 3D Modeling**1-5-3**

This course will give students a foundation in the concepts and techniques of 3D modeling and rendering. Specific attention will be paid to modeling environments, objects and characters. Students will explore polygonal, NURBS and subdivision-surface modeling and their respective workflows. Prerequisite: ANIM-202

ANIM-308N - 3D Animation**0-8-4**

This course builds upon the concepts learned in 3D modeling to include animation and character setup. Special attention will be given to applying the techniques of traditional character animation to this contemporary medium. Projects will range from short animation exercises to a longer, character-driven piece. In addition, the class will view and discuss current and classic animated film. Prerequisite: ANIM-307

ANIM-312 - Motion Graphics II**1-5-3**

This class explores the concepts covered in Motion Graphics I but with the introduction of 3D graphics and video as elements of motion graphics. In addition, the mediums of dance, photography, architecture and painting will be discussed as possible inspirations. Prerequisites: ANIM-301, ANIM-307

ANIM-407N - Advanced Topics in 3D Animation **0-8-4**

This class will allow students to delve deeper into areas covered in prior 3D classes. Topics include advanced modeling techniques, character setup, special effects, dynamics, lighting and rendering. The creation of a character interacting with its environment will drive the projects in this class. Prerequisite: ANIM-308N

ANIM-497N - Animation Capstone I **0-12-6**

WRITING INTENSIVE: This course focuses on preparing the student to create a short film in the Spring. The pre-production phase includes conceptualizing the story, writing the script and creating storyboards. In the process of preparing, students will also learn to schedule, budget and distribute their film. Before the end of the semester, students will have all necessary materials to begin production on their short film. Prerequisites: ANIM-312, ANIM-407

ANIM-499N - Animation Capstone II **0-12-6**

This course represents the culminating experience for Animation students. Students are required to produce and deliver a short film, realizing the concepts they developed in the previous semester and synthesizing the knowledge and skills from the preceding courses. In addition, students will be required to produce a finished portfolio appropriate to the industry in which they will be pursuing further work. Prerequisite: ANIM-497N

ARAB-101 - Arabic I **3-0-3**

A beginner's course designed for students with very little or no knowledge of the language. The focus is on basic oral expression, listening comprehension and acquiring simple reading and writing skills, so that students can gain confidence in the language and to begin to have conversations. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

ARAB-201 - Arabic II **3-0-3**

A beginner's course designed for students who have completed one semester of college-level language or the equivalent. The focus is on oral expression, listening, comprehension and the acquisition of simple reading and writing skills, so that students can gain confidence in the language and conduct conversations and other social interactions in the language with some level of ease. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

ARCH-102 - Design 2: Arch Foundatn Stud **0-8-4**

This basic foundation course is required in the Architecture and Architectural Studies curricula. It is a synthesis of fundamental design principles and an introduction to research as a tool for understanding programming and design. Lectures and demonstrations will utilize the case-study methodology to investigate various design strategies and to chart the historical course of modernism. Prerequisite: grade of 'C' or better in ADFND-101

ARCH-204 - Great Buildings **3-0-3**

This course surveys selected, key monuments of architectural history from ancient through modern times that are paradigmatic of building art and science during a particular period. The buildings spotlighted represent dominant types from pyramids to skyscrapers that are not only laboratories for innovative design and cutting-edge technologies, but also are expressive of the values and aspirations of the society at large. Developments in the areas of materiality and structural systems will be integrated with changing social, economic, political, stylistic, and environmental demands that are normative of a particular time and place. Students majoring in Architecture, Architectural Studies, Landscape Architecture, or Interior Design are not permitted to take this course. Prerequisite: WRTG-101

ARCH-212 - Tech 2 Passive Sys/Bldg Env

2-2-3

This lecture/lab course examines technological issues relevant to passive environmental systems and sustainable technologies. Central to the course is a student's understanding of the temporal nature of program and site and their impact upon the design of natural lighting, passive heating and cooling systems, and issues of enclosure, materiality, and skin, as well as their relation to our natural and built environments. Prerequisite: ARCHDSN-210

ARCH-213 - Design 3: Architecture Foundations Stud

0-8-4

This foundation studio concentrates on general issues concerning 'dwelling' and specific issues addressing housing and residential design are explored. Emphasis is placed on designing in the urban context. This course uses research, writing and analysis of human patterns of occupancy and settlement as a means of exploration. Techniques of representation are developed and refined. Prerequisite: grade of C or better in ARCH-102

ARCH-214 - Design 4: Architecture Foundation Studies

0-8-4

This foundation course focuses on building the landscape using the elements, principles and theories of architectural and landscape design. Concurrently, specific theoretical issues related to design, organization and the interrelationship of interior and exterior space are explored. A particular emphasis is placed on an experiential and intuitive design process. The importance of the building 'parti' as a response to naturally occurring context is stressed. Techniques of representation are developed and refined. Prerequisite: grade of 'C' or better in ADFND-201

ARCH-303 - Structures 1

2-2-3

This course merges structural design (form) and analysis as a simultaneous act and introduces the role of structural engineering in the architectural process. Students develop familiarity with the fundamentals of statics, gain a sense of how structures resist forces, and learn to visualize the load path and the direction of forces. Material is learned while designing actual structures and details. Structural design and analysis is taught using both numerical and graphical analyses for the preliminary shapes of cable structures, arches, and trusses. Prerequisites: MATH 103 OR MATH 111 and PHYS-101

ARCH-304 - Structures 2

2-2-3

Reinforcing concepts learned in Structures 1, this course presents the effect of cross-sectional properties on stresses in beams as well as the concept of bending as it is applied to beams, columns, slabs and walls in wood, steel and reinforced concrete. Also covered are the resistance of buildings and their components to lateral loads (wind and earthquake) and the introduction to structural grids and patterns for structural systems in wood, steel and concrete as they relate to gravity and lateral loads. Prerequisite: ARCH-303

ARCH-306A - Study Abroad: S. Africa Preparatory**2-0-2**

This study abroad short course preparatory course seeks to provide students with the following opportunities: . Appreciate the interdependence of the global environment . Demonstrate knowledge of international economic and/or cultural developments in the field of architecture . Value intercultural experience . Develop an ethical & professional awareness of their discipline within the global community . Gain insight into the historical, cultural, social, political and geographic contexts of the site of study . Apply their resourcefulness, flexibility and interdependence and the ability to collaborate and work in a group . Seek another opportunity to travel abroad in the future

ARCH-306B - Study Abroad: South Africa**1-0-1**

This study abroad short course seeks to provide students with the following opportunities: . Appreciate the interdependence of the global environment . Demonstrate knowledge of international economic and/or cultural developments in the field of architecture . Value intercultural experience . Develop an ethical & professional awareness of their discipline within the global community . Gain insight into the historical, cultural, social, political and geographic contexts of the site of study . Apply their resourcefulness, flexibility and interdependence and the ability to collaborate and work in a group . Seek another opportunity to travel abroad in the future

ARCH-311 - Design 5 for Architecture/Landscape Arch**0-12-6**

This topical studio explores the integration between individual buildings and urban design. The course focuses on creating community within the city. Students investigate socio-cultural and environmental aspects of the city as they relate to architecture. The studio includes discussion of architectural history, theory and principles as the basis for the making of architecture and urban form. Prerequisites: 5-year B.Arch major, ARCH-212, grade of "C" or better in ARCH-202

ARCH-312 - Design 6 for Architecture**0-12-6**

This tectonics studio focuses on the theories surrounding the materials and processes of making architecture. Students investigate the inherent properties of building materials to understand their roles in informing and directing the design process. They explore methods of structure, enclosure, and assembly to analyze their effect on built form. Prerequisites: 5-year B. Arch major, ARCH-212, grade of "C" or better in ARCH-202

ARCH-313 - Tech 3: Dynamic Enviro. Systems**2-2-3**

This lecture/lab course presents basic theory and application parameters associated with the dynamic building systems within the architectural environment. These include HVAC, power and data, lighting, acoustics, security, plumbing, vertical transportation, and life and fire safety. Emphasis is placed on the relationships of these systems within the building structure and envelope, as well as the integration of design processes, the implementation of sustainable design principles, and the health, safety, and welfare of users. Prerequisite: ARCH-212

ARCH-314 - Tech 4: Adv. Buildn Analysis**2-2-3**

This lecture/lab is the capstone course to the Structures and Technology course sequences. This course presents advanced theory, design and application parameters associated with structures, environmental systems and enclosure within the architectural environment. These parameters are examined through the context of building form typology. Emphasis is placed on the relationships of structures, environmental systems and building enclosure within each building type, and the use of these design elements in the conceptualization and realization of architecture. Prerequisite: ARCH-313

ARCH-320 - Ecology & Making**3-0-3**

The objective of this seminar is to broaden the base of understanding relative to the current discussion of sustainability and reveal some of the greater complexities of the topic. The course will include relevant design work, work outside of the realm of convention, and non-designers that have contributed greatly to the field. The semester's readings will explore the topic through different filters: technological, historical, philosophical, aesthetic, scientific, social, economic, political, and cultural. Prerequisites: AHIST-306 or LARCH-411 or INDD304

ARCH-324 - Visualization: Experimental Modeling**1-4-3**

This advanced digital elective course focuses on the direct correlation between digital techniques and the design process. Complex three-dimensional modeling, rendering, animation, design visualization and presentation are emphasized in the course methodology. Using a variety of softwares, students complete a series of exercises of increasing difficulty leading to a final project that demonstrates the culmination of the skills developed throughout the semester. Prerequisite: ARCHDSN-208

ARCH-326 - Visualization 2: Advanced Modeling**1-4-3**

This advanced, computer-aided design, course focuses on complex three-dimensional modeling, photorealistic rendering and virtual reality; with an emphasis on using 3-D Studio Advanced modeling and rendering software. Interactive media and digital imaging are introduced in order to increase the effectiveness of student presentations. Students complete a series of specifically designed exercises of increasing difficulty leading to a final project of the student's choosing from a concurrent or earlier design studio. Prerequisite: ARCHDSN-208

ARCH-401 - Design 7 for Architecture**0-12-6**

This studio permits students to customize their professional education by offering a series of options, including study abroad architectural studio, design-build studio, interdisciplinary studio, design studio within another discipline or another option approved by the program director. Prerequisites: grade of "C" or better in both ARCH-311 and ARCH-312

ARCH-412 - Design 8 for Architecture**0-12-6**

This comprehensive course demands that students work in teams integrating constructional structural and environmental systems in the design and documentation of a large and complex building. Students research building type and systems precedents and their resulting impact on built form, analyze material properties, specify component building systems and apply codes and standards to fulfill technical, programmatic and aesthetic needs. Prerequisites: ARCH-314; grade of "C" or better in both ARCH-311 and ARCH-312 Co-requisite: ARCH-416

ARCH-413 - Experimental Structures**2-2-3**

This elective lab/seminar course is an exploration into the architectural potential of form-active structures (including thin-shell, tensile-membrane and fabric structures), and new and alternative materials and methods of construction. Unlike conventional structures that rely on their internal rigidity, form-active structures rely purely on their geometric shape to carry loads, thus providing a base for experimenting with form to create innovative solutions for structural-design problems. Prerequisite: ARCH-304 or AENGR-305

ARCH-414 - Experimental Materials**2-2-3**

This elective lab/seminar course is a hands-on exploration into the mechanical properties and aesthetic potential of materials in the built environment. The course encourages experimentation with both new materials and non-traditional use of existing materials toward the full-scale production of architectural objects and building components. Implications of craft and technology underscore research and production. Students complete several smaller individual projects and a larger group project of longer duration. Prerequisite: ARCH-304 or AENGR-301

ARCH-415 - Visualization: Multimedia**1-4-3**

This interdisciplinary course focuses on Interactive CDROM design, Web page design and digital-video production. Students begin by reviewing basic two-dimensional, designcommunication concepts as a prelude to more complex projects involving various digital media. The course is primarily taught on the Macintosh platform and features software such as Adobe Premier, Macromedia Flash and Macromedia Director. Students create their own individualized final project as approved by the instructor. Prerequisite: ARCHDSN-208 or GRAPH-202

ARCH-416 - Tech 5: Documentatn & Detailn**1-4-3**

This course focuses on the important role of structural, environmental, and constructional systems in the design process through the creation of technically precise computer generated drawings and models. Students systematically analyze precedence through case studies and develop their own design into a set of technical documents and details that enhance the project concept. The utilize CAD and BIM computer software to convey their technical design intentions. (first offered Fall 2012) Prerequisites: ARCH-314; ARCH-326 Co-requisite: ARCH-412

ARCH-417 - Urban Strategies**2-2-3**

This lecture/seminar course introduces the history and theory that informs contemporary issues in urban design. It examines the evolving structure of the modern city and the ways in which theoretical ideas and design strategies impact the urban landscape. The importance of environmental and social responsibility and the role of the architect in the urban design process are stressed, while at the same time considering form and spatial qualities of buildings in the urban environment. Prerequisites: AHIST-306 History 4, ARCH-311 Design 5, ARCH-312 Design 6

ARCH-418 - Housing and Construction Technology**3-0-3**

This elective seminar course explores interrelated issues of house, land and construction. Discussions and research center around how historical and cultural concepts of the home and land-use have brought housing to its present condition, and how current concerns about land use and construction technologies might effect a change. Prerequisite: ARCH-211 or LARCH-207

ARCH-419 - High Performance Bldg Envelop**3-0-3**

This course explores future possibilities for advanced building envelopes as well as the properties of interior and exterior building materials and their relation to construction methods and detailing. The building envelope will be considered using the following criteria: architectural expression, sustainability, spatial order, performance, and user experience. The goal of these investigations is to develop new building envelope systems that integrate the construction process with structure, materials, climate, energy use, transparency, surface qualities, and aesthetics. Students will participate in an integrated design process leading towards the technical and architectural design of a high performance-building envelope.

ARCH-423 - Architecture Fellowship**0-8-3**

This course is designed to allow students to take the first step towards learning to be a teacher. During the semester students will be linked one-to-one with a section of a foundation design studio. Participation in desk critiques and the review process, as Studio Assistants rather than as the student, allows upper level students the opportunity to share their knowledge with foundation students. In return by revisiting the fundamentals as a Studio assistant, students will be able to reevaluate the work they are doing in their own coursework and to develop further their critical, analytical, speaking and communication skills. Prerequisite: ARCH 214 or INTD 202 or LARCH 202 and completion of the second year of studio courses and instructor consent and minimum GPA of 3.00.

ARCH-426 - Design/Build**1-4-3**

Through a combination of lecture and lab, students apply knowledge of building technologies and structural systems to the design and construction of a project at appropriate scale. Working under the supervision of faculty, students research, plan, and build their solution to a problem of topical interest. Prerequisite: ARCH-211 or LARCH-207

ARCH-430 - Architecture in Education**1-4-3**

Each student is teamed with a practicing architect and a classroom teacher to develop and carry out an eight-week program for a class of school children (elementary through high school). The emphasis is on hands-on activities and direct experiences (neighborhood walks, etc.) that introduce the children to the basic principles of architecture and the built environment. The program is in collaboration with the Foundation for Architecture, the Philadelphia Public School District and local architecture firms. Prerequisites: ARCH-202 or LARCH-202; WRTG-215; and the ability to travel to sites away from campus

ARCH-503 - Professional Management**3-0-3**

This course focuses on the nature of the architect's practice and on office proprietorship typologies, through detailed studies of legal, financial, marketing and management issues. Using individual projects, it examines the project process - from development through construction, including administrative procedures, economic systems, codes, standards and regulations - as well as various professional disciplines' responsibilities and requirements for professional registration. Contractual and ethical obligations of the architect, particularly in response to client needs and safety, as well as codes, standards and regulations are covered. (first offered Fall 2013) Prerequisites: grade of "C" or better in both ARCH-311 and ARCH-312 or LARCH-302

ARCH-507 - Design 9 for Architecture**0-12-6**

This studio combines seminar and workshop elements in a non-linear manner to allow students to develop the architectural agenda explored in their position papers done for the required theory seminar. Students engage in a rigorous process uniting research, analysis, and design. Each studio section is topical according to the curricular streams identified in the students' work. Prerequisite: grade of "C" or better in ARCH-412

ARCHDSN-208 - Visualization 1: Digital Modeling**1-4-3**

The primary intent of this course is to establish the computer as an effective tool in the design and presentation process. The course will focus on two primary areas in this regard: visualizing design concepts in three dimensions and communicating those concepts in a manner consistent with studio level work. Each project will explore various methods of describing two and three dimensional objects and spaces. Prerequisite: Prerequisite: grade of C or better in ADFND-102 or grade C or better in INTD-102.

ARCHDSN-210 - Technology 1: Materials and Methods **2-2-3**

This course focuses on the presentation of the technical factors of construction that affect a building's structure. Students are introduced to and compare the nature and structural characteristics of the major construction systems of wood, masonry, steel and concrete. Structural principles, as well as building and zoning codes, are introduced and their influence on form and choice of materials is emphasized. Prerequisite: grade of "C" or better in ARCH-102, or INTD-102, or AENGR-200

ARCHDSN-212 - Color: Theory and Practice **1-4-3**

This elective studio explores the phenomena and meaning of color, based on appropriate theories light and space. Exercises examine what color is, why it is and how we see it. Additional foci include control of color interactions and distinguishing color differences. This course will provide the basis for color choices in a logical and sequential manner and will bridge the gap between theory and use. Prerequisite: ARCH-102, INTD-102, LARCH-102, or DSGNFND-203, or permission of instructor.

ARCHDSN-381 - Independent Study Arch, Interior Design **0-0-3**

For further details, see general description of Independent Study in ""University Academic Policies and Procedures: Common Academic Policies for All Students"" section. Permission required. See appropriate form online at the University Registrar's webpage www.philau.edu/registrar/ for more information.

ARCST-221 - Historic Preservation **3-0-3**

This course provides an introduction to the field of Historic Preservation. The goals include: development of disciplinespecific terminology; overview of preservation law, policies, and advocacy; analysis of current issues relative to sustainability, preservation and adaptive reuse. Field trips to sites and guest speakers complement lecture/discussion format. Prerequisites: ARCH-212 & plus ARCH-214, or INTD-202 or LARCH-202

ARCST-266 - Presvtn Tech 1:Trad Sys & Mat **2-2-3**

Preservation Technology 1 provides a comprehensive overview of traditional structural systems and exterior envelope materials, characteristic of buildings dating from the 17th to the late 19th centuries, including wood, masonry, mortars, terra cotta, stucco and metals. The course will examine the ongoing processes of material deterioration and introduce available methods for treating observed problems through research and hands-on material examination, both in the classroom and in the field.

Prerequisites: ARCH-102 or INTD-102 or AENGR-200 or CMGT-102

ARCST-268 - Presvtn Tech 2: Modern Struc & Materials **2-2-3**

This course affords students a comprehensive overview of exterior envelope materials used in the construction of skeletal frame buildings dating from the late nineteenth to the mid-twentieth centuries and provides an in-depth survey of historic interior materials. The focus of the course is modern materials, including thin masonry veneer, structural glass, adhesives and sealants, and laminated wood products, in addition to the investigation and analysis of paints and coatings. The course will introduce available methods for treating observed problems through research and hands-on material examination, both in the classroom and in the field. Prerequisites: ARCH-102 or INTD-102 or AENGR-200 or CMGT-102

ARCST-300 - Exhibition Desg & Planning

2-2-3

The renaissance of museums, product display, and exhibitions has made the making of exhibitions a significant, recognizable, and highly valued skill as well as profession. This course covers the fundamentals of exhibition design, as well as its history, theory and practice. Through the use of lecture based case studies, field trips to exhibitions, and studio work, students will not only learn to develop, design, build, and document exhibitions, but to prepare written design proposals, didactic exhibition material, and exhibition critiques. Emphasis will be on the narrative used to create exhibitions, employing scale, color, materials, lighting, sound, and graphics. Prerequisite: ARCH-102 Design 2: Interdisciplinary Foundation Studies or INTD-102 Design II or LARCH-102 LA Foundation Design or DSGNFND-203 Design Foundations II or INDD-102 Design II for Industrial Design

ARCST-302 - Archival Research

3-0-3

Preservation practice relies upon archival, physical, and ethnographic evidence as a basis for establishing historic significance. This course affords in-depth study of the techniques, strategies, and resources employed by preservationists to collect data, using written, graphic, and oral primary and secondary sources. Lectures, discussions, and field trips to key archival repositories provide students with first-hand experience in collecting and interpreting documentary evidence to develop historical narratives in accordance with National Register of Historic Places standards. Prerequisite: EDVS-221 (formerly ARCH-421) Intro to Historic Preservation or permission of program director January 27 2012 12:32 PM Julia Aggreh

ARCST-324 - Historic Pres Doc: Drawing

2-2-3

ARCH-424 Historic Preservation Documentation: Drawing Begun in 1933, the Historic American Building Survey (HABS) is the first federal preservation program established to document America's architectural heritage. In this course, students learn the fundamentals of HABS documentation methods for the production of archival records of historic structures and places, utilizing technical drawing skills, both hand drafting and computer-aided drafting (CAD). Through field work and labs, students survey, sketch, draft, research, and annotate comprehensive, technically proficient drawings that represent the salient aspects of historic structures, complexes and sites in accordance with HABS standards. Prerequisites: ARCH-421 Introduction to Historic Preservation and ARCHDSN-208 Visualization I: Digital Modeling

ARCST-341 - American Architecture

3-0-3

What makes the built environment in America unique? How has American design changed over the generations? What were architects, clients, and critics thinking? Where will American architecture go in the future? Using history, sociology, and the humanities, we will address these types of questions as we examine American architecture according to themes such as the iconic American home, public buildings, buildings for work and play, and American architectural practice. Prerequisites: AHIST-206 or LARCH-206

ARCST-409 - The Great American City**3-0-3**

The American city is examined from multiple viewpoints historical, theoretical and critical and with respect to specific communities, as well as to general issues. Themes include the initial founding of settlements and their growth, the architectural character of the communities and how character relates to the socioeconomic and physical environments, and the contribution of all these factors toward the specific image or reputation associated with Americas best known or most typical cities and towns. Field trips vary by semester and are required. Prerequisites: AHIST-206 or LARCH-411

ARCST-410 - Vernacular Architecture**3-0-3**

This elective course provides the groundwork for the study of architecture built without architects or in some other way, unlike the buildings that comprise the standard architectural canon. Scholars estimate that 95 percent of buildings fall into this category. Depending on faculty expertise, focus will be on national and regional traditions, non-Western traditions or a combination of the two. Examples of vernacular architecture will be examined in the context of their materials, building technology, climate and culture. Prerequisite: AHIST-206 or LARCH-206 or approval of the instructor

ARCST-412 - Adaptive Re-Use Cap.Studio**0-6-4**

This capstone studio will engage students in the methodology of the adaptive reuse of historic buildings and the philosophical motives behind reuse, including the tenets of sustainable design and historic preservation. Through the interplay of history and the constraints of a program for reuse, students will develop solutions for buildings to serve a new purpose while still relaying their historic character. Students will research a historic structure, provide a written statement of the philosophical approach to reuse, develop a concept for adaptive reuse and create a final spatial solution.

ARCST-422 - Theories of Architecture: Seminar**3-0-3**

This seminar will focus on selected topics that characterize architectural theory during the 'Modern' era ' from the late 19th century to the present. As a historical survey of the fundamental principles which have shaped architectural thinking, the course will review, in a critical way, the major issues which have influenced both the meaning of and the practice of architecture during that time: the relationship of architects to their work and to the culture-at-large; the impact of technology and politics; and the spatial experience of a building. Theorists' critiques of contemporary practice will be emphasized, and current theories will be explored in an attempt to clarify an approach to the study and practice of architecture. Prerequisite: AHIST-306 or LARCH-411

ARCST-425 - Meaning in Architectural Ornamentation**3-0-3**

This elective course raises some theoretical questions that are relevant to contemporary practice. What is ornament' How and why have attitudes toward architectural ornamentation changed through history' Is ornament essential to architecture' Lectures will be presented following a reconstructed chronology of theoretical topics; from the things (res materialis) of which architecture consists; to the 'rules' and 'abuses' of classical ornament; to the role of imitation; to the effects of the Industrial and Post-industrial Revolutions on theories of ornament. The relationship between the forms and the materials of ornament will be examined in lecture and group discussions. Prerequisite: AHIST-206 or LARCH-411

ARCST-428 - Restoration/Rehabilitation Interiors**2-2-3**

This is an elective lecture/lab course in which students work with period and historic spaces. The course introduces students to theories and techniques of adaptation and preservation of period spaces, preserving their historical integrity. The course will deal with applicable building codes, National Park Service standards of rehabilitation, designing within ADA guidelines and use of appropriate materials and lighting. Prerequisites: ARCH-212 or LARCH-207; AHIST-305 or LARCH-307; and ARCH-214, LARCH-202 or INTD-202

ARCST-434 - Water and Architecture

3-0-3

The rich architecture of public water in urban and rural contexts is a key to the cultural landscape. From the gravity systems of a Roman city, through the rich world of medieval water, and concluding with water powered by outside energy, we will study Western, Arab and Asian water systems. Through architecture, the course will link the technology of water cycles, purity, collection and storage with the aesthetics and rituals of culture. Prerequisite: SOC-2XX

ARCST-471 - Design Theory: Special Topics

3-0-3

This upper-level course is organized to take advantage of faculty members' expertise and the interests of the student body. All topics chosen require that students have completed basic courses in architectural history and theory, so that this course can focus on (1) an advanced analysis of theoretical texts in architecture, literary texts and buildings; and (2) an examination of architecture as a cultural discipline that seeks to accommodate contemporary human needs and natural situations. Prerequisite: AHIST-306 or LARCH-411

AREAST-201 - Contemporary Europe

3-0-3

A multidisciplinary study of European society, history and culture with emphasis on the 20th century. Through a variety of materials and approaches including fiction, visual sources, political commentary and cultural artifacts, this course will examine the rise of the European Community and the continuing conflict between ethnic, cultural and political forces in the region. Prerequisite: WRTG-101, HIST-11X

AREAST-201S - Contemporary Europe (study Abroad)

3-0-3

A multidisciplinary study of European society, history and culture with emphasis on the 20th century. Through a variety of materials and approaches including fiction, visual sources, political commentary and cultural artifacts, this course will examine the rise of the European community and the continuing conflict between ethnic, cultural and political forces in the region. This study abroad course is taught in Europe. Prerequisite: WRTG-101, HIST-11X

AREAST-202 - Latin America

3-0-3

A multidisciplinary introduction to Latin American history, society and culture through a variety of materials including literature, film, music, journalistic accounts and history with emphasis upon the 20th century. The course will emphasize the complex interplay between indigenous, Iberian and African influences in the forging of the continent's past, present and future. Students will examine the roots of everyday and state violence, as well as the current controversies over "liberalization" and "market" economies. Prerequisite: WRTG-101, HIST-11X

AREAST-205 - East Asia

3-0-3

A multidisciplinary course examining the shifting relationship between 'tradition' and 'modernity' in East Asia. The course will explore such topics as kinship, gender relations and stratification systems in the Asian past and present. Students will investigate some of the different paths of development that Asian societies have followed in the last two centuries including communism and state-directed capitalism. The course will close with Asia's increasing significance in the globalization of capitalism. Prerequisite: WRTG-101, HIST-11X

AREAST-208 - Africa

3-0-3

A multidisciplinary introduction to African civilization through a variety of sources including oral epics, film, music, literature, ethnographies, historical studies and visual materials with emphasis upon the 20th century. The course will investigate such topics as the cultural roots of African leadership, the enduring importance of family and community, the impact of the trans-Atlantic trade in human beings on African societies, the struggle to achieve a just, multi-ethnic society in Southern Africa, and the present continent-wide democratization process. Prerequisite: WRTG-101, HIST-11X

AREAST-210 - Middle East

3-0-3

The contemporary Middle East will be examined from an interdisciplinary perspective, including the region's history, geography, politics, economy, religions and cultures with emphasis upon the 20th century. The course aims to promote an understanding of the social dynamics of this region, as well as to provide the basic tools for a better understanding of world events in general. Prerequisite: WRTG-101, HIST-11X

AREAST-220 - Great Britain

3-0-3

An interdisciplinary study of Great Britain (England, Scotland, Wales and Northern Ireland) including social, political, economic and cultural issues with particular emphasis on the post-1945 period. Students will also learn how to understand cultural difference and to cope with culture shock. This course prepares students for study abroad programs in Great Britain. Open to all students. Prerequisite: WRIT-101, DBTU-114

AREAST-226 - Italy: Study Abroad Preparation

3-0-3

A multidisciplinary study of Italy including social, political, economic and cultural issues with particular emphasis upon the post-1945 period; attention is given also to Italy's role in Europe. The course also introduces students to how to learn a language and basic communication skills in Italian needed to cope with daily living in the society, with a special emphasis on issues relating to 'culture shock' when living, working and studying in Italy. Prerequisite: WRIT-101, DBTU-114

AREAST-227 - India and South Asia

3-0-3

South Asia A multidisciplinary introduction to the Asian Subcontinent, including the countries of India, Pakistan, Bangladesh and Sri Lanka. The region's modern history, geography, politics, economies, religions, cultures and social issues are each discussed in an integrative manner. Regional popular culture, including modern music, literature and cinema, are also analyzed in order to help students understand the rapidly changing nature of this region today. Prerequisites: WRIT-101, DBTU-114

AREAST-383 - Independent Study in Area Studies

0-0-3

See the statement on Independent Study in the 'Academic Policies' section.

ARTH-101 - History of Western Art I **3-0-3**

The evolution of Western painting, sculpture and architecture from pre-history to the 16th century is covered. A thorough foundation in art and ideas with special emphasis on styles is presented as inspiration for designers.

ARTH-102 - History of Western Art II **3-0-3**

The evolution of Western painting, sculpture and architecture from the 16th century to the present is covered with the same emphasis on styles.

ARTH-314 - History of Textiles and Costumes **3-0-3**

A multi-faceted survey of textiles and costumes from ancient cultures to the present, technical- and visual-design aspects of the textile arts, the influence of trade on design trends, styles in period costume and the sociological implications of dress are all incorporated. Prerequisite: VSDES-101, FASHDES-252 or DSGNFND-423

ARTS-101 - Integrative Design Process **1-5-3**

Design thinking is a shared process and key component of innovation for all fields within the College of Design, Engineering and Commerce. In this course, students will develop and refine abilities to construct, analyze and use the process of designing within an interdisciplinary, team based environment. Integrative Design Process is a part of the DEC core and is a mandatory course for all students in the College of Design, Engineering and Commerce. This course also fulfills the Arts and Cultures requirement of the College Studies Program for students enrolled in the majors in the School of Business Administration and for students enrolled in majors in the College of Science, Health, and the Liberal Arts.

BCHEM-312 - Biochemistry I **3-0-3**

Biochemistry I introduces the student to protein chemistry, protein structure/function relationships and basic enzymology. It also covers chemistry of carbohydrates and lipids with particular emphasis on human metabolism of these compounds. Corequisite: BCHEM-312L; Prerequisite: grade of "C" or better in CHEM-202 and CHEM 202L

BCHEM-312L - Biochemistry I Lab **0-4-1**

Biochemistry I lab introduces some basic techniques used routinely in a biochemistry research setting including protein purification, enzyme kinetics and carbohydrate chemistry. Corequisite: BCHEM-312; Prerequisite: grade of "C" or better in CHEM-202 and CHEM 202L

BCHEM-313 - Biochemistry II **3-0-3**

Biochemistry II continues the metabolic theme of Biochemistry I with emphasis on nitrogen-containing compounds (amino acids, urea cycle and nucleotide biosynthesis). Also considered are biological membranes, transmembrane transport and signaling. The course concludes with the biochemistry of polynucleotides (DNA and RNA) and protein biosynthesis and trafficking. Corequisite: BCHEM- 313L; Prerequisite: grade of "C" or better in BCHEM-312 and BCHEM-312L

BCHEM-313L - Biochemistry II**0-4-1**

Biochemistry II lab continues the theme of Biochemistry I lab with studies on carbohydrate chemistry, lipid chemistry and handling of polynucleotides. Corequisite: BCHEM-313; Prerequisite: grade of "C" or better in BCHEM-312 and BCHEM-312L January 27 2012 1:58 PM Julia Aggreh

BIOL-101 - Current Topics in Biology**3-2-3**

(for non-science majors) Explore contemporary biological topics that you hear and read about or that are part of your daily life and learn the fundamental scientific concepts that underlie them. Topics will cover molecules to cells and organisms to populations as well as inheritance, development, infectious disease and what constitutes well-supported science. The course utilizes projects, hands-on activities, online discussions and group work to illustrate concepts.

BIOL-103 - Biology I**3-0-3**

(required for Science majors) The objective of this course is to gain an understanding of the cellular, molecular and genetic basis of life. Students will be introduced to the physical and chemical principles involved in biological processes, the microscopic world of the cell, regulation of gene expression and the laws that govern inheritance. This course and BIOL-104 and BIOL-104L Biology II are the introductory courses for science majors. Corequisite: BIOL-103L

BIOL-103L - Biology I Lab**0-3-1**

This laboratory course reinforces the understanding of cellular, molecular and genetic processes learned in Biology I lecture. Exercises include microscopic examination of cells and tissues, biochemical analysis of enzyme activity, osmosis, cellular respiration and genetic investigation, including electrophoretic analysis of mutation. Corequisite: BIOL-103

BIOL-104 - Biology II**3-0-3**

(for science majors) In this course students will apply the principles learned in Biology I to the structure and function of organisms. Physiological processes that will be examined include nutrition, gas exchange, transport and regulation of body fluids, chemical and nervous control, and reproduction. Corequisite: BIOL-104L Prerequisite: grade of "C-" (1.67) or better in BIOL-103 and BIOL-103L

BIOL-104L - Biology II Lab**0-3-1**

(for science majors) In this course students will apply the principles learned in Biology I to the structure and function of organisms. Physiological processes that will be examined include nutrition, gas exchange, transport and regulation of body fluids, chemical and nervous control, and reproduction. Corequisite: BIOL-104 Prerequisites: grade of "C-" (1.67) or better in BIOL-103 and BIOL-103L

BIOL-201 - Human Anatomy and Physiology I**3-0-3**

This course is the first of a two-semester sequence. This course will examine anatomical and physiological aspects of the following systems of humans: tissues, integumentary, musculoskeletal and neurologic. A close correlation between lecture and laboratory topics will be maintained. During lecture, both anatomy and physiology will be discussed however greater emphasis will be placed on the physiology of each system while during the laboratory session, greater emphasis will be placed on anatomy. Corequisite: BIOL-201L Prerequisites: grade of "C-" (1.67) or better in BIOL-104 and BIOL-104L

BIOL-201L - Human Anatomy and Physiology I Lab

0-2-1

The A&P laboratory sessions will provide students with hands-on learning opportunities to help conceptualize content discussed in lecture. During lab, students will work on problem sets, examine and dissect organs and/or anatomical models, use microscopes, perform basic physiological experiments and examine cadaver specimens. During laboratory sessions of the first half of this two-semester course, emphasis will be placed on the anatomy of the relevant system. Corequisite: BIOL-201 Prerequisites: grade of 'C-' (1.67) or better in BIOL-104 and BIOL-104L

BIOL-202 - Human Anatomy and Physiology II

3-0-3

This course is the second of a two semester sequence. This course will examine anatomical and physiological aspects of the following systems of humans: sensory, endocrine, circulation, respiration, nutrition-digestion, excretion and reproductive. During lecture, both anatomy and physiology will be discussed. While some lab sessions will focus mainly on the anatomy of the current system, most laboratory sessions will involve physiological experiments to provide students with greater insight into the physiology of the current system. A close correlation between lecture and laboratory topics will be maintained. Corequisite: BIOL-202L Prerequisites: BIOL-201 and BIOL-201L

BIOL-202L - Human Anatomy and Physiology II Lab

0-2-1

The A&P laboratory sessions will provide students with hands-on learning opportunities to help conceptualize content discussed in lecture. During lab, students will work on problem sets, examine and dissect organs and/or anatomical models, use microscopes, perform basic physiological experiments and examine cadaver specimens. While some lab sessions will focus mainly on the anatomy of the current system, most laboratory sessions will involve physiological experiments to provide students with greater insight into the physiology of the current system. Corequisite: BIOL-202. Prerequisites:BIOL-201 and BIOL 201L

BIOL-204 - Cell Biology

3-0-3

This course focuses on both structure and function of cellular components. Cellular structure is investigated from the molecular level to macromolecular assemblies and organelles with the major emphasis on how these structures function to form a dynamic cell interacting with its environment. Cell growth, reproduction and communication are discussed. Cells studies include single cells to those organized into tissues in multicellular organisms. Corequisite: BIOL-204L Prerequisites: CHEM-201 and CHEM-201L, grade of 'C' (1.67) or better in BIOL-104 and BIOL-104L

BIOL-204L - Cell Biology Lab

0-3-1

The purpose of this laboratory is to introduce the student to some of the procedures and techniques used to investigate cell structure and function, including use of the microscope, differential cell fractionation and biochemical exercises. Corequisite: BIOL-204 Prerequisite: CHEM-201 and CHEM 201L, grade of 'C-' (1.67) or better in BIOL-104 and BIOL-104L

BIOL-205 - Plant Biology

3-0-3

WRITING INTENSIVE: Plant Biology(writing intensive)Students will study the diversity and evolution of plants, their structure, selected physiological processes, and current topics in plant biology. Corequisite: BIOL-205L Prerequisites: grade of 'C-' (1.67) or better in BIOL-104 and BIOL-104L

BIOL-205L - Plant Biology Lab

0-3-1

WRITING INTENSIVE: This laboratory course includes the examination of algae to flowering plants, and cells, tissues and organs to whole plants. Plant species will be propagated by cloning and spore culture. Corequisite: BIOL-205 Prerequisites: grade of 'C' (1.67) or better in BIOL-104 and BIOL-104L

BIOL-207 - Principles of Genetics

3-0-3

This course will consider Mendelian genetics and the contributions of other early research on our present knowledge. Included will be crossover consequences, gene mapping, sex linkage, statistical genetics, mutation, chromosome abnormalities and human genetics. Corequisite: BIOL-207 L, Prerequisite: grade of 'C-' or better in BIOL-104 and BIOL-104L

BIOL-207L - Principles of Genetics Lab

0-3-1

This is the laboratory course which must be taken to complete the genetics requirement. The laboratory exercises use current techniques of DNA technology as applied to disease diagnosis, forensic determinations and the isolation and structural examination of the DNA molecule. Corequisite: BIOL-207, Prerequisites: grade of 'C' or better in BIOL-104 and BIOL-104L

BIOL-209 - Medicinal Plants

3-0-3

WRITING INTENSIVE: This course focuses on the use of plants and plant products in human health. Topics include a survey of plants and plant families with medicinal properties, their cultivation and conservation, physiological effects of plant extracts, plantderived drugs, historical and cultural aspects of medicinal plant use. Prerequisite: grade of C- (1.67) or better in BIOL-104 and BIOL-104L (writing intensive)

BIOL-221 - Microbiology

3-0-3

This course provides an introduction to environmental, industrial, food and medical microbiology. An understanding of the methods by which microbes produce disease as well as interact with body surfaces to maintain human health is also discussed. Corequisite: BIOL-221L Prerequisites: grade of 'C-' (1.67) or better in BIOL-104 and BIOL-104L

BIOL-221L - Microbiology Lab

0-3-1

Laboratories are designed to complement and expand information from lectures. Students will gain experience in classical techniques used by environmental and clinical microbiologists for determining unknown bacteria and molds. Practical studies will also compare historical and current methods for physical and chemical removal of microbes. Corequisites: BIOL-221
Prerequisites: grade of 'C-' (1.67) or better in BIOL-104 and BIOL-104L

BIOL-302 - Medical Genetics

3-0-3

The course in medical genetics deals with the definition of the role of genetic variation and mutation in predisposing to disease, modifying the course of disease, or causing the disease itself. It will cover single gene defects caused by a critical error in the information carried by a single gene, diseases due to an excess or deficiency of the genes contained in whole chromosomes or segments of chromosomes, and multifactorial inheritance diseases which result of more than one genes which can act together to produce or predispose to a serious defect. The course will also introduce the method collection and interpretation of a family history as an integral tool in medical genetics, and integrate this in all aspects of the presentation. Prerequisite: BIOL-207 and BIOL-207L

BIOL-303 - Histology

3-3-4

Histology provides students with an integrated perspective of how adaptations in physiology, biochemistry and morphology allow cellular organization into human organs and support systems. Laboratory studies will introduce students to abnormal embryology, which is the core of many aspects of disease, especially those affecting children. As well as analysis of prepared slides, students will learn to interpret and present abnormal histology/embryology in the form of 'case histories.' Prerequisites: grade of 'C-' (1.67) or better in BIOL-104 and BIOL-104L and junior status

BIOL-307 - Developmental Genetics

3-0-3

This course is an elective for students who have completed BIOL 104/104L and required for those in the genetics minor. It will consider animal embryology from gametogenesis (of sperm and egg) to organogenesis (development of organs) and specification with emphasis placed on the genes controlling these processes. The course includes cytogenesis (development of cells) and morphogenesis (genes which control change in body form) of the developing embryo. Prerequisite: grade of C-(1.67) or better in BIOL-104 and BIOL-104L

BIOL-308 - Tropic Field Studies Costa Ri

0-6-3

Prerequisite: (Completion of the Study Abroad application and policy guideline process; GPA ' 2.5; Completion of BIOL 104 or permission of instructor.) First offered: January 2015

BIOL-315 - Immunology

3-0-3

(writing intensive) The objective of this course is to introduce students to the innate mechanisms by which the human body prevents infection, as well as those involved in specifically acquired immunity. Topics include the structural, functional and genetic aspects of a fully competent immune system that can successfully prevent attack by millions of microorganisms each day. Exploration of the many medical conditions which result from hyperactive- or impaired-immune responses including allergy, autoimmunity, cancer and AIDS are studied. Prerequisites: BIOL-221 and BIOL-221L

BIOL-371 - Selected Topics in Biology

3-0-3

This course provides an opportunity to explore topics in biology not developed in other courses. Examples include specialized areas of organismal biology, conservation biology, developmental and molecular biology. Students may take this course more than once as the topics differ each time it is offered. Prerequisite: grade of "C-" (1.67) or better in BIOL-104 and BIOL-104L or permission of instructor

BIOL-391 - Research in Biology I

0-9-3

Independent research is taken under the guidance of a faculty member. The research will include a written proposal prior to initiation of the project, a literature search, experimental work, a written abstract and report upon completion of the semester and an oral presentation of the work. Guidelines for approval and for final evaluation are available in the College of Science, Health and the Liberal Arts office. Prerequisite: permission of the academic associate dean of undergraduate programs in the College of Science, Health and the Liberal Arts.

BIOL-392 - Research in Biology II

0-9-3

Continuation of BIOL-391. Prerequisites: BIOL-391, permission of the academic associate dean of undergraduate programs in the College of Science, Health and the Liberal Arts.

BIOL-401 - Molecular Genetics

3-3-4

The first segment of this course deals with molecular genetics with emphasis on in-class experiments. This is followed by a detailed treatment of the molecular basis of genetics, involving the structure and functions of the DNA molecule, chromosome maps, etc. The course concludes with a seminar-type discussion of disease states that have been shown to be genetically linked. Prerequisite: grade of "C-" (1.67) or better in BIOL-104 and BIOL-104L

BIOL-402 - Genetics Seminar

3-0-3

writing intensive This writing intensive course will expose the student to the fields of population genetics and several emerging and important subdisciplines (behavioral, conservation, and evolutionary genetics). Human health will be a recurring theme. The seminar format will encourage an independent learning experience. Papers and presentations will build research, communication, and critical thinking skills. Prerequisites BIOL 207 and BIOL 207L, WRIT 2XX

BIOL-407 - Comparative Vertebrate Anatomy

3-3-4

A comparative study of the structure, function and evolutionary relationships of the major vertebrate groups. Prerequisite: grade of 'C-' (1.67) or better in BIOL-104 and BIOL-104L

BIOL-409 - Cellular Analysis

3-3-4

This course will teach fundamental methods of contemporary cellular and biotechnology. Laboratory exercises focus on microscopic, biochemical and molecular analysis of cells and cell structures. Prerequisites: BIOL-204 and BIOL-204L

BIOL-411 - Life Science Seminar

3-0-3

The course covers recent advances in the biological and medical sciences by way of formal presentations and discussions involving both students and invited faculty. In addition, students will learn techniques for the preparation of a research project involving a literature search. Students will be required to carry out a research project and present a formal seminar on this work to their peers. Prerequisites: grade of 'C-' (1.67) or better in BIOL-104 AND BIOL-104L and senior status

BIOL-413 - Pathology

3-3-4

Pathology represents an integrated perspective of how disease results from a series of common, underlying changes resulting from initial and continued cell stresses. Students will relate disease processes to the symptoms and signs reported by patients and interpreted by physicians through the use of case history presentation and will acquire a variety of light microscopy techniques routinely used in hospitals for the diagnosis and monitoring of abnormal pathology. Prerequisites: BIOL-202 and/or BIOL-303

BIOL-493 - Preceptorship I

0-0-3

The preceptorship experience is designed to enhance the student's knowledge, technical skills and problem-solving abilities within the biomedical science realm. These studies will be performed off campus under the supervision of biomedical professionals and other practitioners in the medical sciences, previously approved by the program director. Designed to be taken as summer classes between the sophomore and junior years. A minimum of 54-hours required, preferably as six, one-week periods of nine hours per week.

BIOL-494 - Preceptorship II

0-0-3

The preceptorship experience is designed to enhance the student's knowledge, technical skills and problem-solving abilities within the biomedical science realm. These studies will be performed off campus under the supervision of biomedical professionals and other practitioners in the medical sciences, previously approved by the program director. Designed to be taken as summer classes between the sophomore and junior years. A minimum of 54-hours required, preferably as six, one-week periods of nine hours per week.

BLAW-301 - Business Law

3-0-3

Lecture, class discussion and case problems emphasizing legal principles on the following topics: the legal environment, government regulation of business, contracts, personal property, environmental liability as it relates to business transactions, bankruptcy, employment and human resources, and current legal issues. The legal environment as it impacts business decision making is addressed. Prerequisites: WRIT-2XX or WRIT-2XX

BUS-317 - Opportunity Findn Emergn Mkts

3-0-3

Students learn how to describe, visualize, develop and assess a business model by utilizing design thinking and qualitative research methods within a cultural immersion context and through a combination of classroom seminars and experiential instructions. Central to this learning process is identifying value propositions for a range of fields in the private sector and non-profit sectors. While abroad, students will have daily seminars from area experts and site visits to organizations representing diverse industry sectors. Prerequisite: Students who have completed 60 credits or more.

CAD-201 - Intro to Digital Imaging

2-2-3

This course focuses on increasing the student's individual level of computer literacy through the exploration of the basic structure of the operating system, general internet skills and the fundamentals of both raster and vector based software. Course projects provide hands-on experience with Adobe Photoshop and Adobe Illustrator software.

CAD-204 - CAD for Fashion Design

2-2-3

Computer-aided design is utilized in every segment of the fashion industry from concept development, fabric design and illustration to line development, technical drawing, and presentations. Students learn CAD software and gain skills utilized in a variety of industry-related projects. Prerequisite: FASHDES-252 , FASHDRW-207

CAD-206 - CAD I for Industrial Design

1-4-3

The course introduces students to computer-aided design with a focus on the industrial design processes. In an intuitive fashion, students create and refine designs using a solids-modeling software package. In order to recognize the critical role CAD plays in the development of designs, students will use designs created in design studio courses as the subject matter of the CAD activities. Design-control drawings, three-dimensional rendered drawings and perspective drawings will be the course's output.

CAD-301 - Advanced Computer-Aided Textile Design

1-5-3

This course focuses on both the conceptual and technical aspects of digital portfolio presentation for the textile designer. Course projects provide an in-depth exploration of Adobe Photoshop, Adobe Illustrator, InDesign and Dreamweaver software. Prerequisites: CAD-201

CAD-306 - CAD II Digital Design Techniques

1-4-3

This course will build upon principles introduced in introductory CAD courses. It is primarily a laboratory course in which students will learn to take their early design concepts through to the final presentation using advanced digital design techniques. Students will use multiple digital design software packages across computer platforms with an emphasis on CAID packages such as NURBS modelers and animation software, as well as vector-based, desktop-publishing programs and bitmap-based programs. Prerequisite: grade of "C" or better in CAD-206 or permission of the instructor

CAD-401 - Apparel CAD/CAM

2-2-3

A comprehensive course that incorporates software widely used in the apparel industry where patterns are created then graded and made into markers. Industry standards and specifications are followed for each area. Students use software to solve problems and increase productivity. Prerequisite: FASHDES-213

CHEM-101 - General Chemistry

3-2-3

(for non-science majors) This course allows students to pursue further study of chemical issues as they relate to the consumer and to health. Students will become familiar with issues surrounding the use of everyday products such as laundry products, personal-care products, plastics, fibers and food additives. Also included are an introduction to organic chemistry, biochemistry and the chemistry of some health-related issues. Students should complete this course with an awareness of the complexities of the chemical structures in their daily lives and the issues involving their use and abuse, so that they may make more informed decisions.

CHEM-103 - Chemistry I**4-0-3**

(required for Science and Engineering majors) An introduction to the fundamental laws and theories of chemistry, including the properties of matter, chemical reactions and stoichiometry, energy and thermochemistry, atomic structure, and the periodic table. Basic knowledge of algebra, geometry and trigonometry is presumed. Students enrolled in MATH-099 may not take this course. This course is not recommended for students enrolled in WRTG-099 or READ-099 fundamentals courses. Corequisite: CHEM-103L

CHEM-103L - Chemistry I Lab**0-3-1**

required for Science and Engineering majors) This hands-on laboratory-based course highlights concepts covered in Chemistry I Lecture. Emphasis is placed on developing good laboratory and data analysis skills. Experiments include acid/base titrations, heat determination using calorimeters and oxidation/reduction reactions. Corequisite: CHEM-103

CHEM-104 - Chemistry II**4-0-3**

(required for science majors) Continuation of CHEM 103 Chemistry I. that provides an introduction to chemical bonding and molecular geometry, property of gases, intermolecular attractions, solutions, kinetics, chemical equilibrium, acids, bases and thermodynamics. Corequisite: CHEM-104L Prerequisites: CHEM-103 and CHEM-103

CHEM-104L - Chemistry II Lab**0-3-1**

(required for science majors) This hands-on laboratory-based course highlights concepts covered in Chemistry II Lecture. Analytical and data interpretation/ presentation skills are honed through a series of experiments including aspirin synthesis and determination of vitamin C content. Corequisite: CHEM-104L Prerequisites: CHEM-103 and CHEM-103L

CHEM-201 - Organic Chemistry I**3-0-3**

First semester in a 2-semester lecture series on Organic Chemistry. Topics include origin and history of organic chemistry; chemical bonding, structure and properties of organic compounds; structure, properties and nomenclature of the alkanes; stereochemistry, and a comprehensive discussion of the substitution and elimination reactions of alkyl halides. Co-requisites: CHEM-201L Prerequisite: CHEM-104 and CHEM 104L

CHEM-201L - Organic Chemistry I Lab**0-4-1**

First semester in a 2-semester companion course to Organic Chemistry Lecture. Topics include practical instruction in basic organic chemistry laboratory techniques such as recrystallization, distillation, extraction, reflux, thin-layer chromatography, gas chromatography, and IR spectroscopy. Utilizing these techniques, the synthesis and characteristic reactions of alkyl halides are explored. Co-requisites: CHEM-201 Prerequisites: CHEM-104 and CHEM-104L

CHEM-202 - Organic Chemistry II**3-0-3**

Second semester in a 2-semester lecture series on Organic Chemistry. Topics include the structure, nomenclature, synthesis and characteristic reactions of alkenes, alkynes, alcohols, aldehydes, ketones & aromatic compounds. Co-requisite: CHEM-202L Prerequisite: CHEM 201 and 201L

CHEM-202L - Organic Chemistry II Lab**0-4-1**

Second semester in a 2-semester companion course to Organic Chemistry Lecture. Utilizing techniques learned in first semester, the synthesis and characteristic reactions of alkenes, alcohols, aromatics and aldehydes/ketones are studied.

CHEM-206 - Forensic Chemistry**3-3-4**

Students will become acquainted with the various sub-disciplines of forensic science with emphasis on the chemical principles used to collect, process, identify, quantify and qualify crime scene/victim evidence. Through lectures and case studies, the scientific foundations for the examination of physical, chemical, and biological evidence will be explored. Laboratory sessions will provide hands on experience with modern forensic techniques used to analyze physical evidence such as blood, glass, and fibers. The course will culminate with a mock trial in which students present the results of their analytical investigations to a jury. Prerequisites: CHEM-104, CHEM-104L, BIO-104, BIO-104L

CHEM-214 - Bioorganic Chemistry**3-0-3**

This course is a one-semester overview of organic chemistry and biochemistry for PA majors and open to those who meet the prerequisites. After introduction to different functional groups, the course provides a systematic study of the biologically important compounds, including amino acids, proteins, nucleic acids, enzymes, carbohydrates and lipids. Emphasis will be placed upon the structure, properties and functions of these compounds. The course will culminate in an overarching discussion of the intricacies of metabolism of some of these biomolecules. Prerequisites: CHEM-104 and CHEM 104L, grade of "C-" (1.67) or better in BIOL-104 and BIOL-104L

CHEM-305 - Physical Chemistry I**3-4-4**

Fundamental topics in thermodynamics are covered, emphasizing the first three laws of thermodynamics. Applications of these principles and chemical equilibrium to ideal gases, real gases, solutions and solids are discussed. Chemical kinetics is covered in detail. A brief examination of the field of chemical dynamics is included. Where appropriate, current research in these areas will be discussed. The laboratory will emphasize using chemistry techniques such as FTIR, UV-Vis, GC and computational programs to examine fundamental physical processes. Prerequisites: CHEM-202 and CHEM 202L, PHYS-203 and PHYS-203L, and pre or corequisite MATH-213

CHEM-306 - Physical Chemistry II**3-4-4**

Quantum mechanics is the fundamental theory underlying the description of atoms. It details how atoms can interact on the microscopic level. Quantum mechanics will be used to understand the observed spectroscopic properties of atoms and molecules. Statistical mechanics, which connects the macroscopic world of thermodynamics and kinetics with quantum mechanics, will also be covered. The laboratory is a continuation of CHEM-305 with an emphasis on spectroscopy. Prerequisite: CHEM-305

CHEM-309 - Inorganic Chemistry**3-3-4**

An advanced course in modern inorganic chemistry that covers structure and bonding, symmetry, thermodynamics and mechanisms; along with a systematic discussion of reactions and properties of representative main group and transition metal elements. This course will also illustrate some of the relationships between inorganic chemistry and other areas of chemistry, including biochemistry. The laboratory covers a variety of synthetic techniques and physical and analytical methodologies that are particularly applicable to inorganic compounds. Prerequisite: CHEM-306

CHEM-323 - Instrumental Methods of Analysis **3-3-4**

WRITING INTENSIVE: This course provides an overview of the variety of analytical and instrumental methods for quantitative and qualitative chemical analysis. Topics include gravimetric and volumetric analysis; ultraviolet, infrared, and visible spectroscopy; gas and liquid chromatography; and mass spectrometry. Laboratory sessions hone students' analytical- and critical thinking skills. Students are required to work on a group research project and present their findings at a local/regional scientific conference. Prerequisite: CHEM-202 and CHEM 202L

CHEM-371 - Selected Topics in Chemistry **3-0-3**

A study of a specialized topic and/or recent developments in one of the fields of chemistry. Sample topics might include theoretical organic chemistry, spectroscopy, photochemistry, stereochemistry and computational chemistry. Prerequisite: CHEM-202 and CHEM 202L

CHEM-391 - Research in Chemistry I **0-9-3**

Students interested in pursuing independent research in any field of chemistry or biochemistry under faculty supervision must submit a proposal to the dean of the School of Science and Health for approval at least two weeks before pre-registration. The research will include both literature search and experimental work in any current field of chemistry or biochemistry. At the end of the semester, students will be expected to do an oral presentation to the faculty during reading days and prepare a comprehensive written report as mandated by the American Chemical Society. Prerequisite: permission of School dean

CHEM-392 - Research in Chemistry II **0-9-3**

Continuation of CHEM-391

CHEM-405 - Advanced Organic Chemistry **3-0-3**

An in-depth study of the factors that affect organic reactions such as solvent, energy, kinetic and steric factors. These are used to examine a variety of reaction mechanisms such as nucleophilic substitution, elimination, aromatic substitution and rearrangement reactions. Prerequisite: CHEM-202 and CHEM 202L

CHEM-410 - Polymer Chemistry **3-0-3**

Physical and chemical study of natural and synthetic polymers based on the mechanism of polymer formation, including such topics as stereochemistry, cationic, anionic and free radical polymerization reactions and the formation of stereospecific polymers by use of heterogeneous catalysts. Prerequisite: CHEM-405

CHEM-417 - Environmental Chemistry **3-3-4**

Environmental Chemistry will allow students to develop a general understanding of the role of chemistry and physiochemical concepts in the development, identification and solution of environmental problems. This course will provide the necessary background for conducting chemical analyses on water, air and soil samples. The skills learned in this course will be employed in learning more about the application of chemical principles in solving environmental problems. Prerequisite: CHEM-104 and CHEM 104L

CHINE-101 - Chinese I

3-0-3

A beginner's course designed for students with very little or no knowledge of the language. The focus is on basic oral expression, listening comprehension and acquiring simple reading and writing skills, so that students can gain confidence in the language and to begin to have conversations. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

CHINE-201 - Chinese II

3-0-3

A beginner's course designed for students who have completed one semester of college-level language or the equivalent. The focus is on oral expression, listening comprehension and the acquisition of simple reading and writing skills, so that students can gain confidence in the language and conduct conversations and other social interactions in the language with some level of ease. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions. Prerequisite: Grade of "C" or better in (-101) or a minimum of two years of high school language study or permission of the instructor.

CMGT-101 - Construction Graphics

2-2-3

CMGT 101 Construction Graphics (2-2-3) An introduction to the nature and vocabulary of graphical expression used in construction drawings, details, and sketches to include, architectural, structural, civil, mechanical, electrical, disciplines. Students develop an appreciation for the importance of effective graphical documentation and interpret drawings in terms of form, size, distance, quantity and interrelation of elements. Emphasis is placed on effective sketched, verbal, and written expression of drawing interpretations to audiences not familiar with construction drawings. Prerequisites: None, Students not majoring in Construction Management must have permission of the Program Director.

CMGT-102 - Intro the Constructn Industry

3-0-3

Through analysis of relevant case studies, this course examines construction management concepts and principles as applied to contemporary practice and investigates the intersecting roles of construction manager, architect, client, and general contractor. Topics include planning, programming and documentation from pre-construction to project close-out; legal aspects relative to environmental protection, public and worker safety, contract documents, insurance and bonds; labor relations and inspection; project control, total quality management and ethics in construction management. Prerequisites: ARCH-202, INTD-202 or AENGR-200 and ARCH-211 or INTD-206

CMGT-104 - Intro to Constrtn Proj Mgmt

3-0-3

Utilizing pertinent case studies, this course focuses upon the planning and scheduling stages of the building process, with particular emphasis upon reading construction documents and basic estimating principles applied to small-scale, residential and commercial projects. Construction site procedures as well as techniques for estimating unit quantities and costs of materials, labor and equipment, are introduced, and given industry application utilizing building specifications and computer software. Prerequisite: ARCH-427

CMGT-200 - Const Proj Plann & Scheduling

2-2-3

A study and application of the tools and concepts used in planning and controlling construction projects. Students employ the Critical Path Method (CPM) of project scheduling, resource leveling, and time-cost analysis using manual and computer-based solution methods to develop and maintain working project schedule models. Prerequisites: CMGT 101 (Formerly ARCH 428) Introduction to Construction Project Management and CMGT 101 Construction Graphics or, permission of the Program Director.

CMGT-202 - Const Cost Estimatr & Budgtn

2-2-3

This experiential course familiarizes students with manual and computer aided techniques of contract document quantity surveys, estimated cost calculations, and the development and maintenance of purchase and management budgets. Prerequisites: CMGT 101 (Formerly ARCH 428) Introduction to Construction Project Management and CMGT 101 Construction Graphics or, permission of the Program Director.

CMGT-204 - Behavior of Materials

3-0-3

This course familiarizes students with the mechanical behavior of materials and systems in equilibrium using Newton's laws of motion. Students will examine the principles of force equilibrium, construct free-body diagrams, and model the effect on various structural shapes and materials under load. Prerequisite: MATH-103 or MATH-111 and PHYS-101

CMGT-206 - Building Systems

3-0-3

This course introduces students to the foundation, structural, envelope, Mechanical, electrical, plumbing, and automation systems and their interaction in a functioning building facility. Emphasis is placed on value achieved through constructability, performance, and sustainability characteristics. Prerequisite: CMGT 102

CMGT-208 - Materials & Mthds of Construc

3-0-3

This course is an introduction to the materials, assemblies and methodologies of general construction organized around Construction Specifications Institute division format. Topics include site-work and excavation techniques and proceed through basic building systems in concrete, masonry, wood, plastic and steel along with interior and exterior finishes. Emphasis is placed on achieving design intent through appropriate construction techniques and sequencing. Case studies, site visits, ongoing project examples are an integral part of the course. Prerequisite: CMGT-104

CMGT-300 - Constructn Acct/Cost Control

3-0-3

This course familiarizes students with construction cost accounting systems and reporting formats. Students will examine the sources of cost data and report generation and will evaluate performance based on analysis of data for labor, material, equipment, and subcontract cost. Emphasis is placed on the formulation of management decisions and the ongoing evaluation of their effectiveness. Prerequisite: CMGT 202, ACCT 101

CMGT-302 - Construction Contract Admin.

3-0-3

This course familiarizes students with the various forms of contract used in the construction industry and best practices for their administration and management. Through exploration of cases and current events, students will explore contract operation regarding rights, duties, responsibilities, claims management and assignment of risk. Emphasis is placed on the management of contracts as a means for the achievement of overall project success.

Prerequisite: CMGT 102. February 14 2012 1:30 PM Julia Aggreh

CMGT-304 - Construc Safety & Risk Magmt.

3-0-3

This course familiarizes students with best practices for risk identification, assessment, and mitigation for construction businesses and projects. Students will examine case examples of construction industry businesses and construction project site conditions, identify and assess specific risks, and formulate management plans to mitigate and manage the risks. Particular emphasis is placed on OSHA compliance and worksite safety management. Prerequisite: CMGT 102

CMGT-306 - Construction Site Operations

3-0-3

This course familiarizes students with methods, procedures, and practices required for the effective management of field operations preparing students to assess construction project sites and prepare comprehensive site management plans. The course explores aspects of site management such as layout, logistics, sustainable practices, administration, and false work in a hands-on collaborative environment. Prerequisite: CMGT 102.

CMGT-308 - Construction Safety Lab

0-1-1

This one hour course deepens student awareness and understanding of jobsite safety hazards, mitigation techniques, and OSHA Regulation compliance. Particular emphasis is placed on hands-on practical application of the principles covered in CMGT 3xx, Construction Safety and Risk Management. Prerequisite: CMGT 102, Co - requisite: CMGT 3xx

CMGT-450 - Construction Mgmt Seminar

3-0-3

This seminar course is an opportunity for upper-level construction management students to explore emerging trends in the construction industry while integrating the knowledge and skills developed through their previous coursework. Seminar discussions will respond to readings, guest lecturers and project reviews presented by industry partners. The course includes individual and group research projects the results of which are also discussed during seminar meetings. Material and discussions will include topics such as professional practice, integrated project delivery, industryspecific ethical challenges, sustainable practice, and career alternatives. Prerequisite or Co-requisite: CMGT-306 or by permission of Program Director

CMGT-499 - Construction Capstone Project

1-4-3

This course develops a higher level understanding of the construction process by examining the problem solving that begins with conception and progresses through the completion, start-up and maintenance of a project. Utilizing the technical design drawings that students completed in ARCH-324 Visualization: Experimental Modeling and generated through Building Information Modeling (BIM) software, this course provides an opportunity to simulate the progressive stages of a construction project, thereby synthesizing knowledge and skills acquired in previous coursework. Prerequisites: ARCH-428, ARCH-324

COLLST-499 - Contemporary Perspectives

4-0-4

(writing intensive) The capstone seminar of the College Studies program, this writing intensive-course examines the origins and impact of current international trends with an emphasis on the period since World War II. Students also address questions of intercultural understanding at the global, regional and local level. A final research paper requires students to connect these global trends with issues in their profession. Prerequisites: Humanities I, one course from AREAST-2XX or Foreign Languages and one Junior Seminar. May not be taken CR/NC.

COMM-101 - Introduction to Communication

3-0-3

This course introduces students to the history, theory, practices, institutions, and impact of modern communications media. We will examine both print and non-print media and address the media's impact on society, how audiences respond to media, how people produce and consume media, and media industries and careers. Students will apply what they learn by composing in multiple mediums and other means of communication integral to contemporary communications.

COMM-105 - Design As Communication

3-0-3

Students learn to apply basic principles and elements of design as they relate to communication. Through a study of found examples of visual design and by applying design concepts to their own work, students learn to explain how hierarchy of information, sequence of delivery, and juxtaposition of type and image all build toward audience trust and understanding of the visual experience. In addition, students will explore wider implications of considering design as communication. (Not available to majors from the School of Design and Engineering or the College of Architecture and the Built Environment)

COMM-199 - Planning Your Prof. Narrative

1-0-1

In this course, the first of four one-credit courses conceptualized as one ongoing planning process, students learn processes of reflection, self-discovery and decision-making and then apply these skills to begin creating a strategic, professional narrative of their educational path and future plans. (1 credit)

COMM-200 - Reading the Visual

3-0-3

(writing intensive) Students will analyze various visual genres such as comics, graphic novels, movies, advertisements, and political cartoons to learn how the visual elements of texts affect understanding. Students will examine the considerations required for communicating in visual media and will produce a multimedia project and a final researched project. Prerequisite: WRIT-101

COMM-202 - Survey of Research Meths.

3-0-3

(writing intensive) Students in this course analyze and design survey instruments, polls, samples, and other quantitative and qualitative research methods. Students learn about the ethics of research, especially as regards human subjects. The course includes introduction to electronic resources, print resources, archiving data, mining data, information architecture, database management, and ethnography as regards business and design. Prerequisite: WRIT-101

COMM-204 - Technologies of Communication

3-0-3

The social media course that's an essential component of the major. Students will consider communication technologies and how and what people communicate using those technologies. We'll examine the role of communication technologies in society and culture, with an emphasis on how they function in the information age. This will include both the social and cultural influences that have shaped the development of various emerging media, information, and communication technologies. Prerequisite: WRIT-101

COMM-303 - Technical Writing

3-0-3

(writing intensive) Students will learn to write and design documents in a variety of technical genres, including executive summaries, reports, instructions, among others, for technical and professional audiences. The course will usually take place in a discussion or workshop format and will use case studies based on real-world situations. Because technical writing in the workplace is often collaborative, students will often work in teams during class and on the final project. Prerequisite: COMM-100

COMM-305 - Multimedia Presentations

3-0-3

Students in this course learn to marry the basics of effective public speaking with visual technology, to allow them to make effective and professional quality presentations. Students will master these technologies and intensively practice speaking in front of an audience. In addition, students will study the standards of professional presentation that befit different audiences. Prerequisite: Writing Seminar I

COMM-307 - Public Relations & Media Wrtg.

3-0-3

WRITING INTENSIVE: Students in this course learn the fundamentals of writing for multiple public audiences in multiple communication formats and genres. Areas addressed include public relations, public affairs, media relations and press releases. Students will also learn to judge the importance of information as well as set priorities and tailor writing to meet the needs of different audiences. Prerequisites: Comm 100: Intro to Professional Communication.

COMM-400 - Usability Testing

3-0-3

WRITING INTENSIVE: Usability testing is a technique used to measure a document or website's capacity to meet its intended purpose. The process of usability testing gives direct input on how the anticipated audience will use the product and is critical to product development. This course provides an overview of usability tools and techniques, and then focuses on usability testing. Through discussion, reading, and practice, students learn the concepts and techniques needed to conduct a usability test. Prerequisite: Comm 202: Research Methods and Comm 3xx: Technical Writing

COMM-402 - Professional Ethics in Comm

3-0-3

(Writing intensive) This course, designed for the senior in Professional Communication, will focus on important ethical issues facing the profession and its practitioners. The course will not advocate for particular ethical standards, but it will strive to motivate students to critically and analytically think about standards that are germane to their personal and professional lives, to consider reasons why current standards are in place, and to evaluate whether current ethical standards are sufficient, workable, and understood by communication professionals. Prerequisites: COMM 202: Research Methods and COMM 307: PR and Media Writing

COMM-404 - Prof Comm Capst Portfolio Proj

3-0-3

WRITING INTENSIVE: This course, designed for the senior in Professional Communication, will focus on integrating your college course work through developing a capstone portfolio. By working on a capstone portfolio that draws on prior course work and that culminates in an oral presentation and a written project, you will use your critical thinking skills in synthesizing previous course work to extend and develop your original ideas. Prerequisites: COMM 307: PR and Media Writing and COMM 400: Usability Testing

DBTU-114 - Debating U.S. Issues

3-0-3

This is intended as a first-year course, to be taken in either semester. It is the first Touchstone course, where students will learn about the Hallmarks Folio process and review their first artifacts and reflections.

DECFRM-200 - Business Models

3-0-3

DEC 200, Business Models, 3-0-3. Students in this course apply and extend skills from DEC101 including design thinking, teamwork, and project management within the framework of a customer-centric approach to organizations and business models. The course explores business model innovation, execution, and strategy to examine industries and organizations, and applies these concepts in financial, social, political, and environmental contexts. As a culminating assignment, student teams build and defend their own unique business models. Pre-requisite: DEC101.

DECFRM-200X - Business Models

3-0-3

Students in this course apply and extend skills from DECPROC101, including design thinking, teamwork, and project management within the framework of a customer-centric approach to organizations and business models. The course explores business model innovation, execution, and strategy to examine industries and organizations, and applies these concepts in financial, social, political, and environmental contexts. As a culminating assignment, student teams build and defend their own unique business models.

DECGEN-200 - Innovation Essentials

2-2-3

DEC Innovation Essentials will introduce transfer students to tools and techniques of innovation introduced in the DEC core courses IDP and Business Models. In the first half of the class, students will learn the Integrated Design Process, which will train them in the process of identifying opportunities for innovation and developing prototypes, as well as refining and revising prototypes based on user feedback. In the second half of the class students will learn to design and evaluate a business model for their prototype using the business model canvas.

DECGEN-480 - Interdisciplinary Integrative Project

2-2-3

This course provokes interdisciplinary activity through a client-centered team project focused on designed systems, requiring inputs from multiple disciplines for success. Types of projects might include: Interactive design + corporate brand experience, Physical design + materials science, Service/business platform design, Entrepreneurial design (design + engineering + business plan), and Software/hardware systems. Pre-requisites: DECPROC-101, DECFRM-200, DECSYS-2XX, DECMTHD-300

DECMTHD-300 - Ethnographic Research Methods **3-0-3**

This course explores a range of ethnographic research tools to analyze human belief, behavior and cultural practices. Students learn to formulate better research questions and conduct ethnographic research to address a contemporary social problem, and will become equipped to analyze and communicate the findings. Students reflect upon their impact in the community and on other ethical questions as part of conducting ethnographic research. Pre requisites: WRIT-2xx, SOC-2xx

DECMTHD-300X - Ethnographic Research Methods **3-0-3**

This writing intensive course explores a range of ethnographic research tools to analyze human belief, behavior, and cultural practices. Students will learn to formulate appropriate research questions and conduct field-based research to address a contemporary social problem. As they conduct their research, students are required to assess and consider contextual sensitivities and to analyze and communicate their findings. In this course, students reflect upon their impact in the community and on other ethical questions as part of conducting ethnographic research. Pre requisites: WRIT-2xx, SOC-2xx

DECPROC-101 - Integrative Design Process **2-2-3**

Design thinking is a shared process and key component of innovation for all fields within the College of Design, Engineering and Commerce. In this course, students will develop and refine abilities to construct, analyze and use the process of designing within an interdisciplinary, team based environment. Integrative Design Process is a part of the DEC core and is a mandatory course for all students in the College of Design, Engineering and Commerce. This course also fulfills the Arts and Cultures requirement of the College Studies Program for students enrolled in the majors in the School of Business Administration.

DECPROC-101X - Integrative Design Process **-----**

Design thinking is a shared process and key component of innovation for all fields within the College of Design, Engineering and Commerce. In this course, students will develop and refine abilities to construct, analyze and use the process of designing within an interdisciplinary, team based environment. Integrative Design Process is a part of the DEC core and is a mandatory course for all students in the College of Design, Engineering and Commerce. This course also fulfills the Arts and Cultures requirement of the College Studies Program for students enrolled in the majors in the School of Business Administration or for students enrolled in majors in the School of Science Health and the Liberal Arts.

DECSYS-202 - Materials Selection **3-0-3**

The materials available to meet design requirements for a specific application often limit performance in disciplines ranging from engineering and architecture, through industrial design, to fashion design and textiles. In fact, material selection is often the limiting performance factor in designing new products and processes. This course explores the governing principles of materials science, with a specific emphasis on using the scientific method to develop a "system approach" to materials selection at various stages of the design process. (This course can be used to satisfy a general Education Science requirement.)

DECSYS-206 - Biology for Design

3-0-3

The goal of this course is to increase the sophistication of design, engineering, business, and other students regarding how design manifests itself in nature as biological adaptation, and to use that knowledge as a launching pad for thinking about biomimetic design. Biomimicry is a hot topic in architecture and design. Work in this field is usually done by designers working in collaboration with biologists who are highly specialized in a particular area, often plant or animal physiology. However, there are certain conceptual underpinnings pertaining to design and adaptation in nature that designers are often lacking that will prepare them for further exploration of this field. The course consists of two major units, the first focusing on the biology of adaptation from an evolutionary and ecological perspective. The second section consists of a survey of biomimetic design and how biomimicry has been employed to solve a range of design problems in architecture, materials science, systems design, and technology.

DECSYS-208 - Sustainability & Eco-Innovatn

3-0-3

The emerging fields of sustainability and environmental sciences will be surveyed to highlight how entrepreneurs are capitalizing on rapid environmental transformation. The rate, scale and degree of global environmental change, key scientific feedback loops the regional differences in terms of impacts and opportunities will be analyzed. Case studies of eco-innovation strategies employed by businesses and designers will be explored so that students can create their own scientific monitoring and evaluation plan for implementing a simple eco-innovation.

DECSYS-208X - Sustainability & Eco-Innovatn

3-0-3

The emerging fields of sustainability and environmental sciences will be surveyed to highlight how entrepreneurs are capitalizing on rapid environmental transformation. The rate, scale and degree of global environmental change, key scientific feedback loops the regional differences in terms of impacts and opportunities will be analyzed. Case studies of eco-innovation strategies employed by businesses and designers will be explored so that students can create their own scientific monitoring and evaluation plan for implementing a simple eco-innovation.

DIGD-206 - Foundations in Web Design and Strategy

1-5-3

This course will be an exploration into the design process and techniques for creating interactive experiences. This will be first step in learning to think and work as a web designer. We will cover a basic understanding of information architecture, usability, front end programming logic, and design literacy. We will also discuss the principles of raster and vector electronic imaging as a means to provide a solid foundation needed to succeed in the digital design field. Prerequisite: ADFND-102 or DSGNFND-203 or permission of the Director of the Interactive Design & Media or Graphic Design Communication program.

DIGD-301 - Interactive Design I

0-10-5

This studio introduces students to a variety of media used in interactive design including motion topography for the screen, kinectic type, graphic motion and online video development. Students will be introduced to the basic concepts and strategies needed to integrate this with interactivity. Issues of navigation, information architecture and electronic publishing will be covered. This studio course will include a series of progressively more difficult and technically complex projects leading toward a longer and more in-depth final project. Prerequisites: GRAPH-202 or ARCH-202 and admission to the Digital Design program or permission of the Digital Design program director

DIGD-302 - Interactive Design II

0-10-5

This studio explores the principles and strategies involved in designing and producing effective interactive publications. Issues of navigation, digital ergonomics, information architecture, way finding, semiotics, symbolism and electronic publishing will be explored through a series of increasingly difficult and technologically demanding exercises leading toward a longer and more in-depth final project. Prerequisite: DIGD-301

DIGD-305 - Theory of Electronic CommunicationySemin

3-0-3

(writing intensive) This seminar course provides students with a theoretical understanding of the role of the digital designer within the constantly evolving electronic marketplace. Issues of e-commerce, digital communication, electronic ethics and professional practice will be discussed. Special focus will be placed on how our existing culture has been, and is currently being, revolutionized by the information explosion. Prerequisite: Admission into Interactive Design and Media program

DIGD-307 - Advanced Web Design & Strategy

1-5-3

This course exposes students to conceptual and technical aspects of Web design. Information architecture, semiotics, storyboarding and site management are taught; in addition to learning technical skills in Web production software and HTML. Additional areas of focus include typography, color theory, composition and motion graphics for the Web. The final project requires the publication of a Web site that pushes the boundaries of traditional interactive media. Prerequisite: DIGD-206 or GRAPH-310 or ANIM-202

DIGD-312 - Multimedia Design

1-5-3

This course exposes students to the conceptual and technical aspects of designing and creating interactive multimedia experiences. In addition to learning technical skills in multimedia authoring software, students will be encouraged to develop innovative forms of electronic content made possible by CD-ROM media. The final project of the students' choosing will demonstrate their ability to create and develop interactive media in a cross-platform environment. Prerequisite: DIGD-206 or approved equivalent

DIGD-401 - Interactive Design III

0-10-5

This studio will explore the translation of three- and fourdimensional concepts of space into two-dimensional screen images, interactivity and animation. Students will be introduced to the theory and practice of 3D modeling/rendering and motion graphic production. The mediums of choreography, filmmaking, architecture, performance art and music will be discussed as potential sources of inspiration for creating innovative digital spaces and experiences. A series of increasingly complex projects will culminate in a more demanding final project. Prerequisite: DIGD-302

DIGD-403 - Web Development**3-0-3**

This course will explore the Web markup languages, HTML, CSS and Java Script, required for advanced control of Web design. Students will be introduced to these languages through lectures, demonstrations and practical exercises. The focus will be on writing, testing and de-bugging the code and its appropriate application. A series of increasingly complex exercises will gradually build the student's knowledge and understanding of these languages. Prerequisite: DIGD-301 or DIGD-307

DIGD-405 - Digital Video Design and Production**1-5-3**

This course exposes students to the principles of digital video design and production. Students will become versed in non-linear, video-editing software as a means to create effective digital-video presentations. A series of projects develop essential skill sets such as storyboarding, video capture, editing and compositing. A final, student-defined project will demonstrate mastery of the conceptual and technical aspects of digital-video design and production. Prerequisite: DIGD-206 or approved equivalent

DIGD-406 - Actionscript and Lingo**3-0-3**

This course will explore the multimedia scripting languages ActionScript and Lingo, required for advanced control of multimedia. Students will be introduced to these languages through lectures, demonstrations, and practical exercises. The focus will be on writing, testing and de-bugging the code and its appropriate application. A series of increasingly complex exercises will gradually build the students knowledge and understanding of these languages. Prerequisite: DIGD-403

DIGD-415 - 3-D Modeling**1-5-3**

This course exposes students to the conceptual and technical aspects of three-dimensional modeling and virtual environments. Students will complete a series of specifically designed exercises of increasing difficulty leading to a final project of the student's choosing. The class will cover the basic principles of 3D modeling and animation including polygonal and NURB modeling, texturing, lighting and animation. Prerequisite: DIGD-206 or approved equivalent

DIGD-498 - Interdisciplinary Capstone ProjectyPrepar**3-0-3**

(writing intensive) This course requires students to identify and analyze potential capstone projects through a number of lenses including technical feasibility, marketability and design potential. With faculty guidance, students will form interdisciplinary teams that reflect the specific requirements of the chosen capstone project. To complete this course, a project proposal must be submitted documenting the factors that will allow the development of a successful capstone project. Research and presentation skills are a major focus of this course. Prerequisites: DIGD-302

DIGD-499 - Interactive Desgn IV Capstone**0-10-5**

This capstone studio will develop the ability of the digital designer to successfully participate on an interdisciplinary team. Students from a variety of majors, already organized in the capstone preparation course, will collaborate to develop a final, working prototype of a product, service, experience or publication of their choice that synthesizes their knowledge and skills from the previous semesters. The students will develop a project that demonstrates innovation, marketability and relevance within the larger community. Prerequisites: DIGD-401 or DIGD-498

DRAW-101 - Drawing Essentials**1-5-3**

Drawing Essentials introduces the student to the process of visual communication using basic drawing techniques and concepts. Students will develop sound observational skills through visualization using a variety of mark-making tools. Students will learn the fundamentals of drawing (line weight, proportion, rendering and perspective techniques) and understand how it applies to design development.

DRAW-201 - Drawing II for Graphic Design**1-5-3**

Advanced drawing experiences continue the study of form and structure begun in Drawing I. In addition, students are encouraged to develop individual expression in a variety of graphic media. Drawing as a means of developing graphic ideas is stressed. Prerequisite: DRAW-101

DRAW-206 - Drawing II: Figure Drawing**1-5-3**

In this course, students acquire special knowledge of the human figure and anatomy. A variety of media and methods of graphic representation are explored. Perceptual skills, as well as cognitive aspects of drawing the human form, will be studied. Live models, both clothed and nude, charts, skeleton model and the self will be used as sources for study. Required for Fashion Design majors. Prerequisite: DRAW-101

DRAW-301 - Drawing: Design and Development**1-5-3**

This is an advanced drawing course developed for designers of all disciplines who want to improve the designer's ability to apply knowledge imparted in other courses to the development of designs. Wherever possible the subject matter of the students' design studio courses will be used as the subject matter for drawing exercises. Prerequisite: DRAW-201 and INDD-207

DRAW-303 - Drawing: Materials/Techniques**1-5-3**

This course further develops the students drawing skills by introducing a variety of mark-making tools and techniques. Students will learn both traditional and experimental drawing processes within the context of historical and contemporary movements in art and design. Students will use drawing as a vehicle for design development, visual communication and creative expression. Prerequisite: DRAW-101: Drawing Essentials or DRAW 101: Intro to Drawing or VSDRAW 101: Visual Studies Drawing

DSGN-261 - Japanese Craft Production**3-0-3**

This is a short course for international study to explore traditional craft production in Japan. This will include: Touki (pottery), Washi (paper), Urushi (lacquer), Mokuhanga (wood block), Some / Ori (resist dyeing and woven textiles), Takezaiku (bamboo), etc. Visitation to craft studios, museums, historical gardens and traditional architectures will also provide cultural context, history of style and significance of fine hand craft production processes. Throughout the tours, the course will also emphasize the role of crafted control in mechanical / digital productions that will be utilized in students' future design developments in their major studies.

DSGN-371 - Special Topics:**3-0-3**

Generic Special Topics Description - An upper-level course designed to take advantage of resident/adjunct/visiting faculty members' expertise or a special focus wanted by the School for one or two terms. These courses might provide an in-depth treatment of recent advances in subjects of current interest in a given field whose subject matter is not necessarily needed to be offered long term. A specific "topic" may be delivered a maximum of two term. Prerequisites: Announced prior to registration

DSGNFND-103 - Design Foundations I

1-5-3

This foundation design course explores the basic elements and principles of 2D and 3D form and their application in the design process. Line, shape, mass, space, texture and gray value are introduced as fundamental and interrelated components necessary in structuring solutions to problems in design. Projects are introduced which encourage students to express ideas in a visual/tactile context, while exploring the interaction of ideas and materials.

DSGNFND-203 - Design Foundations II

1-5-3

Color is introduced in this foundation design course with an emphasis placed on its practical application in the design process. Projects done by students, using a variety of media, will explore the interaction of color in design with formal, biophysical and psychological implications and goals. Prerequisite: DSGNFND-103

DSGNFND-303 - Design Foundations III

1-5-3

In-depth studies emphasizing the use of color and varied media in both 2D and 3D forms are undertaken in this foundation course. The interrelationship of the elements and principles of design are addressed through solving a variety of visual problems. Processes of abstraction are explored in projects using a wide variety of media. Students will be expected to develop their abilities for critical analysis of their own work, as well as design processes and products in general. Prerequisite: DSGNFND-203

DSGNFND-423 - Design Concepts

2-2-3

Students are introduced to basic design theory as it relates to apparel design and merchandising including hands-on exercises in color, composition, presentation and critique skills. Trend forecasting and brand analysis provides an overview of the product development process. May not be taken by fashion design majors. Prerequisite: FASHMGT-101

ECBIO-101 - Environmental Issues

3-0-3

In this course, students will explore the ecological, chemical, social, economic and political implications of critical global environmental issues including water pollution, pesticides, energy, acid rain, global warming, waste management, biodiversity loss and population growth. Alternative solutions proposed to address these experimental issues will be explored from multiple perspectives. Prerequisite: Science I (SCI-101, BIOL-101, BIOL-103, CHEM-101, PHYS-101)

ECBIO-201 - Biodiversity

3-0-3

The purpose of this course is to explore what is known about the abundance and distribution of all species on earth, what threatens and supports these species and what efforts humans have taken both in the United States and globally to destroy and conserve biodiversity. Genetic variability, demographic and population dynamics, environmental variation, economic value and legal status will be compared for the design of captive breeding programs, protected areas management and sustainable use alternatives. Prerequisite: Science II (completion of any two of the following courses: SCI-101, SCI-102, BIOL-101, BIOL-103, CHEM-101, CHEM-103, PHYS-101, PHYS-201)

ECBIO-301 - Ecology

3-3-4

This course quantitatively measures the relationship between organisms and their environment at the population, community, landscape and global level. Critical ecological controversies will be explored. Field data for both flora and fauna will be collected, analyzed and presented following guidelines from professional scientific journals. Prerequisite: grade of C- (1.67) or better in BIOL104 and BIOL 104L or grade of C- (1.67) or better in ECBIO 208

ECBIO-302 - Experimental Field Ecology

3-3-4

This course focuses on the historical, legal, ethical, economic and scientific foundation of the emerging field of conservation biology. Genetic, ecological and population analytical methods will be applied to case studies of conservation programs from around the world with an emphasis on research design critiques. Experimental design and statistics for field problems will be covered in depth. Students will design, implement, analyze and present their findings from an ecological field experiment. Prerequisites: grade of 'C' or better in ECBIO-301 and corequisite STAT-301

ECBIO-316 - Wildlife Ecology and Conservation

3-3-4

This course is an international overview of current strategies used for wildlife conservation of mammals, birds, fish and other vertebrate species. Population ecology, habitat, disease, foraging and behavior will be covered in depth. Students will research the historical, legal and economic foundation for current best-management practices. Through intensive field studies, students will compare and contrast scientific-field techniques used in wildlife management. Prerequisite: grade of 'C' or better in ECBIO-301

ECBIO-318 - Urban Ecology, Restoration and Planning

3-0-3

Natural lands and natural systems occur in densely populated areas and because of the human impacts present vast challenges to the landscape architects and environmental planners who are entrusted with their protection and enhancement. This course studies in detail urban ecological systems, and the human impacts that shape them. The student will also be exposed to current restoration techniques, which are being utilized in the urban setting to restore natural ecological functioning to the city. Prerequisites: SCI-101, or grade of 'C-' (1.67) or better in BIOL-104 and BIOL-104L, or permission of instructor

ECBIO-319 - Oceanography

3-0-3

An introduction to the biological, chemical, geological and physical aspects of the ocean environment with particular emphasis on the importance of the oceans to human beings and the impact we have on them. Students may participate in an optional field trip highlighting estuarine/coastal biodiversity, aquacultural techniques and oceanographic sampling techniques. Prerequisite: SCI II which is completion of any two of the following courses: SCI-101, SCI-102, BIOL-101, BIOL-103, CHEM-101, CHEM-103, PHYS-101 or PHYS-201

ECBIO-391 - Research I in Environmental ScienceySci **0-9-3**

Independent research is taken under the guidance of a faculty member. The research will include a written proposal prior to initiation of the project, a literature search, experimental fieldwork, a written abstract and report at the end of the semester and an oral presentation of the work. Guidelines for approval and for final evaluation are available in the School of Science and Health office. Prerequisite: permission of the dean

ECBIO-392 - Research II in Environmental ScienceySci **0-9-3**

Continuation of ECBIO-391. Prerequisites: ECBIO-391, permission of the dean

ECBIO-415 - Natural Resource Management **3-0-3**

(writing intensive) This course explores the existing state of the world's natural resources including forests, fisheries, rangeland, soil, water, wildlife, air and energy. Management options for each resource will be explored in depth. Field trips will compare cost, impact and implementation of different approaches used by environmental agencies. Students will write and present a resource-management plan for a key issue. Prerequisite: ECBIO-301

ECON-111 - Principles of Economics **4-0-4**

This course introduces the discipline of economics and provides a basic understanding of how markets function, how prices are determined and how resources are allocated. This requires a blend of economic theory, institutional material, and real-world applications. International examples will be included throughout the course. February 17 2014 2:23 PM Julia Aggreh

ECON-205 - Macroeconomics **3-0-3**

Introduction to the overall functioning of an economic system with a view toward understanding the factors underlying income, employment and prices on the aggregate level. Topics include monetary and fiscal policy with primary emphasis on the impact of international trade and policy implications.

ECON-206 - Microeconomics **3-0-3**

Introduction to the principles underlying the behavior of business firms, resource owners and consumers within a system of markets. Introduces the theory of value and distribution and the implications of international trade on autarchy value and distribution.

ECON-401 - International Economics **3-0-3**

The theoretical basis for international trade is examined, as well as the economic impact of such trade on participating nations.

ENGR-101 - Introduction to Engineering **3-2-3**

This course is an introduction to engineering through hands on use of design, build and test modules in mechanical, industrial and architectural fields. The course helps the students to relate basic sciences to engineering applications. The course makes an introduction to programming logic, engineering design, materials, workshop skills, engineering ethics and technical presentation. Visits to engineering industries and professional society meetings will be arranged. Prerequisites: None

ENGR-102 - Engineering Drawing**2-2-3**

This course introduces students to engineering drawing, descriptive geometry, design and problem solving. Engineering drawing is a graphic language that can convey, with exactness and detail, ideas from the design engineer to the fabricator. Thus, the emphasis of the course is on communicating design ideas through engineering drawings. Prerequisites: MATH-102 or MATH-111

ENGR-104 - Introduction to Computing**3-0-3**

An introductory course which provides a coherent and comprehensive treatment of fundamental concepts of computer science. It describes how computing systems work and how they are applied to solve real-world problems. The main emphasis is on the design of algorithms and procedural abstraction. High-level, language-programming projects.

ENGR-210 - Introduction to Materials Science**3-0-3**

Atomic theory and molecular bonding of solids, polymer structure and mechanics of materials for textiles are taught at an introductory level. Specific processing issues including additives, viscosity, transitions and morphology are studied as well. Prerequisites: MATH-111, CHEM 103 and CHEM 103L

ENGR-215 - Engineering Statics**3-0-3**

Engineering statics describes the mechanical behavior of materials and systems in equilibrium using Newton's laws of motion. In this course, students will learn the principles of force equilibrium, how to construct free-body diagrams, understanding distributed forces, friction and introductory structural response. Prerequisites: PHYS-201 and PHYS 201L, MATH-213 (pre- or co-requisite)

ENGR-217 - Information System Design**3-0-3**

Analysis and design of computer based information systems. Definition of databases, measures of effectiveness, management- staff interfaces. Focus on analyzing the situation and its particular needs before attempting a solution. Case studies from engineering, manufacturing, and service environments used to create discussions. (ISE majors can take this course in the School of Business Administration as MIS-302) Prerequisites: MATH-112

ENGR-218 - Engineering Dynamics**3-0-3**

Engineering dynamics describes the motions of particles and rigid bodies and the forces that accompany or cause those motions. Basic methods include Newton's laws, the work and energy principle, and the impulse and momentum principle. Prerequisites: ENGR-215, MATH-225 (pre- or co-requisite)

ENGR-301 - Mechanics of Materials**3-0-3**

Internal forces; stress, strain and their relations; stresses and deformations in axially loaded members; stresses and deformations in torsionally loaded members; stresses and deformations in flexural members; combined stresses; column analysis; statically indeterminate members; introduction to member design. Prerequisite: ENGR-215

ENGR-302 - Design for Manufacturability**3-0-3**

This course focuses on the design process; interaction of materials, processes and design; economic considerations; design considerations for machining, casting, forging, extrusion, forming, powder metallurgy; designing with plastics; design for assembly; projects and case studies. Prerequisite: ENGR-102

ENGR-303 - Engineering Economics**3-0-3**

This course is designed to provide the engineering student with the decision-making skills necessary to evaluate the monetary consequences of the products, processes and projects that engineers design. Decisions must balance economics, performance, aesthetics and resources. As the capital outlays may be significant and affect the productive potential of a firm over the long term, it is important to understand the time value of money. The course emphasizes calculations of present values, future worth, internal rates of return and replacement analysis. In addition to the specific financial concepts covered, the student will construct computer spreadsheets to do sensitivity analysis and generate graphs to enhance presentation skills. Prerequisite: ENGR-305

ENGR-304 - Operations Research I**3-0-3**

This course addresses the philosophy and techniques of operations research. Emphasis is placed on elementary model building and concepts of optimization; structure of problem solving; linear programming, transportation and assignment algorithms; game theory; network analysis, branch and bound theory. Prerequisite: MATH-112, ENGR-305

ENGR-305 - Engineering Statistics**3-0-3**

This course addresses the fundamentals of probability and distribution theory with application to various branches of engineering; basic probability theory, discrete random variables, continuous random variables, independent random variables, covariance and correlation and linear combinations of random variables. Statistical decision theory including significance testing and estimation, confidence intervals, design and perform tests of hypotheses on population means, standard deviations and proportions. Prerequisite: grade of "C" or better in MATH-112

ENGR-307 - Engineering Statistics II**3-0-3**

This course is a continuation of EN505 Engineering Statistics, and it is required for the BSISE and the BSE with minor in ISE. Application of statistical techniques to industrial problems; relationships between experimental measurements using regression and correlation theory and analysis of variance models; design of experiments with one and more than one levels; emphasis on inherent variability of production processes; control chart techniques and the use of exponential and Weibull models in reliability analysis; statistical process control. Prerequisite: ENGR 305

ENGR-308 - Integrated Engr Product Dev. I**3-2-3**

ENGR 308 Integrated Engineering Product Development I The IEPD two-course sequence combines the perspectives of design, engineering and marketing in the product development process in a hands-on, collaborative environment. Throughout the course students will be working in groups to design, develop, prototype and analyze economic and marketing aspects of engineered products. Students will be prepared to use modern engineering tools including rapid prototyping, CNC machine tools, CAD based product lifecycle analysis and management, costing and market data analysis. Prerequisite: Math 112 Calculus II, ENGR 104 Introduction to Computing and ENGR 102 Engineering Drawing.

ENGR-309 - Integrated Engr Prod Dev. II**3-2-3**

ENGR 309 Integrated Engineering Product Development II In the second semester of the IEPD course students will be primarily working on their group projects. Opportunities to work on industry sponsored projects or internally developed projects of current interest will be provided. Periodically students will present their progress on the project in discussion forums. The use of engineering drawings, charts and graphs, simulations and media will be encouraged and evaluated. Industry veterans will provide guest lectures in manufacturing practices, standards, regulations, ethics and management. Through a series of guest lectures, students will also develop an appreciation for patents and intellectual property. Prerequisite: ENGR 308 Integrated Engineering Product Development I

ENGR-311 - Fluid Mechanics**3-0-3**

The fundamentals of fluid mechanics. Topics include fluid statics, control-volume analysis, the Navier-Stokes equations, similitude, viscous, inviscous and turbulent flows and boundary layers. Prerequisite: ENGR-218, PHYS-203 and PHYS-203L

ENGR-314 - Numerical Meths for Engineers**3-0-3**

Numerical methods are used to solve mathematical problems that are often impossible to solve analytically. Numerical methods enable formulating engineering problems so that they can be solved by arithmetic operations. Problems with large systems of equations, nonlinearities and complicated geometries that are encountered in engineering can be solved by the use of numerical methods and programming using computers. The emphasis of this course is the use of personal computers to solve mathematical problems. Prerequisite: MATH-225 and ENGR-104

ENGR-316 - Intr & Materials for Composit**2-2-3**

An overall introduction to composites will be presented including their mechanical properties and advantages. Fiber reinforcements will include pre-pregs and textile composites. Composites design and various molding techniques will be covered. The laboratory will have various manufacturing and experimental exercises. Prerequisite: ENGR-215

ENGR-317 - Composites Manufacturing**2-4-3**

This course will be a laboratory intensive course that will include material selection and tooling types. Materials will include pre-pregs and woven and braided performs. Key issues in tool design, bond assembly jigs and secondary tooling, hand layup, tape layup and fiber placement, bag molding and autoclaving, compression molding, pultrusion, RTM, VaRTM, mechanical property tests, manufacturing defects and quality control will be covered. Pre-requisite: ENGR 316 Introduction to Composites. First offered Spring 2013 September 20 2012 4:38 PM Julia Aggeh

ENGR-322 - Fund. of Elect. Engineering I**3-0-3**

This course explores the analysis of circuits; transient and steady state phenomena; and general analysis techniques; and the fundamentals of direct and alternating circuits, transformers rotating machinery, electrical and electronic control, and electrical energy. Prerequisite: PHYS-203 and PHYS-203L

ENGR-371 - Special Topics**3-0-3/1-5-3**

An upper-level course designed to take advantage of resident/adjunct/visiting faculty members' expertise or a special focus wanted by the School for one or two terms. These courses might provide an in-depth treatment of recent advances in subjects of current interest in a given field whose subject matter is not necessarily needed to be offered long term. A specific "topic" may be delivered a maximum of two term. Prerequisites: Announced prior to registration

ENGR-381 - Independent Study in Engr I

0-0-3

For details, see description of Independent Study in "University Academic Policies and Procedures: Common Academic Policies for All Students." For engineering students only Permission required. Also see appropriate form online at the University Registrar's webpage www.philau.edu/registrar/ for more information.

ENGR-382 - Independent Study in Engr II

0-0-3

For details, see description of Independent Study in "University Academic Policies and Procedures: Common Academic Policies for All Students." For engineering students only Permission required. Also see appropriate form online at the University Registrar's webpage www.philau.edu/registrar/ for more information.

ENGR-404 - Composites Design Analysis

3-0-3

The factors which govern analytical composite design will be discussed. Two dimensional stress strain relationships along the planar axes of the composites, orthotropic material constitutive relationships will be investigated. The course includes instruction in finite element analysis for composites including complex structures which include core materials. The various accepted failure criteria including maximum stress, Tsai-Hill, and Tsai-Wu criterion will be compared. A procedure for laminate strength analysis and failure envelopes will be introduced. Pre-requisites: ENGR-301 Mechanics of Materials, ENGR 316 Introduction and Materials for Composites, and ENGR 317 Composites Manufacturing

ENGR-406 - Compo Struc Indust & Consu Ap

3-0-3

Analysis of composites for use in automotive, aerospace, sporting goods, alternative energy and other mechanical structures will be addressed. The focus will be on system design, structure design and engineering economics associated with actual composite structures and systems. Pre-requisites: ENGR-303 Engineering Economics, ENGR 316 Introduction and Materials for Composites, ENGR 404 Composites Design Analysis

ENGR-498 - Senior Design Project I

2-2-3

This course exposes the students to a series of real-world industry problems that require applications of Industrial Engineering principles. A preliminary analysis of various selected problems will be performed collectively. The students will then form a team and select their senior design project. The course also covers (through invited speakers) topics related to the engineering profession such as ethics, intellectual property, project management and social responsibility. Students will present a written and oral proposal of their senior design project preparation. Prerequisite IENGR-315, at least 86 credits, and WRIT-21X

ENGR-499 - Senior Design Project II

1-5-4

(writing intensive) Students in this course will apply engineering principles to solve a real-world problem. Student works as member of a team assigned to a problem in a manufacturing, processing, service or government organization. The capstone senior design project will consist of a project that builds on engineering, business, ethics and social issues. This course requires a professional written and oral report and will serve as the program's major writing intensive course. Prerequisites: Completion of at least 90 credits, senior level and WRIT-21X (This capstone course is major specific); ENGR-498 ISE only

ETHIC-198 - Transfer Ethics

ETHIC-215 - Evil and Good

3-0-3

A study of evil and good in art, literature, religion and philosophy, with attention to actual issues of evil and good in human social life. Concepts of evil and good in both Western and non-Western cultures will be surveyed. The course will also provide an introduction to strategies for ethical decisionmaking. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

ETHIC-384 - Applied Professional Ethics

3-0-3

WRITING INTENSIVE: This research and writing-intensive course introduces students to numerous concepts in Western and non-Western ethics that inform decisions about what we 'ought' to do in our personal and professional lives. Students will read primary text selections from philosophers and analyze practical cases by applying what they have read. Prerequisites: DBTU-114, WRIT-101 or WRIT-101G

FASHDES-211 - Garment Structures

1-5-3

This is the initial course in the fashion design technical studio sequence. This course focuses on the study and production of apparel construction methods. Students have the opportunity to produce garments and design them through the imaginative use of construction details. A sample book of various industrial construction methods is developed. Note: A minimum grade of "C" will be required in order to continue in the design studio sequence. Admission into the Fashion Design Program. Fashion Industry majors need approval from FMM program director.

FASHDES-213 - Pattern Development I

1-5-3

This course covers the fundamentals of the flat-pattern method. Students will draft bodice, sleeve and skirt blocks to be used in creating various styles. Some patterns are cut and sewn in muslin to test fit and further enhance sewing skills. A sample book of flat-pattern techniques will be produced. In addition, two ensembles will be designed and produced. Prerequisites: a grade of "C" or better in FASHDES-211. Admission to the Fashion Design Program. Fashion Industry Management majors need approval from FMM program director.

FASHDES-250 - Fashion Studies Abroad

0-0-3

A "short course" that enables students to study various aspects of fashion design, production and merchandising in a major region of the world. Through a series of lectures, guided tours and visits to couture and ready-to-wear establishments, design studios, retailers, production plants and museums, students have the opportunity to experience a segment of the global fashion industry. Students carry a journal and write about their own experiences abroad. A visual record of design inspirations is required as part of the research assignments. Oral and written reports, including visuals, explore the design and business practices of apparel firms. Students also experience cooperative design and merchandising as a result of team assignments. Prerequisites: student must have a 2.5 G.P.A. and major in Fashion Design, Fashion Merchandising, Fashion Industry Management or Textile Design program. Student status will be determined by the program offered.

FASHDES-252 - Fashion Design Research

2-2-3

This required course focuses on methods of research and development of original concepts in the fashion design field. Visual sensitivity to the environment as a source for building observational skills, design literacy, visual documentation, and concept development skills will be addressed. Visits to design resources such as museums, architectural sites, analysis of trend forecasts and current influences will provide inspiration for development of a journal for application in future courses. Prerequisites: DRAW-206, VSDES-101 or DSGNFND-103, and DSGNFND-203

FASHDES-300 - Technical Design

2-4-3

This course will enable the student through hands on experience to understand the basic requirements needed to be successful in the area of technical design. Building on their knowledge of pattern, construction and design, students will learn to create technical specifications packages used for product data management. Students will further acquire an advanced understanding of terminology and technical vocabulary needed to communicate with manufacturing facilities throughout the world. Students will learn the process of developing garment specifications, conducting fittings and successful communication for quality assurance issues to vendors and manufacturing personnel worldwide. Prerequisites: CAD-204, a grade of "C" or better in FASHDES-311.

FASHDES-311 - Pattern Development II

1-5-3

Students learn to drape basic bodice and skirt variations on standard industrial dress forms. Original garments are designed, draped and sewn using industrial machinery. Accurate patternmaking, sewing and attention to design fundamentals are stressed throughout the course. Prerequisites: a grade of "C" or better in FASHDES-213. Admission into the Fashion Design Program. Fashion Industry Management majors need approval from FMM program director.

FASHDES-316 - Fashion Design

2-4-3

This course focuses on the key components of the fashion design process including research, trend forecasting, materials investigation and presentation of valuable, market-specific collections. Designers consider current market trends and design concepts as influences on merchandising. Extensive opportunities for the development and communication of a personal design vision in illustrated presentations helps students build portfolio-ready collections. Industry directed projects also provide opportunities to develop brand-conscious yet creative concepts and designs. CAD skills are utilized in a variety of presentational techniques. Prerequisites: CAD-204, FASHDRW-207

FASHDES-317 - Hand Knitting for Fash Desg

1-5-3

This elective course is offered to expand construction skills and design possibilities. By hand knitting and/or crocheting, students will design and produce marketable garments to augment other collections or as individual pieces. For Fashion Design Majors Only. Prerequisites: FASHDES-311 Draping Design and Construction; TEXT-101 Survey of the Textile Industry

FASHDES-322 - Fashion Design Problem Solving

2-2-3

This course focuses on experimental design and is a continuation of the foundation design sequence for Fashion Design majors. Students are provided the opportunity to think creatively, to develop alternate approaches in problem solving and to select optimum solutions on a cost/aesthetic/ materials basis. Through materials investigation, this course promotes the use of creative answers to the basic design problem of covering the body. Prerequisites: DSGNFND-303, FASHDRW-207, FASHDES-311

FASHDES-335 - Pattern Development III

1-5-3

Students will manipulate basic blocks to develop original designs for various markets. Emphasis will be placed on industry standards as they apply to fit and proper construction techniques. One original design will include using a two-way stretch fabric. Prerequisites: 'C' or better in FASHDES-311. Admission to the Fashion Design program. Fashion Industry Management majors need approval from FIM program coordinator.

FASHDES-336 - Costume Design

1-5-3

A studio course which offers fashion designers an opportunity to learn the basic process of costume design through the research, development and construction of an original costume design. Character and script analysis will be covered in addition to working effectively with directors and other collaborators. This course explores researching period costumes and uses appropriate construction techniques whilst considering comfort and durability for a modern theatre or film production. Prerequisite: FASHDES-311, FASHDRW-207, ARTH-314

FASHDES-337 - Tailoring

1-5-3

Students are introduced to tailoring techniques. Patterns for a tailored garment are drafted according to the industry's standard sample sizes. Construction of garments on industrial machinery uses current production technology. Prerequisite: FASHDES-311

FASHDES-371 - Special Topics in Fashion

1-5-3

A topic of special interest to fashion students and faculty will be explored in a studio/lecture format. Topic will vary, to be chosen by the instructor. Prerequisite: will be determined by the subject of the course offered

FASHDES-415 - Collection Development I

1-7-4

A capstone course for senior fashion designers to develop and produce a portfolio of original designs. The collection is designed, merchandised and produced by the student in collaboration with the instructor and a visiting critic. Prerequisites: FASHDES-322, FASHDRW-207, FASHDES-316, grade of 'C' or better in FASHDES-311. Admission into the Fashion Design Program. Fashion Industry Management majors need approval from FIM program coordinator.

FASHDES-416 - Collection Development II

1--7-4

Students will further develop the concepts from their original sources of inspiration from FASHDES-415, Collection Development I, creating a cohesive collection of clothing. This is also an opportunity for the student who wishes to investigate designing for a different market from a new inspirational source. Prerequisite: a grade of 'C' or better in FASHDES-415

FASHDES-419 - Accessories

1-5-3

Fashion design majors work primarily in designing and executing garments. However, the area of accessories presents excellent opportunities for the creative designer. The accessories market (hats, scarves, belts, handbags and jewelry) is growing and is in need of creative and qualified talent. Accessories is an elective for the student interested in pursuing a career in this market and/or for the student who, as a designer, is interested in the creation and coordination of the total ensemble. Prerequisites: DSGNFND-303 or FASHDES-252, FASHDES-211

FASHDES-433 - Fashion Layout & Portfolio Developmt

1-5-3

This elective course provides fashion design students with a professional portfolio of original work showcasing their design abilities and illustration finesse. The concept of layout and design will be presented as it relates to newspaper advertisements, editorial illustration and brochure development. Various presentational techniques will also be addressed as an effective sales tool for seasonal collections. Prerequisite: FASHDRW-207

FASHDES-441 - Couture Techniques

1-5-3

This elective teaches the various methods of creating and constructing a couture garment. Students will learn how to combine custom designing, flat pattern and draping, machine and hand skills to execute an ensemble of clothing in the style of selected couture designers. Prerequisites: FASHDRW-207, FASHDES-311

FASHDRW-207 - Fashion/Figure Drawing

1-5-3

Students review basic forms of the figure in an anatomical, gestural and design sense. In a studio setting, students develop the skills and vocabulary of design room and presentation sketching by drawing from live models, developing designer croquis and technical drawings, exploring various media and rendering fabrics. Prerequisite: DRAW-206

FASHDRW-317 - Fashion Illustration I

1-5-3

An elective for students who are interested in further developing their illustration skills and their applications in the field of fashion design. Students do extensive fashion model studies and develop several visual presentations related to concepts and techniques presented in class. Presentation techniques and portfolio presentation will also be addressed. Prerequisite: FASHDRW-207

FASHDRW-319 - Fashion Illustration II

1-5-3

This sequel to FASHDRW-317 is an elective course designed to challenge and refine the fashion design student's illustration skills as they relate to the professional job market. Extensive fashion-model studies will be combined with assignments similar to those found in today's industry. Professional presentation skills and portfolio development will be emphasized. Prerequisite: FASHDRW-317

FASHMGT-101 - Global Fashion Insight**3-1-3**

Survey of the apparel industry presents a comprehensive overview of one of the most dynamic industries in the world including marketing strategies, product-line development, pre-production and production processes, quality assurance, international sourcing, supply chain management and distribution strategies. This course investigates the application of technology in all areas of the operations of an apparel enterprise. Survey establishes the basis for further study of the apparel industry. The term project, which simulates the formation and operation of an apparel enterprise, provides a theoretical as well as a practical learning experience. Prerequisite: TEXT-101

FASHMGT-201 - Prototyping**1-5-3**

Students will have a basic understanding of garment construction combined with flat-pattern concepts. The use of industrial equipment and basic slopers will be utilized to produce a sample book of construction details and garments. Any student who has received credit for FASHDES-211 or FASHDES-213 may not take this course.

FASHMGT-211 - Fashion Immersion**6-0-6**

Students will experience the fashion value chain by participating in a range of activities based in a major fashion city. Through a series of industry visits and activities they will be immersed in processes related to concept/design, product development, production, merchandising and customer relationship management. Students will integrate the knowledge they have gained and apply it to the development of a product. This course is for sophomore students and is offered only in the spring semester. Students with at least 30 completed credit hours and a 2.75 GPA or higher may apply early in the fall semester to participate; seats are limited. DECFRM-200, DECSYS-206 and MKTG-217 must be taken simultaneously with FASHMGT-2XX. Prerequisite: FASHMGT-101.

FASHMGT-305N - Production**3-2-3**

Basic operations in all segments of an apparel plant are studied from the initial receipt of raw materials through storage, inspection, marker making, spreading, cutting, sewing, pressing, warehousing, shipping and customer returns. Latest technological advances in each of these areas will be discussed with marker making performed on a Gerber Accumark 300 System. Inventory management, labor issues, ergonomics and relevant public policies are also studied. Prerequisites: FASHMGT-101, FASHMGT-201 or FASHDES-211

FASHMGT-308 - Global Product Management**3-0-3**

Global Product Management is a combination of classroom lectures and experiential instruction in a global environment. Student's tour design houses, mills, dye houses, production facilities, and examine international retailers. Students learn how to assess manufacturers for compliance and engage in cultural activities. Another major component of the course is to observe the economic state of the apparel industry in the specified country and study sustainable methods for manufacturing apparel, home textiles and other products. Prerequisite: TEXT 101 Survey of Textiles or with the necessary approval from a Program Director

FASHMGT-319 - Fashion Journalism**3-0-3**

This course introduces students to the field of fashion journalism and supports the development of creative writing styles. Students will examine reporting, criticism and commentary about fashion published in newspapers and magazines; displayed on websites and blogs; and aired on radio and television. This course also analyzes the types of publications, writers, the audience that is targeted, the subjects covered and the purpose and function of coverage. Prerequisite: WRIT-2XX or WRIT-20X

FASHMGT-401 - Apparel/Textile Quality Assurance **3-0-3**

This course will develop an understanding of the intricate interdependence of fiber content, yarn properties, fabric structure and applied finish required to produce saleable products offering to the purchaser 'fair' value per dollar expenditure. Apparel Quality Assurance integrates the knowledge gained in textile, apparel, business and humanities courses to develop managerial talent in any 'cut and sew' aspect of the fashion industry. Fall only. Prerequisites: TEXT-301, FASHMGT-305 and STAT-201

FASHMGT-408 - Apparel/Textile Sourcing **3-0-3**

WRITING INTENSIVE: Execution and delivery of a product in today's apparel supply chain occurs within a global environment. Understanding the complexities in establishing and maintaining sourcing strategies is a critical element in a student's portfolio of course work. Prerequisite: FASHMGT-101 or FASHDES-316 and at least 21 credits in the student's major.

FASHMGT-437 - Integrated Technology **3-0-3**

The course will analyze the various manufacturing technologies and their implications on management philosophy, employee relations and profitability through lectures and literature searches. The student will be a member of a team that will analyze and present to top management a feasible plan for integrating manufacturing technology. Prerequisites: FASHMGT-305, STAT-201

FASHMGT-451 - Operations & Supply Chain Mgmt **3-0-3**

This course covers the fundamental concepts of the textile and apparel supply chain management in a global context. The course includes topics of inventory management, network locations, supply chain integration, collaboration and information sharing in the supply chain, strategic alliances, international issues in supply chain management and the role of e-business. Emphasis is on the analysis of textile/ apparel industries that are leaders in the market by excelling in the integration of their supply chain. The students will apply these concepts in a final project using supply chain management software (EXACT software-existing-and or LOGWARE software-provided with the text book.) to analyze the supply chain of a textile or apparel company such as VF Corporation, Benetton, Nike, Li & Fung, Zara Corporation, etc. Spring only
Prerequisites: FASHMGT-305

FASHMGT-499 - Apparel Merchandising Management **3-0-3**

WRITING INTENSIVE: Management of the merchandising function in an apparel company, including the development of a product line, design coordination, costing, sample making, specifications, resource selection, forecasting sales and planning inventory levels, promotion and coordination with sales and production are included. Prerequisite: WRIT-21X, FASHMGT-101 or FASHDES-316 and completion of 90 credits with at least 21 credits in either the Apparel or Fashion core courses, or permission of the instructor

FIM-399 - International Product Manufacturing **3-0-3**

FINC-301 - Financial Management **3-0-3**

This course provides an introduction to finance that examines the role of the financial decision maker at the corporate level. Four basic questions are examined: the goal of the firm, investment decisions of the firm, financing decisions of the firm and dividend decisions of the firm. The technique of discounted cash-flow analysis is developed and emphasized as it relates to corporate financial decisions. Prerequisites: ACCT-101 and STAT-201 or MATH-101

FINC-303 - Intermediate Financial Management **3-0-3**

An in-depth study of financial analysis and planning, asset management and capital structures. Financial decision making is studied by means of finance cases. Computerized financial analyses are part of the course. Prerequisites: FINC-301

FINC-318 - International Finance and Development **3-0-3**

This course explores interrelations between the economic theory of growth/development and financial applications in emerging countries. Case studies are used to analyze financial issues faced by corporations operating in a global environment. Main topics covered include balance of payments, exchange rate determinants, international financial markets, managing exchange rate risk exposure using derivatives, and foreign direct investment. Pre-requisite: FINC-301, ECON 111

FINC-321 - Investments and Portfolio Management **3-0-3**

This course explores the process of comparative security valuation analysis. The emphasis is on risk-return trade-off, principles of portfolio management and the process of security analysis. Prerequisite: FINC-301

FINC-322 - Capital Markets and Financial Institutions **3-0-3**

This course explores depository and non-depository financial intermediaries, flow of funds into the money and capital markets. Prerequisite: FINC-301

FINC-381 - Independent Study in Finance **0-0-3**

This course is an intensive independent study of a chosen subject. The student is expected to read a substantial number of major works in the field, may be required to do primary research and must prepare a critical documented paper. See statement on Independent Study in the "University Academic Policies and Procedures: Common Academic Policies for All Students." Prerequisites: permission required, see appropriate form online at University Registrar's webpage <http://www.philau.edu/registrar/> for more information.

FINC-411 - Personal Fin Plann & Risk Mgt. **3-0-3**

In a seminar setting, drawing on the knowledge of the fundamentals and advanced concepts studied in finance classes, skills will be developed to become a better decision maker by learning how to integrate the various topics of finance. Through problem-oriented exercises, an appreciation of the importance and know-how of anticipating, recognizing and adapting to external forces in the decision-making process and organization will be developed. Finance as a functional area is dynamic, and emphasis will be placed on incorporating the most recent academic and practitioner literature, which is of theoretical and practical importance in the decision-making process. This challenging course is built around readings, finance cases, research papers and problem sets; and includes group and individual assignments and written and oral presentations. Prerequisites: senior status, pre- or corequisites: FINC-322 or ECON-305, FINC-303, FINC-321

FREN-101 - Professional French I

3-0-3

A beginner's course designed for students with very little or no knowledge of the language. The focus is on basic oral expression, listening comprehension and acquiring simple reading and writing skills, so that students can gain confidence in the language and to begin to have conversations. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

FREN-201 - Professional French II

3-0-3

A beginner's course designed for students who have completed one semester of college-level language or the equivalent. The focus is on oral expression, listening comprehension and the acquisition of simple reading and writing skills, so that students can gain confidence in the language and conduct conversations and other social interactions in the language with some level of ease. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

FREN-301 - Professional French III

3-0-3

A beginner's course designed for students who have completed two semesters of college-level language or the equivalent. The focus is on advancing oral expression, listening comprehension and the development of reading and writing skills, so that students can gain confidence and express themselves fluidly entirely in the target language. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

FREN-401 - Professional French IV

3-0-3

An intermediate course that provides students with the opportunity to communicate in a fluent and sophisticated manner. The focus is on expanding the knowledge of structures and vocabulary that students have acquired in levels I-III. In addition to constant attention to speaking, writing, listening and reading, more complex ways of expression are also emphasized. Contemporary culture is explored through authentic visual media and written materials.

FYS-100 - Pathways Seminar

1-0-1

The Pathways Seminar provides the opportunity for all first-time freshmen to learn and practice strategies that will enable their success at Philadelphia University and beyond. Students will create personal, professional, and academic goals, as well as success strategies for learning and career development. Each course section will engage with a specific theme determined for the entering class of that year. Through engagement with these themes, students will explore the role of the professional in the community and the world, and engage with the mission and goals of a Philadelphia University education.

GCIT-208 - The Individual & the Global Environmenty **3-0-3**

This course will introduce students to the social sciences by focusing upon issues in the environment. By examining goals of the new environmentalism, by direct individual and community involvement and by understanding the present state of the world and future trends, the student will have the skills to prepare for a sustainable society, a society that satisfies its needs without jeopardizing the prospects of future generations. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

GCIT-211 - Glob. Econ:Power, Poverty & P **3-0-3**

The course will emphasize the intersection between global political relations and global economics, and how the two together impact social relations worldwide. Various complementary and competing political and economic perspectives (from capitalist to socialist) will be used to address recent trends in the development of a global economy, international trade, the formation of regional blocs such as NAFTA and the EU, and North-South political/economic relations. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

GCIT-225 - Global Politics **3-0-3**

This course provides an overview of the forces that are shaping international politics and economics. This course will help students understand the roles of international institutions such as the United Nations, the World Trade Organization and the International Monetary Fund, as well as non-governmental actors such as Amnesty International and al Qaeda. Students will also examine the process of economic globalization in order to understand its varying impacts on different world regions. Prerequisites: DBTU-114, WRIT-101 or WRIT-101G

GCIT-380 - Human Rights **3-0-3**

WRITING INTENSIVE: The course will examine the question of whether there are certain rights that we all possess as human beings and the prominence of these rights in international relations. Students will monitor human-rights violations in the United States and other countries in order to determine how much we have achieved as a world community and how far we have yet to go. Prerequisites: DBTU-114, WRIT-101 or WRIT-101G

GCIT-398 - Transfer Global Citizenship -----

GDIV-198 - Transfer Global Diversity -----

GDIV-201 - Contemporary Europe **3-0-3**

A multidisciplinary study of European society, history and culture with emphasis on the 20th century. Through a variety of materials and approaches including fiction, visual sources, political commentary and cultural artifacts, this course will examine the rise of the European Community and the continuing conflict between ethnic, cultural and political forces in the region. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

GDIV-201S - Contemporary Europe (study Abroad)

3-0-3

A multidisciplinary study of European society, history and culture with emphasis on the 20th century. Through a variety of materials and approaches including fiction, visual sources, political commentary and cultural artifacts, this course will examine the rise of the European community and the continuing conflict between ethnic, cultural and political forces in the region. This study abroad course is taught in Europe. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

GDIV-202 - Latin America

3-0-3

A multidisciplinary introduction to Latin American history, society and culture through a variety of materials including literature, film, music, journalistic accounts and history with emphasis upon the 20th century. The course will emphasize the complex interplay between indigenous, Iberian and African influences in the forging of the continent's past, present and future. Students will examine the roots of everyday and state violence, as well as the current controversies over "liberalization" and "market" economies. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

GDIV-203 - Class, Gender, and Race in Worldly Societi

3-0-3

A study of theories, concepts and methods of social science, this course focuses on the nature of economic, racial and sexual stratification in the United States and around the world. The course is designed to enable one to understand and to be able to use social science to analyze and influence situations and environments. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

GDIV-208 - Africa

3-0-3

A multidisciplinary introduction to African civilization through a variety of sources including oral epics, film, music, literature, ethnographies, historical studies and visual materials with emphasis upon the 20th century. The course will investigate such topics as the cultural roots of African leadership, the enduring importance of family and community, the impact of the trans-Atlantic trade in human beings on African societies, the struggle to achieve a just, multi-ethnic society in Southern Africa, and the present continent-wide democratization process. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

GDIV-210 - Middle East

3-0-3

The contemporary Middle East will be examined from an interdisciplinary perspective, including the region's history, geography, politics, economy, religions and cultures with emphasis upon the 20th century. The course aims to promote an understanding of the social dynamics of this region, as well as to provide the basic tools for a better understanding of world events in general. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

GDIV-220 - Great Britain

3-0-3

An interdisciplinary study of Great Britain (England, Scotland, Wales and Northern Ireland) including social, political, economic and cultural issues with particular emphasis on the post-1945 period. Students will also learn how to understand cultural difference and to cope with culture shock. This course prepares students for study abroad programs in Great Britain. Open to all students. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

GDIV-223 - World Philosophies

3-0-3

This course takes a comparative approach to the study of philosophy, investigating the nature of philosophical activity in diverse cultures. The central question addressed in the course is: 'Is this the most reliable knowledge acquired through philosophical reasoning, scientific observation or religious devotion' Prerequisite: WRIT-101, DBTU-114

GDIV-225 - Exploring World Literature

3-0-3

In this course, students approach culture as reflected in the worlds created by individual writers in their works. The course emphasizes close reading, critical analysis and frequent writing about assigned readings. This course may be used to satisfy a College Studies requirement. Prerequisite: WRIT-101, DBTU-114

GDIV-226 - Italy: Study Abroad Preparation

3-0-3

A multidisciplinary study of Italy including social, political, economic and cultural issues with particular emphasis upon the post-1945 period; attention is given also to Italy's role in Europe. The course also introduces students to how to learn a language and basic communication skills in Italian needed to cope with daily living in the society, with a special emphasis on issues relating to 'culture shock' when living, working and studying in Italy. Prerequisite: DBTU-114, WRIT-101 or WRIT-101G

GDIV-227 - India and South Asia

3-0-3

South Asia A multidisciplinary introduction to the Asian Subcontinent, including the countries of India, Pakistan, Bangladesh and Sri Lanka. The region's modern history, geography, politics, economies, religions, cultures and social issues are each discussed in an integrative manner. Regional popular culture, including modern music, literature and cinema, are also analyzed in order to help students understand the rapidly changing nature of this region today. Prerequisites: DBTU-114, WRIT-101 or WRIT-101G

GER-101 - Professional German I

3-0-3

A beginner's course designed for students with very little or no knowledge of the language. The focus is on basic oral expression, listening comprehension and acquiring simple reading and writing skills, so that students can gain confidence in the language and to begin to have conversations. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

GER-201 - Professional German II

3-0-3

A beginner's course designed for students who have completed one semester of college-level language or the equivalent. The focus is on oral expression, listening comprehension and the acquisition of simple reading and writing skills, so that students can gain confidence in the language and conduct conversations and other social interactions in the language with some level of ease. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

GLOB-101 - Intergratv Sem/Global Portfo

1-0-1

This seminar prepares students to take the Global Portfolio. It introduces students to different ways of approaching global issues in contemporary society. Students must then adopt their own organizing concept that provides a framework for their individual structuring of the Global Portfolio. At the end of the seminar students will articulate their organizing concept and set up an eportfolio that will serve as a framework for course choices as they move forward with the Global Portfolio.

GRAPH-201 - Design III for Graphic Design Comm

0-8-4

This course is an introduction to the methods, materials and vocabulary used in the communication design profession. This studio emphasizes form analysis, visual abstraction, visual metaphor and concepts in design. Prerequisite: grade of "C" or better in DSGNFD-203 or VSDES-101 or permission of the director of the Graphic Design Communication program

GRAPH-202 - Design IV for Graphic DesignyCommunicati

0-8-4

This course introduces the student to typography and its uses through sequential studies to support the building of a visual vocabulary. Students will examine the individual letterform, letters in combination and large bodies of text with a concentration on the grid, hierarchy, legibility and clarity of conceptual communication. Prerequisite: grade of "C" or better in GRAPH-201 or permission of the director of the Graphic Design/Communication program

GRAPH-206 - Design History Study Abroad

3-0-3

Design History Study Abroad will provide students with the opportunity to experience first-hand and in person, accounts of extraordinary international designers, important design movements and architecture dating from the mid-1700's to the present day. Learning about these contributions to international culture, art and design history-outside of the textbooks, outside of the classroom, and in full color-will help to bring the foundation of understanding of design to life. Studying abroad will allow the student to experience the past while obtaining inspiration and insight into the future. Prerequisites: VSDES-101 or ADFND-101; DRAW-101 or VSDRW-101; HIST-114 or DBTU-114; WRTG-101 or WRIT-101; minimum 2.5 GPA; Interview and Application Process required.

GRAPH-208 - History of Graphic Design

3-0-3

History of Graphic Design (Writing Intensive) This course will chronicle the evolution of modern Graphic Design through an in-depth survey of human visual communication, beginning with the invention of writing and communication, through the creation of the Gutenberg Press and culminating with the study of the contemporary digital age. Discussion will focus on the function of Graphic Design to communicate and meet human needs with an emphasis on the influence of technology and the evolving role of design in business. Prerequisite: WRIT-101 AND ARTH-101 OR ARTH-102.

GRAPH-301 - Design V for Graphic Design Comm **0-8-4**

This course will build on learning objectives and skills acquired in Design IV to advance students' typographic skills. Emphasis will be placed on the complex interplay of visual meaning and form and typographic sensitivity within a historical context. Prerequisite: grade of "C" or better in GRAPH-202 or permission of the director of the Graphic Design Communication program

GRAPH-302 - Design VI for Graphic DesignyCommunicati **0-8-4**

This course will focus on the understanding and creation of cohesive branding systems through a systems approach to design with application to such items as a logo, stationery system, packaging, advertisement and other related collateral. The continued investigation of typography and its application will be stressed. Prerequisite: grade of "C" or better in GRAPH-301

GRAPH-305 - Exhibit Design and Signage **1-5-3**

This course concentrates on the adaptation of graphic skills to three-dimensional structures and environments. Students will study structures and commercial systems available for product display, exhibit design and signage. Prerequisite: grade of "C" or better in GRAPH-202 or permission of the director of the Graphic Design Communication program

GRAPH-310 - Digital Imaging and PhotographyManipul **1-5-3**

This course will focus on enhancing or manipulating photographic images utilizing the computer. Students may create or import their own images with a scanner or digital camera, and use Photoshop tools and filters to enhance, alter or manipulate the image for artistic or design purposes. Prerequisite: ARCH-202 or INTD-202 or GRAPH-202 or INDD-202

GRAPH-320 - Package Design **1-5-3**

This course will allow students to apply graphic knowledge to dimensional structures. Emphasis will be placed on the interplay between graphics and structures and the ability of structural design and materials to enhance conceptual communication. Prerequisite: grade of "C" or better in GRAPH-202 or permission of the director of the Graphic Design Communication program

GRAPH-341 - Illustration **1-5-3**

This course includes original image making in a variety of techniques and media, including exploration of both computer design and traditional methods. Emphasis is placed on unity of concept and media and effective use of visual translation and metaphor. Prerequisite: grade of "C" or better in GRAPH-202 or permission of the director of the Graphic Design Communication program

GRAPH-381 - Independent Study: Computer Graphics **0-0-3**

For further details, see general description of Independent Study in the "University Academic Policies and Procedures: Common Academic Policies for All Students." Prerequisites: GRAPH-301 and permission of the Instructor, advisor, and the Director of the Graphic Design Communication program. See appropriate form online at the University Registrar's webpage www.philau.edu/registrar/ for more information.

GRAPH-401 - Design VII for GraphicyDesign Communicat **0-12-6**

(writing intensive) This course will focus on developing design concepts and establishing a visual language that will be applied to various formats while utilizing a systems design approach. The character of the project will support a unified theme/concept/idea for an identified client that is geared to a specific market or interest group. There will also be research and conceptual development work towards a written proposal for faculty review in preparation for the following semester's Capstone in Graphic Design project. Prerequisite: grade of "C" or better in GRAPH-302

GRAPH-407 - Philadelphia Univ Desgn Wkshop

1-5-3

This course will provide students with an opportunity to work on real projects for real clients (University, non-profit and/or industry), thus offering a chance to gain valuable, practical experience while still in school. Students will work in interdisciplinary teams, gain exposure to client relations and the professional presentation of their work and be exposed to all levels of production as it relates to these projects. The course is open to junior and senior-level Graphic Design Communication and Interactive Design and Media students only upon prior portfolio review by the instructor. Prerequisite: Grade of C (2.00) or better in GRAPH 301 (for GD students) or DIGD 301 (for DD students). No students will be admitted to the course without prior portfolio review and by permission of the instructor.

GRAPH-408 - Advanced Publication Design

1-5-3

This course will focus on publication design and the continued development of projects with increased conceptual and physical complexity. The relationship between editorial content and design format will be explored. Original image-making through illustrative, photographic or any other means will be encouraged. The application of charts, graphs, tables and quantitative information will be investigated. Prerequisite: grade of "C" or better in GRAPH-202 or permission of the director of the Graphic Design Communication program

GRAPH-409 - Issues in Information Design

1-5-3

This course introduces issues in the design and communication of typical information categories through a range of design, media, and scales. Topics are raised in the categories of cartography, comparative data and diagrams. Emphasis is placed on exploration, understanding and process rather than on finished design and craft. Prerequisite: GRAPH 202 or INDD 202

GRAPH-499 - Capstone in Graphic Design Communication

0-12-6

Students develop projects independently and are required to demonstrate ability and understanding of communication design theory, process and principles. The final project requires research of topic, design exploration, development and final professional presentation. The syllabus also requires the development and presentation of a resume and a final portfolio of work selected from projects students have produced during their studies in the program. Prerequisite: grade of "C" or better in GRAPH-401 and faculty approval or permission of the director of the Graphic Design Communication program

HIST-114 - Amer in Focus: Themes US Hist

3-0-3

Students will become historians by asking questions about the changes wrought by the transformation of the United States from an agriculturally based, rural society to an urban, industrial and increasingly multi-cultural society in an interdependent world. This course will require students to read, write and speak about issues in the American past. This course may be used to satisfy a College Studies requirement, but not free elective credits.

HIST-381 - Independent Study in History**0-0-3**

Students will complete an intensive research on a topic in history. This course can be taken for College Studies credit. For further details, see general description of Independent Study in "University Academic Policies and Procedures: Common Academic Policies for All Students." Permission required, see appropriate form on the University Registrar's webpage www.philau.edu/registrar/ for more information.

HONOR-300 - Honors: Study Abroad**0-0-(3-12)**

This non-credit option allows a student to earn Honors credit while completing a semester in another country. Students interested in pursuing Honors Study Abroad work with their academic advisor and/or school faculty to prepare a proposal to study/observe a facet of the host country's culture. Upon return to campus, students will offer a presentation of their observations to the campus community.

HONOR-310 - Honors Summer Readings**0-0-0**

This non-credit option is a very popular option. Exclusively on BlackBoard, students read, discuss, and complete assignments of selected books under the guidance of a faculty member. The course counts toward one of the seven courses required for the honors certificate. To enroll, students must be in good standing in the Honors Program. This is a noncredit option.

HONOR-355 - Honors: Community Service**0-0-0**

Students interested in pursuing Honors Community Service work with the Honors director and/or campus Community Service coordinator to: 1) identify a local service effort, and 2) prepare a proposal to earn honors credit. This is a noncredit option.

HONOR-381 - Honors Independent Study I**0-0-3**

Students interested in pursuing Honors Independent Study should meet with the faculty member with whom they want to study to prepare an outline of the topic, goals and objectives for the semester's work. Proposals should be turned in to the Honors director three weeks before pre-registration. See general description of Independent Study in "University Academic Policies and Procedures: Common Academic Policies for All Students." See appropriate form online at the University Registrar's webpage www.philau.edu/registrar/ for more information. Prerequisites: junior/senior status and in good standing toward completing the Honors Program Scholar certificate.

HONOR-391 - Honors Research I**0-0-3**

Students interested in pursuing Honors Research should meet with the faculty member to plan a research project outlining the topic and inquiry. Proposals should be turned in to the Honors director three weeks before pre-registration. Prerequisites: junior/senior status and in good standing toward completing the Honors Program Scholar certificate.

HSCI-100 - Intro to Health Professions**1-0-1**

This lecture and seminar course will familiarize the student with the concept, education, certification, legislation, and roles of a variety of health care professions. The structure of the U.S. health care system, along with ethical and current controversial issues related to that system, will be discussed.

HSCI-230 - Intro to Healthcare**1-1-2**

This lecture and seminar course is designed to expose students in pre-health majors to the basic principles of human interaction in the clinical setting. Current issues in healthcare will be also discussed. This course also includes 50 hours of required patient contact experience in a healthcare facility.

HSCI-303 - Public Health Issues**2-3-4**

Public Health Issues:Are Americans healthy? This upper-level science elective course examines the scientific, psychological and policy dynamics associated with public health. Students will design experiments to measure their own health in a series of hands-on interactive laboratory exercises while comparing their results to national level demographic, epidemiological, historical trends and current intervention alternatives for the nation's leading health issues. Client case studies will be used to engage students in problem-solving scientifically sound interventions that examine the environmental, socio-cultural, behavioral, and biological determinants of health.

HSCI-305 - Concepts in Fitness & Wellnes**3-0-3**

The link between exercise and disease prevention or progression has been well established. Yet while most Americans believe that physical activity can promote better health, approximately half of all US adults do not achieve the recommended amount of daily physical activity. Through lecture, research, and hands-on skills this course aims to give students in health and science majors the background in exercise physiology, fitness and wellness principles, and measure of physical fitness in order to recommend and implement a sound fitness and wellness program for people of all ages to prevent or limit progression of a variety of medical conditions. Prerequisite BIOL-104 (Biology II)

HSCI-320 - Clinical Interactions**0-6-3**

Clinical Interactions This experiential, independent-study course includes an extended community-service volunteer experience (150 hours) in a health care setting. Students are required to complete and submit activity logs, a final paper, and an evaluation from their supervisor.

HSCI-330 - Medical Terminology and Documentation**3-0-3**

Medical Terminology and Documentation This course is designed for students in undergraduate health science programs and focuses on the structure and use of medical language and common documentation formats. It also includes an introduction to medical informatics. Clinical cases are utilized to illustrate the use of medical terminology in the health care setting. This course provides a more indepth examination of this subject than PAS-400.

HUMN-215 - Evil and Good**3-0-3**

A study of evil and good in art, literature, religion and philosophy, with attention to actual issues of evil and good in human social life. Concepts of evil and good in both Western and non-Western cultures will be surveyed. The course will also provide an introduction to strategies for ethical decisionmaking. Prerequisite: WRIT-101, DBTU-114

HUMN-223 - World Philosophies**3-0-3**

This course takes a comparative approach to the study of philosophy, investigating the nature of philosophical activity in diverse cultures. The central question addressed in the course is: 'Is this the most reliable knowledge acquired through philosophical reasoning, scientific observation or religious devotion' Prerequisite: WRIT-101, DBTU-114

HUMN-225 - Exploring World Literature

3-0-3

In this course, students approach culture as reflected in the worlds created by individual writers in their works. The course emphasizes close reading, critical analysis and frequent writing about assigned readings. This course may be used to satisfy a College Studies requirement. Prerequisite: WRIT-101, DBTU-114

HUMN-381 - Independent Study in the Humanities

0-0-3

Intensive research on a topic that does not fall within a particular discipline in the humanities or that is interdisciplinary in nature. Can be taken for College Studies credit. For further details, see general description of Independent Study in 'Academic Policies' section.

HUMN-382 - Independent Study in Languages

0-0-3

See the statement on Independent Study in the "University Academic Policies and Procedures: Common Academic Policies for All Students." Permission required. See appropriate form online at the University Registrar's webpage www.philau.edu/registrar/ for more information.

IENGR-315 - Operations Research II

3-0-3

The course explores dynamic programming; decision theory involving one stage problem; probabilistic models of operations research; inventory theory; Markov chains; queuing theory and simulation. Prerequisites: ENGR-304, ENGR-307

IENGR-413 - Simulation Systems

3-0-3

The course explores procedures and rationale for planning, designing and implementing computer simulation experiments used to analyze human-machine systems in engineering, business and social sciences. Prerequisite: IENGR-315

IENGR-414 - Manufacturing Quality Control

3-0-3

This course covers the methods used for statistical quality control, capability analysis, monitoring and improvement. Students will learn the techniques, as well as the software available (Minitab, Excel, and SPSS) required to implement these techniques. Prerequisite: ENGR-305

IENGR-415 - Production Planning & Control

3-0-3

This course covers several techniques that focus on efficient operations management within any organization. The topics include forecasting, inventory management, production systems - MRP, JIT, CONWIP - aggregated workforce planning, production scheduling and supply chain management. Even though the topics seem to be oriented to the manufacturing industry, the concepts taught in this course are applicable to any type of organization, including service, health care, manufacturing, financial and others. Prerequisite: ENGR-307 Pre or co-requisite: ENGR-498

IENGR-418 - Systems Engineering**3-0-3**

This course focuses on implementation of continuous process improvement within an organization. The purpose of the course is to provide the students with a comprehensive treatment of different tools employed successfully by industries for creating value while eliminating waste (non-value added activities). The course includes lean thinking, value stream mapping, cellular manufacturing, cycle time reduction, Kaizen training, Kanban production systems and six-sigma. Prerequisite: IENGR-315, pre or corequisite IENGR-413; pre or corequisite ENGR-427; co-register with ENGR-498

IENGR-420 - Integrating Business & Engr.**3-0-3**

IENGR-420 Integrating Business and Engineering The course is designed to help students understand how business and engineering work together in an organization. This course will cover the fundamental concepts of financial reports, marketing, strategic planning, and product life-cycle management. The focus of the course is to prepare the engineering students to make decisions related to technology, product and process development, in a way that combines technical, financial, marketing and strategic dimensions. (First offered Spring 2011) Prerequisite: ENGR 303 Engineering Economics, IENGR 418 Systems Engineering

IENGR-426 - Supply Chain Modeling and Analysis**3-0-3**

This course is a designated elective that can be selected as one of the two required designated electives for the BSISE. The course provides a broad introduction to many critical facets of supply chain. Students in this course will apply industrial engineering tools learned through the curriculum to design, analyze and optimize the supply chain such as, mathematical optimization, inventory management, transportation and network location, facilities planning and material handling. Then, more advanced topics are interrelated such as the value of information sharing in the supply chain, and customer value strategic alliances, international issues and decision support systems. Prerequisites: IENGR-413, IENGR-415

IENGR-427 - Facility Planning and Material Handling**3-0-3**

Facility Planning and Material Handling Physical organization of work places and departments to optimize objectives such as material movement, safety and worker satisfaction. Review of ISE methods for work-place design and productivity measurement and economic decision-making. Computer solutions for layout problems and mathematical models for location problems. Analysis and design of material handling, warehousing and distribution systems. Prerequisites: ENGR-307; pre or corequisite ENGR-498

INDD-101 - Design I for Industrial Design**0-8-4**

This studio is an introduction to design for undergraduate majors in industrial design. The course will provide an intensive introduction to design as an iterative problem-solving process. It will also introduce strategies for making and analyzing form, and present basic techniques of two-dimensional visualization and documentation of three-dimensional objects and principles of design critique, testing and research.

INDD-102 - Design II for Industrial Design**0-8-4**

This studio introduces methods, materials and vocabulary of the industrial design profession, as well as design as a rational, iterative process of problem solving based on working creatively within constraints. Working with materials, digital and hand tools, shop processes and presentation techniques used by professionals are emphasized. It is intensive in industrial design drawing, including sketches, development drawings, orthographic, axonometric and perspective renderings, as well as beginning drafting as used in industrial design, with dimensioned assembly and parts drawings. Prerequisite: grade of 'C' or better in INDD-101 or ADFND-101 or permission of the director of the Industrial Design program.

INDD-106 - Materials and Processes Fabrication

2-4-3

This course introduces shop techniques as they pertain to industrial design model-making and prototype construction. All industrial design students must take this course for shop equipment safety training and pass a safety test. Throughout the semester, attention is given to safety precautions for the shop, along with demonstrations of shop equipment and fabrication processes. A major portion of the course will consist of developing an understanding of the materials and machinery commonly used by industrial designers for producing both working and appearance models.

INDD-201 - Design III for Industrial Design

0-8-4

This course focuses on creative problem-solving techniques using drawing, sketch modeling and basic shop skills. Students are exposed to a wide choice of materials, which industrial designers use to move their projects forward. Students will use several media for the purpose of documenting projects in progress, for duplication and for presentation purposes. Emphasis is placed on the improvement of craft in the execution of projects. Prerequisite: grade of 'C' or better in INDD-102

INDD-202 - Design IV for Industrial Design

0-8-4

During the fourth in a series of eight studios, designs are conceived which explore the dynamics between objects and the user's senses and emotions. Students are challenged to improve their ability to define problems, generate concepts, evaluate these and offer refinements of solutions. Students will use basic imaging techniques in the presentation of design solutions. Prerequisite: grade of 'C' or better in INDD-201

INDD-205 - Rendering for Industrial Design

1-4-3

An introduction to the traditional techniques and materials that industrial designers use to develop and represent three-dimensional concepts and ideas. Students become proficient in the use of pencils, markers, pastels and airbrush on a variety of media. Emphasis is placed on understanding the significance of color and graphic applications for industrial design. Prerequisite: DRAW-201 or permission of the instructor

INDD-207 - Materials and Processes: Manufacturing

2-4-3

This course is concerned with the exploration of materials used in the mass production of products, the processes used to shape these materials and the applicability of these materials to product-design solutions. Students should be prepared to visit a number of manufacturing facilities. A survey of rapid prototyping technologies completes the course. Prerequisite: grade of 'C' or better in INDD-101 or ENGR-102

INDD-210 - Ergonomic Studies

2-2-3

This course analyzes human factors as related to broad aspects of design development. It explores the issues of operator/ user human factors and their impact on design. The outcome of this course will be to ascertain the relationship of basic human dimensions on product design. Subjects include systems reliability, sensory and motor processes, basic research techniques and anthropometric studies. Prerequisite: INDD-102 or permission of the instructor

INDD-301 - Design V for Industrial Design

0-8-4

The fifth in a series of eight studios, this course focuses on ideas of designs derived from an understanding of consumer behavior. Emphasis is placed on user needs, ease of use and product culture, without ignoring the practicalities imposed by manufacturer's markets, manufacturing process constraints and investment concerns. Students will demonstrate control of the process of design to develop meaningful concepts that employ appropriate technology for their eventual realization. Prerequisite: grade of 'C' or better in INDD-202

INDD-302 - Design VI for Industrial Design

0-12-6

In this sixth of a series of eight studio courses, students design and develop consumer products. Students learn about the complexities of the product-development process, during which assembly requirements, marketing issues, materials and component development all affect the initial intent of their designs. Students are required to fabricate a fully functional prototype of their designs. A selected team of professionals from the industry will evaluate the final product. Prerequisite: grade of 'C' or better in INDD-301

INDD-304 - Design History/Theory

3-1-3

This writing intensive seminar will serve as a forum for students to explore the context and scope of the practice of industrial design through readings, research, critical discussions, written presentations and papers. This course is intensive and incorporates a workshop component in which students will use various theoretical frameworks to examine their own attitudes and design work through papers and spoken/ graphic presentations. Prerequisite: INDD-324 or permission of instructor

INDD-306A - Intercultural Innov: Stdy Abr

6-36-1

During a short experience in a foreign country, students will observe and document cultural and demographic differences between countries through formal lectures, and field observation and team exercises. The work in this class is informed by the use of user-based observational research techniques. Documentation from this phase is brought back to the US for use in the INDD 306B Intercultural Innovation: Interdisciplinary Project Component class. Students should plan on taking BOTH classes.

INDD-306B - Intercultural Inovn: Project

0-2-2

This is the second in a two-course sequence. This class builds on work done in the INDD 306A Intercultural Innovation: Study Abroad Component course. Students should plan on taking BOTH classes. In INDD 306B, students bring research by interdisciplinary teams outside the US into well-documented opportunities for new products, business playforms or systems. In a series of team meetings and design critiques, they then turn them into cohesive proposals including both design and business elements.

INDD-324 - History of Design and Communication

3-0-3

This lecture course begins with industrialization and leads to the development of modern design and philosophy. Aspects of industrial design and graphic communication will be critically reviewed. Current design events will be studied interactively and discussed as a continuation of past design inquiries.

INDD-381 - Independent Study in Industrial Design

0-0-3

For further details, see general description of Independent Study in 'Academic Policies' section.
Prerequisites: INDD-302 and permission of the instructor

INDD-401 - Design VII for Industrial Design

0-12-6

The seventh in a sequence of eight studios, this course focuses on the development and expression of design ideas through the knowledgeable assembly of electronic systems and components. The purpose of this course is to familiarize students with technology as it applies to the practice of industrial design. It will focus on technology in three areas: expansion of human ability, augmentation and articulation in industry, and creativity and development enhancement.
Prerequisite: grade of "C" or better in INDD-302

INDD-402 - Design VIII for Industrial Design

0-12-6

The last in a sequence of eight studio courses, this course is entirely dedicated to the student's capstone project. It is structured to simulate all aspects of client/designer dynamics, research requirements and project-management issues. Students secure a sponsor from industry or from the industrial design profession, choose the topic of the thesis and present the outcome of their project in a public forum. Prerequisites: grade of "C" or better in INDD-401 and concurrent enrollment in INDD-494

INDD-493 - Professional Practice I

2-2-3

The first in a two-course sequence will address the business, legal and ethical issues in the practice of industrial design. It addresses vital business imperatives in the field of industrial design and such issues impacting on independent consultant design practice and corporate design staff activities. Through research, students begin a personal exploration of the different disciplines embraced by the profession. Students begin networking with the profession to secure and negotiate commitments for their capstone project.(writing intensive) Prerequisites: grade of "C" or better in INDD-302

INDD-494 - Professional Practice II

2-2-3

The second in a two-course sequence begins with management concerns related directly to the capstone project. Assignments serve to research project design solutions. The second half of the course focuses on presentation preparations for the capstone project, the integration of the project into the portfolio and the development of this portfolio in digital media. Students are exposed to various issues related to finding gainful employment. Prerequisites: grade of "C" or better in INDD-401, INDD-493 and concurrent enrollment in INDD-402

INTD-102 - Design 2 for Interior Design

0-8-4

This interior design foundation studio is a synthesis of fundamental design principles and an introduction to research as a tool for understanding programming and design. Lectures and demonstrations will utilize the case-study methodology to investigate various design strategies and to chart the historical course of modernism within the context of residential design. This first interior design studio introduces students to methodologies, processes, color theory, and design elements relevant to interior design. Prerequisite: grade of "C" or better in ADFND-101 February 14 2012 2:24 PM Julia Aggreh

INTD-106 - Technical Drawing and Graphic Representa

1-4-3

Following one semester of drawing, this course focuses on the fundamentals of creative graphic representation. Specific topics of emphasis include the construction of orthographic and paraline projections including floor plans, elevations, sections, and one-point and two-point perspective. Prerequisite: DRAW-101 and ADFND-101

INTD-201 - Design 3 for Interior Design

0-8-4

This studio examines the elements, principles and theories of interior design within the framework of residential and hospitality design. Students will explore and synthesize conceptual, theoretical, functional, and aesthetic issues. Additional foci include the organization and interrelationship of multi-level interior spaces, elements of enclosure, human behavior issues, symbolism and socio-cultural factors. The craft of making and the role of color, materials, furniture, fixtures and equipment in defining spaces and environmental experience will be emphasized. Prerequisite: INTD-106 and grade of "C" or better in INTD-102 February 14 2012 2:25 PM Julia Aggreh

INTD-202 - Design 4 for Interior Design

0-8-4

Through diverse design projects, this studio introduces students to the conceptual, theoretical, functional and aesthetic issues related to civic/educational and commercial interiors for contrasting populations. The integration of intuitive and structured design processes will be emphasized. The development of spaces, selection of furniture, fixtures, equipment and materials will be made in relation to performance and experiential requirements. This course incorporates collaboration, research, writing, and analysis to explore human behavior and needs in the built environment. Prerequisite: grade "C" or better in INTD-201 February 14 2012 2:26 PM Julia Aggreh

INTD-206 - Interior Building Technology

1-4-3

This course focuses on construction and installation as it specifically relates to interior design. Students will be introduced to the nature and characteristics of interior detailing in relation to interior construction such as architectural woodwork, millwork, partitions, floors, ceilings, stairs, custom cabinetry, furniture and specialty elements. The influence of interior finish materials on interior form and detailing will be explored. Additional foci include human factors, building codes, accessibility requirements, fire safety, materials regulations and construction documentation. Prerequisite: ARCHDSN-210 and INTD-201 February 12 2013 2:17 PM Julia Aggreh

INTD-208 - Presentation Techniques

2-2-3

This elective course explores several types of rendering techniques for interior design and architectural spaces. It consists of discussion, demonstration and experimentation of freehand and drafted ink work, graphite, color pencils, markers, watercolors, pastels and various reproduction presentation methods. Prerequisite: INTD-201

INTD-301 - Design 5 for Interior Design**0-12-6**

This interior design studio challenges students with increased complexity of three-dimensional interior space, program, concept, and design process in the context of community oriented commercial/retail design. Students will translate their design thinking into comprehensive solutions that address place making, branding, construction technology, materiality, lighting design, human factors, furniture selection/planning, building codes and standards. This studio incorporates collaboration to enhance understanding of teamwork in design practice.

Prerequisite: grade of "C" or better in INTD-202 February 14 2012 2:27 PM Julia Aggreh

INTD-302 - Design 6 for Interior Design**0-12-6**

This studio concentrates on contemporary issues relating to business/office typologies, building technology, and sustainable design. Design and technological issues are addressed through: an understanding of office culture, form making, construction systems, solar considerations, indoor environmental quality, HVAC systems, space planning, material and finish selection, lighting design, and integration of systems furniture and equipment. Solutions emphasize holistic and sustainable design thinking, organization of complex spatial responses, and the understanding that design is inherently constructive in nature. Prerequisites: grade of "C" or better in INTD-301,

INTD-304 - Integrated Community Service**0-1-.5**

This integrated community service course is required in the Interior Design major. It is an opportunity for students to use and apply their acquired knowledge in a 'real world' setting and to work in integrated and collaborative teams. Students will experience the reciprocal nature and responsibility of community service work as fully participating citizens within the greater Philadelphia region. Prerequisite: grade of C or better in INTD-202, or permission of the instructor.

INTD-305 - Interior Building Systems**2-2-3**

This mandatory course will focus on the understanding and application of a broad range of mechanical, electrical, lighting, acoustical, plumbing, HVAC, security and other building systems in the context of interior design. Students will be introduced to the nature and characteristics of fire detection, protection and suppression in building interiors. The critical role of interior building systems in establishing and maintaining the health, safety and welfare of users will be emphasized. Prerequisites: INTD-206 and INTD-202

INTD-306 - Advanced Visualization: Interiors**1-4-3**

This course teaches advanced digital three-dimensional modeling, rendering, and animation techniques with a focus on interior environments. Emphasis is placed on accurate and realistic representation of interior spaces, forms, materials, furniture, color, and lighting effects, and the creation of virtual walkthroughs. These professional level skills enhance design representations and presentations. Students complete a series of exercises and projects covering a series of advanced digital techniques. Prerequisites: a) ARCHDSN-208 Vis I: Digital Modeling, b) grade of "C" or better in INTD-202: Design IV: Interior Design-delete or permission of the program director

INTD-308 - Cad 2 for Interior Design**1-4-3**

Following Visualization 1: Digital Modeling, the introductory computer-aided design course, CAD 2 for Interior Design further develops students' design communication and documentation skills utilizing AutoCAD and BIM software. Students will have the opportunity to produce interior design working drawings and advance their knowledge of professional interior design construction and specification documents. Prerequisite: ARCHDSN-208, INTD-206, INTD-202

INTD-310 - Textiles and Materials for InteriorsyArc**3-0-3**

This course introduces the role of textiles in the creation of commercial and residential interiors. Key topics include the selection, specification and application of textiles based on their properties and performance criteria; sources of textiles and fabrics; the concept of sustainable resources; appropriate installation methods and maintenance requirements of textiles in interior applications; codes; regulations and standards related to use of textiles in interiors; and estimating material requirements such as carpeting, wallpaper and ceiling finishes. Prerequisite: INTD-201 or permission of the instructor

INTD-325 - Furniture Design**2-2-3**

This beginning-level elective course is intended to provide students with a basic knowledge of the aspects involved in furniture design. The goal is to expose students to the various means through which one engages in product design. Emphasis is on the fabrication process in addition to proto- typing, testing and revision. The course consists of readings, brief lectures, class discussions and studio projects that cover the range of information that designers need to know to be able to specify, design and evaluate furniture-related products for the built environment. A significant amount of class time will be devoted to the development, design and revision of projects. Prerequisites: grade C or better in ARCH-201, INDD-201, INTD-201 or LARCH-201

INTD-401 - Design 7 for Interior Design**0-12-6**

This advanced comprehensive studio emphasizes the resolution of design issues in a semester-long specialized project. It spans from schematic design through design development and construction documentation and builds upon the knowledge acquired in all previous design, history/theory, and technical courses. Students synthesize their research and design ideation and apply their knowledge of typology, program, function, form making, planning, human behavior, construction, materials, building systems, acoustics, lighting, FF&E, codes and standards in a comprehensive final presentation. Prerequisite: grade of "C" or better in INTD-302

INTD-412 - Interior Profl Practice and Contract Dsg**2-1-2**

In this seminar, the interior design student will analyze the specialized services performed by the professional designer by studying the administrative, legal, ethical and financial aspects of professional practice. Contract documents, specifications, safety standards and building codes will be studied within the context of a non-residential (contract) design project. Prerequisite: INTD-206 and grade of 'C' or better in INTD-302

INTD-487 - Capstone Res & Prog. for ID**1-4-3**

This course gives students the opportunity to assess their inclinations in the field and to select a project that addresses their specific interest. Students are expected to generate individualized research and programming to be used for design and development in their Capstone Project the following semester. They will produce a Capstone Research & Programming Document, which will be the result of research, analysis, and the synthesis of information. It will articulate a clear definition of project parameters and programming. The process of generating this document will recapitulate and augment the research and programming process, which students have been exposed to in previous interior design studios. Prerequisites: Grade of C or better in INTD-302.

INTD-488 - Capstone Project Interior Des.**0-12-6**

The interior design Capstone semester provides students with an opportunity to focus on an area of concentration in a design project, which will be independently developed with a designated faculty member. The student must demonstrate aptitude and understanding of architectural and interior design theory, principles, and technology, as well as, overall design competence. The Capstone project includes research in the student's selected problem area, development of the design concept, detailing and creative presentation of the design investigation. Prerequisite: grade of C or better in INTD-401 and INTD487

INTRN-493 - Internship

0-3/6-3/6

Academic internships at Philadelphia University aid students in professional preparation through a work experience directly related to their major and career goals. Three credit registration options exist in 0.5 credit, 3 credit and 6 credit increments. All are completed as elective academic courses, including a course syllabus focused on professional skill-building and written assignments. While the primary emphasis on the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and students' overall career and professional development. The Career Services Center and designated Faculty Internship Advisor (FIA) from the student's major provide support and guidance during the semester of participation. Career Services staff is also available to assist students with internship search strategy prior to the internship. At the conclusion of the internship semester, all students are evaluated both by their employer and FIA, receiving a grade derived from successful performance as determined by the employer, the quality of academic assignments submitted to faculty, and completion of minimum required hours. All internships, regardless of credit registration, are a minimum of twelve weeks in length. Academic internships are offered during the fall, spring and twelve week summer semesters. The deadline to register for academic internships is the last day to add classes for the semester of intended participation, as established by the Registrar's Office (refer to the academic calendar for specific deadlines). Students are strongly encouraged to apply early and contact Career Services for assistance, providing the best success in finding an appropriate experience in time to meet registration deadlines. To learn more about academic internships at Philadelphia University, visit www.philau.edu/career or contact Career Services. Minimum requirements for participation: Undergraduate: . Students must maintain full-time status during the regular academic year . Completion of 60 credits by the start of the internship experience (90 credits for Architecture and Landscape Architecture majors) . 2.5 cumulative GPA in the semester preceding the internship and in good academic standing at the university. Students on academic probation are ineligible. . If a transfer student, at least 15 credits earned at PhilaU International: . Meet criteria above as relevant . Determine if eligible for Curricular Practical Training (CPT) by contacting the office for International Student Programs Note: Students not meeting minimum requirements may be considered by submitting a formal appeal and should contact Career Services for further instructions.

INTRN-493Z - Internship

0-5-.5

.5 Credits Academic internships at Philadelphia University aid students in professional preparation through a work experience directly related to their major and career goals. Three credit registration options exist in 0.5 credit, 3 credit and 6 credit increments. All are completed as elective academic courses, including a course syllabus focused on professional skill-building and written assignments. While the primary emphasis on the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and students' overall career and professional development. The Career Services Center and designated Faculty Internship Advisor (FIA) from the student's major provide support and guidance during the semester of participation. Career Services staff is also available to assist students with internship search strategy prior to the internship. At the conclusion of the internship semester, all students are evaluated both by their employer and FIA, receiving a grade derived from successful performance as determined by the employer, the quality of academic assignments submitted to faculty, and completion of minimum required hours. All internships, regardless of credit registration, are a minimum of twelve weeks in length. Academic internships are offered during the fall, spring and twelve week summer semesters. The deadline to register for academic internships is the last day to add classes for the semester of intended participation, as established by the Registrar's Office (refer to the academic calendar for specific deadlines). Students are strongly encouraged to apply early and contact Career Services for assistance, providing the best success in finding an appropriate experience in time to meet registration deadlines. To learn more about academic internships at Philadelphia University, visit www.philau.edu/career or contact Career Services. Minimum requirements for participation: Undergraduate: . Students must maintain full-time status during the regular academic year . Completion of 60 credits by the start of the internship experience (90 credits for Architecture and Landscape Architecture majors) . 2.5 cumulative GPA in the semester preceding the internship and in good academic standing at the university. Students on academic probation are ineligible. . If a transfer student, at least 15 credits earned at PhilaU International: . Meet criteria above as relevant . Determine if eligible for Curricular Practical Training (CPT) by contacting the office for International Student Programs Note: Students not meeting minimum requirements may be considered by submitting a formal appeal and should contact Career Services for further instructions.

ISEM-300 - Ethnographic Research Methods

3-0-3

This course explores a range of ethnographic research tools to analyze human belief, behavior and cultural practices. Students learn to formulate better research questions and conduct ethnographic research to address a contemporary social problem, and will become equipped to analyze and communicate the findings. Students reflect upon their impact in the community and on other ethical questions as part of conducting ethnographic research. Pre requisites: WRIT-201/202, GDIV-2xx or GCIT-2xx

ISEM-302 - Telling Stories, selling Stories

3-0-3

Liberal Arts Seminars offer an in-depth examination of specific topics or themes related to the disciplines of history, the social sciences and/or the humanities. Designed for a general audience, these courses allow students in their junior year build upon the skills and knowledge gained in the introductory College Studies courses in these disciplines. As advanced writing-intensive courses within the College Studies program, these courses prepare students for senior capstone courses in College Studies and the majors by developing their research, communication and critical-thinking skills. To view current course offerings in this category, go to www.PhilaU.edu/JuniorSeminars. Prerequisite: WRIT-201/202, GDIV-2xx or GCIT-2xx

ISEM-360 - Human Behv/Physical Environ.

3-0-3

This course provides an introduction to a range of viewpoints, concepts, and characteristics of human behavior in existing designed spaces. Cultural, social, and psychological factors are examined, e.g., relationships to water, responses to open and enclosed spaces (both interior and exterior), roles of textures and aromas, etc. Various theories and methods of environmental assessment and design are studied that are based on an understanding of mutually supportive relationships between people and their physical environment. All people use various types of spaces in different ways and reaction to varying stimuli differently-why not understand the underlying cultural and psychological factors' Pre requisites: WRIT-201/202, GDIV-2xx or GCIT-2xx

ISEM-378 - Ethnographic Research Methods

3-0-3

This course explores a range of ethnographic research tools to analyze human belief, behavior and cultural practices. Students learn to formulate better research questions and conduct ethnographic research to address a contemporary social problem, and will become equipped to analyze and communicate the findings. Students reflect upon their impact in the community and on other ethical questions as part of conducting ethnographic research. Pre requisites: WRIT-201/202, GDIV-2xx or GCIT-2xx

ISEM-398 - Transfer Integrative Seminar

ITAL-101 - Professional Italian I

3-0-3

A beginner's course designed for students with very little or no knowledge of the language. The focus is on basic oral expression, listening comprehension and acquiring simple reading and writing skills, so that students can gain confidence in the language and to begin to have conversations. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

ITAL-201 - Professional Italian II

3-0-3

A beginner's course designed for students who have completed one semester of college-level language or the equivalent. The focus is on oral expression, listening comprehension and the acquisition of simple reading and writing skills, so that students can gain confidence in the language and conduct conversations and other social interactions in the language with some level of ease. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

ITAL-301 - Professional Italian III

3-0-3

A beginner's course designed for students who have completed two semesters of college-level language or the equivalent. The focus is on advancing oral expression, listening comprehension and the development of reading and writing skills, so that students can gain confidence and express themselves fluidly entirely in the target language. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

ITAL-401 - Italian IV

3-0-3

An intermediate course that provides students with the opportunity to communicate in a fluent and sophisticated manner. The focus is on expanding the knowledge of structures and vocabulary that students have acquired in levels I-III. In addition to constant attention to speaking, writing, listening and reading, more complex ways of expression are also emphasized. Contemporary culture is explored through authentic visual media and written materials.

ITXA-100 - Intro to Textual Analysis

3-0-3

Students in this course will learn strategies for reading and thinking critically, analyzing evidence from a variety of academic sources, and retaining content. Students will complete assignments in academic reading, note taking, review techniques, and critical thinking skills. Students must earn a "C" or better to receive credit for this course. Students required to take Critical Thinking 100 must not register for HIST-11X in the same semester.

ITXA-100G - Intro to Textual Analysis Global

3-0-3

This course parallels Introduction to Textual Analysis [ITXA-100] but is designed for students who did not learn English as their first language. As with ITXA-100, its main focus is on strategies for reading and thinking critically, analyzing evidence from a variety of academic sources, and retaining content along with vocabulary expansion. Students will complete assignments in academic reading, note taking, review techniques, and critical thinking. Students must earn a "C"

JAPN-101 - Professional Japanese I

3-0-3

A beginner's course designed for students with very little or no knowledge of the language. The focus is on basic oral expression, listening comprehension and acquiring simple reading and writing skills, so that students can gain confidence in the language and to begin to have conversations. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

JAPN-201 - Professional Japanese II

3-0-3

A beginner's course designed for students who have completed one semester of college-level language or the equivalent. The focus is on oral expression, listening comprehension and the acquisition of simple reading and writing skills, so that students can gain confidence in the language and conduct conversations and other social interactions in the language with some level of ease. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

JAPN-301 - Professional Japanese III

3-0-3

A beginner's course designed for students who have completed two semesters of college-level language or the equivalent. The focus is on advancing oral expression, listening comprehension and the development of reading and writing skills, so that students can gain confidence and express themselves fluidly entirely in the target language. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

JAPN-401 - Professional Japanese IV

3-0-3

An intermediate course that provides students with the opportunity to communicate in a fluent and sophisticated manner. The focus is on expanding the knowledge of structures and vocabulary that students have acquired in levels I-III. In addition to constant attention to speaking, writing, listening and reading, more complex ways of expression are also emphasized. Contemporary culture is explored through authentic visual media and written materials.

JSINT-360 - Human Behv/Physical Environ.

3-0-3

This course provides an introduction to a range of viewpoints, concepts, and characteristics of human behavior in existing designed spaces. Cultural, social, and psychological factors are examined, e.g., relationships to water, responses to open and enclosed spaces (both interior and exterior), roles of textures and aromas, etc. Various theories and methods of environmental assessment and design are studied that are based on an understanding of mutually supportive relationships between people and their physical environment. All people use various types of spaces in different ways and reaction to varying stimuli differently-why not understand the underlying cultural and psychological factors' Prerequisites: SOC-2xx and WRIT-21x.

JSINT-378 - Ethnographic Research Methods

3-0-3

This course explores a range of ethnographic research tools to analyze human belief, behavior and cultural practices. Students learn to formulate better research questions and conduct ethnographic research to address a contemporary social problem, and will become equipped to analyze and communicate the findings. Students reflect upon their impact in the community and on other ethical questions as part of conducting ethnographic research. Pre requisites: WRIT-2xx, SOC-2xx

JSINT-384 - Applied Professional Ethics

3-0-3

WRITING INTENSIVE: This research and writing-intensive course introduces students to numerous concepts in Western and non-Western ethics that inform decisions about what we 'ought' to do in our personal and professional lives. Students will read primary text selections from philosophers and analyze practical cases by applying what they have read. Prerequisites: SOC-2XX, WRIT-21X

JSINT-3XX - Intergrative Prof. Seminars

3-0-3

(writing intensive) Integrative Professional Seminars offer an in-depth examination of specific topics or themes related to the University's professional majors. Geared for a general audience, these courses allow students to explore topics from a variety of perspectives, including those from the disciplines of history, the social sciences and/or the humanities. As advanced writing-intensive courses within the College Studies program, these courses prepare students for senior capstone courses in College Studies and the majors by developing their research, communication and critical-thinking skills. To view current course offerings in this category, go to www.PhilaU.edu/JuniorSeminars. Prerequisite: WRIT-2XX, SOC-2XX

JSLA-360 - Creative Writing

3-0-3

WRITING INTENSIVE: In this hands-on course, students develop their knowledge of how to shape narrative and experience through forms of creative written expression such as poetry and fiction. Students will read and analyze work in these forms; experiment with these forms through writing their own creative drafts and revisions; and develop critiquing skills in a workshop environment. Students showcase their work in a final portfolio and a reading open to the University community. Prerequisite: WRIT-21X, SOC-2XX

JSLA-361 - From Fiction to Film**3-0-3**

WRITING INTENSIVE: The study of the interrelationships between literature and film through case studies of the translation of significant novels (focus on 19th and 20th century) into works of cinema. Prerequisites: SOC-2XX, WRIT-21X

JSLA-362 - Artist & Society in Lit & Film**3-0-3**

WRITING INTENSIVE: An examination of the enigmatic figure of the artist depicted in literature (the short story, the novella and the novel). The genesis and complexity of artists as literary figures will be considered as they find themselves in conflict with society. Prerequisites: SOC-2XX, WRIT-21X

JSLA-363 - Shakespeare & Popular Culture**3-0-3**

WRITING INTENSIVE: What role does Shakespeare's writing play in popular culture today? How and why have modern filmmakers, artists and writers 'reinterpreted' Shakespeare's plays? Students read and discuss selected plays and examine various film adaptations of them. In addition to comparing different interpretations of Shakespeare's plays to the originals, the course investigates some of the larger issues surrounding Shakespeare and contemporary culture. Prerequisites: SOC-2XX, WRIT-21X

JSLA-370 - U.S. Recent Past**3-0-3**

WRITING INTENSIVE: This course focuses on social, cultural, political and economic changes within the United States since 1945. Topics such as beatniks and hippies, the New Left, the civil rights movement, student and anti-war movements, the women's movement, the politics of conservatism and the fate of labor will be studied in the context of an increasingly ethnically and racially diverse society. Students will be encouraged to explore and write from a wide range of sources from across the disciplines. Prerequisites: SOC-2XX, WRIT-21X

JSLA-380 - Human Rights**3-0-3**

WRITING INTENSIVE: The course will examine the question of whether there are certain rights that we all possess as human beings and the prominence of these rights in international relations. Students will monitor human-rights violations in the United States and other countries in order to determine how much we have achieved as a world community and how far we have yet to go. Prerequisites: SOC-2XX, WRIT-21X

JSLA-381 - Gender Studies**3-0-3**

WRITING INTENSIVE: This course focuses on recent developments in gender studies, examining how gender has been conceptualized and analyzed, historically and in the present day. Topics considered include the formation of masculinities and femininities, the intersections between gender, sexual orientation, class and race, and the significance of gender in personal and professional contexts. Readings are drawn from a variety of disciplines depending on the instructor. Prerequisites: SOC-2XX, WRIT-21X

JSLA-390 - The Urban Experience**3-0-3**

WRITING INTENSIVE: This course discusses the origins and development of urban life. Special focus will be upon Philadelphia as it represents trends in the American experience of cities. Prerequisites: SOC-2XX, WRIT-21X

JSLA-391 - The African Amer. Experience**3-0-3**

WRITING INTENSIVE: This course explores African Americans' struggle for freedom and equality in American society. It examines the social, economic, political and cultural realms of African American life with some exploration of cultural origins in West Africa. Students read in primary sources and use literary evidence in an interdisciplinary effort to understand the past and explore contemporary issues in American society.

KNIT-201 - Knit Technology I**4-2-4**

The understanding of both weft- and warp-knit fabrics through an investigation of knit construction, machinery, principles and knit fabric analysis. Lectures are complemented with a series of lab exercises on hand-flat equipment and fabric-analysis projects designed to fully acquaint the student with the principles of knit-fabric design and production. Prerequisite: TEXT-101 and Admission to the Textile Design (TEXD.BS.DAY) or Textile Engineering Technology (TET.BS.DAY) Programs or by permission of program director.

KNIT-203 - Knit Design Studio I**1--5-3**

Students will learn through individual development how to create a range of texture and color effects within knit design. Independent needle selection and the use of the presser foot will be explored within design areas involving Jacquard, held-stitch and tuck-stitch structures. Design ideas will be developed through to swatch/sketch proposals suitable for sweater production. Prerequisite: KNIT-201

KNIT-205 - Knit Technology II**4-2-4**

A further investigation into the construction, design and production of both weft- and warp-knit fabrics. Lectures will be complemented with lab work involving the design, production and analysis of knit fabrics upon power-knitting equipment. Prerequisite: KNIT-201

KNIT-213 - Knit Design Studio II**1-5-3**

A knit design studio elective for Textile or Fashion majors specializing in the knit-design area. Original design ideas will be developed through swatch/sketch presentations. Garment ideas will be developed through technical sketches and specifications into completed sweaters. Prerequisite: A grade of 'C' or better in KNIT-203

KNIT-307 - Advanced Warp Knitting**3-3-4**

Covers all facets of warp-knitting technology with particular emphasis on the variety of machines and fabric construction in relation to end-use applications and markets. Tricot and raschel warp-knit fabric constructions are made in the knitting laboratory to illustrate the basic warp-knit stitches and lapping motions. A variety of warp-knit fabric samples are analyzed to illustrate basic fabric geometric parameters used in the design and production of warp-knit constructions. Also, students are required to research a unique warpknit process/product. Prerequisite: KNIT-201

KNIT-326 - Advanced Weft Knitting**1-5-3**

An exploration of the principles involved in knit design using CAD systems and electronic-knitting equipment. Students will design, write computer programs and knit their own fabrics on sweater- and jersey-knitting equipment. Fabric constructions such as Jacquard, links-links, cables, pointelle and presser-foot designs will be developed. Prerequisite: KNIT-203 or permission of the instructor

KNIT-401 - Fashion Knit Design

1-5-3

An elective course in which students may explore the development of knit design. Design ideas will be developed on hand equipment through to swatch/sketch proposals suitable for product design. Students can take this course as a single elective and develop design work suitable for inclusion in their portfolio or take further knit-design electives in order to further their skills. Cannot be taken as a replacement for KNIT-201.

LARCH-102 - LA Desgn 2: Landscape Architecutr Fndtn

0-8-4

This foundation design studio is a synthesis of fundamentals of landscape architecture design principles, introduction to programmatic research and an in-depth study of design process, methodologies and craft. All explorations use the landscape as the subject of the studio. Form, texture and spatial organization are emphasized along with social, psychological and spiritual experiences of place. Prerequisites: ADFND-101 minimum grade "C"

LARCH-201 - LA Design 3: Site Design

0-8-4

The focus of this design studio is sustainable site-scale planning and design. Students explore site planning theories, methods and resources used in analyses for sustainable settlement, preservation or management of the land. Natural, cultural and experiential data are integrated into the decision-making and design processes. Prerequisite: grade of C or better in LARCH-102

LARCH-203 - Graphics for Landscape Architecture

1-4-3

In this course, the student gains proficiency in various landscape architecture graphic conventions used in generating, evaluating and presenting design ideas. Included are principles and application of graphic language, color theory, diagramming, plan and section graphics, and oblique and perspective drawings.

LARCH-204 - LA Desg 4: Region Landsc Plan

0-8-4

Regional Landscape Planning builds on elements, principles and theories explored in LARCH-102 and LARCH-201, but at the regional scale. Sustainable regional land planning theories, methods and resources used in larger scale landscape analyses for settlement, preservation or management of the land are explored. Natural, cultural and experimental data are integrated into the decision-making and design processes. Prerequisites: grade of C or better in LARCH-201

LARCH-206 - History of Landscape Architecture 1

3-0-3

This survey course covers significant examples of landscapes and landscape design from the eastern, central Asian, and western regions of the world, produced from ancient times through the 19th centuries. Students will be introduced to the cultural and social history of each epoch as a means of critically analyzing key historical works of landscape design and addressing the ideas and concepts imbedded in the term landscape. Prerequisite: WRIT-101. [Meets Arts & Cultures Requirement]

LARCH-207 - LA Technology: Grading**2-2-3**

This course focuses on the principles and techniques of landform manipulation for design and drainage. Students develop an understanding of contours, contour manipulation, and site-construction methodologies. Topics include topographic and grading problems in landscape engineering: drainage plans, grading plans, spot elevations, road alignment, sections and profiles and cut-and-fill calculations. Prerequisite: LARCH-102 or ADFND-102

LARCH-210 - Soils**2-2-3**

This course examines soil as a living organism and foundation for all life of earth. This course discusses factors of soil formation and the basic physical, chemical, ecological, and morphological soil properties that affect soil characteristics in managed and natural landscapes. This is an interactive lecture/laboratory course complemented by local field trips with emphasis on soils from pedon to landscape as resources for environmental quality and design.

LARCH-212 - Local Flora**3-1-3**

An introduction to regional native plants used in landscape architecture and ecological restoration. Characteristics, terminology and keys used in identifying plants and plant families will be taught as well as sight recognition of common species. Other topics include plant growth, development and propagation, optimal habitats, and recognition of best management practices. Field work at local/regional sites constitutes a significant part of the course. Prerequisites: BIOL-101

LARCH-300 - La Design 4: Urban Dsgn I**0-12-6**

This design studio focuses on urban design at the site scale. It reinforces design principles learned in earlier semesters, while introducing students to increasing complexity in both program and the design process. The primary philosophic underpinning of the studio is design within a sustainable urban context. Prerequisite: grade of C or better in LARCH-201

LARCH-301 - LA Design 5: Urban Dsgn I**0-12-6**

This design studio focuses on urban design at the site scale. It reinforces design principles learned in earlier semesters, while introducing students to increasing complexity in both program and the design process. The primary philosophic underpinning of the studio is design within a sustainable urban context. Prerequisite: grade of C or better in LARCH-204

LARCH-303 - La Tech: Advanced Grading**2-2-3**

This Advanced Grading course augments what the students have learned in their first Grading course, plus covers in more depth other sustainable aspects of landform manipulation for design and stormwater management. Computer applications will be used as a learning tool. Field trips to sites that are particularly appropriate for observing, measuring, and experiencing the sculptural qualities and capabilities of landform are also an integral component of this course. Prerequisite: LARCH-207 minimum grade "C"

LARCH-304 - LA Design 5: Community Design**0-12-6**

This studio focuses on sustainable community design with the physical environment viewed as a catalyst for community enhancement and revitalization. Issues include community identification, social cohesiveness, social, economic and political factors, the role of open space in urban neighborhoods, and community safety and livability. Emphasis is placed on learning methods and techniques for developing physical-design solutions and implementation strategies when working with school, neighborhood and communities groups. An important component of the experience is community participation. Prerequisite: LARCH-300 or LARCH-301

LARCH-305 - Plant Community Ecology

2-2-3

This course investigates how interactions within plant species, between species, and between species and their environment influences plant community structure. Questions explored include: 'How many species are in a given habitat type' 'Why these species and not others' 'How do they interact with each other plants' 'What controls their abundances in natural and urban landscapes' Students will learn how plant distributions are influenced by environmental conditions with a particular emphasis on the urban environs. In-the-field exercises constitute a significant portion of this course. Prerequisites: LARCH-208 or ECBIO-208

LARCH-307 - History of Landscape Architecture 2

3-0-3

This course is the third of a four-term sequence of history/ theory courses. It surveys key examples of landscape architecture from the mid-19th century to the present time. Students strengthen their vocabulary for analyzing and evaluating the designed landscape. Students are also introduced to the influential personalities, projects, events, concepts and thoughts that were pivotal in the philosophical and ethical development of the profession of landscape architecture. Prerequisite: LARCH-206 or AHIST-205

LARCH-310 - GIS for Landscape Analysis

1-4-3

Students are introduced to Geographic Information Systems (GIS) applications appropriate to landscape analysis. GIS is an increasingly important software tool for organizing digital spatial data in an accessible and logical manner for site design, recreation master planning, visual analysis, comprehensive planning, resource management and public advocacy. Prerequisite(s): LARCH-201 or ECBIO-301.

LARCH-312 - Sustainable Planting Design

2-2-3

In this course students apply the ecological needs of plants to real situations such as greenroofs, xeriscaping, habitat management, brownfield restorations, meadows and highway plantings. The course stresses ecological relationships among plants and how those relationships are used in the design of these environments. In order to design and maintain these environments students need to understand planting design as well as ecology. Prerequisites: LARCH-305 and LARCH-208 or ECBIO-208

LARCH-400 - La Design 6: Restoration Mgmt

0-12-6

This studio course focuses on restoration management methodologies and ecological landscape design principles as they apply to a damaged urban landscape. Students explore sustainable restoration methodologies, how to determine values and make choices, while being cognizant of the costs and public perception. Techniques, practices and materials both sustainable and conventional are evaluated as part of the planning and design processes. Prerequisite: grade of C or better in LARCH-300

LARCH-401 - LA Design 7: Interdisciplinary Design**0-12-6**

LA Design 7 is an interdisciplinary studio for landscape architecture and other design students who will work in interdisciplinary teams. Specific studio topics may include brownfield redevelopment, co-housing development, waterfront redevelopment, community revitalization. Prerequisites: ARCH 301, LARCH-301 or LARCH-304, minimum grade "C"

LARCH-409 - LA Tech: Materials and Methods**2-2-3**

This course develops concepts, methods and techniques for understanding construction materials and assembly techniques related to landscape architecture construction. Students are introduced to materials commonly used in landscape construction (wood, stone and brick, concrete, and asphalt), with an emphasis on sustainable landscape construction materials and practices. Methods, concepts, and principles for developing construction details are also covered, including conventional and digital communication techniques. Specialized aspects such as structural mechanics for various materials and uses are emphasized. Prerequisites: LARCH-207 and LARCH-201 or LARCH-202

LARCH-411 - History of Lndp Arch 3: Urban Lnd Dsgn**3-0-3**

This course includes an overview of the theories and practice of urban landscape design. The evolution of landscape urban design theories is examined through cultural, sociological, environmental and psychological factors through the study of specific urban design projects. The influence of the design profession, university programs, politics, city government and interest groups are examined along with other forces. Contemporary designs, projects, and writings are included in an attempt to identify future directions of urban landscape design in the 21st century. Prerequisites: LARCH-206 and WRIT-2XX

LARCH-412 - LA Tech: Urban Hydrology**3-0-3**

Urban hydrology examines sustainable water resource issues as they relate to landscape planning and site planning and design within the urban or urbanizing context. This includes the theory and techniques associated with soil and water conservation comprehension of the why, when and where that leads to sustainable planning or design strategies. Topics include surface water hydrology, stormwater runoff estimation, sustainable stormwater management techniques, watershed planning, flood routing and impact mitigation, and erosion and sedimentation control tools and regulations. Prerequisite: LARCH-303:

LARCH-414 - Intro to Horticulture Therapy**3-0-3**

This course introduces students to the profound interaction between people to plants and the therapeutic benefits of horticulture on mind, body and soul. Students learn the history, principles, practices, basic skills, applied research and recent development of horticultural therapy. They will become familiar with physically, mentally and emotionally challenged populations in different settings including special schools and correctional facilities through site visits.

LARCH-506 - Professional Practice for LA**3-0-3**

Professional Management for Landscape Architecture introduces the ethical, legal, and administrative issues and procedures encountered in numerous forms within landscape architecture practice. Topics include: types of practice, project management, the ethical and legal frameworks in which professional landscape architecture practice occurs, contractual documents, proposal preparation and fee structuring. The preparation of an effective resume and portfolio concludes the course. Prerequisites: LARCH-401 or LARCH-400

LARCH-507 - Cultural and Landscape Preservation**3-0-3**

This course covers theories and practices of historic and cultural preservation as a component of a more comprehensive framework for environmental and resource management. Students study the importance of designating historic districts, buildings and landscapes, as well as accomplishing preservation goals, within the existing regulatory environment. Also covered are interpretive methodologies for understanding current cultural and social patterns and practices in the landscape, with an emphasis on sustainability. Prerequisites: LARCH-206 or ARCH-421

LARCH-515 - Advanced GIS for Landscape Analysis**2-2-3**

This is an advanced course in Geographic Information Systems (GIS). Students continue their studies in GIS applications appropriate to landscape analyses. GIS is an increasingly important tool for organizing digital spatial data in an accessible and logical manner for site design, recreation master planning, visual analysis, comprehensive planning, resource management and public advocacy. Prerequisite: LARCH-310

LARCH-516 - LA Tech: Construction Docs**2-4-4**

This is the final course of the construction technology series. The major emphasis is the preparation of a complete set of technical construction documents with specifications, sustainable practices, and cost estimates. Specific topics include: site demolition, layout and dimensioning, and specification writing. Prerequisite: LARCH-303, LARCH-409

LARCH-521 - Environmental Policy**3-0-3**

Environmental problems are essentially social, economic and political problems. This course traces the evolution environmental policy, legislation and regulations, both in the U.S. and worldwide, including the background and context of environmental policymaking. Students will also examine the substantive problems and political process of environmental movements, and contemporary environmental thought with regard to issues of sustainability and environmental justice. Prerequisites: WRIT-2XX

LARCH-591 - Capstone Preparation**3-0-3**

In this writing-intensive seminar, students are introduced to qualitative research methods through lectures, discussions and assignments intended to promote independent methods of research and design inquiry. Students are to develop a well-articulated, conceptual framework for their individual capstone design project that includes their research topic, method of analysis, a literature review, case studies and detailed work plan. Prerequisites: grade of C or better in LARCH-400 and LARCH-402

LARCH-599 - LA Design 10: Capstone Project**0-12-6**

This course is the last in a series of studios specific to the landscape architecture program curriculum. Students work independently and select their own Capstone Project topic. The Capstone Project requires individual research, inventory and analysis, programming, and design concept development through final design. Prerequisites: Grade of C or better in LARCH-400 or LARCH-401

LAW-101 - Introduction to Law and Society**3-0-3**

An interdisciplinary introduction to legal systems and the law. Laws are created by social and cultural systems and affected by social, economic and political environments. This course will help students understand the development and impact of legal systems through case studies of many current legal issues and debates. There will also be an introduction to international comparisons.

LAW-103 - Crime and Justice

3-0-3

This course provides an introduction to criminal justice in America. Students will examine the criminal justice system and process in the social context of justice and democratic society. They will study the police and criminal courts as political institutions that make decisions with an eye to the press and popular opinion as well as to race, class and justice.

LAW-105 - American Government

3-0-3

This course provides an introduction to Law and American Government in action. In the course students will investigate the structures and processes of American Government and the relationships between the three branches of government within the context of how public policy is made and implemented.

LAW-201 - Constitutional Law

3-0-3

This course provides an examination of the sources, growth, development, and interpretation of the United States Constitution. It also examines the role of the Supreme Court in addressing issues of constitutionality, and considers key cases, historically and currently.

LAW-203 - Comparative Legal Systems

3-0-3

This course provides an introduction to comparative law, and how different legal systems approach the law, legal analysis and legal culture. This course provides an examination of comparative legal systems, which consist of legal processes, institutions and culture, through a series of thematic comparative case studies. It also examines the role of dispute resolution processes in different legal cultures; addresses issues of civil, criminal and administrative law; and considers key cases, historically and currently. Prerequisite: WRTG-101 or WRIT-101

LAW-205 - Philadelphia Law & Politics

3-0-3

This course provides a critical introduction to local law and politics. This course will focus on social change in cities, focusing on Philadelphia, in the context of structural urban problems. It provides an examination of the Philadelphia legal and political system by having students learn about processes, institutions and culture, through readings and real world experiences in and around the city of Philadelphia. Students will experience local law and politics through readings and discussions as well as by interacting with members of the legal and political community. Prerequisites: WRTG-101 & HIST-1XX or WRIT-101 & DBTU-114

LAW-207 - Forensic Law

3-0-3

Forensic Science is the collection, study and presentation of scientific evidence in a court of law used in both criminal and civil trials. The goal of forensics is the dispassionate use of science to reliably establish facts free of claims of bias or mistake. The mission of this course is to introduce many of the techniques used daily in courts of law to establish the admissibility of evidence and to examine the benefits of forensics in the creation of this admissible evidence as well as its limitations and potential for misuse.

LAW-210 - Law In/For the Workplace**3-0-3**

Employment Law is the study of the major human resource legal issue that every entrepreneurial student (from fashion, design, graphic arts, architecture business to law) must know before opening up their own business and should keep squarely in mind as their business grows. Futher, knowledge of employee rights gained in this course will empower students who work in another's business. Topics include analysis of the following issues; wages, hiring and firing, anti discrimination laws, worker benefits, union issues, abitation, anti-complete clauses and trade secrets.

LAW-300 - International Law**3-0-3**

This course provides an introduction to the international law system that examines the rules binding the international conduct of states and non-state actors. The course covers topics related to the sources and functions of international law, and related issues of jurisdiction and standing. It also focuses on international institutions, and specific issues in international law such as the rules of warfare and peacekeeping; human rights; international trade and communication. Prerequisites: LAW-101 & WRTG-2XX or WRIT-2XX

LAW-302 - Law and Ethics**3-0-3**

WRITING INTENSIVE: This course examines the intersection between ethical issues and law in the context of the United States. The course will consider contemporary cases that illustrate the intersection of contemporary legal and ethical issues. There will be a service-learning component to this class. [Writing Intensive.] Prerequisites: LAW-101 & WRTG-2XX or WRIT-2XX

LAW-304 - Law, Media & Society**3-0-3**

This course examines the dynamic interactions between law, technology and media and how they affect a variety of global social and legal issues, including the democratic process, civil rights, and how individuals relate to each other legally, socially, economically, and sexually. Prerequisite: ETHIC-2XX

LAW-306 - Legal Res, Wrtg & Moot Court**3-0-3**

WRITING INTENSIVE: This course will introduce students to the basics tenets of legal research, writing and persuasive arguing by way of a moot court appellate competition focusing on current controversial topics that affect both American law and society. Prerequisites: LAW-101 & WRTG-2XX or WRIT-2XX

LAW-308 - Law, Women and Gender**3-0-3**

This course will examine how the courts and the democratic process have confronted issues of civil rights in the area of law and gender. Using court cases and legislative acts, students will study: (1) The historical denial of basic civil rights to women; (2) Gender discrimination and the law's efforts combat this discrimination; (3) Abortion rights; (4) Same-sex marriage, and (5) Violence against women and sexual assault. Students will learn how the law affects gender discrimination and analyze how well the law allows us to challenge discrimination. Prerequisites: WRTG-2XX or WRIT-2XX

LAW-411 - Senior Sem in First Amendment**3-0-3**

This course examines the first amendment rights of speech, press and association, and focuses on landmark Supreme Court rulings and scholarly commentary. The course will provide students with skills to critically interpret the First Amendment and apply lessons learned to their own lives. It will cover such issues as libel law, obscenity, symbolic speech, and freedom of the press and freedom of association. Prerequisite: LAW-201

LAW-499 - Sr Cap:Public Policy Advocacy

1-2-3

This capstone course for the Law and Society major combines a classroom seminar (50 minutes per week) on advocacy skills with a real-world public policy advocacy project within either a self-selected pre-existing organization or an initiative of the student's own creation and design. Students will also receive 100 minutes of designated instruction time, via the web, during which their E-Reports will be reviewed and the status of their projects will be discussed. Students will review and integrate the skills and knowledge they developed during previous courses in the Law and Society curriculum while also applying the principles of public policy theory and oral and written advocacy to the student's selected project. Prerequisites: LAW-411 (Senior Seminar)

MATH-099 - Fundamentals of College Mathematics

5-0-3

This course covers those topics in arithmetic and algebra that are essential to further work involving mathematics. Students will study fractions, decimals and percentages, signed numbers, linear and quadratic equations, exponents and scientific notation, factoring, techniques of graphing, equations of straight lines and linear systems of equations. There will be an emphasis on applications. Use of the scientific calculator will be discussed. Credits earned may not be applied toward graduation requirements. Students must earn a 'C' or better to receive credit for fundamentals courses. See 'Fundamentals Courses' in the section 'Academic Policies.' Students required to take MATH-099 must pass the course before taking CHEM 103, Chemistry I.

MATH-100 - Finite Mathematics

5-0-3

While the content of MATH-100 is identical to that of MATH-101, more time is devoted during the semester to the review and use of elementary mathematical operations. See MATH-101 for content.

MATH-101 - Finite Mathematics

3-0-3

An introduction to the concept of a mathematical model, with special emphasis on using functions to model problems in business and economics. The functions and their graphs that are studied (needed for MATH-103) include polynomials (esp. linear and quadratic), rationals, exponentials and logarithms. Applications are made to finance, including annuities. In addition, simultaneous linear equations, Gaus- Jordan elimination, matrix algebra and linear programming are covered.

MATH-102 - Pre-Calculus

3-0-3

The fundamentals of college algebra, analytic geometry and trigonometry will be covered, with particular emphasis on those topics necessary for the calculus sequence.

MATH-103 - Introduction to Calculus

3-0-3

An introduction to the differential and integral calculus of polynomials, rational functions, exponentials and logarithms. Emphasis is placed on the use of calculus in the study of rate of change, determination of extrema and area under the curve. Not for Science majors. Prerequisite: MATH-100 or MATH-101 or MATH-102

MATH-110 - Pre-Calculus for Sci & Engrs**4-2-4**

The fundamentals of college algebra, analytic geometry and trigonometry will be covered, with particular emphasis on those topics necessary for the calculus sequence.

MATH-111 - Calculus I**4-0-4**

Functions, slope and rate of change, limits, derivations of algebraic functions, maxima and minima applications, indefinite integration, integration by substitution, sigma notation, area between two curves. Knowledge of algebra, geometry and trigonometric functions is assumed.

MATH-112 - Calculus II**4-0-4**

Differentiation and integration of transcendental functions. Theory and methods of integration and applications. Infinite series, convergent tests, Maclaurin and Taylor series. Convergence of Taylor series. Prerequisite: MATH-111

MATH-213 - Calculus III**4-0-4**

Study of analytic geometry in 3D-space; algebra of vectors, differentiation and integration of vectors; partial differentiation, multiple integrals; infinite series. Prerequisite: MATH-112

MATH-214 - Linear Algebra**3-0-3**

Theory and solution techniques for systems of linear equations; vectors, matrices, determinants; eigenvalues and eigenvectors; vector spaces; linear transformations. Prerequisite: MATH-112

MATH-225 - Differential Equations**3-0-3**

First-order equations; constant-coefficient, nth-order homogeneous and non-homogeneous equations; special nonlinear equations; elementary applications; power series solutions. May also include elementary numerical techniques for solutions of ordinary differential equations and other computer topics. Prerequisite: MATH-213

MATH-316 - Partial Differential Equations**3-0-3**

How modeling physical phenomena leads to partial differential equations; the heat conduction, wave propagation and potential equations; classification of linear second-order equations; boundary-value problems; Fourier series; separation of variables and special functions. Prerequisite: MATH-225

MATH-317 - Real Variables**3-0-3**

Study of topics related to functions of a real variable, including measure and integration; differentiation; abstract spaces; general measure and integration theory. Prerequisite: MATH-225

MATH-318 - Complex Variables**3-0-3**

Study of analytical functions; Cauchy-Riemann equations; power series; infinite series; calculus of residues; contour integration; conformal mapping. Prerequisite: MATH-225

MATH-321 - Probability and Statistics**3-0-3**

Fundamentals of probability, discrete and continuous random variables, probability distributions, hypothesis testing. Prerequisite: MATH-112

MATH-323 - Mathematical Statistics**3-0-3**

This course is designed to give the student some of the background needed to pursue more advanced courses that use statistical techniques. The content of the course will include topics from probability theory that are necessary for an understanding of the mathematical foundations of statistics. These topics will include: probability distributions, likelihood functions, properties of expectation operators, moment-generating functions, the central-limit theorem, confidence intervals and hypothesis testing. The student will be expected to be familiar with the topics of calculus through multiple integrals. Prerequisite: MATH-321

MATH-326 - Modern Algebra**3-0-3**

Study of sets and mappings; group, ring and field theory; homomorphisms and isomorphisms; Lagrange's theorem; abelian and cyclic groups; symmetric groups; polynomial rings. Prerequisite: MATH-214

MATH-331 - Mathematical Methods in Chemistry, yPhysi**3-0-3**

This is an advanced course covering topics chosen from the following: matrix algebra, Fourier series, Sturm-Liouville systems, boundary-value problems for ordinary differential equations, Laplace's equation, introduction to Bessel's equation and Bessel functions. Prerequisite: MATH-225

MENGR-301 - Machine Design**3-2-3**

Kinematics and dynamics of machinery, including analytical kinematics, force analysis, cam design and balancing. Application of elementary mechanics of solids to analyze and size machine components for stress and deflection. Introduction to finite element analysis with emphasis on beam and plate models. Prerequisite: ENGR-218

MENGR-325 - Engineering Vibrations**3-0-3**

Vibrations will be a thorough treatment of vibration theory and its engineering applications, from simple degree to multi degree-of-freedom system. Topics will include harmonic excitation, forced responses, multiple degree-of-freedom systems, design for vibration suppression, distributed parameter systems, vibration testing and experimental modal analysis, and finite element method. Prerequisites: ENGR-218

MENGR-405 - Intro to Mechatronics**3-1-3**

This course will prepare students in the interdisciplinary field of engineering that comprises the integration of mechanics, electronics and computer technology coordinated by control architecture. Emphasis on computer-integrated electromechanical systems will help the students to understand the design, analysis and practical approach of system integration. Prerequisite: ENGR 322

MENGR-407 - Thermo.Dynam.& Heat Transf. I**3-0-3**

This course considers fundamental laws governing the transformation of heat into mechanical energy. Properties of gases and vapors and the processes between states are explored as are applications of the first and second laws of thermodynamics. A study of the transfer of heat by conduction, convection and radiation in steady and unsteady flow is also conducted. Prerequisite: MATH-112, PHYS-201, PHYS-201L

MENGR-427 - System Dynamics and Controls

3-0-3

Students will study modeling of physical systems including electromechanical systems; reduction of block diagrams; signal flow graphs and Mason's gain formula; response of second order systems: natural frequency and damping ratio and how they relate to rise-time, peak-time, settling-time, and overshoot; stability and the Routh-Hurwitz criterion; steady-state error and sensitivity; root locus; and Design of cascade compensators using root locus and frequency response. Prerequisite: ENGR-311, ENGR-218

MENGR-428 - Thermodynamics II

3-0-3

This course covers energy analysis; vapor and gas power cycles; vapor and gas refrigeration cycles; thermodynamic properties of mixtures and solutions; psychrometry and air-conditioning; reacting mixtures and combustion. Prerequisite: MENGR-407

MGMT-104 - Management Foundations

1.5-0-1.5

Designed for majors in C-DEC, this course enables students to understand the role of managers in diverse, global, and competitive organizations, and within the context of 21st Century management theory. Topics include decision-making, motivation, leadership, human resources, ethics and social responsibility, and management in a global environment. Students will explore these topics through assignments and exercises designed to enhance their managerial skills.

MGMT-301 - Principles of Management

3-0-3

Effective management is fundamental for the successful operation of all types of enterprises. The course will present the principles, techniques and concepts needed for managerial analysis and decision making. Functions highlighted include planning, organizing, staffing and controlling.

MGMT-307 - International Management

3-0-3

Introduces students to the special aspects of managing a company in the global environment. Issues involved in understanding and applying the international and cross-cultural dimensions of the traditional management functions, such as organization, control, motivation, human resources and labor relations; and organization theory are studied. Lectures, readings, exercises and cases will be used. Prerequisite: MGMT-301 or MGMT-104

MGMT-309 - Systems Analysis

3-0-3

This course introduces the structured approach to design of new applications software, software systems, networks, and/or World Wide Web installations. It deals with the usual life cycle for such operations. Analysis includes approaches to specifying input and output, file structures, trade-off techniques, implementation, documentation and testing. Other approaches such as rapid application development and object-oriented analysis are discussed. Prerequisite: MIS-202

MGMT-310 - People & Teams in Organizations

3-0-3

The course includes an in-depth exploration of topics such as communication, group dynamics, group roles, team building, power and politics, leadership, and negotiation and conflict resolution. In addition, issues of organizational culture and diversity are examined. Through readings, discussions, class activities and projects, students learn how to be effective organizational communicators, team members and leaders. Students also gain an understanding of culture and diversity issues, and how to effectively manage them. Prerequisite: MGMT-301 or MGMT-104

MGMT-311 - Colloquium in Management

3-0-3

Consideration of selected relevant issues in management and society that are of serious interest to students and faculty, such as technology of the future, impact of data banks, management and public policy, planning systems, education and human resources. Prerequisites: senior status, faculty recommendation and 3.5 or better G.P.A.

MGMT-315 - Comm, Negotns & Creative Econ

3-0-3

This is a course in organizational politics ' power, influence, conflict and conflict management. It has two goals: first, to develop students' skills in recognizing politics and conflict situations; and second, to teach students to use negotiating to achieve personal organizational goals. Through readings, discussion and role-plays, a wide range of conflict and negotiating contexts will be considered. These include situations in interpersonal, interorganizational and union-management relationships. Prerequisite: MGMT-301 or MGMT-104

MGMT-320 - Human Resource Pract & Tools

3-0-3

This course surveys the roles, policies and procedures of human resource management (HRM) in organizations today. Students learn the steps to staff and motivate a workforce, and appreciate the role of quantitative and qualitative decision making in HRM. Course materials deal with environmental impacts on HRM, equal employment opportunity, human resource planning, selection, performance evaluation, wage and salary administration, training and other relevant topics. Prerequisite: MGMT-301 or MGMT-104

MGMT-381 - Independent Study in Management

0-0-3

Students will complete intensive independent study of a chosen subject. The student is expected to read a substantial number of major works in the field and to prepare a critical documented paper. See also the statement on Independent Study under "University Academic Policies and Procedures: Common Academic Policies for All Students." Prerequisite: permission required. See appropriate form online at the University Registrar's webpage www.philau.edu/registrar/ for more information.

MGMT-401 - Operations Management

3-0-3

This course is a comprehensive survey of production and service operations management, topics and functions. Topics include methods and work measurement, materials management, plant location and layout, production planning and control, maintenance, quality control, "Total Quality," Japanese management styles, "Systems Approach;" and decision tools such as PERT, linear programming, queuing theory, sampling and simulation. Service-delivery applications and activities are also highlighted. Prerequisites: MGMT-301 or MGMT-104 and STAT-202

MGMT-405 - Apparel/Textile Supply Chain Management

3-2-4

This course will bring into sharp focus the global relationship that exists between all of the elements of the textile-apparel-retail supply chain. Areas covered: traditional management functions of control over timeliness of production, and quality and labor relations in the global marketplace. Prerequisite: FASHMGT-401

MGMT-411 - Venture Creation

3-0-3

The student assumes the role of the initiator and manager of a firm. Emphasis is on the required planning prior to the inception of operations and entrepreneurial problems in achieving cash-flow equilibrium. Each student is required to prepare a formal business plan. Interdisciplinary concepts are studied. May be used as a management elective. Prerequisites: MGMT-301 or MGMT-104 and MKTG-102 or MKTG-104

MGMT-412 - Current Management Topics

3-0-3

This course is designed for senior management majors, and integrates and extends concepts learned in other upper-level management courses. The dynamic nature of management is emphasized through reading, analyzing and discussing recent literature in terms of the current business environment. Students examine topics including 21st-century career management; the role of education and technology in organizations; and future trends in management and organizations. The course includes individual and group readings, cases, and research projects that are presented as written and oral assignments. Prerequisites: MGMT 301 or MGMT 104 and MGMT 310

MGMT-490N - Business Policy and Strategy

3-0-6

WRITING INTENSIVE: The process and techniques of strategy formulation, implementation and evaluation are studied and applied. Case studies of domestic and international companies and not-for-profit organizations are used to integrate strategic management concepts with knowledge acquired in other functional area courses. Includes extensive written individual and team assignments and oral presentations. Students taking this course cannot take MGMT-491 for credit. Prerequisites: senior status, INFO-101, MGMT-301, MKTG-102, FINC-301

MGMT-491N - Textile, Retail and Apparel Business Pol

3-0-6

WRITING INTENSIVE: The process and techniques of strategy formulation, implementation and evaluation are studied and applied as they pertain to the textile, apparel and retail industries. Case studies of domestic and international companies are used to integrate strategic-management concepts with knowledge acquired in other functional area courses. Includes extensive written individual and team assignments and oral presentations. Students taking this course cannot take MGMT-490 for credit. Prerequisites: senior status, MGMT-301, MKTG-102, FINC-301, TEXT-101, FASHMGT-101

MGMT-498 - Business Capstone I

3-0-3

WRITING INTENSIVE. In this course, students evaluate relevant professional, ethical, and social responsibilities of individuals and organizations. The definitions and roles of sustainable practices, social enterprise, and social entrepreneurship in organizations are explored, and students apply these concepts to real-world business opportunities. An individual writing-intensive assignment ties the course to students' areas of specialization. The course also includes a critical review of the functional areas of business. Prerequisites: DECMTHD-300, FINC-301, BLAW-301, and DBTG-3XX

MGMT-499 - Business Capstone II**3-0-3**

The process and techniques of strategy formulation, implementation and evaluation are studied and applied using real-world domestic, international, and not-for-profit company examples. This course builds on themes from the DEC core as they apply to the capstone experience. Prerequisites: DECMTHD-300, FINC-301, BLAW-301, and DBTG-3XX

MIS-202 - Management Information Systems**3-0-3**

This course is designed for future managerial end users of e-business information systems who will both use and manage information technology (IT). The course addresses the strategic, tactical and operational uses of IT in business for problem solving and identifies and explains MIS applications including customer relationship management systems, enterprise systems, e-commerce applications, transaction processing systems, business analytics, and emerging technologies. Computer assignments complement the topics discussed in class. Pre-requisite: STAT-201

MKTG-102 - Principles of Marketing**3-0-3**

Principles of Marketing A basic course in which the main functions, institutions and concepts of marketing are studied. Attention is focused on providing an analytical and corporate framework for studying and understanding the marketing system within changing environmental forces.

MKTG-104 - Marketing Foundations**1.5-0-1.5**

A basic course in which the main functions, institutions and concepts of marketing are studied. Attention is focused on providing an analytical and corporate framework for studying and understanding the marketing system within changing environmental forces.

MKTG-115 - Fashion Merchandising**3-0-3**

Fashion Merchandising A survey course that provides knowledge of the industries and services that comprise the fashion business. Interrelationships of the men's, women's and children's industries are developed. An interdisciplinary approach to the fashion business as it relates to cultural, historical and economic features is a central theme.

MKTG-207 - Consumer in the Market Place**3-0-3**

Consumer Behavior This course provides comprehensive understanding of the many dimensions of consumer behavior and the contributions of behavioral science to this discipline. The focus will be on understanding consumer needs. Prerequisite: MKTG-102 or MKTG 104

MKTG-217 - Retailing Strategy and Structure**3-0-3**

Retailing Strategy and Structure A comprehensive understanding of retail strategy in the dynamic retailing environment. Special attention is given to retailing structure since it underlies the strategic decision making of retailing management. Prerequisite: MKTG-102 or MKTG-104

MKTG-302 - Prod Devp & Innovation**3-0-3**

Product Development and Innovation This course is designed to expose students to the concept of innovation and an understanding of the process of product/ service development and innovative marketing. Students learn how a product is conceptualized and ultimately commercialized. They will understand the factors that play a central role in the process. Prerequisite: MKTG-102 or MKTG-104

MKTG-305 - Contemporary Brand Mgmt.

In this course students will learn the terminology, concepts and activities of brand management, including gaining an understanding of the brand equity concept, including steps that can be taken to create and grow the brand's value, identifying & establishing the brand values & positioning, planning & implementing brand marketing programs, measuring & interpreting brand performance, and continuing to grow & sustain brand equity over the long-term. Prerequisites: MKTG-102 or MKTG-104 (DEC students only)

MKTG-310 - Integrated Mktg Communication

3-0-3

Integrated Marketing Communication This course examines the vital role of marketing communications in the development of marketing strategy. Integrated marketing communications (IMC) is emphasized as students explore the use of advertising, personal selling, sales promotions, Internet marketing, database marketing, public relations, etc., to enhance brand equity. The strategy and planning involved in the development of integrated campaigns is emphasized. Prerequisite: MKTG-102 or MKTG-104

MKTG-315 - Mktg in a Digital Environment

3-0-3

Marketing in a Digital Environment This course investigates the ways in which new technologies are changing the field of marketing. Major topics include Internet advertising, database marketing, sales-force automation and customer relationship-management software tools. Other topics include the impact of new technologies on distribution strategies, online pricing models, mass-customization strategies, data mining and media implications. Prerequisite: MKTG-102 or MKTG-104

MKTG-318 - Sales Management

3-0-3

Sales Management Sales management is the planning, direction and control of the selling activities of a business. Topics include recruiting, selecting, training, equipping, assigning, routing, supervising, compensating and motivating the sales force. This course focuses on business-to-business marketing. Prerequisite: MKTG-102 or MKTG-104

MKTG-324 - International Marketing

3-0-3

This course applies fundamental marketing concepts in a global context. We will study marketing practices used by businesses to adapt to the international environment and how to scan the globe for opportunities in other countries. The impact of technological advances, monitoring the changing business environment, and developing effective global marketing strategies is also presented. Pre-requisite: MKTG-102 or MKTG-104

MKTG-328 - Merchandise Buying/Operations

3-0-3

Merchandise Buying/Operations The course provides the student with the understanding of the interdependence of the merchandising and operations functions. Students have a comprehensive understanding of the retail business from gross sales to net profit. To achieve this understanding, students are required to prepare a merchandising/operations plan that integrates all of the elements of doing business in the retail environment. Prerequisites: INFO-101, MKTG-217

MKTG-381 - Independent Study in Marketing

0-0-3

Independent Study in Marketing Intensive independent study of a chosen subject. The student is expected to read a substantial number of major works in the field and to prepare a critical, documented paper. See the statement on Independent Study under 'Academic Policies.' Prerequisites: permission of the faculty member and the dean of the School of Business Administration

MKTG-391 - Marketing Research

3-0-3

Marketing Research Exposure to marketing-research techniques and procedures used in gathering, recording, analyzing and reporting of data related to marketing problems. Prerequisites: MKTG-102, MKTG-207 and pre- or corequisite STAT-202

MKTG-408 - E-Business Strategy

3-0-3

Survey of E-Commerce This is an introductory course in which the size, scope and impact of e-commerce is explored. This course includes discussions about how technology impacts business processes and transactions. A significant part of the course will discuss the e-business technology platform. Additional topics include business-to-business market exchanges, online auctions, electronic-payment systems, market valuation of e-commerce firms, and government policies and issues concerning e-commerce such as privacy, regulations and ethics.

MKTG-412 - Marketing Strategy Seminar

3-0-3

Marketing Strategy Seminar Skills will be developed for making better decisions by learning to integrate various topics of marketing. The importance and know-how of anticipating, recognizing and adapting to external forces on the decision-making process and organization will be discussed. Emphasis will be placed on incorporating the most recent literature, which is of theoretical and practical importance, in the decision-making process. The course is built around readings, marketing cases, research papers and problem sets. A comprehensive marketing plan will be developed. Prerequisites: senior status; pre- or corequisites: MKTG-207, MKTG-310, MKTG-391

PAS-400 - Medical Terminology

1-0-1

Medical Terminology This competency-based course covers the structure, definition and utilization of basic medical terminology for students entering the health professions. The course is designed for students with some health care experience. Independent reading, workbook exercises, case studies and interactive computer software are the learning modalities used in this experience.

PAS-403 - Evidence Based Medicine

2-0-2

This lecture/seminar course provides a foundation for clinical decision making that will be necessary for the future practice of the physician assistant student. The course teaches the basic principles of evidence-based medicine and how to apply them to clinical decision making. Students will learn basic principles of evidence-based medicine, how to formulate a good clinical question, how to access and search the literature, how to evaluate the validity of the literature and how to apply it to answer a clinical question. After the foundational principles have been presented through lectures, students will work in small groups to practice using case based scenarios to apply the principle that they have learned.

PAS-410 - Medical and Professional Ethics

2-0-2

Medical and Professional Ethics Understanding the philosophical principles related to biomedical ethics, patient-practitioner relationships and the role of the physician assistant provider within the health care system are the main topics encompassed in this lecture and discussion seminar course.

PAS-411 - Applied Behavioral Science

3-0-3

Applied Behavioral Science The topics of developmental psychology, abnormal psychology, human sexuality, stress responses, behaviors related to psychological health and illness and the diagnosis and management of common psychological disorders are the focus of this lecture course.

PAS-413 - Medical Physiology and PathophysiologyP

3-0-3

Medical Physiology and Pathophysiology This lecture course is designed to teach the principles of human medical physiology along with the physiological mechanisms of common disease states. Prerequisites: BIOL-202 and BIOL-202L, BIOL-221 and BIOL- 221L

PAS-417 - Medical History and PhysicalDiagnosis

4-2-5

Medical History and Physical Diagnosis This lecture and practical laboratory course will introduce the physician assistant student to the techniques for eliciting a medical history and performing a complete physical examination on humans. The interpretation of history and physical examination findings as applicable to physiological and disease states will also be discussed. Laboratory sessions, hospital experiences and writing assignments will enhance the learning experience.

PAS-421 - Medical Genetics and Microbiology

2-0-2

Medical Genetics and Microbiology This lecture course presents current concepts and issues in medical genetics, immunology and microbiology. It focuses on diseases of genetic origin, the function of the immune system and emerging trends in disorders caused by microorganisms. Prerequisite: BIOL-221 and BIOL-221L

PE-00 - Varsity Athlete

0-1-5

Varsity Athlete Students who have participated on one of the University's 12 intercollegiate sports teams for one season will satisfy the requirement for this course. Students must register for this course in the semester they expect to receive the course credit. Students may register for this course two times.

PE-02 - Recreation and Wellness

0-1-5

Copy and paste this link to view PE 02 offerings: <http://recreation.philau.edu/landing/index>
***** Students participate in 15 or more hours of recreation and wellness activities offered through the Department of Athletics. Opportunities include participation in intramural sports, recreational courses in team and individual sports, and wellness courses such as yoga, stress management, and tailored exercise programs. All activities must be validated by a representative from the Department of Athletics to earn credit. Students must register for the course at the beginning of the semester to receive course credit.
***** Note: For PE 02 Credit, all students must complete the Recreation/ Wellness form with at least 15 signatures from the group exercise instructor to verify completion of 15 hours. At the end of the semester based on your completed form verifying completion of 15 hours, your PE grade of CR will be recorded. This form can be picked up at the Gallagher Center Front Desk or may be printed from the web.

PHOTO-101 - Intro to Photo: Black & White

2-3-3

This course introduces the technical aspects and controls of a manual 35mm camera together with silver-based black & white film developing and printing methods. Students will develop a fundamental vocabulary for constructive critique of photographs and will generate a photographic portfolio piece, exploring a subject of interest.

PHOTO-102 - Intro to Photography: Digital

2-2-3

This course is an introduction to the conceptual and technical aspects of digital photography through projects, presentations, critiques and lectures based on both classical and constructed methods of image creation. Topics include: basic camera functions, importing files from digital media, color management, image improvement and manipulation using Adobe Photoshop, Bridge, and Light Room and preparing final images for print and/or screen presentation.

PHOTO-201 - Studio Photography

2-2-3

This course introduces students to the fundamentals of photographic image making within the controlled environment of the studio. Emphasis is given to lighting techniques using professional strobe equipment; single-lens reflex digital capture on the computer, software for capturing digital photographs, as well as the role of props and setting in the generation of portraiture, fashion and still-life images. Prerequisite: PHOTO-101 or PHOTO-102 or PHOTO-204

PHOTO-204 - Introduction to Photography for Gd Comm.

1-5-3

Required for Graphic Design Communication majors, this course focuses upon photography as a tool for graphic designers. Students are introduced to: film and digital camera use, exposure, image processing, and printing; table-top setups with professional studio lighting equipment; and digital documentation of work for portfolios. Prerequisite: DSGNFND-203 or permission of the director of the Graphic Design Communication program

PHOTO-302 - Architectural Photography

2-2-3

In this course students acquire the skills to apply a documentary methodology to thematic explorations of subject matter, specifically related to architecture and the built environment, interiors and cultural landscapes. Students learn to critique photographs of buildings and spaces and to produce high-quality black and white prints.

PHOTO-303 - Intro to the View Camera

2-2-3

This course covers the fundamentals of view camera photography by utilizing the 4x5 large-format camera. Through exploration of traditional view camera subjects architecture, landscape, still life and portraiture students learn view camera movements, exposure, sheet film processing, color film use, film scanning, and large scale inkjet printing. Historical printing processes, including salted paper, calotype, cyanotype, tintype and platinum/palladium, are examined as a complement to contemporary methods. Emphasis upon the view camera as a tool for documentation, narration, and expression supplements consideration of the mediums technical aspects. Prerequisite: PHOTO 101 Introduction to Photography or GRAPH-204 Introduction to Photography for Graphic Design or PHOTO-302 Architectural Photography

PHOTO-307 - History of Photography

3-0-3

(writing intensive) Since its invention in 1839, photography has played a pivotal role in the formation of modern visual culture. Focusing upon chronological, thematic and technological developments, this course investigates the diverse expressions and applications of the photographic image within a nexus of philosophical, social, economic, scientific and aesthetic contexts. Particular emphasis is placed upon: debates concerning the nature and function of images; the medium's impact upon portraiture, high art, popular culture, fashion and social documentation; and the rise of photojournalism and advertising. Photography as a discrete language of signs, symbols and metaphors with implied narratives is emphasized. Prerequisite: WRIT-2XX

PHOTO-381 - Independent Study in Photography

0-0-3

Independent Study in Photography is a one term studentinitiated project limited to those students who have finished the full sequence of photography courses. A student proposes a project and works independently with guidance from the instructor. Prerequisite: Permission required. See appropriate form online at the University Registrar's webpage www.philau.edu/registrar/ for more information.

PHOTO-436 - Historic Pres Doc: Photography

2-2-3

Begun in 1933, the Historic American Building Survey (HABS) is the first federal preservation program established to document America's architectural heritage. In this course students learn the fundamentals of HABS documentation methods for the production of archival records of historic structures and places, utilizing the 4 x 5 large-format camera. Through field work and labs, students photograph, print, research and narrate comprehensive, technically proficient photographic essays that represent the salient aspects of historic structures, complexes and sites in accordance with HABS standards. Prerequisites: ARCH-421 or PHOTO-101 or PHOTO-204

PHYS-101 - General Physics

3-2-3

(for non-science majors) The basic laws of mechanics and thermodynamics are covered. The emphasis will be on understanding the major laws of physics and the way they manifest themselves in practical applications and in laboratory experiments. The areas of importance for architecture and interior design, such as sound and illumination, are discussed. Prerequisites: MATH-100 or MATH-101 or MATH-102 or MATH-103 or MATH-111

PHYS-201 - Physics I

3-0-3

(required for science and Engineering majors) A calculus-based course emphasizing Newton's three laws of motion and the conservation laws of energy, linear momentum and angular momentum as first integrals of the dynamics. Additional topics in mechanics include stress and strain, simple harmonic motion and hydrostatics. Absolute temperature scales, thermal expansion, specific heats, methods of transfer of heat energy, ideal gases and real gases are considered before studying the first and second laws of thermodynamics, with the concept of entropy emphasized in the latter. Prerequisite or corequisite: MATH-112, Corequisite: PHYS-201L

PHYS-201L - Physics I Lab

0-3-1

In this one-credit laboratory course students perform, analyze and submit lab reports based on experiments which test the theories developed in mechanics and heat and they take quizzes based both on the lab instructions and material from the lectures. Prerequisite: PHYS-201
Prerequisite or corequisite: MATH-112

PHYS-203 - Physics II: Waves, Electricity and Magnetism

3-0-3

The mathematical representation of traveling sinusoidal waves and standing-wave patterns is emphasized. Applications are made to sound waves. Electrostatics include Gauss's law, electric potentials and the potential gradient equation. The field concepts are used to interpret elementary D.C. circuits including Kirchhoff's Rules. Capacitors as circuit elements and dielectrics are also studied. The effects of the magnetic field, its sources, induced EMFs and magnetic materials are considered. Series AC circuits conclude electromagnetism. Geometric optics includes lenses, mirrors and optical instruments. Physical optics includes interference and polarization of light waves. Prerequisites: PHYS-201 and PHYS-201L Corequisite: PHYS-203L

PHYS-203L - Physics II Lab

0-3-1

In this one-credit laboratory course students perform, analyze and submit lab reports based on experiments which test the theories developed in waves, electricity and magnetism, and light. They take quizzes based both on the lab instructions and material from the lectures. Corequisite: PHYS-203 Prerequisites: PHYS-201 and PHYS-201L

PHYS-314 - Elements of Quantum Mechanics

3-0-3

The experimental background of quantum mechanics is reviewed before its postulates are introduced, and the theory is used to solve one-dimensional examples including the harmonic oscillator, then ' in three dimensions ' the hydrogen atom, electron spin and atomic spectra. Applications to chemistry are stressed. Prerequisites: MATH-225, PHYS-201

PRINT-101 - Intro to Print Design

1-5-3

This course introduces the basic concepts and processes of analog and digital printing methods. Students will learn the hands on process of screen-printing as well as the technical process of large format digital printing. This class explores the use of printing as a vehicle for both creative expression and visual communication. Prerequisites: ADFND-102, DSGNFND 203 or INDD-102. This course is closed to all Textile Design majors.

PRINT-301 - Printing Practices

1-5-3

This course introduces production of printed textiles by hand-screen and digital fabric printing methods. Students will learn a technical process of color separations, screen making and printing in both digital and conventional (hands-on) modes. Integration of digital and hands-on printing are encouraged toward the end of the course. The main focus is placed on aesthetics of color and styling in textile design on fabric. Sketchbook study will be required to document design processes, ideas and drawings. Prerequisite: PRINT-303

PRINT-303 - Print Design Studio I

1-5-3

Techniques, materials, tools and basic information needed for the design on paper of printed fabrics for the apparel and home furnishing fields are studied. Hands on approaches with gouache and watercolor are used to prepare colorway and repeats. Students prepare a portfolio and learn to keep a sketchbook. A brief introduction to printing methods is included Prerequisite: DRAW-303 Advanced Drawing: Materials & Techniques and Admission to the Textile Design Program (TEXD.BS.DAY) or by permission of program director.

PRINT-305 - Textile Printing Technology

3-2-3

The theory and practice of all aspects of industrial printing techniques are presented in a lecture/demonstration/lab format. Cloth preparation and finishing, machinery, dyestuffs and various print styles are included. This course offers practical background knowledge to students with primary interest in textile design, styling, marketing, quality control and textile manufacturing

PRINT-315 - Print Design Studio II

1-5-3

Print Design Studio II This course focuses on creative use of CAD in surface patterning, which integrates with hands-on design applications that students acquired in PRINT-303 Print Design I. Digital workflow, which includes scanning croquis, designing pattern on CAD, digital color matching and color ways will be introduced. At the same time, strong emphasis is placed on making croquis, which develop from drawings and paintings in the sketchbook. Students will create printed textile designs and patterns for Jacquard designs on paper with digital printers for apparel and home furnishing fields. Throughout the semester, sketchbook study will also be required to document the working process, as well as drawings and paintings. Prerequisite: A grade of 'C' or better in PRINT-303

PRINT-331 - Print Design Studio III

1-5-3

Advanced course to give students further necessary experience in developing and producing creative designs for special markets, end uses and fabrics. Market research is required before projects are begun. Prerequisite: PRINT-315

PSYCH-101 - Introduction to Psychology

3-0-3

This course is an introduction to the methodology, concepts, principles and issues in the study of behavior. Topics to be covered include: the biological bases of behavior; sensory and perceptual processes; learning, memory and cognition; motivation and emotion; personality, psychopathology and psychological approaches to therapy; and social interactions. This course is a requirement for enrollment in all higher-level psychology courses.

PSYCH-103 - Physiological Psychology

3-0-3

This course will expand upon the biological bases of behavior. An emphasis will be placed on the relationship between the brain and behavior. Topics will include synthesis of neurotransmitters, an introduction to drugs and behavior and neural substrates that underlie behaviors. Prerequisite: PSYCH-101

PSYCH-201 - Abnormal Psychology

3-0-3

Consideration of the various classifications and symptomatology of psychopathological disorders ' their origin, assessment, prognosis, treatment and prevention. Prerequisite: PSYCH-101

PSYCH-210 - Forensic Psychology

3-0-3

Students will examine the interplay between the disciplines of psychology and law. The course will examine the psychological and behavioral issues that impact the legal and criminal-justice systems, and how law and justice affect human behavior. Topics to be covered include crime and criminal behavior, victims, law enforcement, trials, witnesses, mental illness and criminal justice, corrections, family law, crime intervention and prevention. Prerequisite: PSYCH-101

PSYCH-211 - Learning Theory

3-0-3

Students will study the acquisition, activation, direction and retention of human and animal behavior. Topics to be covered include instincts, drive, conditioning and instrumental learning, human verbal learning and language learning and memory processes. Prerequisite: PSYCH-101

PSYCH-212 - Cognitive Psychology

3-0-3

Study of human thinking, memory, problem solving and the relationship between damage to the cortex and information processing. Empirical research and applied examples and demonstrations will be presented to address such topics as the content of memory, memory improvement, strategies and approaches for solving different kinds of problems, and pathologies and problems of thought. Prerequisite: PSYCH-101

PSYCH-213 - Developmental Psychology

3-0-3

Students will analyze the process of human development and change throughout the lifespan. Research on both humans and animals will be presented to promote understanding of human physical, social, emotional and cognitive development. Topics include prenatal and postnatal development, issues and theories of human development, genetic influences and personality and issues related to the aging process. Prerequisite: PSYCH-101

PSYCH-214 - History of Psychology

3-0-3

Students will study the historical development of significant psychological concepts, theories and systems. The focus and far-ranging content of this course serves to provide an overall synthesis of the major subfields of psychology. Prerequisite: PSYCH-101

PSYCH-220 - Clinical Psychology

3-0-3

This course will provide students with an opportunity to use current theories to address individuals with mental-health issues. Topics will include professional duties and skills of the clinical psychologist, treatment procedures and resources, and the diagnosis and management of common psychological disorders. Emphasis will be placed on humanistic and behavioral theories of etiology, treatment and the enhancement of psychological well-being. Prerequisite: PSYCH-201

PSYCH-221 - Personality Theory

3-0-3

This course is a survey and comparative analysis of the major representative theories of personality, both traditional and contemporary. Special topics such as the effects of genetic predisposition, physical status and environmental factors on personality configurations will also be discussed. Prerequisite: PSYCH-101

PSYCH-222 - Counseling Psychology: Theory & Principi

3-0-3

This course provides an overview and general understanding of the field of counseling psychology. The course is designed to familiarize students with the basic concepts, interventions, scientific research, professional practices and contemporary issues of the profession of counseling psychology. Students will learn a variety of theoretical approaches and psychotherapy techniques to counseling, including psychoanalytic, behavioral, cognitive and humanistic approaches. The course contains both didactic and skill application to encourage competency in the performance of counseling skills. Prerequisite: PSYCH-201

PSYCH-223 - Marriage and Family

3-0-3

This course is a survey of family systems and theories underlying marriage and family counseling. The course will explore the history of marriage, the choosing of a partner, parenting styles, and issues that create marital discord and divorce. Specific course objectives are to provide information about the therapeutic process and the practical elements of counseling interactions with families, to identify differences between individual- and system-oriented therapies, and to encourage the integration of theoretical and experiential learning. Prerequisite: PSYCH-101

PSYCH-224 - Psychology of Addiction

3-0-3

This course is a survey of current psychological theories of the addiction process and treatment modalities based on each. Physiology and neurobiology will be considered, but are not the primary focus of the course. Theoretical models include: the disease model, psychoanalytic formulations, conditioning theory, social-learning theory, family-systems theory and the opponent-process model. Sociocultural perspectives, including deviance theory, will also be discussed. Prerequisite: PSYCH-101

PSYCH-226 - Psychology of Trauma

3-0-3

Psychology of Trauma provides a survey of the phenomena of psychological trauma. Discussion includes the conceptualization of trauma, defining a trauma event, and the identification of major types of trauma, as well as human responses in the neurobiological, cognitive and behavioral, and relational domains. Prerequisite: PSYCH-101

PSYCH-230 - Industrial Organizational Psychology

3-0-3

Students will study the more recent methods in testing, interviewing and selection of workers. Training, motivation, performance appraisal, job satisfaction, morale, job analysis, decision making, leadership and organization theory are other topics discussed. Prerequisite: PSYCH-101

PSYCH-231 - Psychological Assessment

3-0-3

This is a methods course concerning the basic concepts and techniques of psychological assessment tools (tests) as they are used in the profession of psychology in employment, school, clinical and medical settings. Emphasis will be placed on understanding test design, or what goes into a test, as well as understanding test scores and profiles, or what comes out of a test. Many specific tests will be highlighted throughout the course to help students appreciate psychological tests and become aware of their functions and limitations. Prerequisite: PSYCH-101

PSYCH-232 - Social Psychology

3-0-3

Students will study the experimental analysis of the individual as subjected to the social influence of other individuals or social groups. Topics to be covered include persuasion, conformity, aggression, altruism, prejudice and interpersonal attraction and an analysis of the research methods used to study these behaviors. Prerequisite: PSYCH-101

PSYCH-233 - Interpersonal Relations and Small Group

3-0-3

This course is designed to provide a theoretical and experiential exposure to group formation, group process and group dynamics, as well as to interpersonal relationships within and between groups. Prerequisite: PSYCH-101

PSYCH-234 - Cultural and Social Diversity

3-0-3

The ability to work with individuals from different cultures is increasingly recognized as an essential skill for success, particularly in the fields of human services, business, communications, and medicine. Still, most people have not mastered a cross-cultural skill set. This course examines the changing demographics of the United States, teaches the core competencies for successful cross-cultural interactions, and prepares students for cross-cultural teamwork and leadership.

PSYCH-240 - Comparative Psychology

3-0-3

This course will provide a survey of the study of animal behavior as related to psychology. Students will become familiar with approaches, fundamental concepts and contemporary research findings of the field. Topics include patterns and development of behavior in animals, neural and hormonal influences, animal learning and cognition and the evolution of behavior. Prerequisite: PSYCH-101

PSYCH-241 - Psychopharmacology

3-0-3

Students will study the basic principles of drug action in the central nervous system. Topics will include effects of stimulants, depressants, intoxicants and drug abuse on behavioral function. The clinical use of drugs in the treatment of psychological and psychiatric disorders will be discussed. Prerequisite: PSYCH-103

PSYCH-242 - Sensations and Perceptions

3-0-3

Sensations refer to information about the environment gathered through the senses. Perception is the process by which sensory information is interpreted and made meaningful. This course will provide a survey of the study of sensation and perception from structural, functional and cognitive viewpoints. Prerequisite: PSYCH-103

PSYCH-243 - Human Sexuality

3-0-3

This course involves a rigorous examination of the biological, behavioral and mental aspects of human sexuality. Among the topics to be studied are anatomy and physiology, conception and contraception, sex roles, love, sexual communication, sexual dysfunctions and social issues such as pornography. Prerequisite: PSYCH-101

PSYCH-322 - Research Methods for Behavioral Sciences

2-2-3

This course introduces psychology as an experimental science in which hypotheses are generated and tested. Major topics will include various types of experimental designs, subject selection and randomization. Students will be introduced to various data collection methods and research designs specific to the different branches of psychology. Prerequisite: STAT-321

PSYCH-371 - Selected Topics in Psychology

3-0-3

An in-depth consideration of a particular topic, issue or problem in psychology that is of special interest to students and faculty. Recent sections have discussed topics such as educational psychology, psychosexual development and the psychology of trauma. Topic selection will be done in advance of registration. Prerequisite: PSYCH-101

PSYCH-381 - Independent Study in Psychology

0-0-3

For further details, see general description of Independent Study in 'Academic Policies' section.

PSYCH-391 - Advanced Research in Psychology

2-2-3

(writing intensive) This course will involve an in-depth exploration of research methods in psychology. Students will conduct an original research project individually or as part of a research team. Through this course, students will apply their psychological training to designing, conducting, analyzing, discussing and presenting their own research project. Prerequisites: PSYCH-322 and completion of at least 21 credits in psychology courses

PSYCH-410 - Senior Colloquium in Psychology

3-0-3

This course is a senior-level seminar dealing with current controversial issues in psychology. Students will perform a search of the scientific literature on issues chosen from a list provided by the instructor and organize, analyze, orally present and discuss material with the class. Finally, students will propose a question generated from this activity and design a research structure to answer it. Prerequisites: PSYCH-391

PUBH-101 - Intro to Public Health

3-0-3

This is the foundation course of the Public Health major and provides students with a general overview of principles of public health. The course explains and draws from the interdisciplinary focus of public health theory and practice. Presented will be the concepts of health, population health, and the structure and activities of modern public health systems. The major determinants of health, the causes of disease, and concepts of disease control and prevention are discussed

SCI-101 - Environmental Science**3-2-3**

Environmental Science is the study of how humans and the natural environment interact. Critical issues that affect our daily lives such as clean drinking water, urban renewal, energy availability, pesticides, global warming, acid rain and recycling are explored from social, ecological, chemical and political perspectives. Students will tackle a real-life environmental problem in a professional manner using critical thinking and analytical skills, library research skills, teamwork and presentation skills.

SCI-102 - Exploring Science**2-3-3**

(for non-science majors) This hands-on science course delves into public health issues. Field and laboratory sessions focus on data analysis based on issues from students' daily lives which leads to an examination of alternatives. How do you quit smoking? What is in the water you drink and the food you eat? The course culminates in a project that explores the historical, political, and environmental aspects of an unsolved scientific problem and presents the findings to a regional scientific agency.

SCI-106 - Biology for Design**3-0-3**

Biology for Design: From biological adaptation to biomimetic design (3-0-3) The goal of this course is to increase the sophistication of design, engineering, business, and other students regarding how design manifests itself in nature as biological adaptation, and to use that knowledge as a launching pad for thinking about biomimetic design. Biomimicry is a hot topic in architecture and design. Work in this field is usually done by designers working in collaboration with biologists who are highly specialized in a particular area, often plant or animal physiology. However, there are certain conceptual underpinnings pertaining to design and adaptation in nature that designers are often lacking that will prepare them for further exploration of this field. The course consists of two major units, the first focusing on the biology of adaptation from an evolutionary and ecological perspective. The second section consists of a survey of biomimetic design and how biomimicry has been employed to solve a range of design problems in architecture, materials science, systems design, and technology. Prerequisites: None

SCI-108 - Sustainability & Eco-Innovation**3-0-3**

The emerging fields of sustainability and environmental sciences will be surveyed to highlight how entrepreneurs are capitalizing on rapid environmental transformation. The rate, scale and degree of global environmental change, key scientific feedback loops, the regional differences in terms of impacts and opportunities will be analyzed. Case studies of eco-innovation strategies employed by businesses and designers will be explored so that students can create their own scientific monitoring and evaluation plan for implementing a simple eco-innovation.

SCI-108X - Sustainability & Eco-Innovation**3-0-3**

The emerging fields of sustainability and environmental sciences will be surveyed to highlight how entrepreneurs are capitalizing on rapid environmental transformation. The rate, scale and degree of global environmental change, key scientific feedback loops, the regional differences in terms of impacts and opportunities will be analyzed. Case studies of eco-innovation strategies employed by businesses and designers will be explored so that students can create their own scientific monitoring and evaluation plan for implementing a simple eco-innovation.

SCI-110 - Landscape Ecology**2-2-3**

Landscape Ecology combines the spatial approach of the planner and designer with the functional approach of the ecologist. As a field it is an integrative and multidisciplinary science that combines geology, botany, zoology and human settlements at the "landscape" scale. For this course the focus will be various land use scales, i.e., the block, neighborhood, city, and region and how ecological processes function at each scale. Students learn the key principles of landscape ecology and then how to apply them to preservation, conservation, planning and the design process. Prerequisite: None. February 14 2012 1:34 PM Julia Aggreh

SCI-112 - Materials Selection

3-0-3

The materials available to meet design requirements for a specific application often limit performance in disciplines ranging from engineering and architecture, through industrial design, to fashion design and textiles. In fact, material selection is often the limiting performance factor in designing new products and processes. This course explores the governing principles of materials science, with a specific emphasis on using the scientific method to develop a "system approach" to materials selection at various stages of the design process. (This course can be used to satisfy a general Education Science requirement.)

SCI-300 - Basic Pharmacology

3-0-3

This course introduces the student to the basic principles of pharmacology including pharmacokinetics and pharmacodynamics. The course will cover frequently prescribed medications, their uses, actions and common side effects. The student will learn about the various drug classification systems, as well as the effects of those drug classes on specific patient populations, and the process of preventing medication errors deriving from the use of pharmacologic agents. Prerequisites: BIOL-104 and BIOL-104L, CHEM-104 and CHEM-104L

SCI-381 - Independent Study in Science

0-0-3

Students interested in pursuing independent study in science must submit a proposal to the academic associate dean of undergraduate programs in the College of Science, Health and the Liberal Arts for approval at least two weeks before pre-registration. Detailed guidelines for development of the proposal may be obtained from the College. See "Independent Study" in "University Academic Policies and Procedures: Common Academic Policies for All Students." Prerequisite: Permission required. See appropriate form online at the University Registrar's webpage www.philau.edu/registrar/ for more information.

SCI-382 - Independent Study in Science

0-0-3

Students interested in pursuing independent study in science must submit a proposal to the academic associate dean of undergraduate programs in the College of Science, Health and the Liberal Arts for approval at least two weeks before pre-registration. Detailed guidelines for development of the proposal may be obtained from the College. See "Independent Study" in "University Academic Policies and Procedures: Common Academic Policies for All Students." Prerequisite: Permission required. See appropriate form online at the University Registrar's webpage www.philau.edu/registrar/ for more information.

SCI-399 - Selected Topics Abroad in Sci

1-6-4

SCI-399tSelected Topics Study Abroad in Sciencet(1-6-4) International experience is invaluable in all scientific disciplines and strongly encouraged by the School of Science & Health. Students will collect, analyze and present data in a scientific discipline both in the host country and to the Philadelphia University community. All students will have assignments and immersion in the cultural, social, environmental and historic foundations of the host country. Prerequisites: 2.50 GPA, completion of two required college studies science courses (SCI-101, SCI-102, BIOL-101, BIOL-103, CHEM-101, PHYS-101, CHEM-101, CHEM-103, PHYS-101 or PHYS-201) or permission of instructor and successful completion of the Study Abroad application and policy guideline process. This course is eligible for an Honors upgrade.

SCI-402 - Science Seminar

3-0-3

This communication intensive course covers recent advances in biological, physical, and medical sciences by way of presentation, journal reviews, and discussions involve both students and invited faculty. This course is designed to sharpen students' critical thinking skills through evaluation of modern scientific discoveries and analysis of their impact on society and humanity as a whole. Integration of knowledge and ideas from various sources is required. Prerequisites: grade of "C-" (1.67) or better in CHEM-202, CHEM202L, BIO104, AND BIOL-104L and junior or senior status.

SERVE-101 - Serv Learning in Philadelph

0-1-1

Through the completion of a 10-hour service project, online journaling, attending four class meetings, and participation in a service-learning showcase, students will serve the greater Philadelphia community in an area of interest and explore the reciprocal nature and responsibility of citizenship for the individual and community. This course may be taken in place of the two-course physical education requirement, and it may be taken an additional three times for free elective credits.

SERVE-102 - Serv Learning Outside Philadel

1-0-1

Through the completion of at least 10 hours of a service project, online journaling, attending at least 4 hours of class meetings, and participation in a culminating service-learning showcase, students will serve people in need and explore the reciprocal nature and responsibility of citizenship for the individual and community. SERVE 102 is a study away course that will be offered in various destinations in the United States and abroad. This course may be taken in place of the two-course physical education requirement, and it may be taken an additional three times for free elective credits. As off-campus study is a component of the course, a GPA of 2.5 is required.

SOC-201 - Class, Gender, and Race in WorldySocieti

3-0-3

A study of theories, concepts and methods of social science, this course focuses on the nature of economic, racial and sexual stratification in the United States and around the world. The course is designed to enable one to understand and to be able to use social science to analyze and influence situations and environments. Prerequisite: WRIT-101, DBTU-114

SOC-204 - Personality and World Cultures

3-0-3

This course is an introduction to the social sciences through the focused study of personality and culture. Material will illustrate quantitative and qualitative methods of socialscience research. We will explore concepts, theories and research representing psychological and anthropological approaches, using both classic and contemporary texts. Students will gain an appreciation of cross-cultural variability in personality. Prerequisite: WRIT-101, DBTU-114

SOC-208 - The Individual & the Global Environmenty**3-0-3**

This course will introduce students to the social sciences by focusing upon issues in the environment. By examining goals of the new environmentalism, by direct individual and community involvement and by understanding the present state of the world and future trends, the student will have the skills to prepare for a sustainable society, a society that satisfies its needs without jeopardizing the prospects of future generations. Prerequisite: WRIT-101, DBTU-114

SOC-211 - Glob. Econ:Power, Poverty & P**3-0-3**

The course will emphasize the intersection between global political relations and global economics, and how the two together impact social relations worldwide. Various complementary and competing political and economic perspectives (from capitalist to socialist) will be used to address recent trends in the development of a global economy, international trade, the formation of regional blocs such as NAFTA and the EU, and North-South political/economic relations. Prerequisite: WRIT-101, DBTU-114

SOC-225 - Global Politics**3-0-3**

This course provides an overview of the forces that are shaping international politics and economics. This course will help students understand the roles of international institutions such as the United Nations, the World Trade Organization and the International Monetary Fund, as well as non-governmental actors such as Amnesty International and al Qaeda. Students will also examine the process of economic globalization in order to understand its varying impacts on different world regions. Prerequisites: WRIT-101, DBTU-114

SPAN-101 - Professional Spanish I**3-0-3**

A beginner's course designed for students with very little or no knowledge of the language. The focus is on basic oral expression, listening comprehension and acquiring simple reading and writing skills, so that students can gain confidence in the language and to begin to have conversations. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

SPAN-201 - Professional Spanish II**3-0-3**

A beginner's course designed for students who have completed one semester of college-level language or the equivalent. The focus is on oral expression, listening comprehension and the acquisition of simple reading and writing skills, so that students can gain confidence in the language and conduct conversations and other social interactions in the language with some level of ease. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

SPAN-202 - Span. for Healthcare Setting**3-0-3**

Spanish for Healthcare Settings is a second-semester course designed for students to gain conversational competence to communicate effectively at a basic level with Spanish-speaking patients in a medical setting. The course focuses on practical vocabulary, grammar, idiomatic expressions, medical terminology as well as developing students' oral communication skills. A main component of the class is the focus on cultural issues relevant to Spanish-speaking patients and particular health concerns relating to the Hispanic community in the U.S.

SPAN-301 - Professional Spanish III

3-0-3

A beginner's course designed for students who have completed two semesters of college-level language or the equivalent. The focus is on advancing oral expression, listening comprehension and the development of reading and writing skills, so that students can gain confidence and express themselves fluidly entirely in the target language. The course will also develop cultural understanding, a key element to language learning, through the analysis of authentic visual media, written materials and cross-cultural interactions.

SPAN-401 - Professional Spanish IV

3-0-3

An intermediate course that provides students with the opportunity to communicate in a fluent and sophisticated manner. The focus is on expanding the knowledge of structures and vocabulary that students have acquired in levels I-III. In addition to constant attention to speaking, writing, listening and reading, more complex ways of expression are also emphasized. Contemporary culture is explored through authentic visual media and written materials.

STAT-201 - Introduction to Statistics

3-0-3

Descriptive statistical measures and probability theory are combined to provide the basis for statistical decision-making techniques. Areas covered: data presentation; measures of central tendency; measures of variability; basic probability laws, Bayes' theorem; binomial; Poisson; 't,' and normal distributions; confidence intervals; hypothesis testing. Prerequisite: Quantitative Reasoning I

STAT-202 - Applied Business Statistics

3-0-3

Review of sampling distribution, confidence intervals and hypothesis tests for two-samples; simple linear regression, multiple linear regression with emphasis on computer output; one- and two-way analysis of variance; application of the Chi-square statistic; non-parametric statistical techniques.

STAT-220 - Statistics for the Behavioral Sciences

3-0-3

This course will provide an understanding of descriptive and statistical procedures commonly used in psychological research. Descriptive statistic topics include the presentation of data, probability, measures of central tendency and variability, and correlation. Inferential statistics topics will include an introduction to hypothesis testing, t-tests, correlation, analysis of variance, regression and various non-parametric statistics. Particular emphasis will be placed on the interconnection between experimental design in psychology and statistical principles.

STAT-301 - Biostatistics

3-0-3

This course will cover principles of experimental design and statistics for biologists in environmental and medical fields. Hypothesis testing; data collection and sampling; data analysis and graphing; univariate; bivariate and multivariate analysis including regression and ANOVA. Students will design an experiment and compare and contrast the results of several different statistical approaches to data analysis and interpretation. Prerequisite: grade of 'C' or better in either MATH-111 or MATH-112

STUAB-300 - Study Abroad

0-0-(3-12)

Study Abroad

STUAB-301 - Study Abroad Project Documentation

0-0-3

This course will be a vehical for students to analyze and document their study abroad experience and then share it with the university community. Similar to an independent study, students will be required to keep a journal while abroad. When they return, they will document their individual academic and personal experience as well as working on group projects to produce a public exhibition. Prerequisites: STUAB 300

SUST-100 - Fundamentals of Sustainability

3-0-3

As the gateway to the Environmental Sustainability major, this course introduces students to the core concepts of sustainability theory and practice. Students will explore the ethical principles, social structures, technologies, and political and economic processes necessary for humans to live sustainably in community with each other, other species and our natural environment.

SUST-102 - Water Resources and the Envir

4-0-4

This course introduces students to different types, amounts, and integrity of water resources on Earth. Through the lens of sustainability, students study the availability and scarcity of types of water, as well as systems that harness them for human use. Topics in the course include water quality, water pollution mitigation, ownership and distribution of water resources, and the legitimacy of water uses. As they explore these issues, students will also learn and apply principles of chemical, geological, and biological science. First offered Spring 2015

SUST-104 - The Atmosphere & the Environ.

3-0-3

Human disturbances to the atmosphere include degraded ambient air quality, photochemical smog, the greenhouse effect and climate change, radiative incidence and ozone depletion, air pollution-related health effects and dose-response modeling. This course explores the physical structure and chemical composition of the atmosphere and introduces fundamental concepts of chemistry, including atomic and molecular structures, ions and molecular bonding, stoichiometry, acid/base reactions, and basic reaction thermodynamics.

SUST-120 - Sustainable Food Chains

3-0-3

This course examines one of the most fundamental sustainability challenges that we will face this century: how to feed 9-10 billion people without depleting the planet's soils, water supplies, oil resources and biodiversity. Sustainable Food Chains explores the environmental impact of modern industrial agriculture and examines alternative approaches to food production that reduce the use of non-renewable resources, respect natural processes, and work in harmony with local ecosystems, communities and economies.

SUST-121 - The Environment and World Culture **3-0-3**

Global religions, cultures, and philosophies, both past and present, have interpreted the relationship between human society and the natural environment in a variety of ways. In this course we will study attitudes towards the environment, its protection, and sustainability through the lenses of several major religions and philosophies, and will compare how these worldviews offer differing perspectives on the role of "Nature" in everyday life.

SUST-200 - Energy Systems & Politics **3-0-3**

The rising international demand for fossil fuels, the increasing concerns about dwindling energy reserves and the growing evidence of climate change are combining to accelerate the search for alternative energy sources. This course will analyze the environmental, economic and political dynamics of the existing energy regime, and help students evaluate the potential and drawbacks of possible energy alternatives. Prerequisites: HIST-1xx

SUST-202 - Ecological Economics **3-0-3**

This course introduces students to general economic theory and how it can be applied to the analysis of sustainability issues. Topics include the economics of sustainable development, cost-benefit analysis related to environmental initiatives, and the evaluation of policies for more sustainable production and consumption. Prerequisites: HIST-114

SUST-204 - Sustainable Planning & Land Use **3-0-3**

This course examines land use and urban planning questions from the perspective of sustainability. Topics include: "smart" growth/development, wilderness conservation, community activism, environmental justice, brownfield and grayfield redevelopment, greenfield preservation, zoning for mixed-use neighborhoods, mass transit planning, and transit-oriented development (TOD). Prerequisites: Take WRIT 101, DBTU-114

SUST-206 - Environmental Policy **-----**

Environmental problems are essentially social, economic and political problems. This course traces the evolution of environmental policy, legislation, and regulations, both in the U.S. and worldwide, including the background and context of environmental policymaking. Students will also examine the substantive problems and political process of environmental movements, and contemporary environmental thought with regard to issues of sustainability and environmental justice. Prerequisites: SOC-2xx and one junior seminar.

SUST-300 - Sustainable Tech for Arch **3-0-3**

This course provides students with the skills and vocabularies to converse and enhance their ability to collaborate with professionals. This course is intended as an introduction to sustainable architecture and its technologies that are typically used in practice. Prerequisite: SUST-204 Sustainable Planning and Land Use

SUST-302 - Life-Cycle Thinkn & Analysis **3-0-3**

Industrial Ecology is the study of how industrial processes affect the environment. Students will learn approaches and tools to evaluate products, processes, and systems in their entire life-cycle, including: material flow analysis, design for environment, input-output analysis, life-cycle assessment, industrial symbiosis, and sustainable consumption. PreRequisites: 2 courses from the Science Group and WRIT 21x

SUST-303 - Global Environmental History**3-0-3**

WRITING INTENSIVE: Global Environmental History allows students to develop an historical perspective on the relationship between human societies and the natural environments that surround and support them. As this course illustrates, some societies have succeeded in living in balance with local ecosystems, and some have failed. By analyzing these historical examples, students learn how various cultural, economic and political factors can combine to produce an environmentally sustainable society or a catastrophic ecological collapse. Prerequisites: SOC-2XX

SUST-400 - Sustainability-Non Westn World**3-0-3**

This course examines sustainability issues in such non-European nations as China, Mexico, Brazil and Ghana. It looks at how local economic and cultural factors help shape sustainability strategies and examines the relationship between economic development and sustainability in a comparative framework. Prerequisites: SOC-2xx

SUST-402 - Managing Sustainability in Org**3-0-3**

This course answers the question, How can we effectively manage sustainability in organizations? The course uses contemporary readings, research, cases, and student projects to explore current and future approaches to sustainability within the context of management and organizations both within and beyond the traditional management framework of planning, organizing, leading, and controlling. Prerequisite: MGMT-301 or MGMT-104 and one Junior Seminar

SUST-404 - Environmental History

WRITING INTENSIVE: Global Environmental History allows students to develop an historical perspective on the relationship between human societies and the natural environments that surround and support them. As this course illustrates, some societies have succeeded in living in balance with local ecosystems, and some have failed. By analyzing these historical examples, students learn how various cultural, economic and political factors can combine to produce an environmentally sustainable society or a catastrophic ecological collapse. Prerequisites: SOC-2XX

SUST-421 - Environmental Policy**3-0-3**

Environmental problems are essentially social, economic and political problems. This course traces the evolution of environmental policy, legislation, and regulations, both in the U.S. and worldwide, including the background and context of environmental policymaking. Students will also examine the substantive problems and political process of environmental movements, and contemporary environmental thought with regard to issues of sustainability and environmental justice. Prerequisites: SOC-2xx and one junior seminar.

SUST-498 - Capstone: Sustainability Analy**3-0-3**

This capstone course for the Environmental Sustainability degree program uses case studies and a real-world project to review and integrate the skills and knowledge developed in the previous courses in the Environmental Sustainability curriculum. Applying the principles of systems thinking and other analytical tools, students solicit, develop, present, and implement a client-based sustainability initiative. Prerequisites: SUST-402 (Managing Sustainable Organizations)

TENGR-306 - Text Engr I-Lin/Assem/Fib/Yarn**3-2-3**

The molecular structure and morphologies of fibers are explored. The physical, chemical and mechanical properties and behavior of fibers is studied. Fiber-production processes are reviewed. An examination of systems employed in conversion of fibers into textile structures is conducted. Relationships between material/process constraints and product functional quality are analyzed. The laboratory explores the methods of evaluating fiber and yarn properties. Prerequisites: PHYS-203 and CHEM-103.

TEXT-101 - Survey of Textile Industry**3-1-3**

Introduction to the language and process flow of fibers through finished products. Topics include fiber classification, formation and variants; spun and filament yarn processing, numbering systems, texturing and novelty yarns; woven, knit and nonwoven fabric formation, processing equipment and basic design elements; printing, dyeing and finishing processes; product evaluation; as well as government legislation related to textiles. A laboratory experience provides support for the lectures.

TEXT-104 - Foundation Fiber & Yarn Studies**2-2-3**

TEXT-104 Fiber and Yarn Studies This course introduces the basic knowledge of fiber and yarn technology. Included are the proper use of fiber/yarn terms and definitions, the construction parameters of the various fiber and yarn types and detailed analysis of performance properties of each. This information is then used in the proper selection of fibers and yarns for various fabrics and ultimately for various end use products in apparel, household and industrial applications.

TEXT-113 - Yarn**4-2-4**

The processes necessary for the manufacture of continuous filament, staple, novelty, bulk and stretch yarns are studied. Staple yarn manufacture, including the processing of natural and man-made fibers on the carded cotton, combed cotton, woolen and worsted staple yarn manufacturing system is covered. Quality-control procedures are emphasized. The laboratory experience exposes the student to all aspects of fiber to yarn formation. Prerequisite: TEXT-101

TEXT-201 - Textile Production I**2-2-3**

This course will focus on the following performance properties of textiles: strength, elongation, thermo-physiological comfort, sensorial-comfort body movement, aesthetic qualities, appearance, maintenance properties, and health/safety/ protection properties. The process of achieving desired fabric properties through the use of appropriate fiber-, yarn and fabric-production technology will be analyzed through theoretical studies and production laboratory exercises. Any student who has received credit for TEXT-113, WEAV-201, KNIT-201, and/or TEXT-321 may not take this course Prerequisite: TEXT-101

TEXT-204 - African Textiles Short Course**3-0-3**

This course is an international study tour of the textiles of Africa. Students will tour textile facilities including: an indigo dye village, traditional weaving centers, printing workshops, and cotton cultivation centers. Visits to artisan cooperatives and museums will provide cultural context and history of style, pattern, color and technique, including study of West African Mosse strip cloth. Additionally, the course will explore the role of village weaving cooperatives in the developmental process and will examine the growing role of Africa in the global textile industry. Prerequisite: TEXT101

TEXT-219 - Textiles for Interiors and Architecture**3-0-3**

Focuses upon the unique problems and considerations of servicing the residential and contract textile-products market composed of upholstered furniture, window/wall coverings, carpets/rugs and furnishing accessories. Special textile requirements mandated by government agencies, building codes and industry-performance standards for residential, public and institutional interior spaces are emphasized. Prerequisite: TEXT-101

TEXT-301 - Coloring & Finishing**3-0-3**

This lecture-based course will focus on coloration techniques, including dyeing and printing; as well as aesthetic and functional finishing. Any student who has previously received credit for PRINT-305 and/or TEXTCHM-242 may not take this course for credit. Fall only. Prerequisite: CHEM-101, TEXT-201

TEXT-305 - Advanced Fabric Performance Evaluation**2-2-3**

The objective evaluation of fabric-mechanical properties influencing hand and performance are explored. Comfort-contributing qualities, such as thermal conductivity and air permeability, are also addressed. The influence of fabric-mechanical properties on formability and seaming is assessed with special attention to their role in automated assembly. Prerequisite: TEXT-307 or TEXT-331

TEXT-307 - Textile Materials**3-2-4**

The interrelationship of fiber selection, yarn processing, fabrication and finishing parameters is used to predict and measure fabric performance for specific end uses. A laboratory experience in textile product evaluation provides practical application of theory. The impact of textile-related government regulations is also emphasized. Prerequisite: TEXT-101

TEXT-313 - Textile Costing**3-0-3**

The cost of materials, labor, overhead and waste is studied in relation to textile production and finishing. Case studies illustrate cost systems used in textile mills. Interrelationships between labor, machines and facilities are analyzed to determine their relative importance in cost-reduction programs. Costing factors for domestic and imported fabrics are considered. Prerequisites: WEAV-201, KNIT-201

TEXT-314 - European Textile Printing**0-0-3**

A two-week study tour in the textile printing areas of France, Switzerland and Northern Italy introduces Textile Design and Engineering Technology majors to the expertise of important European printers, screen engravers and studios in the areas of printed textile design, style, color and printing technology. Visits to the two important French historic textile museums and other related textile plants are also included. Prerequisite: PRINT-315 or PRINT-301 or PRINT-305 or permission of the dean of the school

TEXT-315 - Interior Fabric Performance**1-4-3**

Evaluations of fabrics and materials intended for end use in home furnishings are covered in this course. The use of physical testing to predict performance potential is emphasized. The use of instrumentations in the evaluation of surface and color change is presented. Prerequisite: TEXT-307

TEXT-316 - Textile Quality Management

3-0-3

Recently, quality has emerged as a formal management function ' no longer restricted to manufacturing and operational areas, it now includes the design, purchasing and marketing processes. Through lecture, discussion and experientials, this course examines quality theory and practice ' how a more sophisticated understanding of quality can lead to a strategic approach to quality management that is necessary to compete in today's global marketplace. Factors required for creating and maintaining a corporation's strategies and competitive edge are analyzed. Prerequisites: MGMT-301; and WEAV-301 or KNIT-205

TEXT-317 - Textile Production Control

3-0-3

Production ' its measurement and control ' is studied through plant and equipment layouts, as well as equipment selection. Methods of managing people and the equipment to optimize production are discussed. Prerequisites: WEAV-201, KNIT-201

TEXT-321 - Nonwovens

2-2-3

The methods of web formation, bonding, end-use and market potential for nonwovens are investigated. In the laboratory, dry-laid and wet-laid nonwovens are manufactured and later evaluated in the testing laboratory for their unique characteristics. Prerequisite: TEXT-101

TEXT-325 - Fibrous Composite Materials

2-2-3

Exploration of properties of various fibers and fibrous constructions as applied to composites; fabrication of fiberreinforced composites; and analysis of properties of new materials and technology. Prerequisite: MATH-112, ENGR-215

TEXT-331 - Apparel Fabric Performance

3-0-3

The course focuses upon the dependent relationship of the raw materials, manufacturing processes and finishing techniques that influence the actual performance of apparel products. This will enable students to evaluate a garment's suitability for a specific end use when any fabric variable is altered or when a product's construction and composition is examined. Federally mandated and voluntary labeling requirements will be emphasized. This course cannot be taken for credit by students who have taken TEXT-307. Prerequisite: TEXT-101

TEXT-371 - Special Topics in Textiles

3-0-3

A topic of special interest to students majoring in Textile Design, or Textile Engineering Technology. The special topic will vary. Prerequisites will vary.

TEXT-381 - Independent Study in Textiles I

0-0-3

For details, see description of Independent Study in "University Academic Policies and Procedures: Common Academic Policies for All Students.". Permission required. See appropriate form online at the University Registrar's webpage <http://www.philau.edu/registrar/> for more information.

TEXT-382 - Independent Study in Textiles II**0-0-3**

For details, see description of Independent Study in "University Academic Policies and Procedures: Common Academic Policies for All Students.". Permission required. See appropriate form online at the University Registrar's webpage <http://www.philau.edu/registrar/> for more information.

TEXT-391 - Textile Design Research**1-5-3**

This course will focus on uses of various design resources such as museums, market information, color forecasts, trade shows, nature and current events to generate design ideas suitable for the student's concentration area. Active research will result in a written and illustrated sketchbook of ideas to be used in advanced studio course projects, as well as portfolio-suitable drawings and paintings. Prerequisites: DRAW-303 Advanced Drawing: Materials & Techniques and Admission to the Textile Design Program (TEXD.BS.DAY) or by permission of program director.

TEXT-411 - Seminar: Textile/Apparel Industry Issues**1-0-1**

Seminars will expose students to diverse views, as well as enable them to discuss broad issues that cut across several disciplines. New technology and processes, business ethics, industry forecasting and marketing innovations, as well as career information, are effectively presented in this format. One credit of Textile/Apparel Industry Issues is required for TD, TET, FD and FIM majors.

TEXT-487N - Textile Engineering Technology SeniorPr**6-0-6**

WRITING INTENSIVE: Design, development, manufacturing, research and other thought-provoking problems are presented. Students will work in teams to analyze information/data on numerous textile- or apparel-related problems. The final project will reflect the work previously conducted in the TET Option and will constitute the final submission to each student's digital portfolio. Prerequisite: WRTG-2XX, completion of 12 credits in TET Option

TEXT-489 - Textile Design Senior Seminar**0-12-6**

The capstone course for students within the Textile Design major during which the students will develop a professional portfolio in actual and digital formats and refine work for their final exhibition. Students' individual interests will guide market research and the resultant development of targeted lists of potential employers. Resumes, cover letters and promotional packets will be developed during the course of the semester. Prerequisite: Senior status

TEXT-499 - Textile Design Capstone**0-12-6**

Textile Design Capstone Students develop projects independently and are required to demonstrate ability and understanding of textile design theory, processes and principles. The final project requires topic research, design exploration, development and final professional presentation. Additionally, a resume, culminating portfolio and support materials will be developed. Pre-requisite: pre or co-requisite of two Textile Design Designated Electives

TEXTCHM-242 - Dyeing and Finishing**4-2-4**

WRITING INTENSIVE: This course presents an overview of the wet processing of fibers, yarns and fabrics. Included are the preparation, dyeing and finishing of textiles. Some emphasis is placed on the chemistry and technology involved in these operations. Dyes are studied by their method of application and the primary substrates to which they are applied. Chemical, thermal and mechanical processes are discussed for both preparation and finishing of fabrics. Prerequisite: CHEM-101 or CHEM 103, WRIT-101

TEXTCHM-338 - Organic/Textile Chemistry

4-2-4

Aliphatic, aromatic and heterocyclic compounds on those syntheses and reactions that play a role in textile chemistry. Also includes the chemistry of carbohydrates and proteins, regenerated polymers, polymerization, synthetic polymers, the synthesis and chemistry of finishing agents and dyes. The laboratory portion illustrates basic techniques and reactions and the applications of textile chemistry. Prerequisite: CHEM 103

VSDS-101 - Design Essentials

1-5-3

This Foundations level design course confronts the process and principles of design. Students learn studio practices and gain facility to use a variety of materials in order to foster a hands-on creative experience. Design students in this course will develop sensitivity to value and color relationships with strategies for their use. Projects will be short in duration with a succession of increasingly complex concepts. The primary aspect of the course is two-dimensional design with a short period of three-dimensional study. *This course should not be taken by students who have received credit for Design I or Design II in the School of Design & Engineering or the School of Architecture*

VSDRW-101 - Visual Studies:Drawing

1-5-3

This drawing course emphasizes the understanding of space and alternative approaches for recording and expressing it. Much information in regard to drawing practice will be accumulated during this semester such as mark making skills, developing sensitivity to light and shade, experimentation with media and the use of color as an introduction to figure drawing. *This course should not be taken by students who have received credit for DRAW 101 or DRAW 201 in the School of Design & Engineering or the School of Architecture*

WEAV-201 - Weave Technology I

4-2-4

The structures and analysis of woven fabrics will be studied utilizing CAD, pick outs and laboratory assignments on industrial equipment. Weave structures will include plain, twills and satins (with their derivatives), color effects, textural effects (cords, piques, etc.) and pile weaves. Fabric will be mathematically analyzed for weight, yarn size, fabric count and yarn crimp to specify fabric structure. Necessary loom controls (draw, chains and reed plans) will be used to relate lectures and laboratory work on dobby looms. Prerequisite: TEXT-101 and Admission to the Textile Design (TEXD.BS.DAY) or Textile Engineering Technology (TET.BS.DAY) Programs or by permission of program director.

WEAV-207 - Weave Design Studio I

1-5-3

This course focuses on the effects and interactions that yarn, color, texture and structure play in woven design. Working with multi-harness floor looms and dobby looms, students create warps and chains, and weave prototype cloth for various end uses. Prerequisite: WEAV-201

WEAV-226 - Jacquard

3-2-4

The principles and equipment involved in the design and production of Jacquard fabrics are studied. Students analyze, design and produce complex Jacquard fabrics on commercial equipment including computerized design and production systems. Prerequisite: WEAV-301

WEAV-301 - Weave Technology II

4-2-4

The variations, function, auxiliary devices and design characteristics of cam, dobby and Jacquard weaving machines, and the equipment used to support the weaving process are studied; along with relevant calculations regarding time, materials and production of fabrics. The technique required to accurately analyze fabrics for all critical components and methods to design fabrics for specific weight and compact cover, with consideration given to yarn size, texture, fiber type, weave and other fabric parameters, will be learned. Advanced multi-layer weaves will be studied, analyzed and woven. Prerequisite: WEAV-201

WEAV-307 - Weave Design Studio II

1-5-3

The study of elements of woven design is brought to the problems of multi-layered cloth, compound weaves, block designs and other advanced structures. Students use several CAD programs in conjunction with AVL compu-dobbies to increase their design capabilities. Multi-harness floor looms and dobby looms are also used to develop cloth from concept to actuality. Prerequisite: A grade of 'C' or better in WEAV-207

WEAV-327 - Weave Design Studio III

1-5-3

Through an advanced study in woven-textile design, students develop a comprehensive working knowledge of the process of styling fabric for specific textile markets. Depending on the projects' parameters, students may use AVL compu-dobbies, multi-harness floor looms and/or dobby looms. Prerequisite: WEAV-307

WEAV-401 - Introduction to Woven Design

1-5-3

(for non-textile design majors) This course focuses on the effects and interactions that yarn, color, texture and structure play in woven design, as they relate to a range of end use applications. Students will develop fabrics appropriate for their particular area of interest or major field of study. Using multi-harness looms, students will create and weave a variety of samples and prototype cloth.

WRIT-101 - Writing Sem I: Writing Comm.

3-0-3

In Writing Seminar I: Written Communication, students develop skills and practices vital to the writing process: reading, synthesizing, outlining, drafting, and revising. Written Communication asks students to anticipate the needs of an audience and create academic arguments to address those needs. To achieve these goals, students will write in a variety of academic genres. Through the theme of "Finding Philadelphia," students analyze both published and student texts. This course is the first in two writing-specific courses at the University, and it helps students develop their Contextual Understanding competency.

WRIT-101G - Writing Communication-Global

3-0-3

WRTG-101G is specifically designed for students whose first language is not English. This Global version of Writing Seminar I parallels the content of WRTG-101: students develop skills and practices vital to the writing process: reading, synthesizing, outlining, drafting, and revising. Written Communication asks students to anticipate the needs of an audience and create academic arguments to address those needs. To achieve these goals, students will write in a variety of academic genres. Through the theme of "Finding Philadelphia," students analyze both published and student texts. This course is the first in two writing-specific courses at the University, and it helps students develop their Contextual Understanding competency. May not be taken CR/NC.

WRIT-201 - Writing Seminar II:multi Comm

3-0-3

In Writing Seminar II: Multimedia Communication, students produce collaborative and individual projects to develop critical reading, writing, thinking and researching skills. Through analyses of professional communication, students consider the rhetorical framework and strategies for effective, ethical communication. Student projects include written, oral and visual presentations, with particular emphasis on project management and process as well as the final products of their work. In the Hallmarks Program, this course helps students develop their Collaboration competency, and it also serves as a Touchstone course in which each student's Hallmarks Folio is reviewed and assessed at its sophomore-level stage of development. Prerequisites: WRIT-101/101G First offered Spring 2015 Replaces WRTG-2xx (students who have taken WRTG-2xx should not take this course)

WRIT-202 - Writing Seminar II: Multi Communicatn

3-0-3

This version of Writing Seminar II introduces new transfer students to the Hallmarks Folio process and guides them in posting artifacts and/or reflections for Hallmark competencies that they developed at other institutions. The course also addresses the other goals of Writing Seminar II to help students advance their Collaboration competency: students produce collaborative and individual projects to develop critical reading, writing, thinking and researching skills. Through analyses of professional communication, students consider the rhetorical framework and strategies for effective, ethical communication. Student projects include written, oral and visual presentations, with particular emphasis on project management and process as well as the final products of their work. Prerequisites: WRIT-101/101G First offered Spring 2015 Replaces WRTG-2xx (students who have taken WRTG-2xx should not take this course)

WRTG-100 - Intro to Academic Writing

3-0-3

Writing 100 teaches writing in the context of reading and thinking about the diversity of American society. The course helps students to learn to write and write to learn. In learning to write, students learn to manipulate and negotiate the genres and conventions of academic discourse. In writing to learn, students develop process-based approaches to writing including invention, revision, and reflection. Students who pass this course with a C or better continue to Writing Seminar I.

WRTG-100G - Intro to Acad Writing-Global

3-0-3

Writing 100G teaches writing in the context of reading and thinking about the diversity of American society. This course parallels Writing 100 but is designed for students who did not learn English as their first language. As with WRTG 100, its main focus is on using writing as a tool for clarifying thinking, establishing a process-based approach to writing, developing critical reading skills and constructing arguments. Additionally, students will focus on the cultural conventions of academic writing and develop and apply an increasingly complex range of language. Students write both formally and informally and, as with Writing 100, "write to learn." Students must complete the course with a C or better before moving on to Writing 101.

WRTG-211 - Writing Seminar II: Business**3-0-3**

This course has been designed primarily for students of business. Students focus on critical reading, writing, thinking and researching in print, electronic, observation and interview formats. Students also consider economic, social and political perspectives as applied to workplace communication and their professions. Students produce individual and group projects, including oral and visual presentations, as they focus both on the process as well as the final products of their work. Prerequisites: WRTG-101, HIST-1XX. May not be taken CR/ NC.

WRTG-215 - Writing Seminar II: Design**3-0-3**

This course has been designed primarily for students of design. Students focus on critical reading, writing, thinking, and researching in print, electronic, observation and interview formats. Students also consider economic, social and political perspectives as applied to workplace communication and their professions. Formal aesthetic concerns are also addressed. Students produce individual and group projects, including oral and visual presentations, as they focus both on the process as well as the final products of their work. Prerequisites: WRTG-101, HIST-1XX. May not be taken CR/ NC.

WRTG-217 - Writing Seminar II: Science, Engineering**3-0-3**

This course has been designed primarily for students of science, engineering, technology, and the health professions. Students focus on critical reading, writing, thinking and researching in print, electronic, observation and interview formats. Students also consider economic, social and political perspectives as applied to workplace communication and their professions. Students produce individual and group projects, including oral and visual presentations, as they focus both on the process as well as the final products of their work. Prerequisite: WRTG-101, HIST-1XX. May not be taken CR/NC.

Graduate Course Descriptions

This letter/number system is used to designate the colleges and the disciplines and subjects offered within these colleges.

Key to Course Description Information

Before registering for a course, students must satisfy prerequisites as indicated in the following course descriptions. When changes are made, students are to follow the requirements in the most recent catalog.

Course Prefix

CADF	CAD Foundation (GR)
CMW	Certificate Midwifery (GR)
CTC	Community & Trauma Counseling
DMM	Disaster Medicine Mgmt (GR)
DSGN	Special Topics in Design
GEOD	Geodesign
GFE	Global Fashion Enterprise
GFEF	Global Fashion Enter. Foundtn
IARC	Interior Architecture M.S.
IARCP	Prep Interior Arch Crs M.S.
IDD	Interact. Digital Design (GR)
IDF	Indus/Interactive Dsgn Foundat
IMBA	Innovator MBA
IMBAX	Innovator MBA (online)
IMBF	IMBA Program Foundation Crse
IMBFX	IMBA Program Foundation Crse
LARCH	Landscape Architecture
MCM	Construction Management
MMW	Midwifery (GR)
MRE	Real Estate
MSARC	Master in Arch Courses
MSID	M. S. Industrial Design
OCC	Occupational Therapy (GR)

OTD	Occupatn Therapy Clin Doctora
PAS	Physician Asst. Studies
PASF	PA Studies Foundation
SDMBA	Strategic Design MBA
SDN	Sustainable Design
SDNF	Sustainable Design Foundations
SDNX	Sustainable Design Online
TAX	Tax (GR)
TES	Textile Eng & Sci (GR)
TEXT	Textile
TXD	Textile Design (GR)
TXE	Textiles (GR)
TXF	Textile Foundation (GR)

CADF-500 - CAD I for Industrial Design

3 Credits

The course introduces students to computer-aided design with a focus on the industrial design processes. In an intuitive fashion, students create and refine designs using a solids-modeling software package. In order to recognize the critical role CAD plays in the development of designs, students will use designs created in design studio courses as the subject matter of the CAD activities. Design-control drawings, three-dimensional rendered drawings and perspective drawings will be the course's output. Prerequisite: INDD-102 or permission of the instructor

CADF-501 - CAD II Digital Design Techniques

3 Credits

This course will build upon principles introduced in introductory CAD courses. It is primarily a laboratory course in which students will learn to take their early design concepts through to the final presentation using advanced digital design techniques. Students will use multiple digital design software packages across computer platforms with an emphasis on CAID packages such as NURBS modelers and animation software, as well as vector-based, desktop-publishing programs and bitmap-based programs. Prerequisite: grade of 'C' or better in CAD-206 or permission of the instructor

CMW-602 - Interviewing and Counseling

1 Credits

Interviewing and Counseling This is an on-campus intensive course focusing on the skills a midwife requires to successfully communicate with clients. This course will develop basic interviewing and counseling skills that build trust and demonstrate respect for women. Theory and practice of skills for interviewing and counseling women in all aspects of women's health care are offered.

CMW-604 - Advanced Anatomy & Physiology

3 Credits

Advanced Anatomy and Physiology This course focuses on the structure of the human body and its mechanical, physical, and biochemical processes. Anatomical and physiological principles necessary for health care professionals are presented. Normal and abnormal structures and processes underlying health and disease are presented with connections made to assessment and diagnosis in the clinical setting.

CMW-605 - Professional Issues

2 Credits

Professional Issues This course is designed to provide an appreciation of the history and critical issues in midwifery, as well as the health care field in general. This course will also increase appreciation of the variety of roles that a midwife can play and aid in understanding rights and responsibilities as a midwifery health care provider.

CMW-606 - Health and Lifestyles

2 Credits

Health and Lifestyles This course provides an overview of health promotion and public health concepts. The construct of wellness is explored. Lifestyle, relationships, and cultural competence are examined within the context of our own lives and midwifery practice.

CMW-607 - Healthcare of Women I

4 Credits

Healthcare of Women I This course presents basic principles and application of well-woman care across the life span. Sexuality, menstrual cycle function/dysfunction, common gynecological conditions, family planning and health care promotion are common threads in this course. Students receive information on physiology, health screening and midwifery management of common primary care conditions.

CMW-610 - Antepartum Care

4 Credits

Antepartum Care This course examines the fundamentals of prenatal care, including the components of prenatal care, criteria for assessing perinatal outcomes and the application of the midwifery management process in the antepartum period. Theoretical foundations for diagnosis and dating of pregnancy, common discomforts of pregnancy, assessment of pelvic adequacy and assessment of fetal well-being and nutrition in pregnancy are covered in depth.

CMW-611 - Intrapartum Care

4 Credits

Intrapartum Care This course teaches the principles of midwifery for the laboring woman and her family, correlating physiologic processes to the maternal and fetal experiences of labor and birth. Concepts of normal birth and its variations lead to thoughtful analysis of management options.

CMW-612 - Postpartum/Newborn Care

3 Credits

Postpartum/Newborn Care This course develops the knowledge base for assessing the physical and emotional changes of the postpartum period, breastfeeding, early attachment and parenting behaviors. It provides the knowledge base for understanding the physiology of transition to extrauterine life and early newborn adaptations. Assessments for newborn health, gestational age and attachment behaviors are included.

CMW-613 - Embryology and Genetics

1 Credits

This hybrid and on-campus course will cover basic concepts of genetics, including inheritance and genetic disorders. Concepts of embryology will include fertilization, implantation and the embryonic period.

CMW-617 - Postpartum/Newborn Workshop

1 Credits

This on-campus course is composed of case studies allowing students to evaluate assessment data and apply the midwifery management process to typical postpartum clients at various stages of the puerperium. Performing physical/ neurological examination and gestational age assessments of the newborn will be reviewed. Case studies will emphasize midwifery management of common newborn variations and problems.

CMW-619 - Adv Perinatal Pathophysiology

4 Credits

This course examines the fundamentals of perinatal care of complex client(s) in the antepartum, intrapartum, postpartum and newborn periods. Students will utilize course materials to simulate and problem-solve written cases in a virtual midwifery practice. Midwifery management discussions and peer review will include a variety of topics of frequently seen complications in the perinatal period.

CMW-620 - Healthcare of Women II

2 Credits

Healthcare of Women II This course examines the fundamentals of advanced gynecological care. Theoretical foundations for assessment and diagnosis will include: anomalies, alterations and tumors of the reproductive tract; intimate partner violence and addictive disorders; sexual dysfunction and infertility; menstrual cycle disturbances and ectopic pregnancy; infections of the reproductive tract; and multiple systems medical problems.

CMW-630 - Prep for Full Scope Practice

2 Credits

Preparation for Full Scope Midwifery Practice This on-campus course explores issues in midwifery practice including: the role, rights and responsibilities of the midwife in the clinical practice setting; the legal, ethical and financial realities of professional midwifery practice; alternatives in full scope midwifery care with examples from experts; and environments of midwifery care including home, hospital and birth center settings. Students take a closer look at one birth center model of childbearing care by spending time on site. Content covered in this visit includes: 1) the history, philosophy and development of the birth center movement in the United States and 2) the accreditation and needs assessment process.

CMW-631 - Clinical I Well Woman & Mate I

2 Credits

Clinical I Maternity and Well Woman Care 1 The course consists of supervised clinical practice in the midwifery management of uncomplicated antepartum and well-woman clients needing routine primary care, care for common gynecologic problems and contraception. Students learn consistent and accurate use of the midwifery management process with emphasis on subjective and objective data collection and beginning assessment and plan development. An on-campus skills workshop prepares students for this clinical course and includes risk assessment, development of a needs assessment and problem list, and pertinent hand skills. Additionally, history taking and physical assessment will be reviewed and demonstrated. Microscopy skills will be introduced. Contraceptive techniques will be reviewed.

CMW-632 - Clinical II Well Woman & Mater

3 Credits

Clinical II Maternity and Well Woman Care 2 The course consists of supervised clinical practice in the midwifery management of uncomplicated antepartum and well-woman clients needing routine primary care, care for common gynecologic problems and contraception. Students are expected to continue to demonstrate consistent and accurate use of the midwifery management process with emphasis on independent development of an assessment, plan for, and evaluation of, care. This course is three credits and consists completely of continued clinical practice in the midwifery management of uncomplicated antepartum and well woman clients needing routine primary care, care for common gynecologic problems and contraception. The prerequisite is successful completion of CMW631, Clinical I.

CMW-633 - Clin.III Full Scop Midw Care I

4 Credits

Clinical III Full Scope Midwifery Care 1 Clinical III adds supervised clinical practice in the care of uncomplicated intrapartum, postpartum and newborn clients. Students learn consistent and accurate use of the midwifery management process with emphasis on subjective and objective data collection and beginning assessment and plan development in the care of intrapartum clients. Management of patients experiencing complications/emergencies requiring consultation/referral will be included. Emphasis is also placed on facilitating breast-feeding, positive family bonding, and management of newborns within their families. The prerequisite is successful completion of CMW632, Clinical 2.

CMW-634 - Clin.IV Full Scope Midw Care 2

5 Credits

Clinical IV Full Scope Midwifery Care 2 Clinical IV consists of supervised clinical practice in fullscope midwifery care in a student role. Students manage uncomplicated and complicated clients needing primary care, gynecologic, intrapartum and perinatal care. Students continue to demonstrate consistent and accurate use of the midwifery management process with emphasis on independent assessments, planning, implementation and evaluation of care, consultation and referral. Pre-requisite is successful completion of CMW633, Clinical III.

CMW-635 - Basic Skills in Health Care

3 Credits

Basic Skills in Health Care This course is an introduction to common health care skills and knowledge used in clinical practice. Presentation of self as care provider to diverse clientele with respect for human rights is emphasized. Contents include but are not limited to vital sign measurement and interpretation, infection control, sterile technique, wound care, urinary catheterization, venipuncture, fetal and uterine external monitoring application, emergency response procedures, therapeutic presence and communication, and skills in team building and patient advocacy. Medical terminology, written and electronic medical records and basic laboratory assessments will be reviewed. Practice and successful return demonstration of selected skills will be done at the student's first on campus experience after completion of this course.

CMW-635L - Basic Skills in Health Care Lab

1 Credits

During this one week on-campus intensive laboratory course, students review, practice and demonstrate selected basic health care skills for midwifery practice such as vital sign measurement, sterile technique, bladder catheterization, medical terminology, documentation of care and presentation of self as a clinician with faculty guidance and feedback for skill development. Students in this laboratory course participate in hands-on practice using task trainers and simulated patient care scenarios to build beginning competency.

CMW-636 - Environments of Health Care

3 Credits

Environments of Health Care The effects of various environments of care on social dynamics between health care providers and patients will be explored. Theories of stress and coping and shared leadership will be addressed. Environments examined will include: home, office/clinic, hospital/health care institution, and care in place ' disaster/emergency care. Available resources in each environment and the evidence supporting their use or misuse will be discussed. Observational clinical experiences in a variety of environments will be described and analyzed via reflective journals and asynchronous seminar discussion. Midwifery role and scope of practice in the various environments will be highlighted. Identifying local health care providers and resources for future practice referrals situates midwifery care in a system which provides for needs of women and their families ranging from simple to complex.

CMW-637 - Health & Illness in Clini Prac

3 Credits

Health and Illness in Clinical Practice This course will examine concepts of health and illness at various stages of human development. The midwifery model of care and the midwifery management process will be introduced as frameworks guiding care practices. Wellness care and complementary integrated approaches will be discussed. Selected common health alterations at every life phase will be explored, with emphasis on the midwife's role for independent or collaborative management or referral. The plan of care for these clients ' including further testing or assessment, therapeutics and educational needs - will be examined. Problem based learning scenarios will serve as the stimulus for identifying learning needs and developing midwifery care strategies.

CMW-638 - Advanced Pharmacology I

3 Credits

This course is a comprehensive course in pharmacology for womens health care. The language of pharmacology and the principles of pharmacodynamics and pharmacokinetics serve as the foundation for the course. Major classifications of agents that are covered in the course include: hormones, antimicrobials, analgesia and anesthesia, over-the-counter drugs. Prescriptive writing, including legal and ethical aspects, is covered as well. At the completion of this course, students will have advanced knowledge in pharmacology.

CMW-639 - Advanced Pharmacology II

1 Credits

Advanced Pharmacology II This course is the second in a two-part series series in pharmacology for women's health care. In this course, we will discuss concepts and issues in drug prescription for pregnant women and their newborns. Changes in pharmacodynamics and pharmacokinetics during pregnancy are reviewed. Major classifications of agents that are covered in the course include: vitamins and minerals; uterotonins/uterotropins; and drugs administered to newborns.

CMW-640 - Prep for Full Scope Practice

1 Credits

Preparation for Full Scope Midwifery Practice This on-campus course explores issues in midwifery practice including: the role, rights and responsibilities of the midwife in the clinical practice setting; the legal, ethical and financial realities of professional midwifery practice; alternatives in full scope midwifery care with examples from experts; and environments of midwifery care including home, hospital and birth center settings. Students take a closer look at one birth center model of childbearing care by spending time on site. Content covered in this visit includes: 1) the history, philosophy and development of the birth center movement in the United States and 2) the accreditation and needs assessment process.

CMW-641 - Prep for Office Based Pract.

1 Credits

This on-campus intensive course focuses on building the office-based clinical skills a midwife requires to successfully communicate with and care for clients. Clinical decision making and use of the midwifery management process is emphasized. Hand skills as well as interviewing and counseling skills are reinforced during laboratory simulation. Clinical microscopy and laboratory result interpretation are practiced. Skills for building trust and demonstrating respect for clients are woven throughout. Expectations for clinical rotations are reviewed.

CMW-642 - Professional Issues

3 Credits

This course is designed to provide an appreciation of the history and critical issues in midwifery, as well as health care in the United States in general. This course will also increase appreciation of the variety of roles that a midwife can play and aid in understanding rights and responsibilities as a midwifery health care provider.

CMW-643 - Adv Physiol & Patho Prim Care

3 Credits

This course focuses on human physiology and pathophysiology and the application of these principles in the primary care of women. Anatomical and physiological principles necessary for health care professionals are reviewed. Normal and abnormal structures and processes underlying health and disease are explored with connections made to assessment and diagnosis in the clinical setting. Midwifery management of common primary care conditions across the health span is presented and explored.

CMW-644 - Advanced Pharmacology II

2 Credits

Advanced Pharmacology II prepares the midwife to provide appropriate drug therapy to women during pregnancy, intrapartum, and the postpartum period as well as to the newborn. Changes in pharmacodynamics and pharmacokinetics during pregnancy and in the neonatal period are reviewed. A general knowledge of pharmacotherapeutics is applied to the treatment of a variety of conditions during pregnancy, including hyperemesis, gestational diabetes, and urinary tract infections. The course also explores the use of vitamin and mineral supplementation throughout a woman's lifetime.

CMW-645 - Healthcare of Women

4 Credits

This course presents basic principles and application of well woman care across the life span. Reproductive anatomy and physiology is reviewed. Sexuality, menstrual cycle function/dysfunction, common gynecological conditions and problems, and family planning are common threads in this course. Midwifery management of gynecologic conditions, from routine care to more complex problems, is explored.

CMW-646 - Midwifery Nexus Project

2 Credits

As the culminating project for your basic midwifery education, this course provides a framework for students to further develop a particular area of interest relevant to midwifery practice emphasizing active, collaborative engagement with real world problems. Consistent with the definition of practice used by the American College of Nurse-Midwives (2011) for advanced midwifery education, this final project encompasses not only clinical care, but also education, policy, administration, and research. Each student will dialogue with faculty to develop and execute a final project that will contribute to the profession of midwifery.

CMW-699 - Adv. Physical Assessment

3 Credits

This course is designed for the individual preparing to begin a nurse-midwifery program of study. Midwives are often a woman's first contact with the health care system. Women seek care from midwives not only during the childbearing cycle, but for family planning and well woman health care throughout the adult life cycle. As primary care providers for women, nurse-midwives will use these skills of clinical assessment daily. At the completion of this course the student will have the knowledge and skills in physical assessment of the adult female to provide clinical services at a beginning level.

CTC-601 - Orientation to the Counseling Profession

3 Credits

Orientation to the Counseling Profession provides students with an understanding of the foundation of the counseling profession, including history, philosophy, and the essential fund of knowledge for counseling practice. Study addresses professional roles and functions of counselors and counseling agencies, ethical practice and issues, and models of practice and administration. Discussion includes membership in professional organizations and credentialing.

CTC-602 - Practicum I: Theory Prac Coun

3 Credits

This course provides didactic and experiential learning of advanced counseling theory and practice, with an introduction to theory-driven evidenced-based practices for trauma treatment. Classroom learning and readings provide an in-depth overview of a variety of theoretical approaches underlying individual and group practice in counseling. Discussion will include the basic concepts, interventions, research, practice and issues related to each classic and contemporary approach. Study will address how each approach conceptualizes client presentation and helps the student determine appropriate counseling interventions. Prerequisite: CTC 602

CTC-603 - Human Growth & Development

3 Credits

Human Growth and Development provides an understanding of the development of the individual through the lifespan. Study explores the development of attachment, cognition, emotions, and personality. Discussion includes the perspectives of the bioecological model and factors influencing healthy and unhealthy development, with particular attention to the effects of trauma causing events and contexts on individuals of all ages.

CTC-604 - Psychopathology

3 Credits

This course provides an understanding of the classification, etiology, and treatment of psychopathology. Study includes the examination of symptomatology, clinical presentation, diagnostic criteria, and diagnosis involved with disorders prevalent within counseling contexts.

CTC-605 - Foundatn of Trauma Counseling

3 Credits

CTC 605 Foundations of Trauma Counseling provides an understanding of the phenomena of trauma and human responses, treatment, and recovery. Discussion includes identifying major types of trauma, effects, assessment, and a survey of clinical interventions. The neurobiology of trauma and responses is explored, with attention to its relevance to understanding response behaviors and treatment.

CTC-606 - Social and Cultural Diversoty

3 Credits

This course provides an understanding of the social and cultural influences that affect the development, interpersonal relationships, and life experience of diverse client populations. The counseling discipline is committed to the helping professional being prepared to work with individuals with varying backgrounds, including race, ethnicity, culture, gender, sexual orientation, religious preference, and physical disability. The special counseling needs of diverse populations is discussed, including issues relating to different life experiences and needs, treatment approaches, and access to resources. Prerequisite: CTC601 & CTC602

CTC-607 - Adv. Counseling Theory & Prac

3 Credits

This course provides didactic and experiential learning of advanced counseling theory and practice. Classroom learning and readings provide an in-depth overview of a variety of theoretical approaches underlying counseling practice. Discussion will include the basic concepts, interventions, research, practice and issues related to each classic and contemporary approach. Study will address how each approach conceptualizes client presentation and will further help the student to determine appropriate counseling interventions. The experiential portion of this course will be completed in both practicum field placements (as a continuation of CTC 602), and within a small group lab facilitated by a faculty instructor. Prerequisite: CTC602

CTC-608 - Group Work in CTC

3 Credits

Group Work in Community and Trauma Counseling provides an understanding of the theory and practice of group counseling. Study explores principles of group dynamics and processes, methods of group interventions and counseling, and characteristics of types of participants, leadership, and facilitation, especially in regards to trauma intervention and counseling. The course includes direct experience in which students participate as group members during in-group activities.

CTC-609 - Counseling Assessment

3 Credits

This course surveys counseling assessments and techniques used in educational, counseling and clinical settings. Study will include selection of appropriate instruments, administration, scoring, and interpretation. Basic statistic concepts will be discussed to provide an understanding of test rationale and construction. Prerequisite: CTC604

CTC-611 - Career Development

3 Credits

This course provides an understanding of career development related to the counseling process and context. Study explores career development theory, methods of exploration and evaluation, planning and organization strategies, and resources available for career counseling. Discussion will include the examination of interrelationships between work and career, identity, family and social relationships, and psychological health.

CTC-613 - Attachmt Relatns & Fam Therapy

3 Credits

This course couples an exploration of attachment theory and research with the study of couples and family therapy. Discussion examines historical and contemporary perspectives on attachment and the relevance for understanding the development of the individual, interpersonal relationships and family dynamics. Major approaches to family therapy are studied, and discussion includes specific application to understanding the influence of trauma on family systems and implications for trauma therapy.

CTC-614 - Addictions Theory & Practice

3 Credits

Addictions Theory and Practice provides a focused presentation of theories of counseling related to addiction treatment, including research, treatment processes, and treatment issues. Discussion examines assessment and diagnosis, co-occurring disorders, trauma-related issues, and special treatment issues with specific populations. The course is oriented toward developing a practical counseling framework for utility, while being knowledge rich and flexible for diverse populations.

CTC-651 - Neurobiology of Trauma

3 Credits

CTC 651 Neurobiology of Trauma provides an understanding of the neurobiological processes involved in trauma experiencing, processing, and post-trauma adaptation. Study includes affective neuroscience, arousal modulation, memory processes involved in trauma experiences, executive functioning, and post-trauma adaptation of these and other areas and processes. Discussion examines application of neuroscience to understanding trauma experiencing and treatment.

CTC-652 - Childhood Trauma Effects

3 Credits

This course provides an understanding of the environmental factors that contribute to and constitute adverse childhood experiences, and the effects on children's development and subsequent behavior. Discussion will include attachment theory and the influence of attachment on development, historical and contemporary research on adverse childhood experiences and subsequent mental health and illness, and an overview of prevention and intervention, and treatment

CTC-653 - Adv Clin Interventn in Trauma

3 Credits

This course provides a detailed examination of clinical interventions for treating posttraumatic stress disorder. Specific study includes trauma-focused cognitive behavioral treatment of adults and children, eye movement desensitization and reprocessing, dialectical behavior therapy, body-oriented therapy, and expressive group processes. Discussion examines evidence-based practices and evaluation of therapeutic interventions.

CTC-700 - Practicum II -Field Experience

0 Credits

As a continuation of CTC 602 Practicum I, CTC 700 Practicum II provides further opportunity for clinical practice and supervision at practicum field placements. Students will complete at least 100 hours on site at their practicum placement (across Practicum I and Practicum II), and will continue to develop counseling skills in a community or institutional mental health setting under the direct supervision of a mental health professional. Class discussions will entail group supervision led by University faculty. Class meetings provide students the opportunity for case processing, as well as supervision around various aspects of professional practice. Other discussion topics include an orientation toward a systems perspective, wellness and prevention perspectives, evidence-based practices, theory-driven interventions, and multicultural competence.

CTC-790 - Summer Internship Supervision

0 Credits

As a prelude to CTC 791 Internship I, CTC 790 Internship Supervision provides an opportunity for students to engage in clinical practice at Internship field placements and to receive the necessary faculty supervision during the summer semester. Some training sites require a summer start date, and some students' schedules require more months to meet the established requirements. Students are required to complete at least 600 hours on site at their Internship placement (across Summer Internship Supervision, Internship I and Internship II), and will continue to develop counseling skills in a community or institutional mental health setting under the direct supervision of a mental health professional. Class discussions will entail group supervision led by University faculty. Class meetings provide students the opportunity for case processing, as well as supervision around various aspects of professional practice. Other discussion topics include an orientation toward a systems perspective, wellness and prevention perspectives, evidence-based practices, theory-driven interventions, and multicultural competence.

CTC-791 - Internship in CTC I

3 Credits

The internship is intended to represent the comprehensive work experience of the professional counselor consistent with the program area of study. Students must complete 600 clock hours over two semesters, begun after successful completion of the practicum, and with 240 clock hours of direct service including experience leading groups. This experience is an opportunity for the student to become familiar with the routine practices and processes of the professional counselor including assessment, record-keeping, supervision, collaboration, referral, in-service trainings and staff meetings. Students will attend periodic group supervision facilitated by a faculty supervisor; these class meetings count toward the clock hours required for the course. Prerequisite: CTC601, CTC602, CTC604, CTC605, CTC606, CTC607, CTC608, CTC609 & CTC613; additional prerequisites may be required if the internship is content specific to a particular class. For example, if the internship would necessitate career counseling skills, CTC611 should be taken prior to beginning the internship.

DMM-611 - Prin of Disaster Medicine and Management

3 Credits

Principles of Disaster Medicine and Management This course provides students with a general overview of disaster events and covers the key components of disaster prevention, risk assessment and disaster management including: types of disasters, phases of disasters (preparedness, mitigation, response, and recovery), agencies involved in disaster situations, public service disruptions, mass casualty triage, human resource issues, media relations, ethical considerations, communications and incident command systems

DMM-612 - Homeland Security & Defense

3 Credits

The US has embraced the homeland security monolith having neither fully understood nor tamed all that it encompasses. This challenging course provides a broad overview of homeland security and homeland defense as undertaken in the United States since 9/11. The goal is to provide the generally accepted body of knowledge required of the homeland security professional. The course focuses on four areas: the enemy, animosity and potential outcomes of threats posed; the policies and procedures enacted since 9/11; federal, state and local governmental roles; and legal issues critical to the conduct of homeland security and defense activities by the military including the National Guard. The student will gain an understanding in asymmetric thinking, develop an appreciation for the growing body of literature in the discipline of homeland security, and have the opportunity to examine a key issue in depth through a term research paper.

DMM-613 - Intl & Humanita Disaster Mgmt

3 Credits

International and humanitarian disaster management has steadily evolved over decades. The increased emphasis on global disaster preparedness from both governmental and private sectors has widespread application across all borders. Through the exploration of disaster models, public health, principles, economic, social and political elements, students will explore the application of the disaster cycle.

DMM-615 - Hazardous Materials & Ind. Safety

3 Credits

Hazardous Materials & Industrial Safety This course provides an overview of the major hazardous materials commonly encountered and their effects on humans and wildlife. Industrial waste, pollution, nuclear waste, hazardous waste transportation and the management of hazardous material accidents are all covered.

DMM-617 - Gis in Emergency Management

3 Credits

GIS in Emergency Management This course will provide students with an introduction into geographic information systems by infusing it into emergency management. The class will focus on the 3 major elements: 1) Fundamentals of GIS, 2) Knowledge of GIS software, and the 3) Understanding of the spatiality in emergency management situations.

DMM-619 - Natural Disasters

3 Credits

Natural Disasters The purpose of this course is to develop an understanding of the various types of natural disasters which plague the world. The student will study the forces of nature which cause these events to occur, the population effects of the event itself and the dynamic nature by which the event spawns further cataclysmic change in our environment.

DMM-623 - Weapons of Mass Destruction

3 Credits

Weapons of Mass Destruction This course introduces students to the various types of biologic, chemical and nuclear/radiologic weapons, along with the clinical manifestations and management of exposure to these. Decontamination and institutional procedures for weapons of mass destruction incident management are also covered.

DMM-624 - Org Risk and Crisis Mgmt

3 Credits

Organizational Risk and Crisis Management This course examines key concepts in the understanding and management of risk in an organizational environment. Aspects of risk evolution, tools and techniques, project vulnerabilities, uncertainty, modeling and risk software are included.

DMM-625 - Business Continuity-Planning for Crisis

3 Credits

Business Continuity - Planning for a Crisis The course explores the issues in maintaining a business in the midst of crisis and the disruption of resources. It includes planning for, responding to, and recovering from an internal or external crisis in the organization.

DMM-626 - Org. Recovery Prep and Plan

3 Credits

This course discusses business and organizational implications of the disaster recovery lessons taught by 9/11, the California energy crisis, the anthrax scare and other related disastrous events as they relate to emergency decision making and planning. Special emphasis is directed toward infrastructure and IT/IS implications of process continuation.

DMM-627 - Principles of Terrorism

3 Credits

The types of terrorism, along with the social, political and psychological motivations and ramifications of terrorism are the focus of this course. Threat risk assessment and prevention strategies are also components.

DMM-631 - Organizational Management and Communication

3 Credits

Organizational Management and Communication in Disasters This course introduces students to theories of organizational dynamics and management as it pertains to crisis and disaster situations. The course also explores communication within the organization, with external agencies, and with the public and media during and after disaster events. Prerequisite: DMM611

DMM-635 - Psychological Aspects of Disasters

3 Credits

Psychological Aspects of Disasters This course explores the psychological sequelae of disasters and traumatic events including acute stress disorder and posttraumatic stress disorder. The clinical presentation, assessment and management of these disorders are discussed. Clinical interventions such as post-event debriefing, short-term counseling and mental health referral in disaster situations are also covered. This course includes an intensive on-campus experience. Offered in Summer 1 only.

DMM-639 - Principles of Disaster Exercises & Drills

3 Credits

Principles of Disaster Exercises & Drills This course will prepare students to develop and implement effective emergency disaster drills and tabletop exercises. It will also encompass the principles of mass casualty triage. The principles of adult learning and educational assessment are also covered. This course includes an intensive on-campus experience. Offered in Summer 1 only Prerequisite: DMM611

DMM-643 - Public Health Implications of Disasters

3 Credits

Public Health Implications of Disasters The purpose of this course is to develop an understanding of the concepts of public health as they relate to disaster management. The student will apply Noji's five phases of a disaster to actual disaster events during the last 25 years and will focus especially on what preparedness actions are necessary to safeguard the health of citizens and emergency personnel during a disaster event. Public health issues in disaster management that are covered include water and food supply disruption and contamination, waste disposal, environmental pollution and infectious disease outbreaks. The basic principles of epidemiology and health surveillance are also reviewed.

DMM-647 - Disaster Emergency Planning

3 Credits

Disaster Emergency Planning This course encompasses the major aspects of a comprehensive disaster plan including: physical resources, human resource considerations, interagency interaction, communication, incident command systems, evacuation of injured, crowd control, traffic management, hospital capacity, decontamination, material management logistics, media relations, mortuary services, survivor and rescuer grief counseling, and exercises. Prerequisite: DMM611

DMM-648 - Emergency Preparedness

3 Credits

Emergency Preparedness for Special Needs Population The term 'special needs' is widely used within the disaster services and the emergency management world. It generally refers to an extremely broad group of people with physical disabilities, people with serious mental illness, pregnant women, children, and the elderly. These groups represent a large and complex variety of concerns and challenges. Many of these groups have little in common beyond the fact that they are often left out of programs, services, and emergency planning. This course will introduce students to planning, responding, mitigating, and recovering from a disaster as it pertains to the special needs population. This will include specific functional roles, resource identification and response of personnel involved in disaster management. Students will be presented with problem based learning assignments and based on the assigned readings, research, and personal experiences, they will be able to analyze and apply the theories and principals pertaining to the response and recovery of an event to these special populations.

DMM-649 - Healthcare Emergency Mgmt.

3 Credits

Healthcare emergency management has steadily evolved over decades but at an increased rate since September 11, 2001. The increased emphasis on disaster preparedness from both the public as well as regulatory agencies now requires a level of knowledge beyond the technical level. This course is designed to provide a foundation in hospital emergency preparedness.

DMM-651 - Appl Research Meth & Statistic

3 Credits

Applied Research Methods & Statistics Basic statistics and research methods used in the medical and social sciences are covered in this course. Students will have the opportunity to review current medical research and evaluate it with regard to its application to practice.

DMM-653 - Clinical Disaster Medicine

3 Credits

This course is designed to expose the student to the clinical aspects of disaster medicine by encouraging exploration of the roles of healthcare providers in disasters, the study of clinical situations that occur during disasters, analysis of public, occupational, and environmental health issues, and applying clinical research and epidemiology concepts.

DMM-755 - Capstone Experience in Disaster Medicine

3 Credits

Capstone Experience in Disaster Medicine and Management In this capstone experience students will complete either an: original research project; an original disaster plan; a systematic review paper on a disaster-related topic with thorough literature search, analysis and compilation; or an internship with disaster plan. All of these will involve a thorough literature search, an analysis of the current research, integration of multiple facets of disaster medicine and management and completion of a substantial written product. Prerequisites: DMM611, DMM631, DMM647, DMM651

DMM-791 - Internship Disaster Medicine and Management

3 Credits

Internship in Disaster Medicine and Management This experience is an optional internship in disaster medicine or management at an agency involved in disaster preparedness or response. This may include international experiences when available. Prerequisites: DMM611, DMM631, DMM647

DMM-797 - Special Topics in Dmm

0 Credits

Special Topics in Disaster Medicine and Management This course provides an opportunity to explore topics in disaster medicine and management not developed in other courses. Examples include recent complex humanitarian emergencies, disasters, or catastrophes, new practice technology, essential health policy changes, new research findings, and other cutting edge materials. Students may take this course more than once as the topics differ each time it is offered.

DSGN-661 - Japanese Craft Production

3 Credits

This is a short course for international study to explore traditional craft production in Japan. This will include: Touki (pottery), Washi (paper), Urushi (lacquer), Mokuhanga (wood block), Some / Ori (resist dyeing and woven textiles), Takezaiku (bamboo), etc. Visitation to craft studios, museums, historical gardens and traditional architectures will also provide cultural context, history of style and significance of fine hand craft production processes. Throughout the tours, the course will also emphasize the role of crafted control in mechanical / digital productions that will be utilized in students' future design developments in their major studies.

GEOD-600 - Geodesign Studio I

3 Credits

Geodesign is a planning and design process that is based on physical and biological information, references social and economic information and is holistic and interdisciplinary. In this introductory Geodesign studio, students will form collaborative teams and work with a client/partner to solve a real urban geospatial design problem. Various Geodesign techniques, digital technologies and scenario management tools will be introduced and applied.

GEOD-602 - Geodesign Studio 2

6 Credits

In this intermediate design studio, students will form collaborative teams and apply geospatial analysis techniques and information modeling to a more complex urban design problem. Students will work cooperatively with the community client/partner throughout the design process. Community members will be instructed how to use one or more geospatial tools in the decision-making process. Prerequisites: GEOD-600 and GEOD-615 or LARCH-515

GEOD-605 - GeoDesign Appl Research Stud.

6 Credits

In this culminating studio, students will work individually or in small groups on an applied research project that was developed through a previous GeoDesign design studio, a technology course, or from an outside source. The applied research outcomes will then be used and tested as part of a community outreach planning and/or design project. Prerequisites: GEOD-602 and GEOD-616

GEOD-607 - GeoDesign Explorations

3 Credits

In this seminar/lab course, students learn to explore cutting-edge geospatial techniques, applications, and data sources and determine whether these approaches are appropriate, useful and cost-effective in a production environment. For example, LiDAR-enabled spatial robotics allows for mobile spatial data collection within buildings, but is this an appropriate technique to build a 3D contextual basemap? And how can this technology be applied to exterior urban spaces? Prerequisites: GEOD-602 and GEOD-616

GEOD-610 - Introduction to GIS

3 Credits

This course is an introductory course for Geographic Information Systems (GIS) and is a prerequisite for those in the MS in GeoDesign Program that do not have prior GIS training. GIS is a computer-based tool that uses spatial (geographic) data to analyze and solve real-world problems. Specific GIS methods and topics covered include cartography, demographics, site selection, transportation studies, land use scenarios, and environmental applications. This is a foundation course for the MS in Geodesign Program.

GEOD-615 - Advanced GIS for Landscape Analysis

3 Credits

This is an advanced course in Geographic Information Systems (GIS). Students continue their studies in GIS applications appropriate to landscape analyses. GIS is an increasingly important tool for organizing digital spatial data in an accessible and logical manner for site design, recreation master planning, visual analysis, comprehensive planning, resource management and public advocacy. Prerequisite: LARCH-310

GEOD-616 - Information Modeling

3 Credits

Geospatial data will be used as the basis for advanced information modeling which is an integrated process for digitally exploring, defining, representing, analyzing and visualizing a project's physical and cultural characteristics during design and management. The scales of building, campus, neighborhood, and city will be studied. Principles of spatial modeling, integrated project delivery and lean design will be discussed in relation to this process. Prerequisites: GEOD-615 or LARCH-515

GEOD-617 - Geospatial Analysis 2

3 Credits

This advanced geospatial course will focus on analysis and modeling of urban structure and dynamics. Geospatial analysis and modeling have become important and indispensable tools for understanding urban infrastructure and dynamics. Exercises will include simulating and modeling urban transportation systems, analyzing and modeling urban growth, and predicting urban changes and impacts. Prerequisites: GEOD-615 or LARCH-515

GEOD-621 - Environmental Policy

3 Credits

Environmental problems are essentially social, economic and political problems. This course traces the evolution environmental policy, legislation and regulations, both in the U.S. and worldwide, including the background and context of environmental policymaking. Students will also examine the substantive problems and political process of environmental movements, and contemporary environmental thought with regard to issues of sustainability and environmental justice. Prerequisites: SOC-2XX and one Junior Seminar

GFE-600 - Fashion Immersion

3 Credits

This course introduces students at a graduate level to the global fashion industry, with a particular focus on benchmarking successful organizational strategies. The course integrates textile functionalities, usages, design concepts, and apparel manufacturing. Students visit US fashion houses and participate in experientially focused workshops. Students will evaluate fashion strategies, from both the technical and business perspectives, and examine the conceptual frameworks and core disciplines within the Global Fashion Enterprise curriculum. Prerequisites: Completion or waiver of all GFE foundation courses.

GFE-611 - Product Devel/Entrepreneurship

3 Credits

In the development of any apparel product, attention must be given to form, function, fit and appearance and to their interrelationship. Form involves the influence of preference and individual choices. Function includes such aspects as 'fitness for use,' taking into account levels of activity, gender and age. Account must also be taken of the influence of markets, as well as the opportunities and constraints presented by design, cost and manufacturing systems. At the managerial level, the individual is faced with constant change from original concept to the end product. Multiple adjustments to the product arise at every phase requiring tremendous ingenuity and problem-solving skills. Graduates will be faced with this kind of process in the apparel industry and need to manage and follow through with the development of a product.

GFE-612 - Technology in Fashion

3 Credits

This course aims at showing that state-of-the-art technology in a given field has become an essential component for strategic leadership, profitability and stable employment. The point is made by providing a broad perspective on the major technical advances experienced by the apparel industry from the 1980s and their positive impact on the national industries where they originated and/or were adopted. Analysis of the difficulties met by high wage countries failing to follow that course helps to reinforce the point. Review of the factors accounting for these advances brings out the critical importance of technology transfer and fusion in the formulation and development of basic concepts. Detailing both processes offers the opportunity to introduce the notion of systemic thinking and its growing influence on management style. It is intended that the student will gain a global perspective of the textile and apparel business and of the growing role played by advanced technology and its impact on finances and personnel.

GFE-621 - Fashion Global Mktg & Sourcing

3 Credits

U.S. textile and apparel companies are under siege, facing competitive threats that have been continually mounting for years. What it takes to be successful in the future is explored. The concept of 'business as usual' has long outlived its usefulness, and new and refreshing approaches are necessary. Students will be introduced to avant-garde management concepts often espoused, but seldom adopted, by most textile and apparel managements. The course is designed to introduce the student to the global perspective of today's apparel industry and to prepare the student to make critical international marketing and sourcing decisions within a complex economic environment. Students will explore the major variations which occur across international markets - economic, social, and cultural; examine the behavior of business within different marketing and manufacturing contexts; and consider the factors involved in making effective global marketing and sourcing decisions.

GFE-721 - Global Fashion Project 1

3 Credits

Students research, select and conduct preliminary work on a project falling either within the: (1) Product Concept Track in which they develop a fashion line consisting of apparel, accessories, or home textiles that could be produced and sold online or in traditional retail establishments, or (2) Business Concept Track in which they develop a business plan or implement an innovative concept at an existing company. Weekly and summative critiques are held with faculty and industry associates. Prerequisites: GFE600- Fashion Immersion and completion of 12 credit hours of GFE coursework.

GFE-722 - Global Fashion Project 2

3 Credits

Continuation of GFE-721. Product track students' focus on designing, merchandising, sourcing, quality assurance, and material procurement decisions related to their product. They identify product specifications, conduct a cost analysis, margin realization, and risk assessment that will form the basis for the development of a supply chain strategy. Business concept track students integrate key activities, resources, and financial requirements for a commercialization plan. Concludes with a presentation to industry critics. Prerequisite: GFE-721

GFE-723 - Global Fashion Project 3

3 Credits

Continuation of GFE-722. Students implement their product or business concept and write a formal business plan. The final strategy for a visual merchandising plan, or business plan development, will be solidified and implemented. Students will conduct pilot testing to assess the feasibility of their plans and will present their plans after interviewing clients and reviewing their plans with industry critics. Each phase of the new business lifecycle concludes in a progress presentation with industry critics. Prerequisite: GFE-722

GFE-732A - Global Fashion Seminar I

1 Credits

This seminar course features speakers from across the fashion value chain who share their experiences and career insights. Students reflect on the implications of the topics presented for their own careers, relating concepts and insights to material covered in other Global Fashion Enterprise courses. Students have the opportunity to network informally with course speakers. Pre- or Co-requisite: GFE-600 Fashion Immersion.

GFE-732B - Global Fashion Seminar II

1 Credits

This seminar course features speakers from across the fashion value chain who share their experiences and career insights. Students reflect on the implications of the topics presented for their own careers, relating concepts and insights to material covered in other Global Fashion Enterprise courses. Students have the opportunity to network informally with course speakers. Pre- or Co-requisite: GFE-600 Fashion Immersion.

GFE-734 - Fashion Supply Chain Mgmt

3 Credits

The course provides a broad introduction to many critical facets of supply chain. Students in this course will understand existing tools utilized in managing inventory and logistics in the global supply chain. The course covers topics in inventory logistics management, network design, value of information sharing, the international supply chain, supply chain contracts, and risk management.

GFE-791 - Internship

0 Credits

Internship Internships provide students with an opportunity to apply and further develop the knowledge they have gained in the classroom. Under faculty supervision, students work in salaried positions related to their career goals. While on their assignments, students develop meaningful learning objectives, attend an internship seminar, complete challenging assignments and write bi-weekly reports analyzing articles in academic journals and practitioner publications. Prerequisites: Minimum of 18 graduate credits (excluding foundation courses); available to full-time students only and subject to availability and eligibility; permission of Internship director and graduate program director.

GFE-793 - Global Fashion Networking

3 Credits

This course exposes students to fashion ecosystems through an international study tour, coupled with classroom and experiential instruction. Students will tour design houses, mills, apparel factories & retail locations throughout the country (or countries) of focus, identifying best practices in merchandising & supply chain management within these organizations. Students will gain knowledge of product development & marketing, the manufacturing environment, quality assessment, and customer service. Students will acquire global competencies and understanding and will have the opportunity to hone their career aspirations and expand their professional networks through discussions with global fashion executives and hiring managers. Pre-Requisite: GFE-600 Fashion Immersion

GFEF-501 - Prototyping

3 Credits

Garment Development Students will have a basic understanding of garment construction combined with flat-pattern concepts. The use of industrial equipment and basic slopers will be utilized to produce a sample book of construction details and garments.

GFEF-505 - Apparel Production

3 Credits

Apparel Production Basic operations in all segments of an apparel plant are studied from the initial receipt of raw materials through storage, inspection, marker making, spreading, cutting, sewing, pressing, warehousing, shipping and customer returns. Latest technological advances in each of these areas will be discussed with marker making performed on a Gerber Accumark 300 System. Inventory management, labor issues, ergonomics and relevant public policies are also studied. Prerequisites: FASHMGT-101, FASHMGT-201 or FASHDES

IARC-601 - Desgn III for Interior Arch

4 Credits

Building on skills and knowledge introduced in Design I and Design II, this studio focuses on the process of designing multi-space facilities. Through structured, medium scale design projects, students engage in the conceptual, theoretical, functional, and aesthetic issues, integrating research and evidenced based decision making with the intuitive nature of the design process. Emphasis is placed on the fundamental processes related to the development of a complete interior, from research, programming and space planning, to the selection and arrangement of appropriate furnishings and finishes. Students will also explore the influence of behavioral, socio-economic, and cultural factors on the functional and aesthetic quality of the built environment, and will communicate their designs by applying a range of professional presentation techniques. Prerequisite: Design II for I.A.

IARC-603 - Hist of Desgn II for Int Arch

3 Credits

This course is an overview of the history of interior architecture and design, furniture, and the decorative arts. Lectures, readings, assignments and field trips, cover the development of period styles, major movements, and theoretical concepts of design as they relate to the complete interior. In depth discussions and site visits will focus on critical analysis and developing awareness of historical precedents. Prerequisite: History of Design I for I.A.

IARC-604 - Visual Communication II

3 Credits

This Revit-based advanced digital imaging course focuses on the advantages of building modeling software (BIM) and related documentation techniques for integrated practice and collaboration. Students will build their knowledge of professional interior construction and specification documentation, produce a set of construction drawings for an interiors project, and explore other uses for this powerful and important type of program. Prerequisites: Design III I.A., Visual Communication I

IARC-606 - Design IV for Interior Arch

4 Credits

This studio emphasizes the resolution of complex design issues in the context of health care interiors. In determining a design strategy, students research, develop and analyze the problem, relevant environment and behavioral factors, and then proceed with a completed design. Holistic development of concept, current sustainable design solutions, large-scale space planning, materials, construction details, lighting design, building systems, building codes, handicapped accessibility and furnishings are emphasized in the completed work. Prerequisite: Design III for I.A.

IARC-607 - Tech I for Interior Arch

3 Credits

This course provides an overview of basic structural principles and systems and an in-depth study of non-structural interior construction and finish materials. Lectures and assignments address how the planning of interior space is impacted by the nature of various structural systems, and examine the visual and physical properties, application, and maintenance requirements of interior materials. In addition students are introduced to interior detailing in relation to architectural woodwork, millwork, partitions, floors, ceilings, stairs, custom cabinetry, furniture and specialty elements. The influence of sustainability and building codes on the choice of materials is also covered. Prerequisite: Design II for I.A.

IARC-608 - Tech II for Interior Arch

3 Credits

This second course in the Interior Architecture technology sequence introduces students to the art and science of interior illumination, energy usage, and various control systems including power, security, communications, and life-safety. Both artificial illumination and day lighting are covered with an emphasis on the architectural aspects of lighting design. Through lectures, demonstrations, and assignments, student explore various lighting design strategies, the effects of light on color, and how effective lighting can contribute to the goal of creating a sustainable interior. Prerequisite: Technology I for I.A.

IARC-610 - Textiles and Materials

3 Credits

This course focuses on the art and science of textiles, and other non-textile based wall coverings in the creation of safe, sustainable, and aesthetically pleasing commercial and residential interiors. Key topics include the history of textile design and manufacture, man-made and synthetic fibers, methods of construction, weaving, dyeing, and printing, and inherent performance characteristics. Lectures and assignments cover textile finishing and testing, as well as relevant codes, regulations and standards. Students also learn about the appropriate selection, specification, and procurement of materials and finished goods such as carpeting, upholstery, wall coverings, and window treatments and their correct installation and maintenance requirements.

IARC-701 - Design V for Int. Arch/Away

3 Credits

This studio is part of the study away experience and focuses on how culture, context, history, precedent, construction technology, and human factors influence design, while exploring innovative materials and craft in the field of interior architecture. Assigned projects address how design needs may vary for different populations and how understanding social and cultural norms are relevant to making appropriate design decisions. Students consider the role of construction techniques, material selection, and ergonomics in the design process and detailing as they will apply this information to their design work. Prerequisite: Design IV for I.A.

IARC-702 - Design VI for Interior Arch.

4 Credits

This advanced studio emphasizes the resolution of complex interior design issues in the context of interdisciplinary collaboration. In determining a design strategy, students research, develop and analyze the problem, relevant environment and behavioral factors, and then proceed with a completed design. Holistic development of concept, current sustainable design solutions, large-scale space planning, materials, construction details, lighting design, building systems, building codes, handicapped accessibility and furnishings are emphasized in the completed work. Prerequisite: Design V for I.A.

IARC-703 - History of Design III for IA

2 Credits

This advanced history and theory seminar immerses students in both historical and contemporary examples of architecture, interiors and decorative arts. Through a combination of readings, writings, discussion and field work, students explore the relationship between culture, and building form, furnishings, and the distinctive use of materials and ornament. Prerequisite: History of Design II for I.A.

IARC-707 - Technology III for IA

3 Credits

This final course in the technology sequence focuses on the study of a broad range of mechanical, plumbing, HVAC, and other building systems and their integration with interior construction. Students are introduced to the issues of acoustical control, indoor air quality, and life safety in building interiors and the critical role that interior building systems and materials play in the establishment of human comfort and the protection of the health, safety and welfare of building occupants. Prerequisite: Technology II for I.A.

IARC-708 - Professional Practice/Ethics

3 Credits

Students in this course learn about the managerial, financial, legal, and ethical aspects of professional practice, including types of business formations, marketing, contracts, industry relationships, and project management. Lectures and assignments cover the range of specialized services performed by design firms, and the role and responsibilities of the designer in different positions and at various stages of their career. The importance of lifelong learning, professional development, and the value and role of professional associations is also discussed. Prerequisite: Design IV for I.A.

IARC-709 - Research and Programming

2 Credits

This course provides the foundation for the Thesis course in the following semester, and covers standard and emerging methods of research and programming in the field of interior design and architecture. In consultation with faculty, students will select a project type and site, and produce in-depth research, precedent studies, programming and analysis, embracing relevant issues such as cultural, sociological, political, economic, environmental, anthropometric, human factors, life safety, and construction methods and technologies, amongst others. Students are expected to organize and synthesize this information and document their research in both written and graphic form. This information along with architectural documentation and analysis of the selected site is presented to a group of jurors with expertise in the area of research and/or project type. Prerequisite: Design V for I.A.

IARC-710 - Thesis for Interior Arch.

5 Credits

Building on the semester of research and programming (IARC-709), the Thesis in Interior Architecture challenges students to integrate knowledge and skills acquired throughout the curriculum and can be undertaken only after successful completion of appropriate coursework. While most students will complete this course using an applied project based approach, students have an option of pursuing theoretical research. Thesis/Applied: This major culminating design experience is a self-directed, faculty monitored independent study appropriate for students interested in exploring the creative/design dimensions of Interior Architecture while exploring a significant and advanced question in the discipline. Students select one project from a range of carefully screened design projects of appropriate and comparable scope, sophistication, and complexity. Thesis/Theoretical: The thesis option is a self-directed, faculty monitored independent study appropriate for students interested in exploring theoretical dimension(s) in Interior Architecture. The thesis option will be attractive to students interested in pursuing doctoral studies and/or academic careers. Prerequisites: Design VI for I.A., Technology III for I.A., Visual Communication II for I.A. & Research and Programming

IARC-791 - Internship

1 Credits

An internship/practicum is a college-monitored learning opportunity that provides the student with a chance to integrate theory and practice in a hands-on practical experience. While gaining this experience through a monitored internship, service-learning project, or university design-build project, students further develop the knowledge and skills gained in the classroom. The internship/practicum is determined prior to the beginning of the semester, at which time learning objectives are determined with faculty supervision. Students keep a reflective journal based on their work experience throughout the semester, and are evaluated jointly by the host mentor and faculty. Students are exposed to a spectrum of professional and real-world practices, particularly those not available in the academic setting, and are expected to make a professional-level contribution to the work of the host organization. Prerequisite: Design IV for I.A.

IARCP-501 - Design I for Interior Architecture

4 Credits

Design I for I.A. (Required for those with unrelated undergraduate degrees) This studio is an introduction to the world of design with an emphasis on the built environment. Focus is on fundamental design principles, vocabulary, process methodologies and problem-solving strategies, along with developing and exploring methods of visual expression. Lectures and demonstrations stress abstraction as a primary building block in addition to an emphasis on historical case-study methodologies as a means of developing successful design strategies. Course work explores questions related to seeing and understanding design through the process of making and representing real scale objects and spaces.

IARCP-502 - Design II for Interior Arch

4 Credits

Design II for I.A. (Required for those with unrelated undergraduate degrees) The focus of this studio is an introduction to the elements, principles and theories of interior design. Through a series of projects of increasing size, students explore the conceptual, theoretical, functional, and aesthetic issues of designing interior space. Included are the elements of enclosure, the interrelationship of spaces, and environmental and behavior factors, as well as symbolism and socio-cultural factors. The experiential and intuitive nature of the design process is investigated as is the contributing role of finishes and furnishings in the definition of architectural space. Prerequisites: Design I for I.A. and Graphic Representation

IARCP-503 - Graphic Representation

3 Credits

Graphic Representation (Required for those with unrelated undergraduate degrees) This course covers the fundamentals of freehand and mechanical architectural graphic representation, with a special focus on the interior environment, for both presentation and construction documentation purposes. Topics include sketching and the construction of orthographic and paraline projections, including floor plans, elevations, sections, reflected ceiling plans, and one-point and two-point perspective drawings. In addition, students learn how to graphically depict furniture, to enhance their drawings through the use of shade and shadow, and the basics of architectural model building. Projects include surveying of actual sites and translating field notes into a set of coordinated drawings

IARCP-504 - Visual Communication I

3 Credits

Visual Communication I (Required for those with unrelated undergraduate degrees) The primary intent of this course is to introduce students to fundamental CAD skills using AutoCad, and to establish the computer as an effective tool for architectural graphic communication and as a means for exploring, refining, and presenting design ideas. Through a series of assignments and projects, students will acquire the knowledge and skills to digitally communicate design concepts at various stages of development, and for multiple purposes. Prerequisites: Design I for I.A. and Graphic Representation

IARCP-505 - Hist of Design I for Int Arch

3 Credits

History of Design I for I.A. (Required for those with unrelated undergraduate degrees) This lecture course surveys key examples of Western and non-Western architecture produced from prehistory through the 21st century. By tracing significant historical themes, students compare and contrast the various historical styles and acquire a working vocabulary for both analyzing and evaluating the built environment, and relating developments in the built environment to other forms of artistic expression such as painting and sculpture. Works are placed within a broad historical context by considering factors such as religion, philosophy, political and economic developments, as well as materials, construction methods, and local factors.

IARCP-508 - Presentation Techniques

3 Credits

Presentation Techniques (Required for those with unrelated undergraduate degrees) This course explores the broad array of presentation techniques available to advantageously convey a designed interior. Emphasizing the presentation of a complete interior, students will refine and expand their drawing and model building skills using a wide range of media, and integrating manual and digital techniques. This course also addresses the interrelationship of the visual and verbal components of making an effective presentation. Prerequisites: Design I for I.A. and Graphic Representation

IDD-510 - Essentials of Interactive Des

6 Credits

This course will give students a foundation in the three core disciplines of interactive design: quality design skills, software competency and programming knowledge. Additionally, proper research and presentation practices will be reinforced to provide students with a structured methodology vital to their program and career success. The outcome is a well-produced and portfolio quality website with supporting documentation that demonstrates comprehension of industry-standard knowledge. This course is a prerequisite for those in the MSIDM Program.

IDD-610 - Introduction to Digital Audio Production

3 Credits

Introduction to Digital Audio Production This course introduces students to basic and intermediate digital audio concepts and skills for use in a broad array of multimedia, including instructional applications. Students will generate a variety of professional-grade digital audio artifacts using industry-standard software and processes; instruction will focus on common elements of digital audio production to allow transfer of knowledge to various tools and platforms rather than focusing solely on the mastery of a single tool. Course topics include basic digital audio theory, comparing and selecting input and output devices, nonlinear editing, mixing and mastering, multi-tracking, audio for video, and optimizing audio for different delivery methods. Students will create at least one example of instructional audio to use in their portfolio.

IDD-621 - Digital Experience Design

6 Credits

Digital Experience Design This first studio in the sequence of three will develop the student's ability to synthesize 2D, 3D and 4D conceptions of space with knowledge and skills of interactivity to create and produce the digital experience. This studio will solidify and expand the student's vocabulary and ability to innovate within the digital context. Students will complete a project that explores spatial, emotional, informational and communicative issues. The project should reflect a high degree of conceptual, aesthetic and technical mastery for successful completion of this course. Prerequisite: Admission into the Master of Science in Digital Design program

IDD-623 - Theory of Electronic Communication Semin

3 Credits

Theory of Electronic Communication Seminar II This course provides students with a theoretical understanding of the role of the digital designer within the constantly evolving electronic marketplace. Issues of e-commerce, digital communication, electronic ethics and professional practice will be discussed. Special focus will be placed on how our existing culture has been, and is currently being, revolutionized by the information explosion. A portion of this course will be taught using the Internet as a tool to share information, complete research and communicate with experts in the field. Prerequisite: Admission into the Master of Science in Digital Design program

IDD-624 - Multimedia

3 Credits

Multimedia This elective will focus on expanding the student's understanding of and ability to create effective multimedia experiences. A semester-long project will develop their mastery of visual, audio, temporal and kinesthetic elements and principals of design. The project will explore the methodology and tools used to create sophisticated experiential design. Some key concerns of the course are human-centered interfaces,intuitive navigational systems and mixed-media narrative. Projects will combine text, sound, images and movement within 4D-responsive environments. A final, fully functional prototype, presented on CD-ROM, will be required.

IDD-625 - Advanced Web Design & Strategy

3 Credits

Web Design This course will focus on the design of the online experience. Emphasis will be given to an understanding and mastery of the design issues involved in creating user interfaces and content for low bandwidth dissemination. A semester-long project will develop the student's abilities in both the design and production of web-based media. The project will include components such as site architecture/planning, digital imaging and typography for the web, interface design, and XHTML,and CSS production.

IDD-626 - Digital Photography

3 Credits

Digital Photography This elective course focuses on the use of the tools and techniques of digital photography; cameras, scanners, printers, along with the computer and software programs needed to render images. This course is intended for Web and edesigners, as well as graphic designers, and teaches how to render digital images for their respective domains. The course contains a brief description of traditional photography and the aesthetic issues addressed in its history along with how these issues are both similar and different from those of digital photography. Particular emphasis will be placed on the difference between description and suggestion and how this impacts the interpretation of images within a design context.

IDD-627 - Digital Video Design and Production

3 Credits

Digital Video Design and Production This course will introduce the student to the basics of nonlinear digital video and audio production techniques. Projects will focus on the potential of narrative as a main component of any time-based media application, with assignments ranging from short exercises in visual storytelling/narrative to a final, more complex project such as the design of a video title sequence. Students will develop an understanding of storyboarding, scene visualization and editing techniques, along with competency in video and audio software packages such as Final Cut Pro, After Effects and Pro Tools.

IDD-628 - 3-D Modeling

3 Credits

3D Modeling This elective course exposes students to the conceptual and technical aspects of three-dimensional modeling, photo-realistic rendering and virtual environments. Students will complete a series of specifically designed exercises of increasing difficulty, leading to a final project of the student's choosing. The class will cover the basic principles of 3D modeling and animation including polygonal and NURBS modeling, texturing, lighting, and animation.

IDD-629 - Introduction to Flash

3 Credits

Introduction to Flash This course will explore the use of Macromedia Flash to create instructional materials for CD-ROM or Web delivery. Students will create scaleable vector graphics, develop animated and interactive elements, use ActionScript to control these elements and learn design principles appropriate to the effective use of Flash elements.

IDD-631 - Digital Innovation Design**6 Credits**

Digital Innovation Design This second in a sequence of three studios focuses on the ability of individual designers to pursue innovation. This course is comprised of several projects which highlight the role that digital designers play in the multi-disciplinary attempt to bridge the gap between functionality and usability. Students will address current interface design issues through a series of screen-based projects, each ranging in complexity and theme, and placing particular emphasis on the visual and semantic aspects of design solutions. Students will be expected to seek new ways to navigate through 4D environments, challenging common interface paradigms. They are encouraged to build 4D spaces that are expressive, dynamic and experiential, while retaining their intuitive usefulness.

IDD-632 - Database Mgmt & Scripting**3 Credits**

Database Management and Scripting Using PHP, students will learn fundamental server-side scripting concepts like creating arrays and functions, automating Unix commands, gathering and processing user input, and dynamically writing out HTML and JavaScript. Relational Database concepts are covered and students will learn to conceptually model data and to create, query, and manage their database using SQL. The course will culminate with the students, for their final project, creating a web application that ties HTML front-end to a MySQL database using PHP.

IDD-635 - Interactive Narrative/Drama**3 Credits**

Since the beginning of time, storytelling has been used as a universal practice that has proven to be a powerful tool of communication for fostering understanding, social inquiry, and self-expression. Interactive narrative is an emerging interdisciplinary genre which uses interactivity, hypertext, video and film, sound, drama, videogames, literary fiction, multi-user spaces, interactive installations, live performance, and artificial intelligence to tell a story. This course will explore theoretical perspectives on both interactivity and narrative structure and provide an overview of the forms, strategies, and conventions of each while emphasizing approaches on how to integrate the two.

IDD-743 - Flash Action Scripting**3 Credits**

Flash Action Scripting This course is a continuation of Introduction to Flash. Basic Flash interactivity and action scripting will be covered in depth. Topics covered in this course will include advanced interactivity, navigation tricks, variables, looping and decisionmaking, sound and sprites. Prerequisite: IDD-629

IDD-791 - Digital Design Internship**3 Credits**

Internship Internships provide an opportunity for professional experience supporting application and further development of the knowledge gained in the classroom. Under faculty supervision, students work in positions related to their program and/or career goal, develop learning objectives and complete reflective academic assignments. Students should be exposed to a broad spectrum of professional practices, particularly those not available in the academic setting, and are expected to make a professional contribution to their employer. Requirements may apply, see program director or Office of Career Services for details.

IDD-798 - Independent Study**3 Credits**

Independent Study & Research This course will allow students to pursue individual areas of interest while working jointly with a faculty member. Enrollment is subject to the availability and approval of both the program director and faculty member. The student must have 18 or more graduate-level credits, and a prospectus of the proposed independent study must be approved at least one month prior to registration. See appropriate form online at registrar's webpage.

IDD-941 - Digital Design Synthesis Project Preparation

3 Credits

Digital Design Synthesis Project Preparation This course is the first step towards completing the final synthesis project. Students will be asked to identify and analyze potential projects through a number of lenses including technical feasibility, marketability and design potential. With faculty guidance, each student will select a particular project based upon individual interests and professional aspirations. In order to successfully complete this course, a final document must be submitted by the student outlining the relevant factors that will determine the route to developing a successful synthesis project. Prerequisites: IDD621, IDD623

IDD-942 - Interactive Design Syn Project

6 Credits

This is the third of a sequence of three studios focusing on interdisciplinary digital design. This synthesis studio will develop the ability of the digital designer to successfully bring a digital design project to completion. Students will develop a final, working prototype of a product, service, entertainment or publication of their choice that synthesizes all of their knowledge and skill from the previous semesters. The final project must demonstrate marketability and/or successful functionality within the larger community. Prerequisites: IDD631, IDD941

IDF-500 - Drawing: Design and Development

3 Credits

This is an advanced drawing course developed for designers of all disciplines who want to improve the designer's ability to apply knowledge imparted in other courses to the development of designs. Wherever possible the subject matter of the students' design studio courses will be used as the subject matter for drawing exercises.

IDF-502 - Foundations in Web Design & Strategy

3 Credits

This course will focus on the principles of raster and vector electronic imaging as a means to provide a solid foundation needed to succeed in the digital design field. This is a labbased class with specific instruction in Adobe Photoshop and Adobe Illustrator. This is a foundation course that does not count for credit toward the graduate degree.

IDF-503 - Electronic Communications Seminar I

3 Credits

Theory of Electronic Communication I This course introduces students to the theoretical understanding of the role of the interactive designer. Special focus will be placed on how our existing culture has been, and is currently being, revolutionized by the information revolution. This is a foundation course that does not count for credit toward the graduate degree.

IDF-505 - Materials and Processes: Manufacturing

3 Credits

This course is concerned with the exploration of materials used in the mass production of products, the processes used to shape these materials and the applicability of these materials to product-design solutions. Students should be prepared to visit a number of manufacturing facilities. A survey of rapid prototyping technologies completes the course. Prerequisite: grade of 'C' or better in INDD-101 or ENGR-102

IDF-506 - Application Software**3 Credits**

Application Software Using Windows and Mac platforms, this foundation course will focus on experiences which will familiarize students with instructional applications and personal productivity uses of microcomputers. Word processing, database management, spreadsheets, graphic tools and telecommunications will be analyzed in terms of their application to business and education. The skills presented in this course are prerequisites for all other courses offered in the Instructional Design and Technology program. This is a foundation course that does not count for credit toward the graduate degree.

IDF-507 - Design I for Industrial Design**4 Credits**

This studio is an introduction to design for undergraduate majors in industrial design. The course will provide an intensive introduction to design as an iterative problem-solving process. It will also introduce strategies for making and analyzing form, and present basic techniques of two-dimensional visualization and documentation of three-dimensional objects and principles of design critique, testing and research.

IDF-508 - Materials and Processes Fabrication**3 Credits**

This course introduces shop techniques as they pertain to industrial design model-making and prototype construction. All industrial design students must take this course for shop equipment safety training and pass a safety test. Throughout the semester, attention is given to safety precautions for the shop, along with demonstrations of shop equipment and fabrication processes. A major portion of the course will consist of developing an understanding of the materials and machinery commonly used by industrial designers for producing both working and appearance models. Prerequisite: grade of 'C' or better in INDD-101 or ENGR-102

IDF-509 - Rendering for Industrial Design**3 Credits**

An introduction to the traditional techniques and materials that industrial designers use to develop and represent threedimensional concepts and ideas. Students become proficient in the use of pencils, markers, pastels and airbrush on a variety of media. Emphasis is placed on understanding the significance of color and graphic applications for industrial design. Prerequisite: DRAW-201 or permission of the instructor

IDF-510 - Ergonomic Studies**3 Credits**

This course analyzes human factors as related to broad aspects of design development. It explores the issues of operator/ user human factors and their impact on design. The outcome of this course will be to ascertain the relationship of basic human dimensions on product design. Subjects include systems reliability, sensory and motor processes, basic research techniques and anthropometric studies. Prerequisite: INDD-102 or permission of the instructor

IDF-511 - Interactive Design III**6 Credits**

This studio will explore the translation of the three- and fourdimensional concepts into two-dimensional screen images, interactivity and animation. Students will be introduced to the theory and practice of motion graphic production. The mediums of choreography, filmmaking, architecture, performance art, and music will be discussed as potential sources of inspiration for creating new and powerful forms of digital space and experience. A series of increasingly complex projects will culminate in a more demanding final project.

IDF-512 - Interactive Design IV**6 Credits**

Digital Design IV This studio will develop the ability of the digital designer to successfully participate within an interdisciplinary team. Students from a variety of majors will work together to develop a final, working prototype of a product, service, experience or publication of their choice that synthesizes their knowledge and skills from the previous studios. The students will develop a final project that demonstrates marketability and successfully functions within the larger community. This is a foundation course that does not count for credit toward the graduate degree. Prerequisite: IDF511

IDF-513 - Design V for Industrial Design**4 Credits**

The fifth in a series of eight studios, this course focuses on ideas of designs derived from an understanding of consumer behavior. Emphasis is placed on user needs, ease of use and product culture, without ignoring the practicalities imposed by manufacturer's markets, manufacturing process constraints and investment concerns. Students will demonstrate control of the process of design to develop meaningful concepts that employ appropriate technology for their eventual realization. Prerequisite: grade of 'C' or better in INDD-202

IDF-514 - Visual Studies:Drawing**3 Credits**

This drawing course emphasizes the understanding of space and alternative approaches for recording and expressing it. Much information in regard to drawing practice will be accumulated during this semester such as mark making skills, developing sensitivity to light and shade, experimentation with media and the use of color as an introduction to figure drawing. *This course should not be taken by students who have received credit for DRAW 101 or DRAW 201 in the School of Design & Engineering or the School of Architecture*

IDF-515 - Design VI for Industrial Design**6 Credits**

In this sixth of a series of eight studio courses, students design and develop consumer products. Students learn about the complexities of the product-development process, during which assembly requirements, marketing issues, materials and component development all affect the initial intent of their designs. Students are required to fabricate a fully functional prototype of their designs. A selected team of professionals from the industry will evaluate the final product. Prerequisite: grade of 'C' or better in INDD-301

IMBA-600 - Management Concepts**2 Credits**

This course introduces students to the theory and practice of managerial functions and decision-making models in traditional and more innovative organizations. Students are familiarized with the importance of organizational communications, including verbal and written communications and the criticality of using multiple communication channels. Students explore basic negotiation techniques and methods of conflict resolution. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses. October 26 2012 9:16 AM Julia Aggreh

IMBA-601 - Marketing Concepts**2 Credits**

This course provides students with a broad understanding of the various organizational marketing functions including the development, positioning, pricing, distribution, and promotion of products, services, and business ideas. Attention is focused on understanding of the basic marketing concepts including strategic planning, marketing mix, market segmentation, branding, consumer research, and marketing research and applying the knowledge to formulate marketing strategies for business opportunities. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses.

IMBA-602 - Managn Innovative Peo & Teams

3 Credits

Managing Innovative People and Teams This course addresses the skills and attitudes that support leadership in complex, innovative organizations under conditions of uncertainty and change. Students will explore the concept of self-leadership, managing change, ethical decision-making, power and influence, motivation, facilitation of diverse teams, conflict resolution, and organizational culture. The course begins with creative exercises in leadership style self-assessment and relates these results to leadership in new, innovative organizational structures. Prerequisite: MBA600-Management Concepts.

IMBA-604 - Business Model Innovation

3 Credits

In this course students fully explore how an organization creates, delivers, and captures value through a customer-centric approach to business model innovation. The impact of industry disruption through business model innovation will be explored as students analyze and evaluate existing models. Using creative thinking and specific patterns, students will gain experience in planning and executing new models to address the complex challenges facing businesses from a variety of industries in the market place today. Prerequisite: MBA-601 Marketing Concepts.

IMBA-625 - Comm,negotiatn, Creatv Economy

3 Credits

This course covers the concepts and art of effective management communications and negotiations in the business environment. The total communications process ' verbal, nonverbal, presentation, written and electronic ' is reviewed in the context of today's work environment. The perspectives and needs of top management, interactive teams, individual contributors, and clients are examined and translated into professional practices. Experiential exercises and class discussions will build participants' understanding of styles and skills in negotiating. Coursework will focus on the uses of power, influence, and negotiating styles, methods of conflict resolution and means of influencing others. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses.

IMBA-627 - Competitive Tech Intelligence

3 Credits

This course will focus on the latest technological advances for managing data and communications effectively. Students will acquire the skills and concepts necessary to use a system to handle data efficiently for large and small organizations, national or international in scope. Network technology and usage of computer networks, as well as ethical and security issues will also be addressed. The concepts of telecommunications and the costs and benefits associated with this transmission of information will be explored. Methods of instruction include hands-on/application orientation. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses.

IMBA-628 - Accounting for Management Decisions

3 Credits

This course provides students previously exposed to financial and managerial accounting principles an opportunity to study the structure and use of accounting systems designed to aid management in controlling costs and profits. The course stresses the following: financial statement interpretation as a basis for decision making, cash flow analysis, cash budgeting, cost volume profit analysis, costing and interpretation of manufacturing systems and the impact of international competition, responsibility accounting and the impact of inflation. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses.

IMBA-629 - Financial Policy and Planning

3 Credits

This course focuses on the investment and financing decisions of firms. Topics include capital budgeting, cash management and cash flow analysis, capital structure, dividends and international operations. Financial policy making is considered within the context of contemporary valuation and risk management theories. Various financial planning models are analyzed in the course. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses.

IMBA-630 - Operatns from a Sys Perspectv

3 Credits

This course will focus on the mathematical models and methods available for use in formulating and analyzing business decision-making problems in industry. Areas of study include: probability theory, decision analysis, game theory, forecasting techniques, project management, queuing models, allocating scarce resources using linear programming and integer-programming techniques, and deterministic and probabilistic inventory models. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses.

IMBA-642 - Strategic Insight & Implementation

3 Credits

This course explores the strategic visioning, planning and implementation process, with a focus on global industries and the challenges faced by businesses in an increasingly dynamic environment. Students analyze strategic threats and opportunities that confront businesses across the globe in the 21st century. . Prerequisite: All core MBA courses must be completed or taken concurrently.

IMBA-700 - Intl. Economic and Finance

3 Credits

This course explores interrelationships between economic growth/development theories and financial applications in global markets, emphasizing international financial management techniques and practices. Topics include international trade, balance of payments, foreign exchange markets and risk, the international financial system, and portfolio effects of capital budgets on international capital markets. Students explore current issues of concern to multinational firms such as environmental problems, organizing for optimal results, sources and uses of funds, and accounting, tax, and control issues. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses.

IMBA-714 - New Product Development

3 Credits

This project-based, team oriented course provides a methodology for discovering and executing new business opportunities. Following a product design and development roadmap, students participate in innovation games and charrette exercises, identify customer needs, and generate product concepts. Weekly assignments focus on the business aspects and general design concepts of new product development. The course culminates in the creation of a prototyped concept and submission of a business plan. Prerequisite: MBA-6XX Marketing Concepts and MBA-6XX Business Model Development.

IMBA-741 - Financial Acct & Reporting I

3 Credits

Prerequisite: iMBA628 An in-depth study of current accounting issues and pronouncements, including long-term debt and troubled debt restructuring, accounting for leases, pension and post-retirement, income tax accounting, price-level adjusted financial statement reporting, and accounting for partnerships (equity, admission, profit and loss sharing, and liquidation).

IMBA-742 - Financial Acct & Reporting II

3 Credits

Prerequisite: MBA741 A continuation of Financial Accounting & Reporting I, including the study of accounting for business combinations (purchases and pooling of interests), accounting for the translation or remeasurement of foreign subsidiary financial statements into dollars to meet business combination reporting requirements, accounting for transactions denominated in a foreign currency (including purchases, sales, and hedges), and analysis of financial statements.

IMBA-743 - Audit and Attestation

4 Credits

Prerequisite: iMBA 742-A study of the development of financial compliance and operational auditing techniques, including analysis of current issues in the auditing profession such as audit risk, ethical conduct, materiality, audit sampling procedures, and reporting issues. These areas will be studied with reference to pronouncements of the accounting profession and current literature. The study of operational, as well as financial compliance auditing, will be enhanced using case studies and examples.

IMBA-759 - Entrepreneurship

3 Credits

This course will provide an overview of the major elements of entrepreneurial activity including planning and evaluation of the business, financing, typical operating and administrative issues and alternatives for growth and sale. Entrepreneurial opportunities and challenges will be examined and a variety of venture opportunities will be analyzed. The course will give students a realistic look at the challenges involved in starting a viable business and help students in a personal evaluation of their own skills, talents and career potential. Utilizing business planning software, each student will prepare a comprehensive business plan for a business opportunity the student selects and perceives to be viable and practical. The plan may be utilized for presentation to potential investors. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses.

IMBA-761 - Promotion Management

3 Credits

Prerequisite: All MBA foundation courses This course focuses on the promotion and communication decisions of corporations and how to employ promotion strategy to solve marketing problems and enhance opportunities. Advertising, sales promotions, publicity, public relations and personal selling are investigated.

IMBA-762 - Qualit & Quanti Mktg Research

3 Credits

This course gives students the qualitative and quantitative tools they need to find business opportunities and/or solve business problems. Students learn how to formulate the research problem, design the research, collect the data, and analyze the data. Various qualitative and quantitative research techniques will be examined and applied to identify opportunities, analyze data, and make strategic decision. Students will be required to conduct a research study using both qualitative and quantitative methods during the semester. Prerequisites: MBFXXX-Statistics for Business, MBAXXX-Marketing Concepts and MBAXXX-Business Models Development.

IMBA-772 - Investment and Portfolio Management

3 Credits

Investment and Portfolio Management This course will acquaint the student with the tools essential for sound money management. Investment management begins by considering the goals of an investor with respect to risk exposure, the tax environment, liquidity needs and appreciation versus income potentials. Strategies will be developed to satisfy these objectives. Special attention will be paid to the theories of determinants of asset prices, including the capital-asset pricing model. Prerequisite: MBA629 and all MBF courses or equivalents

IMBA-776 - Speculative Markets

3 Credits

Speculative Markets This course is intended to introduce students to financial futures, options and swaps. The objective of this course is to clearly explain why these securities exist and how to accurately price them. The course will present a balance of the institutional details, theoretical foundations and practical applications of this field. Prerequisites: MBA629 and MBA772 and all MBF courses or equivalents

IMBA-777 - Fixed Income Securities

3 Credits

Fixed Income Securities This is a highly specialized course that focuses on the fixed income market with emphasis on the bond market. Topics include pricing of bonds, bond price volatility, types of fixed income securities, term structure of interest rates and bond portfolio-management strategies. Various fixed income products are analyzed in the course, including some derivative products in the context of fixed-income securities. Prerequisite: MBA629 and all MBF courses or equivalents

IMBA-791 - Career Jumpstart Internship

3 Credits

Internship Internships provide students with an opportunity to apply and further develop the knowledge they have gained in the classroom. Under faculty supervision, students work in salaried positions related to their career goals. While on their assignments, students develop meaningful learning objectives, attend an internship seminar, complete challenging assignments, and write bi-weekly reports analyzing articles in academic journals and practitioner publications. Prerequisites: Minimum of 18 graduate credits completed (excluding foundation courses); available to full-time students only and subject to availability and eligibility; permission of Internship director and assistant dean for Graduate Business Programs. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses.

IMBA-792 - International Business Innovatn

3 Credits

International Business Innovatn: The focus of this course is visiting representatives of U.S. and non-U.S. businesses in various industries abroad. The international business trip will span approximately two weeks. Students will meet with business executives, government officials, labor leaders and academicians in specific industries abroad. Students will gain an appreciation for both the formal business aspects and informal social aspects of conducting commerce in foreign countries. Registration requires permission of the Graduate Business Programs Office. Prerequisites: iMBF-503, iMBF-504, iMBF-505, iMBF-508 and iMBF-510 or satisfactory completion of equivalent undergraduate courses.

IMBAX-600 - Management Concepts

2 Credits

This course introduces students to the theory and practice of managerial functions and decision-making models in traditional and more innovative organizations. Students are familiarized with the importance of organizational communications, including verbal and written communications and the criticality of using multiple communication channels. Students explore basic negotiation techniques and methods of conflict resolution. Prerequisites: iMBFX-503, iMBFX-504, iMBFX-505, iMBFX-508 and iMBFX-510 or satisfactory completion of equivalent undergraduate courses. October 26 2012 9:16 AM Julia Aggreh

IMBAX-601 - Marketing Concepts

2 Credits

This course provides students with a broad understanding of the various organizational marketing functions including the development, positioning, pricing, distribution, and promotion of products, services, and business ideas. Attention is focused on understanding of the basic marketing concepts including strategic planning, marketing mix, market segmentation, branding, consumer research, and marketing research and applying the knowledge to formulate marketing strategies for business opportunities. Prerequisites: iMBFX-503, iMBFX-504, iMBFX-505, iMBFX-508 and iMBFX-510 or satisfactory completion of equivalent undergraduate courses.

IMBAX-602 - Managn Innovative Peo & Teams

3 Credits

Managing Innovative People and Teams This course addresses the skills and attitudes that support leadership in complex, innovative organizations under conditions of uncertainty and change. Students will explore the concept of self-leadership, managing change, ethical decision-making, power and influence, motivation, facilitation of diverse teams, conflict resolution, and organizational culture. The course begins with creative exercises in leadership style self-assessment and relates these results to leadership in new, innovative organizational structures. Prerequisite: MBA600-Management Concepts.

IMBAX-604 - Business Model Innovation

3 Credits

In this course students fully explore how an organization creates, delivers, and captures value through a customer-centric approach to business model innovation. The impact of industry disruption through business model innovation will be explored as students analyze and evaluate existing models. Using creative thinking and specific patterns, students will gain experience in planning and executing new models to address the complex challenges facing businesses from a variety of industries in the market place today. Prerequisite: MBA-601 Marketing Concepts.

IMBAX-627 - Competitive Tech Intelligence

3 Credits

This online course will focus on the latest technological advances for managing data and communications effectively. Students will acquire the skills and concepts necessary to use a system to handle data efficiently for large and small organizations, national or international in scope. Network technology and usage of computer networks, as well as ethical and security issues will also be addressed. The concepts of telecommunications and the costs and benefits associated with this transmission of information will be explored. Methods of instruction include hands-on/application orientation. Prerequisites: IMBF-503, IMBF-504, IMBF-505, IMBF-508, IMBF-510 or equivalent courses

IMBAX-628 - Accounting for Mgmt Decisions

3 Credits

This online course provides students previously exposed to financial and managerial accounting principles an opportunity to study the structure and use of accounting systems designed to aid management in controlling costs and profits. The course stresses the following: financial statement interpretation as a basis for decision making, cash flow analysis, cash budgeting, cost volume profit analysis, costing and interpretation of manufacturing systems and the impact of international competition, responsibility accounting and the impact of inflation. Prerequisites: iMBFX-503, iMBFX-504, iMBFX-505, iMBFX-508 and iMBFX-510 or satisfactory completion of equivalent undergraduate courses.

IMBAX-629 - Financial Policy and Planning

3 Credits

This course focuses on the investment and financing decisions of firms. Topics include capital budgeting, cash management and cash flow analysis, capital structure, dividends and international operations. Financial policy making is considered within the context of contemporary valuation and risk management theories. Various financial planning models are analyzed in the course. Prerequisites: iMBFX-503, iMBFX-504, iMBFX-505, iMBFX-508 and iMBFX-510 or satisfactory completion of equivalent undergraduate courses.

IMBAX-630 - Operations Systems Perspectiv

3 Credits

This online course focuses on the mathematical models and methods available for use in formulating and analyzing business decision-making problems in industry. Areas of study include: probability theory, decision analysis, game theory, forecasting techniques, project management, queuing models, allocating scarce resources using linear programming and integer-programming techniques, and deterministic and probabilistic inventory models. Prerequisites: iMBFX-503, iMBFX-504, iMBFX-505, iMBFX-508 and iMBFX-510 or satisfactory completion of equivalent undergraduate courses.

IMBAX-700 - Intl. Economic and Finance

3 Credits

This online course explores interrelationships between economic growth/development theories and financial applications in global markets, emphasizing international financial management techniques and practices. Topics include international trade, balance of payments, foreign exchange markets and risk, the international financial system, and portfolio effects of capital budgets on international capital markets. Students explore current issues of concern to multinational firms such as environmental problems, organizing for optimal results, sources and uses of funds, and accounting, tax, and control issues. Prerequisites: iMBFX-503, iMBFX-504, iMBFX-505, iMBFX-508 and iMBFX-510 or satisfactory completion of equivalent undergraduate courses.

IMBAX-714 - New Product Development

3 Credits

This project-based, team oriented course provides a methodology for discovering and executing new business opportunities. Following a product design and development roadmap, students participate in innovation games and charrette exercises, identify customer needs, and generate product concepts. Weekly assignments focus on the business aspects and general design concepts of new product development. The course culminates in the creation of a prototyped concept and submission of a business plan. Prerequisite: MBA-6XX Marketing Concepts and MBA-6XX Business Model Development.

IMBAX-759 - Entrepreneurship

3 Credits

This online course will provide an overview of the major elements of entrepreneurial activity including planning and evaluation of the business, financing, typical operating and administrative issues and alternatives for growth and sale. Entrepreneurial opportunities and challenges will be examined and a variety of venture opportunities will be analyzed. The course will give students a realistic look at the challenges involved in starting a viable business and help students in a personal evaluation of their own skills, talents and career potential. Utilizing business planning software, each student will prepare a comprehensive business plan for a business opportunity the student selects and perceives to be viable and practical. The plan may be utilized for presentation to potential investors. Prerequisites: IMBFX-503, IMBFX-504, IMBFX-505, IMBFX-508, IMBFX-510 or equivalent courses

IMBF-503 - Foundations of Economics

3 Credits

This course introduces students to basic microeconomic and macroeconomic concepts including supply and demand, economic indicators, labor economics, international trade, and fiscal and monetary policy. The course focuses on the relevance of these concepts for organizations and organizational decision-making. Prerequisite: MBF508 or equivalent undergraduate course.

IMBF-504 - Financial & Managerial Acct.

2 Credits

This course is designed to introduce students to the fundamentals of financial and managerial accounting. Accounting information is discussed as a basis for planning, control and managerial decision-making.

IMBF-505 - Financial Management

2 Credits

This introductory level finance course examines the role of financial decision-makers at the corporate level. Emphasis is placed on the goals of the firm, efficient market hypothesis, discounted cash flow analysis, and the trade-off between risk and return.

IMBF-508 - Stat. Analysis for Bus Decisn

2 Credits

This is a foundations course in Statistics for the MBA program. Descriptive statistical measures and probability theory are combined to provide the basis for statistical decision-making techniques. Areas covered include: measures of central tendency, measures of variability, hypothesis testing and confidence intervals, one- and two-way analysis of variance, Chi-squares and non-parametric statistical techniques.

IMBF-510 - Operations Management

2 Credits

This introductory level course provides students with an understanding of the latest quantitative tools for corporate decision-making. Topics include quality-control applications, optimization techniques (including linear programming), the simplex method, the transportation model, and the assignment model. Other topics include time-series analysis, queuing theory and an introduction to total quality management. Computer applications, case analysis and problem-solving sets are used throughout the course. Prerequisite: MBF508 or equivalent undergraduate course.

IMBFX-503 - Foundations of Economics

3 Credits

This course introduces students to basic microeconomic and macroeconomic concepts including supply and demand, economic indicators, labor economics, international trade, and fiscal and monetary policy. The course focuses on the relevance of these concepts for organizations and organizational decision-making. Prerequisite: MBF508 or equivalent undergraduate course.

IMBFX-504 - Financial & Managerial Acct.

2 Credits

This course is designed to introduce students to the fundamentals of financial and managerial accounting. Accounting information is discussed as a basis for planning, control and managerial decision-making.

IMBFX-505 - Financial Management

2 Credits

This introductory level finance course examines the role of financial decision-makers at the corporate level. Emphasis is placed on the goals of the firm, efficient market hypothesis, discounted cash flow analysis, and the trade-off between risk and return.

IMBFX-508 - Stat. Analysis for Bus Decisn

2 Credits

This is a foundations course in Statistics for the MBA program. Descriptive statistical measures and probability theory are combined to provide the basis for statistical decision-making techniques. Areas covered include: measures of central tendency, measures of variability, hypothesis testing and confidence intervals, one- and two-way analysis of variance, Chi-squares and non-parametric statistical techniques.

IMBFX-510 - Operations Management

2 Credits

This introductory level course provides students with an understanding of the latest quantitative tools for corporate decision-making. Topics include quality-control applications, optimization techniques (including linear programming), the simplex method, the transportation model, and the assignment model. Other topics include time-series analysis, queuing theory and an introduction to total quality management. Computer applications, case analysis and problem-solving sets are used throughout the course. Prerequisite: MBF508 or equivalent undergraduate course.

LARCH-614 - Intro to Horticulture Therapy

3 Credits

This course introduces students to the profound interaction between people to plants and the therapeutic benefits of horticulture on mind, body and soul. Students learn the history, principles, practices, basic skills, applied research and recent development of horticultural therapy. They will become familiar with physically, mentally and emotionally challenged populations in different settings including special schools and correctional facilities through site visits.

MCM-600 - Constructn Estimatr & Schedn

3 Credits

Utilizing pertinent case studies, this course focuses upon the planning and scheduling stages of the building process, with particular emphasis upon reading construction documents and basic estimating principles applied to small-scale, residential and commercial projects. Construction site procedures, as well as techniques for estimating unit quantities and costs of materials, labor and equipment, are introduced, and given industry application utilizing building specifications and computer software.

MCM-602 - Constructn Informatn Modeling

3 Credits

Technological advances within the construction industry demand that today's managers possess proficiency in current building methodologies and literacy in current computer software. This course concentrates upon the use of sustainable construction methods and materials to produce costeffective projects with emphasis upon resource efficiency, environmental protection and waste minimization. Innovative methods of documentation and digital techniques, principally Integrated Practice and Building Information Modeling (BIM) are given comprehensive coverage, relative to the application of the software to the actualization of the built form.

MCM-603 - Const Law: Roles & Responsibi

3 Credits

Current legal problems associated with the construction industry are investigated from management's perspective through consideration of the roles assigned to the various project participants. The entire building process from predesign to owner use is scrutinized, highlighting case law and statutory information, contractual relationships, licensing issues, design through build, bidding and procurement rules, mechanics liens, insurance and surety bonds, and liability awareness. Available methods of dispute resolution are evaluated, including negotiation, mediation, arbitration, and litigation with emphasis upon claim avoidance.

MCM-604 - Project Finance & Cost Control

3 Credits

Utilizing pertinent case studies, this course probes the economics of construction and analyzes project control systems used to effectively manage cost and time. Principles drawn from cognate business fields, specifically accounting, finance, and taxation, are given real-life application relative to construction projects of multiple types and scales. Key budgetary issues are examined in-depth, including financial statements and balance sheets, variance analysis and optimum cash flow methods, as well as efficient cost reporting systems. Additional topics include internal controls, financial analysis and presentation, contractor surety and lending, and fraud, with particular emphasis upon cost-effective methods to procure and deliver construction projects including lump sum, unit price, cost-plus, and design-build.

MCM-606 - Construction Risk Management

3 Credits

This course examines the key concepts, models, codes, tools and techniques used in managing risks within the architecture, construction and engineering industries. The course will focus on planning for the effective implementation of the risk management process, identification and qualitative and quantitative assessment of risks, appropriate strategies to respond to risks, and how to sustain the risk management process throughout the life of a construction project. Prerequisite: MCM 601 or approval of MCM Program Director.

MCM-608 - Constructn Enviromental Mgmt.

3 Credits

This course examines the key concepts, systems, laws, tools and techniques used in managing environmental risks within the architecture, construction and engineering industries. The course will focus on environmental issues from a construction business management perspective and include analytical techniques, management processes and business strategies that aid successful reconciliation of environmental and economic performance goals for construction operations. Through a combination of real-life cases, readings, lectures, videos, and simulations, class sessions will seek to engage students in discussions aimed at developing systems of corporate environmental management, covering compliance, environmental risk management, pollution prevention, product stewardship, supply chain management, and communication. Prerequisite: MCM 601 or approval of MCM Program Director.

MCM-610 - Constructn Estimatr & Schedn

3 Credits

Utilizing pertinent case studies, this course focuses upon the planning and scheduling stages of the building process, with particular emphasis upon reading construction documents and basic estimating principles applied to small-scale, residential and commercial projects. Construction site procedures, as well as techniques for estimating unit quantities and costs of materials, labor and equipment, are introduced, and given industry application utilizing building specifications and computer software.

MCM-612 - Ad Constn. Proj. Management

3 Credits

Through detailed case studies drawn from contemporary practice, this course provides in-depth study of the principles and methods critical to the management and integration of the design and construction processes. Planning, scheduling, bidding, professional/client relationship, contractor selection and LEED accreditation are analyzed. Theoretical and practical aspects of project planning are charted, incorporating such essential steps as feasibility studies, estimating project costs, cash flows and cost control through critical path methodologies, risk analysis methods and current techniques for value engineering.

MCM-614 - Materials & Mthds of Construc

3 Credits

This course explores a management approach to evaluation and policies involving materials, assemblies and methodologies of general construction. Students are exposed to basic building materials, components, and systems and the appropriate techniques to evaluate their value, constructability, and other characteristics affecting project success. Emphasis is placed on the development of company policies regarding material selection, procurement, handling and assembly. Case studies and ongoing project examples are an integral part of the course.

MCM-791 - Construction Mgmt Internship

1 Credits

To ensure competency in the field before graduation, each student must complete 400 hours of professional construction management experience with a firm in the building industry. This requirement may be waived for entering students with equal or greater professional experience. Prerequisite: MCM 602, MCM-603, MCM-604

MCM-901 - Master's Project

3 Credits

Construction managers today are part of a team-oriented enterprise, working in collaboration with architects, clients, developers and sub-contractors in the conceptualization and realization of the built environment. This independent study serves as the culminating experience in the program and requires the student to translate the design intentions of the architect and the expectations of the client into sustainable built form. Working in consultation with a committee of academic and professional advisors drawn from both architecture and construction, the student must choose a specific project and produce a comprehensive manual that addresses design concerns, sustainable systems and materials, construction methodologies as well as financial, legal, and safety standards operative in each phase of the construction process. An oral defense, supported by visual documentation realized via relevant digital technologies, will be presented for review and critique by a jury of committee members, faculty and students. Prerequisites: MCM-602, MCM-603, MCM-604, MBA-625, SDN-601, SDN-603

MMW-712 - Introduction to Health Policy

3 Credits

The focus of this required course is federal health-policy development, analysis and implementation and the role of the health-care provider in influencing health policy in the United States. The student will study public health policy to understand the basics of the policy-making process and to attain a beginning knowledge of how to influence health policies. The course will focus on women's and infants' health issues as examples of broader issues in health policy.

MMW-720 - Critical Inquiry I

3 Credits

Critical Inquiry I is a required course that provides the foundations of research and critical inquiry as it applies to the evaluation of scientific evidence. The course will cover the following areas: the scientific method and its limitations; multiple ways of knowing; the ethics of research; defining problems, questions and hypotheses; conceptual analysis, constructs and theory building as they pertain to clinical practice and research. The course will provide an overview of the research process, and the student will apply this knowledge in the development of Chapters 1 and 2 of a research proposal. Midwifery contributions to the scientific literature will be highlighted as examples.

MMW-721 - Critical Inquiry II

3 Credits

Critical Inquiry II is a required course that provides a special focus on research methods and their applications in clinical research and evidence-based practice. Steps in developing a research proposal, a research report and an evidence-based clinical protocol are presented. Students will be expected to continue their work on a problem or question relating to midwifery practice and/or women's health, critically analyze the literature, place the issue in a theoretical context and develop an appropriate methodology to study the issue. Students may prepare a research proposal, a manuscript for publication, a grant proposal or an evidence-based clinical protocol for the final project. Or, the student may serve as a research apprentice to an experienced researcher working on a midwifery or women's health issue or as an intern to a national midwifery organization working on research-related projects that advance the profession of midwifery. Students may elect to continue their research and complete a thesis in a three-credit elective course. Prerequisite: MMW720

MMW-722 - Intro Admin in the Clinical Setting

3 Credits

This elective course provides students with the knowledge to understand the factors that influence the success and viability of nurse-midwifery practices. The effects of the changing health-care environment on primary health-care providers will be explored. Particular attention will be paid to current issues in the health-care system. The course will examine the startup of a clinical practice either as an entrepreneurial entity or within an existing organization. Emphasis will be placed on a beginning understanding of financial accounting statements and business plans used in the health-care industry. Students will explore the influence of political/economic milieus within and around the practice organization. In addition, students will learn practical techniques in order to develop beginning abilities in conflict resolution and contract negotiation.

MMW-723 - Advanced Clinical Practice

3 Credits

This elective course is a guided independent study in advanced clinical practice. In consultation with the faculty, the student will identify a specific area of clinical practice (for example, caring for women with gestational diabetes). Intensive, focused study in this content area will be facilitated. Experiences relevant to the student's area of interest will be sought in the clinical setting. Reflection on the student's own transformation from novice to expert will be included.

MMW-724 - Introduction to Teaching Methods

3 Credits

This elective course provides an introduction to teaching methods useful for midwifery educators in academic and clinical settings. Fundamentals of adult education will be reviewed. Concepts particular to midwifery education will be explored. Examination of how to identify and reach educational goals will be included for traditional models, distance education and in the clinical setting. The process of identification of student learning issues and problem solving will be included.

MMW-725 - Reproductive Health: Developng Natns

3 Credits

This course will present current trends and the range/impact of problems in reproductive health in the developing world. Students will explore the context and consequences of reproductive health problems, common intervention strategies, and the critical role of health-care consultants to developing countries. The class will gain an understanding of the appropriate preparation, roles and responsibilities of international health-care consultants. As an outcome of this course, the student will be prepared to predict the potential impact of unmet reproductive health care needs in developing countries and evaluate proposed interventions.

MMW-726A - Serv Learnn in Reproductv Hlth

2 Credits

This international excursion course will enhance student learning and contribute to global efforts to improve maternal-infant health. The experience will include a 1 week trip to a developing country in conjunction with an existing non-for-profit organization with strong ties to that country. Learning assignments related to this experience include preparation for the trip and will encourage reflection, develop leadership skills, and facilitate cultural sensitivity and humility during and after the trip. All students will be closely supervised by their Philadelphia University faculty during their experience and all relevant international rules and regulations will be followed.

MMW-726B - Serv Learnn in Reproductv Hlth

2 Credits

This international excursion course will enhance student learning and contribute to global efforts to improve maternal-infant health. The experience will include a 1 week trip to a developing country in conjunction with an existing non-for-profit organization with strong ties to that country. Learning assignments related to this experience include preparation for the trip and will encourage reflection, develop leadership skills, and facilitate cultural sensitivity and humility during and after the trip. All students will be closely supervised by their Philadelphia University faculty during their experience and all relevant international rules and regulations will be followed.

MMW-730 - Theoretical Foundatns of Midw

3 Credits

This course provides an overview of health promotion and counseling from theoretical and applied perspectives. The midwifery model of care will be introduced. We will discuss how the health of women and their families are influenced by a variety of factors. We will study theories of wellness and behavior change and explore public health and the role of the midwife. The development of graduate-level writing skills will be emphasized.

MMW-731 - Evidence-Based Care:Eval Rsch

3 Credits

This required course provides the foundations of research and critical inquiry as it applies to the evaluation of scientific evidence. This course covers the following areas: the scientific method and its limitations; multiple ways of knowing; ethics of research; defining problems, questions, and hypotheses; conceptual analysis, constructs and theories as they pertain to clinical practice and research. The course will provide an overview of research methods and process, and the student will apply this knowledge in the preparation of a literature review relevant to midwifery practice. Midwifery contributions to the scientific literature will be highlighted as examples.

MRE-601 - Principles of Real Estate

3 Credits

This advanced survey is intended to familiarize students with the theories, practices and principles of real estate development. Topics include urban economics, real estate law, brokerage, real estate valuation, financial institutions and analysis, tax issues, investment analysis and development.

MSARC-631 - Architectural Research Methods

3 Credits

This seminar is focused on understanding independent research, inquiry, analysis, design exploration and synthesis in architecture. Different approaches to research, hypothesis testing, design process, and systems for design will be presented and discussed. This course is structured around weekly seminars and workshops and interactions with faculty members to guide student research and lead to the development of a comprehensive thesis project. Students will be challenged to develop and prepare their research proposals for their thesis project.

MSID-500 - Skills & Methods for Ind Dsgn

3 Credits

An intensive summer workshop for graduate students matriculating without an industrial design background. This course replicates much of the skills-based content covered in undergraduate Design I, and goes on to cover shop and prototyping issues otherwise found in Materials and Process: Shop Techniques, as well as basic materials and process selection for manufacturing. Projects are designed, but this class focuses on techniques and skills rather than the objects designed.

MSID-600A - Intercultur Innovatn/Stdy Abr

1 Credits

During a short experience in a foreign country, students will observe and document cultural and demographic difference between countries through formal lectures, and field observations and team exercises. The work in this class is informed by the use of user-based observational research techniques, which students will adapt and propose. Documentation is brought back to the US for use in the MSID-600B Intercultural Innovation: Interdisciplinary Project Component class. Students should plan on taking BOTH classes.

MSID-600B - Intercultur Innovatn/Stdy Abr

2 Credits

This is the second in a two-course interdisciplinary course sequence. This class builds on work done in the MSID-600A Intercultural Innovation: Study Abroad Component course. Students should plan on taking BOTH classes. In MSID-600B, students bring research by interdisciplinary teams outside the US into well-documented opportunities for new products, business platforms or systems. In a series of team meetings and design critiques, they then turn them into cohesive proposals including both design and business elements.

MSID-700 - Research & Desn Process Meths

3 Credits

This course gives students the tools they need to find and frame opportunities, to construct successful design briefs and to evaluate design in progress, and to explore and document new generative and evaluative research techniques and defining basics of professional practice. class projects will support studio work, as well as contributing to ongoing research initiatives.

MSID-701 - Practice Tutorial

3 Credits

This course addresses specialized topics in professional practice relevant to graduate industrial design students. These include current approaches to intellectual property, professional ethics, contracts, management practices, and structures of practice and employment in the field. In addition, students research fields within industrial design to identify potential career paths, plan and execute individual strategies for networking and interviewing, and prepare portfolio deliverables and other self-promotion materials in consultation with faculty and guest critics.

MSID-703 - User Centered Design

6 Credits

This course is the first in the MSID studio sequence. This studio concentrates on user-centered design techniques, including observational/ethnographic research methods and methods incorporating users and other stakeholders into the design process. Each studio will be expected to do extensive generative research and to publicize/archive its research and conclusions. Prerequisite: MSID-500

MSID-704 - Wkshop: Interactive Prototypn

3 Credits

This course addresses the need by industrial design professionals to create interactive, intelligent systems comprising both hardware and software components, and to test, iterate, assess and defend these solutions based on principles of cognitive and physical human factors. Through quick, iterative prototyping and testing of interfaces based on simple microcontrollers, this class teaches basic programming, integration of electronic sensors and outputs into tangible interfaces, and principles of testing and cognitive ergonomics for use in assessment of interactive interfaces.

MSID-705 - Collaborative Innovatn Studio

6 Credits

This course is the second in the MSID studio sequence. This studio provokes interdisciplinary activity through a project centered on designed systems, which requires industrial design but requires inputs from other disciplines. Types of projects might include:- ID + corporate brand experience, - ID + materials science product development, - Products of service/business, platform design, - Entrepreneurial design (design + business plan), - Software/hardware systems

MSID-707 - Current Issues in Ind Dsg

3 Credits

In this class, students map and discuss the major influences on industrial design today, as well as modeling the lifetime learning and assessment of theory that are necessary for effective professional design and critique. The class is a seminar and is thematic rather than historical in focus. The reading list is expected to include blogs and periodicals, as well as books, and will change frequently.

MSID-791 - Internship

3 Credits

This course allows students to pursue direct experience in a company or organization that is actively engaged in design-related work. Students augment and enrich their overall education at the University by learning through direct work experience on design projects. Permission required, see program director or Career Services office for details.

MSID-798 - Independent Study

3 Credits

This course will allow students to pursue individual areas of interest while working jointly with a faculty member. Enrollment is subject to the availability and approval of both the program director and faculty member. The student must have 18 or more graduate-level credits, and a prospectus of the proposed independent study must be approved at least one month prior to registration. See appropriate form available online at Registrar's website, www.philau.edu/registrar/.

MSID-803 - Master's Proj I: Implementation

6 Credits

The 2-semester capstone project sequence stresses the importance of iterative prototyping and evaluation in current design practice by devoting two semesters to the ID Capstone project. In this first capstone project semester, students begin work with a team of collaborators within and outside the University. Students have weekly progress critiques with studio faculty and other students, as well as regular meetings with outside project stakeholders. The semester concludes in a progress presentation with outside critics. Prerequisite: MSID-705

MSID-804 - Master's Proj II: Dev & Eval

6 Credits

The MSID master's project sequence includes two courses. In this second semester, students work with collaborators and critics/clients within and outside the University to develop, detail and revise designs to a professional level, and to test their performance in the real world. Activities include weekly critiques with studio faculty and other students, as well as meetings with outside project stakeholders. The semester concludes with in-person defense of the work and a display at the CDEC Spring Design Show. Prerequisite: MSID-803

OCC-610 - Portfolio Seminar

1 Credits

This course presents the concept of a professional portfolio, the initial step in guiding students' professional development and socialization into the occupational therapy discipline. Students are introduced to the concepts of self-reflection and self-assessment, and are guided in the process of developing growth activities leading to individual competencies. Through class activities and assignments with their portfolio clients, students learn how to interview, develop a therapeutic rapport, and construct a client profile. Prerequisite: All admissions prerequisite coursework

OCC-611 - Foundations for Practice

3 Credits

Overview of occupational therapy theory and domains of practice, including practice roles and functions, regulatory and legislative mandates and constraints, historical and philosophical foundations and ethics. Overview of occupational therapy domains of practice, including practice roles and functions, regulatory and legislative mandates and constraints, historical and philosophical foundations, ethics, the therapeutic relationship, and the professional socialization process. Prerequisites: All admissions prerequisite coursework

OCC-613 - Functional Anatomy

4 Credits

This course provides students with knowledge of structure and function of the human body and lays the foundation for an understanding of biomechanical and kinesiological concepts as they relate to human movement. The course will also focus on typical development of gross and fine motor skills, and concepts of motor control and motor learning through goniometry, manual muscle testing, and movement analysis. Prerequisites: All admissions prerequisite coursework

OCC-616 - Assistive Tech. Design

2 Credits

Working with students from the Industrial Design program, students collaborate to design an assistive device or tool to facilitate a client's occupational performance. Through field experiences, teaching-learning activities, discussion, and experiential assignments, students examine their evolving understanding of occupation, adaptation, and participation. Course activities include applying the principles of task analysis and universal design, and critically analyzing and synthesizing evaluation data. The culminating course project assists students to gain professional development experience and insight through the presentation of findings in a consumer-oriented forum. Prerequisite: OCC611

OCC-621 - Occupational Competence

3 Credits

Historical exploration into the nature of humans as occupational beings throughout the lifespan. Focus on occupational performance analysis, and occupation-based goal setting and intervention planning to promote an individual's occupational competence. Impact of physical, social and cultural environments on occupational choice and the ability of individuals to adapt to environmental demands are presented. Prerequisite: OCC611

OCC-623 - Applied Neuroanatomy

4 Credits

In-depth exploration of the neuroanatomical, neurochemical, neurophysiological, cognitive, motor and sensorimotor basis of brain function as it relates to human performance. Identification of major structures and functions of normal and abnormal nervous systems. Development of an understanding of the neurobiological substrates of behavior and learning. Particular emphasis is placed on the relationship of neuroanatomy to human movement, problem solving and executive functions. Prerequisites: OCC613

OCC-625 - Clinical Skills A

1 Credits

Students learn clinical skills most typically used in various practice contexts of occupational therapy. Course includes development of competencies in safe clinical practices, occupational therapy terminology, and documentation for skilled occupational therapy service. Skills are practiced in hands-on laboratory environments and then applied through Level I Fieldwork.

OCC-626 - Evidence Based Practice

3 Credits

This course helps students to become skillful consumers of research for the purposes of evidence-building and assessing outcomes of occupational therapy. Students are introduced to the research perspective and evidence-based practice as a basis for professional competence. Utilizing the critical appraisal process, students critique and analyze the literature to answer clinical practice questions. Course experiences include examining the basic research elements of single subject, experimental, quasi-experimental and qualitative research studies; considering ethical issues of research; developing and answering complex clinical questions; and planning, presenting and disseminating research findings. Prerequisite: OCC611

OCC-628 - Intro to Evaluation

1 Credits

Occupational therapists use the evaluation process to develop a clear understanding of a client's occupational performance issues. The process sets the stage for client-centered practice by establishing strengths, needs, goals, and barriers to client functioning. Therapists use evaluation results not only for treatment planning, but also to communicate with clients, caregivers, other professionals and payers. This course will help students to select, critique and project evaluation clinical utility. Course content will also address how evaluation leads to OT intervention. Course content will be delivered in both on-line and in-class format. (1 credit; delivered primarily online)

OCC-635 - Clinical Skills B

1 Credits

Students learn clinical skills most typically used in various practice contexts of occupational therapy. Course includes development of competencies in safe clinical practices for mobility devices, monitoring and documenting vital signs, adherence to cardiac precautions, adapted self-care activities, joint protection and energy conservation. Skills are practiced in hands-on laboratory environments and then applied through Level I Fieldwork. Prerequisite: OCC625

OCC-645 - Clinical Skills C

1 Credits

Students learn clinical skills most typically used in various practice contexts of occupational therapy. Course includes development of competencies in safe clinical practices for physical agent modalities (PAM), fabrication and application of splinting devices, and wound care. Skills are practiced in hands-on laboratory environments and then applied through Level I Fieldwork. Prerequisite: OCC613

OCC-735 - Level I Fieldwork A

1 Credits

The overall purpose of the fieldwork experience is to provide students with exposure to clinical practice through observation and active participation in the evaluation and treatment process. The opportunity to work with clients and therapists helps students to examine their reactions to clients, themselves and other personnel while integrating academic learning with clinical practice. The focus of the learning experience will be the application of knowledge and skills learned through coursework to include observation, written and verbal communication, professional behavior, individual and group participation with patients and clients, and beginning level assessment and intervention. At the completion of three Level I Fieldwork experiences the student will demonstrate beginning-level competency on a series of clinical skills. Prerequisite: OCC621, OCC625

OCC-738 - Psychosocial Interventions**5 Credits**

OT assessment and intervention approaches as they apply to individuals whose lives have been affected by developmental delay, disease, trauma and/ or disability are explored. In-depth analysis of the social and psychological properties of intervention strategies. Focus on assessment and intervention strategies that mainly address cognitive and psychiatric impairments. Hands-on techniques, consultative models, documentation strategies, patient/ client and caregiver teaching and theoretical constructs are explored. Prerequisites: OCC621

OCC-741 - Interpersonal Relationships and Groups**3 Credits**

Interpersonal communication and relationship theories and information related to the dynamics of collaborating with others including OTA, members of the multidisciplinary team, patients and their families are explored. Strategies for using the self as a therapeutic agent, and teaching and empowering patients, families and caregivers, are discussed. Prerequisite: OCC621

OCC-745 - Level I Fieldwork B**1 Credits**

The overall purpose of the fieldwork experience is to provide students with exposure to clinical practice through observation and active participation in the evaluation and treatment process. The opportunity to work with clients and therapists helps students to examine their reactions to clients, themselves and other personnel while integrating academic learning with clinical practice. The focus of the learning experience will be the application of knowledge and skills learned through coursework to include observation, written and verbal communication, professional behavior, individual and group participation with patients and clients, and beginning level assessment and intervention. At the completion of three Level I Fieldwork experiences the student will demonstrate beginning-level competency on a series of clinical skills. Prerequisite: OCC621, OCC625

OCC-748 - Asses. & Intervention: Adults**5 Credits**

Occupational therapy assessment process and intervention approaches as they apply to individuals whose lives have been affected by disease, trauma and/or disability. In-depth analysis of the physical, social, cognitive and psychological properties of intervention strategies. Hands-on techniques, documentation strategies, patient/client and caregiver teaching and theoretical constructs are explored. This course focuses on assessment and intervention strategies that primarily address musculoskeletal or neurological impairments and medical conditions. Students will learn the historical and theoretical basis for a variety of assessment tools and intervention strategies. Prerequisites: OCC613, OCC621, OCC623

OCC-751 - Professional Issues and Trends**3 Credits**

In-depth examination of issues affecting practice, reimbursement, role delineation, professional autonomy and the changing human services system in the United States. OT-specific issues regarding ethics, staff development, program evaluation, research, patient advocacy and health policy will be addressed. Strategic and program planning, program design and implementation, legislative imperatives, resource utilization and use of outcomes data for program planning and justification are presented. Prerequisites: two of the following: OCC611, OCC738, OCC748

OCC-754 - Environmental Dimensions of Occupation**3 Credits**

In-depth exploration of the physical, perceptual, psychological and social dimensions of the environment. Impact of the environment on behavior and the individual's ability to mount an adaptive response will be examined. Students will complete an environmental assessment and will learn to design and construct environmental adaptations. Historical and theoretical basis for physical and social adaptations is explored. Prerequisites: OCC613, OCC621

OCC-755 - Level I fieldwork C

1 Credits

The overall purpose of the fieldwork experience is to provide students with exposure to clinical practice through observation and active participation in the evaluation and treatment process. The opportunity to work with clients and therapists helps students to examine their reactions to clients, themselves and other personnel while integrating academic learning with clinical practice. The focus of the learning experience will be the application of knowledge and skills learned through coursework to include observation, written and verbal communication, professional behavior, individual and group participation with patients and clients, and beginning level assessment and intervention. At the completion of three Level I Fieldwork experiences the student will demonstrate beginning-level competency on a series of clinical skills. Prerequisite: OCC621, OCC625

OCC-757 - Innovative Prac in Oc Therapy

3 Credits

This course offers an in-depth exploration of emerging areas for occupational therapy practice. Issues regarding program development, financial and human resource management, outcomes measurement, advocacy, and health policy will be addressed. Students will work in small groups to examine the interrelationships of person, environment and occupation within communities and populations. They will collaborate with stakeholders including local agency staff and consumers to identify and develop potential client-centered and evidence-based programs and funding mechanisms. Self-directed classroom and distance learning activities will enable students to explore strategies for improving access to occupational therapy services and expanding the realm of practice. Prerequisites: OCC731, OCC738, OCC748

OCC-758 - Asses & Intervn Children/Youth

5 Credits

Students explore occupational therapy assessment and intervention approaches as they apply to children and youth whose lives have been affected by complex developmental, physical, cognitive and neurological disorders. Students will conduct an in-depth analysis of the physical, social, and psychosocial contexts in which intervention strategies occur. Hands-on techniques, consultative models, reimbursement and practice domain challenges/opportunities, documentation strategies, client and caregiver education, family-centered care and theoretical constructs are explored. Adaptive equipment, assistive devices, and emerging technology are examined. Learning activities help students to develop a repertoire of strategies to observe and assess children and youth, develop collaborative team skills, design intervention plans, refine their activity analysis skills, and identify the theoretical relevance for assessment tools, assistive devices and intervention strategies. Prerequisites: OCC613, OCC621, OCC623

OCC-765 - Clinical Applications

1 Credits

The overall purpose of the fieldwork experience is to provide students with exposure to clinical practice through observation and active participation in the evaluation and treatment process. The opportunity to work with clients and therapists helps students to examine their reactions to clients; themselves and other personnel while integrating academic learning with clinical practice. The focus of the learning experience will be the application of knowledge and skills learned through coursework to include observation, written and verbal communication, professional behavior, individual and group participation with patients and clients, and beginning level assessment and intervention. At the completion of all Level I Fieldwork experiences, the student will demonstrate beginning-level competency on a series of clinical skills. Prerequisites: OCC621, OCC625

OCC-766 - Older Adults:enabling Particip

2 Credits

This course provides an in-depth analysis of the impact of aging on health, well-being, and participation in older adults. Topics include the impact of normal aging, changing health status, role transition, memory and life review, retirement/ leisure pursuits, wellness, and end of life issues. Hands on techniques, consultative models, reimbursement and practice domain challenges/ opportunities, documentation strategies, patient/client and caregiver education, and theoretical constructs are explored. Students will employ clinical reasoning in assessment and interventions across practice settings including acute, rehabilitation, outpatient, mental health, home, and long term care facilities. Prerequisites: OCC621, OCC623

OCC-768 - Specialty Prac:upper Extr Reha

3 Credits

Students learn the clinical reasoning process that guides occupational therapy upper extremity rehabilitation with a focus on assessment, goal setting, treatment planning and documentation strategies. The practical, philosophical and theoretical bases for intervention are reviewed for the following advanced practice techniques: physical agent modalities (PAMs), kinesiotaping, joint mobilization, static and dynamic splinting, post-surgical techniques, and upper quadrant interventions. The need for advanced certification as well as parameters for referral to and/or collaboration with other disciplines will be explored. Prerequisites: OCC736, OCC746, OCC756

OCC-770 - Practice Platform Seminar

2 Credits

This course supports students in their final culminating project of the academic program, presentation of the Master's Portfolio. During this capstone course, students describe the development of their own critical thinking, assess current practice knowledge and skills, and identify constructs for their future professional practice. Through classroom and online learning activities that involve self-reflection on collected experiences over the program, students are guided in their professional socialization. Prerequisites: OCC 626 and two of the following: OCC 738, OCC 748 or OCC 758

OCC-771 - Level II Fieldwork A

3 Credits

The fieldwork component of the curriculum provides students with an in-depth experience in the practice and application of the occupational therapy process. Students will apply the knowledge, skills and clinical reasoning gained through classroom, experiential and self-directed learning experiences to achieve entry-level practice competence. Students complete two full time, 12-week fieldwork placements following successful completion of assessment and intervention coursework. Successful completion of the fieldwork education component is a requirement for graduation from the Occupational Therapy Program. Prerequisites: Complete a minimum of 52 OCC credits

OCC-775 - Clinical Reasoning I

2 Credits

Integrated with the Level II Fieldwork experience, this course provides the foundation for the analysis of constructs that inform daily practice decisions. Students are challenged to transfer their fieldwork experiences, academic knowledge, and clinical skills to the dynamic and challenging practice environment through the process of clinical reasoning. Clinical reasoning concepts in relation to the therapeutic use of self and occupations will be defined and discussed through client stories and opportunities to observe and question expert practitioners. Students will use the literature to validate practice decisions and/or reframe client problems and therapy interventions. Emphasis will be placed on establishing routine clinical reasoning skills through the "electronic classroom", fieldwork experience, and on-line group discussions.

OCC-781 - Level II Fieldwork B

3 Credits

The fieldwork component of the curriculum provides students with an in-depth experience in the practice and application of the occupational therapy process. Students will apply the knowledge, skills and clinical reasoning gained through classroom, experiential and self-directed learning experiences to achieve entry-level practice competence. Students complete two full time, 12-week fieldwork placements following successful completion of assessment and intervention coursework. Successful completion of the fieldwork education component is a requirement for graduation from the Occupational Therapy Program. Prerequisites: Complete a minimum of 52 OCC credits

OCC-784 - Mastery

1 Credits

This course requires the intergration of previously acquired knowledge and clinical skills. Students will review the clinical reasoning process that guides the OT evaluation, goal setting, treatment planning and documentation, and discuss the philosophical and thoeritical bases for intervention across the practice continuum. Through case discussion and self-testing, students will become familiar with the domains tested on the certification exam, asses readiness, and develop a plan of study. Prerequisites: OCC738, OCC748, OCC758

OCC-785 - Clinical Reasoning II

2 Credits

This course is conducted completely on-line using distance teaching methods. Content includes the analysis of critical thinking constructs that inform daily practice decisions. Students will continue to develop and utilize clinical reasoning concepts to reflect on practice decisions implemented during Level II Fieldwork. Students will use literature and evidence-based studies to validate and/or reframe client problems and therapy intervention. Emphasis will be placed on articulating the clinical reasoning process with other healthcare professionals in designated work environments.

OCC-797 - Special Topics

1 Credits

Prerequisites: OCC611 or permission of instructor

OTD-732 - Contemp. Practice Concepts

3 Credits

In this course students explore and apply contemporary practice concepts, language, and models to the practice of occupational therapy. Through a series of learning activities, students develop digital age information literacy to support scholarship and clinical reasoning development.

OTD-733 - Research Mthds Clini Prac

3 Credits

This course will provide an overview of the theory and methods utilized in conducting clinical research. Students will learn to apply terminology and methods associated with measurement in experimental-type research including statistical analysis of quantitative data. The course will also review qualitative research, using a process-oriented approach to explore theories, approaches (Phenomenology, Ethnography & Grounded Theory), and data collection methods. Students will participate in the design of a group research study and explore potential methods for use in their own clinical settings.

OTD-804 - Adv. Professional Studies

1 Credits

This course introduces students to strategies for advanced professional development. Topics include self-directed learning, online learning technologies and communities, and mentoring relationships.

OTD-805 - Doctoral Seminar

2 Credits

This course introduces students to scholarly writing and presentations, and strategies for working with the literature. Through learning assignments and online activities, students will discuss contemporary OT concepts, engage in peer review critiques, apply presentation technology, and develop a career trajectory.

OTD-806 - Adv. Evidence-Based Practice

3 Credits

In this course students will refine their skills for asking clinical questions, searching for, and critically appraising available evidence in order to form conclusions regarding best practice. Through in-depth exploration of the research process including an evaluation of research methodologies associated with hierarchies of evidence, students will formulate and answer questions about their own clinical practice.

OTD-807 - Interpersonal Partnerships

3 Credits

In this course students will explore the dynamics involved with forming collaborative partnerships, working in teams, and expanding one's professional network. Through course readings, activities, and assignments completed in the student's work environment, students will develop skills in teamwork, consensus building, conflict management, negotiation, and consultation.

OTD-808 - Applied Leadership

3 Credits

In this course students will explore leadership theories and the practice philosophies that are central to leadership effectiveness. Tools and strategies for evaluating and assessing leadership development, including personal leadership style and strengths, as well as best practices for developing leadership skills will be reviewed. Students will create a personal leadership development plan directed toward leadership and advocacy within their own practice settings or areas of interest.

OTD-811 - Educational Theory & Practice

3 Credits

This course provides an overview of the foundations and application of educational theory in teaching the adult learner. Teaching is considered for academic, practice, and continuing education environments. Evidence is considered from a variety of sources to develop effective educational processes and evaluation strategies. Students acquire knowledge and skills to apply scholarly evidence and knowledge of educational theory in a variety of environments with diverse adult learners.

OTD-812 - Tech & Educational Methods**3 Credits**

This course provides an overview of theories and practices related to the use of current and emerging teaching and learning technologies. Students explore a variety of educational and instructional technologies. Educators in clinical, academic, professional, community, and other settings will gain skills in choosing appropriate technology supported by best pedagogical practices to enhance learning. Contextual issues such as financial, political, cultural, and access will be explored with consideration of the impact on availability and evaluation of instructional technologies. With the rapid rate of change in technology, strategies for considering and anticipating future technologies will be examined.

OTD-813 - Accessible Living**3 Credits**

With the national trend toward aging-in-place, occupational therapists have an expanding role in helping older adults and persons who have disabilities to live at home and participate fully in their communities. This course explores environmental modifications and technology to address function, safety, independence and access for both the home as well as community spaces. Housing laws, universal design, technology, and environmental options and resources to support participation are examined

OTD-814 - Funding and Grantsmanship**3 Credits**

Today's programs frequently rely upon a mix of funding to support program operations and new initiatives. Professionals need to be able to effectively identify grant funding opportunities, secure funding, and manage the responsibility of grants. This course will introduce students to core components for successfully obtaining program or project funding, including identifying project, program and/or community needs, project/ program development and assessment, grant seeking strategies, funding source research, proposal writing, program outcomes and evaluation, and grant stewardship.

OTD-815 - Emerging Pract & Entrepreneurship**3 Credits**

This course will apply an entrepreneurial framework to developing the role of occupational therapy in health maintenance and promotion, through an awareness of individual and population-based needs in the current health care environment. Students will apply principles of lifestyle medicine, develop programs for non-traditional practice settings, and explore funding sources to support the inclusion of occupational therapy as a member of the health care team.

OTD-816 - Directed Inquiry Seminar**3 Credits**

This seminar supports the student's independent exploration of topics related to clinical research, program development and/or evaluation. Students will augment their knowledge and skills in a particular topic area by exploring the literature, interviewing experts, and/or engaging in research and development activities. The actual content and method will be directed by the student and approved by the instructor. Students will demonstrate a series of competencies in an area of interest as the primary outcome of this course.

OTD-910 - Capstone I: Design & Outcomes**3 Credits**

The capstone project will have potential for real-world application such as developing or comparing a clinical protocol, developing a product or program, or answering a clinical research question. Based on findings from Advanced EBP, students will develop a strategy to build upon existing evidence and/or generate new evidence specific to their area of interest. Course outcomes include a literature review and written capstone proposal that establishes a compelling need for a product, program or applied research project, including design and methods for measuring outcomes. Requirements of Institutional Review Boards (IRBs) and research integrity will be discussed in detail.

OTD-920 - Capstone II: Implementation

3 Credits

Students carry out their capstone projects, collecting data in relationship to previously identified outcomes measures and following the methods as outlined in their proposals from Capstone I. A major focus of this course is the practical application of collecting and maintaining data and the ability to analyze data using statistical software packages. Students maintain close communication with mentor(s), participate in weekly meetings to overcome any potential barriers they may encounter, and receive advice and support in the implementation process.

OTD-930 - Cap III:Analys & Presentation

3 Credits

Students analyze their project data, discuss how to apply the evidence derived from the project, and create and implement a plan for dissemination of findings. The culminating experience is an on-campus Doctoral Symposium in which students present their work and review the work of their peers.

PAS-603 - Advanced Physical Assessment

1 Credits

This integrative seminar course is designed to synthesize history taking and physical diagnosis skills with the medical, diagnostic and pharmacologic knowledge gained throughout the didactic phase of the PA program in order to apply it to stimulated patients presentations. Working in small groups and individually, students will interact with patient simulators and standardized patients to elicit a history, do an appropriate physical exam, order and/or interpret diagnostic tests, develop treatment plans and perform appropriate interventions.

PAS-605 - Clinical Correlations of Public Health

1 Credits

Clinical Correlations of Public Health Clinical Correlations of Public Health is a lecture and group discussion course that will allow physician assistant students to gain a fundamental understanding of public health,health policy, and its impact on clinical practice. In addition, this course will provide practical approaches for physician assitant sutdents to provide appropriate patient education for patients with modifiable risk factors for disease.

PAS-611 - Clinical Medicine

8 Credits

This lecture course uses an organ-system organization to present an overview of the pathophysiology, clinical manifestations, diagnostic evaluation and management of common diseases encountered in primary care. The course includes modules in: epidemiology, infectious disease, cardiology, pulmonology, gastroenterology, hematology/oncology, endocrinology, nephrology, urology, rheumatology, neurology, dermatology, ophthalmology, otorhinolaryngology (ENT) and psychiatry. Principles of health promotion and disease prevention are also presented. Prerequisites: PASF507GR, PASF513 GR, PASF517. Corequisite: PAS612

PAS-612 - Clinical Reasoning

2 Credits

Clinical Reasoning This small group seminar course uses clinical case studies and role-playing to guide students in the development of directed history and physical examination, clinical reasoning, case presentation and patient counseling skills. Application of evidenced based medicine principles to clinical scenarios will be integral as part of patient management. Finally, various forms of medical documentation will be introduced and practiced. Corequisite: PAS611

PAS-613 - Pharmacology and Pharmacotherapeutics

4 Credits

This lecture and case study seminar course is designed to introduce students to the principles of pharmacology, including the absorption, bioavailability, distribution, metabolism, excretion, classification and mechanism of action of commonly prescribed medications. Additionally, this course will give students an understanding of how drugs are used in clinical practice, including the clinical indications, contraindications, dosing, side effects and monitoring of commonly used medications. Prerequisites: PASF507 GR, PASF513 GR, PASF521 GR

PAS-614 - Emergency Medicine

3 Credits

This lecture and laboratory course encompasses emergent presentations and management of common primary care and emergency-care problems. Laboratory sessions cover procedures necessary for the delivery of emergency medical care. This course also includes limited emergency room patient exposure with written assignments. Prerequisites: PASF507GR, PASF513 GR, PASF517

PAS-615 - Diagnostic Medicine

2 Credits

Diagnostic Medicine In this lecture and laboratory course, students will perform, order, and interpret commonly used diagnostic and laboratory studies. Topics covered will include radiologic studies, electrocardiograms, microbiology, and blood studies. Corequisite: PAS-611

PAS-616 - Clinical Reasoning

3 Credits

Clinical Reasoning This small group seminar course uses clinical case studies and role-playing to guide students in the development of directed history and physical examination, clinical reasoning, case presentation and patient counseling skills. Application of evidenced based medicine principles to clinical scenarios will be integral as part of patient management. Finally, various forms of medical documentation will be introduced and practiced. corequisite: PAS-611

PAS-621 - Clinical Disciplines Overview

6 Credits

During this lecture and workshop course, the physician-assistant student is introduced to the basic principles of diagnosis and treatment in the medical disciplines of pediatrics, surgery, obstetrics and gynecology. The female and male reproductive system examination workshop is also a component of this course. Prerequisites: PASF507GR, PASF513 GR, PASF517, PASF521 GR, PAS613, PAS615

PAS-622 - Pharmacotherapeutics Seminar

1 Credits

This course will use small-group, case-study, problem-based seminars to demonstrate the practical utilization of medications in the clinical setting. Prescription writing, dosing, titration and ongoing monitoring will be the focus of the course. Prerequisite: PAS613

PAS-623 - Adv Diagnostic Medicine Seminar

1 Credits

Advanced Diagnostic Medicine Seminar This seminar course builds upon the foundation of knowledge in chest x-ray, abdominal x-ray, bone x-ray and ECG interpretation gained in Diagnostic Medicine. Other advanced radiologic studies such as CT scans of the head and MRIs are also reviewed. Students will recognize common disease patterns as seen on these studies. Prerequisites: PAS-615

PAS-624 - Biomedical Literature and Research

3 Credits

Basic statistics, research methods, epidemiology, the structure of writing used in medical research and the principles of evidence-based medicine are reviewed in this course. Students will have the opportunity to review current medical research and evaluate it with regard to its application to medical practice. Prerequisites: PAS612

PAS-741 - Internal Medicine Clinical Rotation

6 Credits

The physician assistant student will complete six (5- to 6-week) rotations. Prerequisites: Students must successfully complete ALL didactic or classroom courses in the physician assistant program (except PAS771) and be in good academic standing prior to proceeding to any Clinical Rotations or Preceptorships

PAS-742 - Pediatrics Clinical Rotation

6 Credits

The physician assistant student will complete six (5- to 6-week) rotations. Prerequisites: Students must successfully complete ALL didactic or classroom courses in the physician assistant program (except PAS771) and be in good academic standing prior to proceeding to any Clinical Rotations or Preceptorships

PAS-743 - Women's Health Rotation

6 Credits

The physician assistant student will complete six (5- to 6-week) rotations. Prerequisites: Students must successfully complete ALL didactic or classroom courses in the physician assistant program (except PAS771) and be in good academic standing prior to proceeding to any Clinical Rotations or Preceptorships

PAS-744 - Psychiatry/Mental Health Rotation

6 Credits

The physician assistant student will complete six (5- to 6-week) rotations. Prerequisites: Students must successfully complete ALL didactic or classroom courses in the physician assistant program (except PAS771) and be in good academic standing prior to proceeding to any Clinical Rotations or Preceptorships

PAS-745 - Surgery Clinical Rotation

6 Credits

The physician assistant student will complete six (5- to 6-week) rotations. Prerequisites: Students must successfully complete ALL didactic or classroom courses in the physician assistant program (except PAS771) and be in good academic standing prior to proceeding to any Clinical Rotations or Preceptorships

PAS-746 - Emergency Medicine Clinical Rotation

6 Credits

The physician assistant student will complete six (5- to 6-week) rotations. Prerequisites: Students must successfully complete ALL didactic or classroom courses in the physician assistant program (except PAS771) and be in good academic standing prior to proceeding to any Clinical Rotations or Preceptorships

PAS-759 - Preceptorship I-A

6 Credits

Two five- to six-week preceptorships must be done in an ambulatory primary-care setting. The remaining preceptorship experiences include the Floating Medicine Block in which students do six additional weeks in a medically related specialty such as family, internal or geriatric medicine, and the clinical elective. During the elective students can spend more time in one of their rotation specialties, or gain experience in other settings such as neonatology, HIV, correctional medicine, urology, orthopedic surgery, cardiothoracic surgery and others.

PAS-760 - Preceptorship I-B

6 Credits

Two five- to six-week preceptorships must be done in an ambulatory primary-care setting. The remaining preceptorship experiences include the Floating Medicine Block in which students do six additional weeks in a medically related specialty such as family, internal or geriatric medicine, and the clinical elective. During the elective students can spend more time in one of their rotation specialties, or gain experience in other settings such as neonatology, HIV, correctional medicine, urology, orthopedic surgery, cardiothoracic surgery and others.

PAS-763 - Preceptorship II-A

6 Credits

Two five- to six-week preceptorships must be done in an ambulatory primary-care setting. The remaining preceptorship experiences include the Floating Medicine Block in which students do six additional weeks in a medically related specialty such as family, internal or geriatric medicine, and the clinical elective. During the elective students can spend more time in one of their rotation specialties, or gain experience in other settings such as neonatology, HIV, correctional medicine, urology, orthopedic surgery, cardiothoracic surgery and others.

PAS-764 - Preceptorship II-B

6 Credits

Two five- to six-week preceptorships must be done in an ambulatory primary-care setting. The remaining preceptorship experiences include the Floating Medicine Block in which students do six additional weeks in a medically related specialty such as family, internal or geriatric medicine, and the clinical elective. During the elective students can spend more time in one of their rotation specialties, or gain experience in other settings such as neonatology, HIV, correctional medicine, urology, orthopedic surgery, cardiothoracic surgery and others.

PAS-764A - Preceptorship II-B

3 Credits

Two five- to six-week preceptorships must be done in an ambulatory primary-care setting. The remaining preceptorship experiences include the Floating Medicine Block in which students do six additional weeks in a medically related specialty such as family, internal or geriatric medicine, and the clinical elective. During the elective students can spend more time in one of their rotation specialties, or gain experience in other settings such as neonatology, HIV, correctional medicine, urology, orthopedic surgery, cardiothoracic surgery and others.

PAS-764B - Preceptorship II-B

3 Credits

Two five- to six-week preceptorships must be done in an ambulatory primary-care setting. The remaining preceptorship experiences include the Floating Medicine Block in which students do six additional weeks in a medically related specialty such as family, internal or geriatric medicine, and the clinical elective. During the elective students can spend more time in one of their rotation specialties, or gain experience in other settings such as neonatology, HIV, correctional medicine, urology, orthopedic surgery, cardiothoracic surgery and others.

PAS-771 - PA Masters Project

3 Credits

This course, which takes place throughout the entire clinical year, is the capstone experience of the PA program. It consists of two components: an independent project that includes either an applied-research project, extensive literature research with the preparation of a review article for submission to a professional journal, a PA education/instruction experience, or a community health-education project. It will be developed with, and supervised by, a faculty advisor and include an extensive literature review, integration of knowledge acquired throughout the curriculum, a written assignment and an oral presentation. The course also includes a multi-faceted summative evaluation/assessment procedure consisting of: a comprehensive written examination that encompasses topics drawn from the entire PA Program curriculum; and a series of Objective Structured Clinical Examinations (OSCE) using standardized patients where students must demonstrate: eliciting a medical history, performing a physical examination, ordering appropriate ancillary studies, formulating a diagnosis, developing a management plan, rendering patient education and documenting the findings, all as appropriate to the clinical cases presented. Students must successfully pass the independent project and the multi-faceted evaluation procedure in order to complete the requirements for this course and the master's degree. Prerequisite: All PA professional phase didactic courses

PASF-503 - Evidence Based Medicine

2 Credits

This lecture/seminar course provides a foundation for clinical decision making that will be necessary for the future practice of the physician assistant student. The course teaches the basic principles of evidence-based medicine and how to apply them to clinical decision making. Students will learn basic principles of evidence-based medicine, how to formulate a good clinical question, how to access and search the literature, how to evaluate the validity of the literature and how to apply it to answer a clinical question. After the foundational principles have been presented through lectures, students will work in small groups to practice using case based scenarios to apply the principle that they have learned.

PASF-507 - Advanced Anatomy

5 Credits

Advanced Anatomy This lecture and laboratory course will review basic histology along with the major anatomical structures of the human using a regional organization. Laboratory sessions utilizing microscopic examination, models and cadaver specimen dissection will augment lecture material. Prerequisite: BIOL-202 and BIOL-202L

PASF-507A - Advanced Anatomy

2 Credits

Advanced Anatomy This lecture and laboratory course will review basic histology along with the major anatomical structures of the human using a regional organization. Laboratory sessions utilizing microscopic examination, models and cadaver specimen dissection will augment lecture material.

PASF-507B - Advanced Anatomy

3 Credits

This lecture and laboratory course will review basic histology along with the major anatomical structures of the human using a regional organization. Laboratory sessions utilizing microscopic examination, models and cadaver specimen dissection will augment lecture material.

PASF-510 - Medical and Professional Ethics

2 Credits

Medical and Professional Ethics Understanding the philosophical principles related to biomedical ethics, patient-practitioner relationships and the role of the physician assistant provider within the health care system are the main topics encompassed in this lecture and discussion seminar course.

PASF-511 - Applied Behavioral Science

3 Credits

Applied Behavioral Science The topics of developmental psychology, abnormal psychology, human sexuality, stress responses, behaviors related to psychological health and illness and the diagnosis and management of common psychological disorders are the focus of this lecture course.

PASF-513 - Medical Physiology and Pathophysiology

3 Credits

This lecture course is designed to teach the principles of human medical physiology along with the physiological mechanisms of common disease states.

PASF-517 - Medical History and Physical Diagnosis

5 Credits

Medical History and Physical Diagnosis This lecture and practical laboratory course will introduce the physician assistant student to the techniques for eliciting a medical history and performing a complete physical examination on humans. The interpretation of history and physical examination findings as applicable to physiological and disease states will also be discussed. Laboratory sessions, hospital experiences and writing assignments will enhance the learning experience.

PASF-521 - Medical Genetics and Microbiology

2 Credits

Medical Genetics and Microbiology This lecture course presents current concepts and issues in medical genetics, immunology and microbiology. It focuses on diseases of genetic origin, the function of the immune system and emerging trends in disorders caused by microorganisms.

SDMBA-701 - Innovative Leadership

4 Credits

This course addresses the skills, concepts, and mind-set that support leadership in complex, innovative organizations. In the context of new business models and planning for uncertainty, topics include self-leadership, critiquing diverse models of leadership, creating vision and strategy, understanding people, managing change, ethical decision making, power and influence, motivation, facilitation of diverse teams, conflict resolution, and organizational culture. The course begins with creative exercises in leadership style self-assessment and extrapolates these results to leadership in new, innovative organizational structures.

SDMBA-702 - Design Research for Business

4 Credits

This course provides students with the qualitative and quantitative tools they need to find and frame opportunities, construct successful project briefs, and apply the design research method to products, services and experiences by exploring and documenting new research techniques.

SDMBA-703 - Business Model Development**4 Credits**

In this course students explore a customer-centric approach to business models. They apply tools and skills in system and design thinking learned earlier in the program, to analyze and evaluate existing commercial and non-commercial business models, including both successes and failures. Discussion of the various models and patterns emphasizes the radically changing role of IT in organizations. Students explore and evaluate alternative business models in order to find innovative business solutions, and apply their learning to organizations from a variety of industries.

SDMBA-704 - Metrics I**4 Credits**

In this course, which integrates principles of financial and managerial accounting, students explore accounting as a design tool, becoming familiar with financial analysis for short and long-term decisions and the use of financial information for control and performance measurement. The financial accounting portion covers interpretation of financial statements and basics of transaction analysis. The managerial accounting component covers cost-volume-profit analysis, job costing, activity based costing, economic value added, the balanced scorecard, strategic cost analysis and the potential contribution of these advancements to organizational effectiveness and managerial decision-making in competitive environments. Prerequisites: SDMBA-701, SDMBA-702, SDMBA-703.

SDMBA-705 - Designed Business Systems**4 Credits**

This course focuses takes a systems approach to the design of businesses and business networks within the context of an increasingly complex web of markets, production, and business interactions. The course examines the value-chain from the acquisition and conversion of materials to the distribution of goods and services emphasizing the relationship of operations to the vision, mission and goals of the organization. Prerequisites: SDMBA-701, SDMBA-702, SDMBA-703, SDMBA-704.

SDMBA-706 - Style and Brand Strategy**4 Credits**

Students will learn to interpret brand strategy fundamentals as an integrative tool for strategic execution that builds reliable metrics for profitability and drives values for organizations. Style, a component of branding, will be analyzed as a competitive differentiator and contributor to firms' value propositions. Students will explore how brands evolve and identify the fiscal value of brand investment. Students will apply a brand strategy methodology incorporating style, and culminate with a brand audit project. Prerequisites: SDMBA-701, SDMBA-702, SDMBA-703, SDMBA-704, SDMBA-705.

SDMBA-707 - Metrics II**4 Credits**

This course covers financial decision making at profit-motivated businesses including: 1) decisions about what to produce and how (investment decisions) and 2) decisions about how to finance the assets needed for production (financing decisions). Managers take a long-run perspective in making some financial decisions (capital budgeting and capital structure) and take a short-run perspective in making others (working capital management). The course focuses on methods of financial decision making requiring a long-run perspective. Prerequisites: All prior SDMBA courses - SDMBA-701, 702, 703, 704, 705, 706.

SDMBA-708 - Strategic Foresight**4 Credits**

This course examines the influence of external factors (social, technological, environmental, economic, political, and cultural) on business strategies and plans. Using tools such as environmental scanning, scenario planning, stakeholder analysis, and competitor analysis, students gain appreciation for organizational and environmental interdependencies and complexity. Strategic decision-making frameworks are examined, with an emphasis on organizational social, ethical, and legal responsibilities, particularly in the context of changing environmental conditions. The imperative for building organizations that are participatory, collaborative and diverse is emphasized. Prerequisites: All prior SDMBA courses - SDMBA-701, 702, 703, 704, 705, 706, 707.

SDMBA-709 - Strategic Design Intergration

4 Credits

This course focuses on the intersection between design thinking and opportunity-finding for strategy development, covering theory and practice related to innovation, complexity, emergence and systems thinking to develop strategies that drive organizational change and new value propositions. It begins with review of frameworks for strategy development and explores approaches to engaging stakeholders in that development. Students use lifecycle analysis to redesign an existing organizational strategy and develop an actionable communication rollout plan. Prerequisites: All prior SDMBA courses - SDMBA-701, 702, 703, 704, 705, 706, 707, 708.

SDMBA-710 - New Ventures

4 Credits

This course covers all aspects of the entrepreneurial process, providing students with the theoretical concepts and practical skills for creating successful new ventures. This course addresses the entrepreneurial mind set, creativity and idea generation, assessing entrepreneurial opportunities, conducting feasibility studies and market research, developing marketing plans, financial preparation for new ventures, location and capacity planning, new venture team building, legal issues and risk analysis. The course focuses on the development of an effective business plan for a new venture. Prerequisites: All prior SDMBA courses - SDMBA-701, 702, 703, 704, 705, 706, 707, 708, 709.

SDN-601 - Sustainable Design Methodologies

3 Credits

Sustainability is a cultural phenomenon that is reshaping the way architects, engineers, designers and planners conceive of the built environment. This lecture/seminar course will explore changes in culture over the years that have led to the formation and adoption of contemporary sustainable design practices, technologies and processes. Current aspects of sustainability will be explored including the impact of the LEED rating system, legislation, environmental law, corporate culture evolution, integrated design process, energy modeling and economic impacts of land development. Students will complete a final paper on future directions in sustainable design at the end of the course.

SDN-602 - Adaptive Design

3 Credits

An introduction to quantitative criteria that define adaptive responses as instrumental characteristics of design based on human comfort, program, climate and site. Investigations will seek an understanding of the reciprocity between competing (and often contradictory) design forces, such as theoretical versus real, dynamic versus static, spatial and numerical, energy gain and loss. An awareness of the function of scientific instruments for measurements and performance assessments on buildings and outdoor spaces on real sites with the goal of achieving human comfort will be explored. Students will propose design interventions in accordance with their experimental data and use simulation tools to assess ultimate performance of the intervention.

SDN-603 - Sustainable Systems**3 Credits**

This course will provide a thorough understanding of sustainable building systems in order to optimize energy efficiency and minimize environmental pollution while maintaining human comfort resulting in a holistically designed building that is non-polluting and energy efficient. Students will complete a series of case studies and a final project. Prerequisites: SDN 601

SDN-604 - Design of Green Materials**3 Credits**

A key requirement to completing a successful sustainable design project is a careful consideration of the environmental and energy performance impacts of construction materials. Students will begin the course by learning how to complete a life cycle analysis for materials as preparation for the design and creation of their own material/construction system. During the project, students will continue to discuss the pros and cons of different materials/construction systems in the context of trying to better understand the tenants of sustainable design. Students will complete a final "construction" as part of the requirements for the course.

SDN-606 - Dev. of Sustainable Buildings**3 Credits**

This lecture course will educate students on all aspects of sustainable development ranging from construction startup to project financing to management of green construction. Students will learn techniques of cost benefit analysis including such aspects as impact of zoning and code ordinance for green projects to understanding tax incentives for such projects. Students will complete case studies and finish the semester with a completed proposal for a sustainable project.

SDN-611 - Sustainable Design Studio I**6 Credits**

This studio will emphasize interdisciplinary teaching and learning as a fundamental core concept of sustainable design. Students will be challenged to work collaboratively on a series of design projects that foster creativity, ingenuity and innovation as key components of effective sustainable design. Prerequisites: SDN 601

SDN-615 - The Sustainable Org. Primer**3 Credits**

The lecture/seminar course will provide a thorough understanding of the different components necessary to build and maintain a 21st century sustainable company. This course will explore the role of diversity, impact of environment, green supply chain management, and branding/rebranding strategies as core components of companies seeking to reach the triple bottom line: Environment, Equity and Enterprise. Pre-requisites: SDN 601

SDN-617 - Sust. Abroad: Czech Republic**3 Credits**

This three-credit studio serves as the focus of an international sustainability experience that takes place in Southern Bohemia in the Czech Republic. Students from diverse cultures and disciplines work together with an international faculty to solve complex sustainability problems as informed by the cultural landscapes and by the larger global environmental context. Students will complete a comprehensive studio project that is supported by research and documentation of the cultural landscape; connected to the local population through integrated design charrettes, and enriched by activities of design/build and local food sourcing and preparation. Students will identify a focus for their studies from the following options: Comprehensive Planning and Design, Design Build, Technology Development, or Social Entrepreneurship.

SDN-619 - High Performance Bldg Envelop**3 Credits**

This course explores future possibilities for advanced building envelopes as well as the properties of interior and exterior building materials and their relation to construction methods and detailing. The building envelope will be considered using the following criteria: architectural expression, sustainability, spatial order, performance, and user experience. The goal of these investigations is to develop new building envelope systems that integrate the construction process with structure, materials, climate, energy use, transparency, surface qualities, and aesthetics. Students will participate in an integrated design process leading towards the technical and architectural design of a high performance-building envelope.

SDN-702 - Energy and Carbon Modeling**3 Credits**

Intelligent sustainable design considers the impact of buildings and business processes on global energy fuel types, consumption and carbon flows. The purpose of this course is to understand building energy modeling and enterprise carbon reporting. Students will create a schematic-level energy model and generate a carbon report using commercially available software and industry standard protocols. Student teams will explain, calculate and analyze design exercises, individual and group case studies and a final design project. Prerequisite: SDN601

SDN-710 - Green Design Build**3 Credits**

This elective course focuses on actual design and implementation of sustainable materials and technologies on a small scale construction project. Students may plug into a real project under construction or design and create their own structures for a particular site or client. Experts from around the region will be brought in as guests to assist with the process. Prerequisite: SDN 601

SDN-791 - Sustainability Internship**0 Credits**

This course allows students to pursue direct experience in a company or organization that is actively engaged in sustainability work. Students will augment and enrich their overall education at the University by learning lessons of sustainability through direct work experience on sustainable projects. Permission required, see program director or Career Services Office for details. Prerequisite: SDN 601

SDN-797 - Special Topics in Sustainab.**3 Credits**

Special Topics in Sustainability.

SDN-798 - Independent Study in Sustainable Design**3 Credits**

Independent Study in Sustainable Design

SDN-900 - Thesis in Sustainable Design I**3 Credits**

This seminar is the first of a two-term sequence of courses focused on independent research, inquiry design exploration and synthesis. Weekly seminars, interactions with faculty members help to inform student research and lead to the development of a comprehensive thesis project. This course will include class based guidance on the conceptualization, analysis and execution of an individually based thesis defined by methods of inquiry necessary to the interdisciplinary nature of sustainability. Emphasis will be placed on the reciprocal relationship between the research and design processes. Advanced building simulation tools and other quantitative measurements will be integral part of those processes. Prerequisite: SDN611

SDN-901 - Thesis in Sustainable Design II**6 Credits**

This studio course is the second in a two-term sequence and will focus on the continuation and completion of the project begun in the previous semester. Students will be required to focus on specific details and features of their project. If agreed to by the program director, students will present their final project in a public forum and generate a final "book" (using the most current Philadelphia University Guide For The Preparation Of Doctoral Dissertation And Master's Theses document) that includes all of the work completed during the studio sequence. For a building design project, students will be required to present their building simulation results as part of the final requirements for graduation. Prerequisites: SDN-900

SDNF-500 - Built Envn. Basics/Non-Desgns**3 Credits**

This course provides a common foundation in the design of the built environment for on-design students. Topics include the creation of new designs for the built environment, applying graphic communication skills to create design documents, and synthesizing basic construction techniques into design projects. Students will complete multiple design projects which increase in complexity and independence.

SDNF-501 - Design of the Built Envn/Studi**3 Credits**

This course provides a common foundation for students without experience in the built environment. Topics include vocabulary, understanding and reading architectural and landscape drawings, how to create architectural drawings, experience in the design process, construction assemblies and the presentation of project material.

SDNX-601 - Sustainable Design Methodologies**3 Credits**

Sustainability is a cultural phenomenon that is reshaping the way architects, engineers, designers and planners conceive of the built environment. This lecture/seminar course will explore changes in culture over the years that have led to the formation and adoption of contemporary sustainable design practices, technologies and processes. Current aspects of sustainability will be explored including the impact of the LEED rating system, legislation, environmental law, corporate culture evolution, integrated design process, energy modeling and economic impacts of land development. Students will complete a final paper on future directions in sustainable design at the end of the course.

SDNX-602 - Adaptive Design**3 Credits**

An introduction to quantitative criteria that define adaptive responses as instrumental characteristics of design based on human comfort, program, climate and site. Investigations will seek an understanding of the reciprocity between competing (and often contradictory) design forces, such as theoretical versus real, dynamic versus static, spatial and numerical, energy gain and loss. An awareness of the function of scientific instruments for measurements and performance assessments on buildings and outdoor spaces on real sites with the goal of achieving human comfort will be explored. Students will propose design interventions in accordance with their experimental data and use simulation tools to assess ultimate performance of the intervention.

SDNX-603 - Sustainable Systems**3 Credits**

This course will provide a thorough understanding of ecological site systems and sustainable building systems in order to optimize energy efficiency and minimize environmental pollution while maintaining human comfort resulting in a holistically designed building that is non-polluting and energy efficient. Students will complete a series of case studies and a final project.
Prerequisites: SDN 601

SDNX-604 - Design of Green Materials

3 Credits

A key requirement to completing a successful sustainable design project is a careful consideration of the environmental and energy performance impacts of construction materials. Students will begin the course by learning how to complete a life cycle analysis for materials as preparation for the design and creation of their own material/construction system. During the project, students will continue to discuss the pros and cons of different materials/construction systems in the context of trying to better understand the tenants of sustainable design. Students will complete a final 'construction' as part of the requirements for the course.

SDNX-606 - Dev. of Sustainable Buildings

3 Credits

This lecture course will educate students on all aspects of sustainable development ranging from construction startup to project financing to management of green construction. Students will learn techniques of cost benefit analysis including such aspects as impact of zoning and code ordinance for green projects to understanding tax incentives for such projects. Students will complete case studies and finish the semester with a completed proposal for a sustainable project.

SDNX-607 - On-Line Sustainable Stu Prep.

3 Credits

This is the first of two courses that will emphasize interdisciplinary teaching and learning as a fundamental core concept of sustainable design. Students in this course will be challenged to work collaboratively on the development of a comprehensive project brief that outlines and defines the ethical foundation of a sustainable design project

SDNX-611 - Sustainable Design Studio

6 Credits

his studio will emphasize interdisciplinary teaching and learning as a fundamental core concept of sustainable design. Students will be challenged to work collaboratively on a series of design projects that foster creativity, ingenuity and innovation as key components of effective sustainable design. Prerequisites: SDN 601

SDNX-612 - Sustainable Design Studio II

3 Credits

This is the second of two studios that emphasizes interdisciplinary teaching and learning as a fundamental core concept of sustainable design. Students will be challenged to work both collaboratively and independently on a series of short simulation, validation and optimization projects that foster ingenuity and innovation as key components of effective sustainable design.

SDNX-900 - Thesis in Sustainable Design I

3 Credits

This seminar is the first of a two-term sequence of courses focused on independent research, inquiry design exploration and synthesis. Weekly seminars, interactions with faculty members help to inform student research and lead to the development of a comprehensive thesis project. This course will include class based guidance on the conceptualization, analysis and execution of an individually based thesis defined by methods of inquiry necessary to the interdisciplinary nature of sustainability. Emphasis will be placed on the reciprocal relationship between the research and design processes. Advanced building simulation tools and other quantitative measurements will be integral part of those processes. Prerequisite: SDN611

SDNX-901 - Thesis in Sustainable Design II

6 Credits

This studio course is the second in a two-term sequence and will focus on the continuation and completion of the project begun in the previous semester. Students will be required to focus on specific details and features of their project. If agreed to by the program director, students will present their final project in a public forum and generate a final "book" (using the most current Philadelphia University Guide For The Preparation Of Doctoral Dissertation And Master's Theses document) that includes all of the work completed during the studio sequence. For a building design project, students will be required to present their building simulation results as part of the final requirements for graduation. Prerequisites: SDN-900

SDNX-901E - Thesis in Sustainable Design II

6 Credits

TAX-660 - Individual Taxation

3 Credits

This course is a study of federal tax law as it pertains to individuals. It emphasizes the determination of gross income, deductions and credits, tax accounting and timing principles, realization and recognition of gains and losses, and standards of tax practice and ethical concerns. Students gain an awareness of history and tax policy considerations behind various Internal Revenue Code provisions.

TAX-662 - Corporation Taxation

3 Credits

This course will provide students with knowledge concerning organization, capital structure, gross income and deductions, dividends, accumulated earnings tax, personal holding tax and stock redemptions.

TAX-664 - Tax Research

3 Credits

This course enhances the student's ability to identify tax issues, locate and evaluate the legal authority relevant to those issues and effectively communicate, both orally and in written form, the conclusions and recommendations from their research. Electronic (computer) research will be taught in a hands-on setting. Students will gain an awareness of issues in federal tax practice and procedure, including ethical concerns for tax professionals. Prerequisites: TAX660, TAX662

TAX-763 - Financial Planning

3 Credits

This course will cover all aspects of financial planning including income tax planning, estate tax planning and strategies, gift tax, insurance planning, investment strategies, planning for the elderly and planning for survivors.

TAX-765 - Taxation of Flow-Through Entities**3 Credits**

This course provides an in-depth study of flow-through entities including S corporations, partnerships and limited liability companies. Emphasis will be focused on student's understanding of the tax statutes, court cases and practice techniques related to the concept of 'choice of entity.' This course creates an awareness of the potential consequences of choosing a particular form of entity. Topics covered include formation, operation, and dissolution of S corporations, partnerships and limited liability companies.

TAX-770 - Business Tax Planning**3 Credits**

This course explains the various types of entities, types of compensation, fringe benefits and liquidation of each type of entity such as proprietorships, partnerships, corporations and 1120S corporations.

TAX-771 - Advanced Individual Taxation**3 Credits**

This course is a continuation of TAX660 - Individual Taxation and is intended as a comprehensive continuation of advanced topics for individuals. In addition to federal taxes, Pennsylvania, New Jersey and Delaware state tax regulations will be covered. Prerequisite: TAX660

TAX-778 - Current Issues in Taxation & Accounting**3 Credits**

This course will update students in various tax and accounting topics. Topics will include new development at the IRS and in areas such as individual taxation, business taxation, financial planning, business tax planning, multi-state tax issues, estate taxation and accounting and auditing pronouncements.

TAX-782 - Tax Accounting**3 Credits**

This course will review accounting methods and periods, installment method, long-term contracts and changes in accounting methods.

TAX-789 - Real Estate Taxation**3 Credits**

This course emphasizes the income tax aspects of acquiring, operating and disposing of investment and personal real estate. Detailed consideration of deductions, conventional and creative financing techniques, foreclosures and repossessions, subdivision, sales/leaseback transactions, tax-deferred exchanges, involuntary conversions, and sale of principal residence.

TAX-791 - Internship**0 Credits**

Internships provide students with an opportunity to apply and further develop the knowledge they have gained in the classroom. Under faculty supervision, students work in salaried positions related to their career goals. While on their assignments, students develop meaningful learning objectives, attend an internship seminar, complete challenging assignments, and write bi-weekly reports analyzing articles in academic journals and practitioner publications. Prerequisites: Minimum of 18 graduate credits completed (excluding foundation courses); available to full-time students only and subject to availability and eligibility; permission of Internship director and assistant dean for Graduate Business Programs

TAX-793 - State and Local Taxation**3 Credits**

Emphasis will be placed on individual and corporate tax problem areas in the states of Pennsylvania, New Jersey and Delaware. Gross receipts and sales tax will also be covered.

TAX-794 - IRS Tax Procedures

3 Credits

A complete review of audit, collection and appeal procedures conducted by the Internal Revenue Service will be examined by the students.

TAX-795 - Estate and Gift Taxation

3 Credits

This course will review mainly the estate and gift tax returns, such as preparation and problem areas. Deductions, income, annuities and taxable transfers will be discussed.

TAX-797 - Selected Topics

3 Credits

Content will vary in response to current issues.

TAX-798 - Independent Study

3 Credits

This course provides students with an opportunity to pursue areas of interest while working jointly with a faculty member. Subject to availability and approval of both assistant dean for Graduate Business Programs and faculty member.

TES-901 - Preliminary Examination Preparation

3 Credits

This course is intended for Ph.D. students who have completed their coursework, but who have not yet passed both parts of the qualifying examination. Students will meet with their advisor on an independent basis and will be given guidance and practice examinations to prepare for the doctoral qualifying examination.

TES-902 - Thesis I

6 Credits

Doctoral students will form the doctoral committee and complete formulation of the thesis topic. Literature review and research of the proposed topic. Oral presentation and written submission of thesis proposal will be made to the student's doctoral committee.

TES-903 - Dissertation Research I

9 Credits

This course is intended only for those students who have achieved Ph.D.-candidacy status. Seminal and original research will be conducted with a goal of preparing and defending a doctoral dissertation. Prerequisite: Admission to doctoral candidacy

TES-904 - Dissertation Research II

3 Credits

This course is intended only for those students who have achieved Ph.D.-candidacy status. Seminal and original research will be conducted with a goal of preparing and defending a doctoral dissertation. Prerequisite: TES903

TES-906 - Thesis II

6 Credits

Completion and oral presentation of thesis work to the graduate faculty of Philadelphia University. Submission of the written thesis using the most current Philadelphia University Guide For The Preparation Of Doctoral Dissertation And Master's Theses document. Prerequisites: TES904

TEXT-904 - DO NOT USE

3 Credits

This course is an international study tour of the textiles of Africa. Students will tour textile facilities including: an indigo dye village, traditional weaving centers, printing workshops, and cotton cultivation centers. Visits to artisan cooperatives and museums will provide cultural context and history of style, pattern, color and technique, including study of West African Mosse strip cloth. Additionally, the course will explore the role of village weaving cooperatives in the developmental process and will examine the growing role of Africa in the global textile industry. Prerequisite: TXF-501 Fiber and Yarn

TXD-615 - Design Studio I-A

3 Credits

Focuses on design research as an essential beginning for textile design studio work. Students in all concentrations will work on common projects and, toward the end of the semester, take their research work into design work specific to their concentration.

TXD-616 - Design Studio I-B

3 Credits

This initial course will be delivered through lecture/studio sessions and will ensure that the student gains increasingly advanced knowledge of the technical/design aspects of knit, print or weave design. Within TXD616 and TXD617, projects will be devised to integrate the knowledge and practice gained through design and technical courses, with the development of individual creative design work in the chosen concentration (knit, weave or print).

TXD-617 - Design Studio I-C

3 Credits

This initial course will be delivered through lecture/studio sessions and will ensure that the student gains increasingly advanced knowledge of the technical/design aspects of knit, print or weave design. Within TXD616 and TXD617, projects will be devised to integrate the knowledge and practice gained through design and technical courses, with the development of individual creative design work in the chosen concentration (knit, weave or print).

TXD-625 - Seminar

0 Credits

Weekly seminars will be arranged during the first semester, to which visiting speakers will be invited to give presentations on topics covering the national and international perspectives of marketing, technology and design in textile and related activities. Student participation will be expected during these seminars.

TXD-665 - Design Management

3 Credits

The aim of this course is to create an awareness of the factors involved in the process of innovation and design, and the importance of establishing a policy and strategy, which will ensure that the design process is effectively promoted and managed to assist in the achievement of organizational goals. At the end of the course, students will be able to: (a) relate the process of design to corporate and product strategy; (b) describe the nature of the tasks undertaken by industrial innovators and designers; (c) prepare a brief for a design project; (d) monitor and evaluate the progress of a design project. They will also become aware of (a) the contribution made to the design process by systematic techniques such as value analysis and by specialist support staff; (b) the factors affecting creativity and innovation; (c) the link between product and manufacturing system design; (d) the legal protections offered to designers.

TXD-742 - Design Studio II-A

3 Credits

Studio work involving advanced-level technical/creative projects in the chosen design concentration (as in Design Studio I), and the opportunity for interdisciplinary work encouraging knit/print, weave/print or weave/knit coordination, will be carried out in the first part of the semester. Student design work at this point should progress from assigned projects to independent, student-directed work. Toward the end of the semester, reviews of student work will lead to the selection of a 'major project.' The aims and outcomes of this project will be written up in detail for submission to a faculty review committee. This project will form the basis of the final semester's design work, thesis report and student exhibit for graduation.

TXD-743 - Design Studio II-B

3 Credits

Studio work involving advanced-level technical/creative projects in the chosen design concentration (as in Design Studio I), and the opportunity for interdisciplinary work encouraging knit/print, weave/print or weave/knit coordination, will be carried out in the first part of the semester. Student design work at this point should progress from assigned projects to independent, student-directed work. Toward the end of the semester, reviews of student work will lead to the selection of a 'major project.' The aims and outcomes of this project will be written up in detail for submission to a faculty review committee. This project will form the basis of the final semester's design work, thesis report and student exhibit for graduation.

TXD-744 - Design Studio II-C

3 Credits

Studio work involving advanced-level technical/creative projects in the chosen design concentration (as in Design Studio I), and the opportunity for interdisciplinary work encouraging knit/print, weave/print or weave/knit coordination, will be carried out in the first part of the semester. Student design work at this point should progress from assigned projects to independent, student-directed work. Toward the end of the semester, reviews of student work will lead to the selection of a 'major project.' The aims and outcomes of this project will be written up in detail for submission to a faculty review committee. This project will form the basis of the final semester's design work, thesis report and student exhibit for graduation.

TXD-749 - Weave Technology II

3 Credits

The variations, functions, auxiliary devices and design characteristics of dobby and Jacquard looms and the equipment used to support the weaving process will be studied. Calculations relating to production and materials will be considered, along with the accurate analysis of fabrics for weight and cover. Consideration will be given to size, texture, fiber type, weave and other fabric parameters. Advanced multilayered weaves will also be studied.

TXD-750 - Knitting Technology

3 Credits

A further investigation into the construction, design and production of both weft- and warp-knitted fabrics. Lectures will be complemented with lab work involving the design, production and analysis of knit fabric upon power-knitting equipment.

TXD-756 - Advanced Jacquard

3 Credits

The design and production of Jacquard fabrics will be studied. Students analyze designs and produce complex fabrics on commercial equipment using computerized design and production systems.

TXD-772 - Design Studio III-A

3 Credits

(a) Project The major project worked on independently by students during this final semester will be chosen to show the student's range of creative and technical ability. It will be concerned with a specialized area within their design concentration. Each project will be required to encompass: (1) design ideas and extensive sketchbook development; (2) market research and technical notebooks; (3) print Croquis and/or fabrics in sample form, production fabrics, computer-aided designs and final product rendered designs. (b) Final Exhibit The student will be expected to mount a personal design exhibit showing the range of his/her abilities in either knit, weave or print design. The work will be professionally presented and displayed for judging by a panel of design faculty. An important outcome of this exhibit will be the opportunity for key industrial people to visit, and for possible career opportunities to result. A secondary outcome will be its inspirational impact on undergraduate design students within the University.

TXD-773 - Design Studio III-B

3 Credits

(a) Project The major project worked on independently by students during this final semester will be chosen to show the student's range of creative and technical ability. It will be concerned with a specialized area within their design concentration. Each project will be required to encompass: (1) design ideas and extensive sketchbook development; (2) market research and technical notebooks; (3) print Croquis and/or fabrics in sample form, production fabrics, computer-aided designs and final product rendered designs. (b) Final Exhibit The student will be expected to mount a personal design exhibit showing the range of his/her abilities in either knit, weave or print design. The work will be professionally presented and displayed for judging by a panel of design faculty. An important outcome of this exhibit will be the opportunity for key industrial people to visit, and for possible career opportunities to result. A secondary outcome will be its inspirational impact on undergraduate design students within the University.

TXD-774 - Design Studio III-C

2 Credits

(a) Project The major project worked on independently by students during this final semester will be chosen to show the student's range of creative and technical ability. It will be concerned with a specialized area within their design concentration. Each project will be required to encompass: (1) design ideas and extensive sketchbook development; (2) market research and technical notebooks; (3) print Croquis and/or fabrics in sample form, production fabrics, computer-aided designs and final product rendered designs. (b) Final Exhibit The student will be expected to mount a personal design exhibit showing the range of his/her abilities in either knit, weave or print design. The work will be professionally presented and displayed for judging by a panel of design faculty. An important outcome of this exhibit will be the opportunity for key industrial people to visit, and for possible career opportunities to result. A secondary outcome will be its inspirational impact on undergraduate design students within the University.

TXD-776 - Textile Printing Technology

3 Credits

A specialized and practical course in the principles, techniques and chemical processes involved in the printing of textiles. The chemistry and use of different dye classes and pigment systems; application printing; discharge, burnout and other styles; and the influence of thickeners, cloth preparation and fixation processes on quality and colorfastness are examined.

TXD-777 - Advanced Computer-Aided Design

3 Credits

This course focuses on both the conceptual and technical aspects of digital portfolio presentation for the textile designer. Students will use interactive media to create both a CD-ROM portfolio and a personal website. Course projects provide an in-depth exploration of Adobe Photoshop, Adobe Illustrator and multimedia design software. Students must have a clear understanding of Adobe Photoshop and Adobe Illustrator before enrolling in this course.

TXD-780 - Avd Drawn: Materials & Technq

3 Credits

This course is designed to further develop the design student's drawing abilities and creative thought process, while encouraging conceptual development and a deeper understanding of contemporary issues in art and design. This course will provide an in-depth exploration of line, color and materials using a variety of drawing tools while introducing a more conceptual approach to drawing. Students will participate in off-campus trips to galleries and museums. Prerequisite: DRAW-101 or VSDRW-101 (or equivalent) or permission from instructor

TXD-791 - Internship

3 Credits

Internships provide students with an opportunity to apply and further develop the knowledge they have gained in the classroom. Under faculty supervision, students work in salaried positions related to their career goals. While on their assignments, students develop meaningful learning objectives, attend an internship seminar, complete challenging assignments and write bi-weekly reports analyzing articles in academic journals and practitioner publications. Prerequisites: Minimum of 18 graduate credits (excluding foundation courses); available to full-time students only and subject to availability and eligibility; permission of Internship director and graduate program director

TXD-797 - Selected Topics:yTechniques

3 Credits

Special Topics: Prerequisites: T712, graduate status or undergraduate status with 90 credits and 3.00 GPA

TXD-798 - Independent Study

3 Credits

Students may select an independent project or research topic with the approval of the dean of the School of Engineering & Textiles.

TXD-975 - Thesis

1 Credits

The design work encompassed through the major project needs to be submitted in thesis form, three copies of which are to remain at the University. The thesis should contain written material relative to the design inspiration, technical development and production process, and yet students are encouraged to include visual imagery relevant to their work and design development as evidence of their design capabilities. This course will assist final-semester students working toward the production of their thesis document using the most current Philadelphia University Guide For The Preparation Of Doctoral Dissertation And Master's Theses document. In addition to the bound thesis, other media presentations of their final project will be explored. Prerequisite: TXD744

TXD-993 - European Textile Print Study Tour**3 Credits**

A two-week study tour in the textile printing areas of France, Switzerland and Northern Italy introduces textile majors to the expertise of important European printers, screen engravers and studios in the areas of printed textile design, style, color and printing technology. Visits to the two important French historic textile museums and other related textile plants are also included.

Prerequisite: Approval of the program director

TXD-994 - European Knitting Study Tour**3 Credits**

A guided visit to the textile machinery producers and textile industry in Europe (Germany and Switzerland). During the 10 to 14-day stay, students will have the opportunity to see some of the leading knitting machine manufacturers, tour the production plants, attend demonstrations, use design equipment and participate in presentations regarding the projected targets of this industry.

Prerequisites: TXF502, TXE712 and TXE752 or equivalents

TXE-601 - Fiber and Yarn Studies**3 Credits**

This course advances the knowledge of fibers and yarns. In the case of cotton and wool, a detailed study of how fibers are produced is made and how the properties and structure of fibers vary in relation to variability in growing conditions is explored. For man-made fibers, the length and fineness can be changed during manufacture depending on the type of system on which the yarn is to be produced. Yarn-processing systems are covered in detail along with faults that can result from various causes, in either the fiber or the machines. Quality-control procedures are emphasized at each stage of processing, along with methods for analyzing test results. Typical products are discussed from the point of view of type of fiber used and type of yarn structure.

TXE-622 - Mechanics of Textiles**3 Credits**

Hierarchical mechanical-dependency relationships in textiles are discussed. Included are the role of fiber and yarn twist, yarn crimp, finishes, and coatings to mechanical response of textiles.

Dynamic and static response to various types of loading are investigated. Tearing, abrasion, and wear properties as a function of textile form are presented.

TXE-624 - Advanced Textile Composites**3 Credits**

The objectives of this course will be to expose the student to the textile materials and processes used in composite applications and to introduce methods of analyzing and predicting the behavior of the resultant products. Fiber architecture of textiles used for composites is reviewed along with manufacturing processes. Tools for predicting elastic properties will be introduced along with the relationship of elastic properties and geometric considerations.

TXE-625 - Biomaterials Technology**3 Credits**

General introduction to the uses of artificial materials in the human body for the purposes of healing, correcting deformities and restoring lost function are presented. Topics include biocompatibility, techniques to minimize corrosion, and specific uses of materials in various tissues and organs.

TXE-721 - Analytical Methods**3 Credits**

Statistical process-control theories and methods are discussed, and applications toward optimizing both process and product quality in modern textile operations are considered. The objective of these studies is to develop a process/product control system for the progressive textile plant of today. Another major segment of this course will be the review and employment of various methods of analysis of experimental data. Various techniques, and their advantages and disadvantages, will be considered and studied using textile applications.

TXE-751 - Advanced Woven Structures ProductyDevelo

3 Credits

Independent pursuit of goals in the development of woven fabrics is emphasized. The student will complete three projects, with product-development skills enhancement as a primary goal. Each project will require a search of current literature, the use of CAD, selection of equipment, production of a prototype fabric and submission of a technical report. Two of the projects will be selected by the course advisor and the third will be student-selected.

TXE-752 - Advanced Knitted Structures

3 Credits

This course is an in-depth study of weft- and warp-knitting technologies, fabric constructions, and apparel, home furnishing and industrial products/applications/markets. Weft-knit fabric technologies studied include single flat and tubular, double knit, fully fashioned, electronic, etc. Warpknit fabric technologies studied include tricot and raschel, weft inserted, double needle bar, multiaxial, etc. Students are exposed to a variety of weft- and warp-knitting machines, stitch constructions and mechanical and electronic design/ pattern mechanisms. Knit fabric geometry is analyzed on the machine, off the machine and after finishing. The relationship and interactions between the knitting yarn and knitting elements are well established. Knitting productivity and quality factors are emphasized.

TXE-753 - Advanced Nonwoven StructuresyProduct Dev

3 Credits

Nonwovens have a vast range of physical properties and end-use applications with an exceptionally high performance-to-price ratio. Such remarkable characteristics are possible due to the range of fiber type, bonding methods, and finishing methods possible at an exceptionally low cost. This course is intended to give a broad range of knowledge in nonwoven manufacturing methods cost and end-use applications and consumption. This will be accomplished by lecture, laboratory experiments, literature searches, research, cost analysis, statistical comparisons and modeling.

TXE-754 - Industrial and Specialty Fabrics -yProdu

3 Credits

Industrial fabrics are used in a variety of applications other than consumer apparel and home furnishing products. For example, industrial fabrics are used in automotive trim, architectural fabric structure, awnings/outdoor furniture, aerostats, camping products, commercial/institutional interior trim and furnishings, composites, conveyor belts, filtration, geotextile and geomembrane applications, hazardous occupational products, marine products, military products, passive solar systems, sails, tarpaulins, tents, tires and window energy systems. This course is concerned with the study of major industrial-fabric applications and constructions. The performance requirements for each major industrial application will be related to the selection of specific fabric constructions. Trends in industrial fibers, yarn structures, fabric constructions, fabric finishing/coating/laminating and in fabrication of industrial products are reviewed for each major application. Each major application/market will be covered, wherein specific requirements and qualified fabric construction will be reviewed. The historical development of each application will be emphasized to demonstrate the impact of new materials/material forms/processing techniques on the dynamic nature of the industrial fabric business.

TXE-755 - Advanced Yarn Studies**3 Credits**

This course allows for an independent pursuit of advanced knowledge through a literature search in a selected area of research. Further, the course is structured toward an advanced study of the newer methods of yarn manufacture and the latest developments in processing, computerized control and testing methods. Relationships between yarn properties and product properties are investigated.

TXE-759 - Product Evaluation**3 Credits**

The processes for the evaluation of fabrics and products are examined. The use of product assessment as a tool for process and product improvement is emphasized. The complexity of the fiber, yarn, fabric and product-forming systems is such that it requires careful evaluation at each stage of the manufacturing process. A comprehensive understanding of the interrelationships of the fabric and product forming stages as related to their evaluation is developed. Established and innovative methods of evaluation are explored.

TXE-783 - Advanced Chemistry of Fibrous Materials**3 Credits**

The course is designed to introduce modern methods of instrumental analysis and related technologies to fibrous materials. This course is concerned with the study of spectroscopic methods such as: UV-Spectroscopy, FTIR, NMR, EPR, GC, HPLC, microscopy, DSC and some microbiological methods, etc., applied to material science and technology. In addition, this course will introduce students to related fields of fibrous materials and polymers such as gels and sprays, and the technology of production of delivery systems for drugs and medications. Introduction to adhesion processes and superabsorbents (e.g., diapers, incontinence products and biotextiles) will also be covered. Lectures are complemented with laboratory work and seminars.

TXE-790 - Quality Management**3 Credits**

Quality has emerged as a formal management function. No longer restricted to manufacturing and operations areas, it now includes the design, purchasing and marketing processes. Through lecture, discussion and experiential activities, this course examines quality theory and practice ' how a more sophisticated understanding of quality can lead to a strategic approach to utility management which is necessary to compete in today's world marketplace. Factors required for creating and maintaining a corporation's strategic and competitive edge are thoroughly analyzed.

TXE-791 - Internship**3 Credits**

Internships provide students with an opportunity to apply and further develop the knowledge they have gained in the classroom. Under faculty supervision, students work in salaried positions related to their career goals. While on their assignments, students develop meaningful learning objectives, attend an internship seminar, complete challenging assignments and write bi-weekly reports analyzing articles in academic journals and practitioner publications. Prerequisites: Minimum of 18 graduate credits (excluding foundation courses); available to full-time students only and subject to availability and eligibility; permission of Internship director and graduate program director

TXE-797 - Selected Topics**3 Credits**

Selected Topics

TXE-798 - Independent Study**3 Credits**

Students may select an independent project or research topic with the approval of the dean of the School of Engineering & Textiles.

TXE-941 - Research Thesis**9 Credits**

In consultation with the thesis advisor, the student will select an area for concentrated study. The elements of the study will include, but not be limited to, literature searches, experimental design, research, thesis preparation (using the most current Philadelphia University Guide For The Preparation Of Doctoral Dissertation And Master's Theses document) and oral thesis presentation. This project is the culmination of a rigorous preparation in one or more areas of specialization and leads to the establishment of expertise in a chosen field. (20 hours minimum per week)

TXF-501 - Foundation Fiber and Yarn Studies**3 Credits**

This course introduces the basic knowledge of fiber and yarn technology. Included are the proper use of fiber/yarn terms and definitions, the construction parameters of the various fiber and yarn types and detailed analysis of performance properties for each. This information is then used in the proper selection of fibers and yarns for various fabrics and ultimately for various end-use textile products in apparel, household and industrial applications. This is a foundation course that does not count for credit toward the graduate degree.

TXF-502 - Foundation Fabric Studies**3 Credits**

Provides a comprehensive introduction to weaving and knitting technologies including terminology, process flow, fabric structures, products, markets and fabric properties. Fabric geometry is emphasized in order to establish the interdependence of fabric properties and behavior on fabric structure and construction. Assignments include a substantial laboratory experience in which fabric samples made in the lab are analyzed and mounted with descriptive parameters in a research notebook format. This is a foundation course that does not count for credit toward the graduate degree.

TXF-503 - History of Textiles & Costumes**3 Credits**

A multi-faceted survey of textiles and costumes from ancient cultures to the present, technical- and visual-design aspects of the textile arts, the influence of trade on design trends, styles in period costume and the sociological implications of dress are all incorporated. This is a foundation course that does not count for credit towards the graduate degree.

TXF-505 - Design I**3 Credits**

This foundation design course explores the basic elements and principles of 2D and 3D form and their application in the design process. Line, shape, mass, space, texture and gray value are introduced as fundamental and interrelated components necessary in structuring solutions to problems in design. Projects are introduced which encourage students to express ideas in a visual/tactile context, while exploring the interaction of ideas and materials.

TXF-506 - Design II**3 Credits**

Color is introduced in this foundation design course with an emphasis placed on its practical application in the design process. Projects done by students, using a variety of media, will explore the interaction of color in design with both formal, biophysical and psychological implications and goals. This is a foundation course that does not count for credit towards the graduate degree.

TXF-507 - Design III

3 Credits

In-depth studies emphasizing the use of color and varied media in both 2D and 3D forms are undertaken in this foundation course. The interrelationship of the elements and principles of design are addressed through solving a variety of visual problems. Processes of abstraction are explored in projects using a wide variety of media. Students will be expected to develop their abilities for critical analysis of their own work, as well as design processes and products in general. This is a foundation course that does not count for credit towards the graduate degree.

TXF-510 - Intro to Digital Imaging

3 Credits

This course focuses on increasing the student's individual level of computer literacy through the exploration of the basic structure of the operating system, general Internet skills and the fundamentals of 2D image making and web-design programs. Course projects provide hands-on experience with Adobe Photoshop, Adobe Illustrator and web design software. This is a foundation course that does not count for credit towards the graduate degree.

TXF-511 - Knit Technology I

4 Credits

The understanding of both weft- and warp-knit fabrics through an investigation of knit construction, machinery, principles and knit fabric analysis. Lectures are complemented with a series of lab exercises on hand-flat equipment and fabric-analysis projects designed to fully acquaint the student with the principles of knit-fabric design and production.

TXF-512 - Knit Design Studio I

3 Credits

Students will learn through individual development how to create a range of texture and color effects within knit design. Independent needle selection and the use of the presser foot will be explored within design areas involving Jacquard, held-stitch and tuck-stitch structures. Design ideas will be developed through to swatch/sketch proposals suitable for sweater production.

TXF-513 - Knit Design Studio II

3 Credits

A knit design studio elective for Textile or Fashion majors specializing in the knit-design area. Original design ideas will be developed through swatch/sketch presentations. Garment ideas will be developed through technical sketches and specifications into completed sweaters.

TXF-514 - Print Design Studio I

3 Credits

Techniques, materials, tools and basic information needed for the design on paper of printed fabrics for the apparel and home furnishing fields are studied. Hands on approaches with gouache and watercolor are used to prepare colorway and repeats. Students prepare a portfolio and learn to keep a sketchbook. A brief introduction to printing methods is included

TXF-515 - Print Design Studio II

3 Credits

This course focuses on creative use of CAD in surface patterning, which integrates with hands-on design applications that students acquired in PRINT-303 Print Design I. Digital workflow, which includes scanning croquis, designing pattern on CAD, digital color matching and color ways will be introduced. At the same time, strong emphasis is placed on making croquis, which develop from drawings and paintings in the sketchbook. Students will create printed textile designs and patterns for Jacquard designs on paper with digital printers for apparel and home furnishing fields. Throughout the semester, sketchbook study will also be required to document the working process, as well as drawings and paintings.

TXF-516 - Dyeing and Finishing

4 Credits

This course presents an overview of the wet processing of fibers, yarns and fabrics. Included are the preparation, dyeing and finishing of textiles. Some emphasis is placed on the chemistry and technology involved in these operations. Dyes are studied by their method of application and the primary substrates to which they are applied. Chemical, thermal and mechanical processes are discussed for both preparation and finishing of fabrics.

TXF-517 - Weave Technology I

4 Credits

The structures and analysis of woven fabrics will be studied utilizing CAD, pick outs and laboratory assignments on industrial equipment. Weave structures will include plain, twills and satins (with their derivatives), color effects, textural effects (cords, piques, etc.) and pile weaves. Fabric will be mathematically analyzed for weight, yarn size, fabric count and yarn crimp to specify fabric structure. Necessary loom controls (draw, chains and reed plans) will be used to relate lectures and laboratory work on doobby looms.

TXF-518 - Weave Design Studio I

3 Credits

This course focuses on the effects and interactions that yarn, color, texture and structure play in woven design. Working with multi-harness floor looms and doobby looms, students create warps and chains, and weave prototype cloth for various end uses.

TXF-519 - Weave Design Studio II

3 Credits

The study of elements of woven design is brought to the problems of multi-layered cloth, compound weaves, block designs and other advanced structures. Students use several CAD programs in conjunction with AVL compu-dobbies to increase their design capabilities. Multi-harness floor looms and doobby looms are also used to develop cloth from concept to actuality.

Undergraduate Course Descriptions

This letter/number system is used to designate the colleges and the disciplines and subjects offered within these colleges.

Key to Course Description Information

Before registering for a course, students must satisfy prerequisites as indicated in the following course descriptions. When changes are made, students are to follow the requirements in the most recent catalog.

Course Prefix

ACCX	Accounting (PhilaU ONL)
ARTX	Arts (PhilaU ONL)
BEHLT	Behavioral Health
BIOL	Biology
BIOX	Biology (PhilaU ONL)
BUS	Business
CISX	Computer (PhilaU ONL)
COMM	Communications
COMX	Communication (PhilaU ONL)
CRJX	Criminal Justice (PhilaU ONL)
CSSEM	Continuing Studies Seminar
CSSX	Foundation (PhilaU ONL)
ECON	Economics
EMS	Emergency Services
ENGX	English (PhilaU ONL)
ENVX	Envi Science (PhilaU ONL)
FINC	Finance
HIST	History
HISX	History (PhilaU ONL)
HLTSV	Health Services
HRM	Human Resources
HUMN	Humanities
IT	Information Technology
LAWEN	Law Enforcement
LCSX	Legal Studies (PhilaU ONL)

LHS	Leadership & Homeland Security
MATH	Math
MATX	Math (PhilaU ONL)
MGMT	Management
MGTX	Management (PhilaU ONL)
MKTG	Marketing
MKTX	Marketing (Post)
OTA	Occupational Therapy Assistant
PHLX	Philosophy (PhilaU ONL)
PSCX	Political Science(PhilaU ONL)
PSYCH	Psychology
PSYX	Psychology (PhilaU ONL)
SOC	Social Sciences
SOCX	Social Science(PhilaU ONL)
STAT	Statistics
WRTG	Writing

Undergraduate Course Descriptions

ACCX-111 - Financial Accounting -----

Designed to introduce all business students to the field of accounting, the course covers the fundamental principles of accounting, highlighting balance sheet and income statement presentation. Primary emphasis on accounting as a source of financial information, with procedural details kept to a minimum.

ARTX-101 - Art History I -----

This course provides an introduction to the history of the visual arts from prehistory to the early Renaissance. Major works in architecture, sculpture, painting, and graphic arts are covered in chronological order.

ARTX-102 - Art History II -----

This course provides an introduction to the history of the visual arts from the Renaissance to the Twentieth-Century. It presents a chronological coverage of architecture, sculpture, painting, and graphic arts, stressing the characteristics that identify periods and styles.

ARTX-105 - Drawing I -----

A foundation drawing course which concentrates on developing basic skills. The course examines varied media in the study of figure, still life, landscape, abstract, and an introduction to color as it relates to drawing. Studio fee required.

BEHLT-290 - Clinical Interactions/Behavioral Health**3-0-3**

This course builds on communication and clinical skills learned throughout other coursework and provides the student with a framework for the development of critical thinking skills and patient centered care perspectives within a variety of healthcare settings. Clinical reasoning skills such as patient triage, hierarchy of needs, short term and long term goal setting, and advanced assessment will be covered. Prerequisite: COMM 310 and PSYCH 233

BEHLT-341 - Behavioral Health & Neurorehabilitation**3-0-3**

Focusing on the needs of clients and patients in specific environments, this course integrates behavioral and health sciences in the description of a range of interventions. Students will study specialized services used in the delivery of neuropsychology, rehabilitation nursing, occupational therapy and a variety of other fields.

BEHLT-499 - Applied Project in Neurorehabilitation**3-0-3**

Using the principles learned in CPS Core coursework, and/or applied psychology, neurorehabilitation, or behavioral health, this course requires students to design and develop a program directed toward addressing the health needs of an individual client/patient or group of individuals. Students are encouraged to apply their project to the future work environment where they plan to apply their expertise. Portfoliobased assessment allows students to demonstrate proficiency through display of artifacts related to their plan along with the presentation of documents that either assess the design of the project or describe project implementation. Prerequisite: CPS Core coursework

BIOL-202ACC - Human Anatomy and Physiology II**3-0-3**

This course is the second of a two semester sequence. This course will examine anatomical and physiological aspects of the following systems of humans: sensory, endocrine, circulation, respiration, nutrition-digestion, excretion and reproductive. During lecture, both anatomy and physiology will be discussed. While some lab sessions will focus mainly on the anatomy of the current system, most laboratory sessions will involve physiological experiments to provide students with greater insight into the physiology of the current system. A close correlation between lecture and laboratory topics will be maintained. Corequisite: BIOL-202L Prerequisites: BIOL-201 and BIOL-201L

BIOL-202LACC - Human Anatomy and Physiology II Lab**0-2-1**

The A&P laboratory sessions will provide students with hands-on learning opportunities to help conceptualize content discussed in lecture. During lab, students will work on problem sets, examine and dissect organs and/or anatomical models, use microscopes, perform basic physiological experiments and examine cadaver specimens. While some lab sessions will focus mainly on the anatomy of the current system, most laboratory sessions will involve physiological experiments to provide students with greater insight into the physiology of the current system. Corequisite: BIOL-202. Prerequisites:BIOL-201 and BIOL 201L

BIOX-120 - Concepts of Biology**-----**

This survey course assists students in understanding the basic and unifying principles of life. Students focus on a wide variety of topics including structure and function, organization, diversity, biochemistry, evolution, behavior, ecology, and population dynamics.

BIOX-180 - Forensics

This course begins with a basic overview of forensic science from the "science" viewpoint. Scientific principles and practices will be applied to specific examples within the following: drug analysis, paternity, DNA fingerprinting, hair/fiber analysis, blood identification, microscopy, spectrophotometry, and chromatography. Prerequisite: BIO143 or ENV121 and permission of the instructor.

BIOX-280 - Forensic Science II

This course is designed to provide students with a deeper understanding of several aspects of forensic science including crime scene processing, evidence collection, chain of evidence (with associated paperwork), motor vehicle accidents, blood spatter, and ballistics. Students will be asked to analyze evidence, participate in case 144 studies, and utilize databases for both ballistics and blood spatter. Prerequisites: BIO180, BIO180L or Permission of instructor.

BUS-499 - Business Capstone Seminar**3-0-3**

The process and techniques of strategy formulation, implementation and evaluation are studied and applied. Case studies of domestic and international companies and not-for-profit organizations will be used to integrate strategic management concepts with knowledge acquired in other classes. This course will include extensive written individual and team assignments and oral presentations. Prerequisites: MGMT-401, MKTG-102, ACCT-101 and ACCT-102

CISX-112 - Introduction to Computing

This course strives to meet the high level of computer literacy required of all students earning a degree from the university. Special emphasis is placed on the ethical use of computer technology for information analysis and communications. Computer units introduce the Internet, Windows, word processing, spreadsheets, and presentation software. Students who feel they have attained computer literacy and earn 70 percent on an exemption exam may substitute any other 3-credit course for this core requirement. Students may prove competency by passing a waiver examination. No credit is granted if the requirement is waived.

COMM-310 - Communication Theory and Dynamics**3-0-3**

This course is designed to provide viable frameworks in communication and organizational theories and dynamics. Diagnostic criteria and delivery techniques will also be explored, within both theoretical and pragmatic realms. The class will be conducted in an interactive seminar format.

COMM-320 - Professional Communication Skills**3-0-3**

This General Education Core course requires students to analyze, produce, and revise professional communication in a variety of written, oral, and multi-modal formats. Students produce individual and group projects in print and multimedia settings as they explore how economic, social and political perspectives apply to workplace communications, the professions and the professionals themselves.

COMX-301 - Mass Media & Society

This course analyses newspapers, magazines, television, radio, the internet, and film to evaluate their complex and diverse power for shaping patterns of society.

COMX-375 - Public Relations -----

This course focuses on the role of managed communications in public relations. It includes definitions and concepts, history, potential careers, and research methods.

CRJX-101 - Intro to Criminal Justice -----

The student will be introduced to the American Criminal Justice system from the perspective of the criminal justice professional. The course examines the historical development and role of the police, prosecution, corrections, probation, parole and rehabilitation.

CRJX-102 - Intro to Law Enforcement -----

This course studies the role of police in society with attention to the history of law enforcement, the organization of police forces, centralized police power, community policing, and the recruitment and training of police officers.

CRJX-103 - Intro to Corrections -----

This course studies the history of corrections, including imprisonment and other forms of punishment, both institutional and non-institutional. The philosophy and rationale for various sentencing alternatives are considered.

CRJX-201 - Juvenile Justice -----

The student is introduced to the juvenile justice process. While the focus is on the criminal court system's handling of the juvenile offender, additional areas of study include the forces that contribute to juvenile delinquency, as well as prevention rehabilitation. Prerequisite: CRJ101

CRJX-211 - Criminal Investigations -----

The student is introduced to the principles of criminal investigation. These include techniques and methods used in searching the crime scene, locating and interviewing witnesses, interrogating witnesses, and developing suspects. Attention is given to the basics of forensic science, including photography. Prerequisite: CRJ102.

CRJX-309 - Police Admin & Management -----

The student is introduced to the basics of administering and managing law enforcement professionals. The focus is on particular issues faced in managing police officers-federal, state, or local. The course addresses relations with non-governmental community leaders. Budgeting and planning are also covered. Prerequisite: CRJ102.

CRJX-333 - Organized Crime -----

The course is an historical and contemporary review of the development and operation of organizations committed to criminal conduct both in the United States and the rest of the world. Prerequisite: CRJ101.

CSSEM-300 - Professional Practice Seminar**3-0-3**

The introductory core course in Continuing and Professional Studies Bachelor of Science Accelerated Degree Completion Program. Course draws on a variety of sources to provide students the opportunity to create their own conceptual framework regarding their professional and personal experiences and understand how to integrate those frameworks into a personal plan for learning. Students are introduced to the requirements of the Continuing and Professional Studies Portfolio and create the first draft of their personalized portfolio. Required of all CPS majors. Prerequisites: Admission to CPS Accelerated Baccalaureate Degree Completion program

CSSEM-499 - Professional Studies Capstone Seminar**3-0-3**

This General Education Core course examines emerging global issues in the areas of politics, economics, technology and the environment; and explores intercultural communication and the cultural dimensions of international business. Students present their final Continuing and Professional Studies Portfolios and analyze a relevant global trend and its expected impact upon their professional field. Required of all CPS Accelerated Bachelor of Science Degree Completion students. Prerequisites: Completion of all General Education and Continuing and Professional Studies Core courses, completion of at least 3 electives and completion of at least 3 courses in the major area of study

CSSX-101 - Learning Across the Lifespan

This course provides theoretical bases and practical strategies for lifelong learning. Students will become aware of university resources, as well as the policies and procedures critical to success. Emphasis is placed on critical thinking, study skills, analytical reading, effective writing, reasoning, problem-solving, time management and strategies for college success necessary to support learning in a university environment. Students will analyze their own learning abilities and styles and develop effective practices for learning throughout their lifetime. Students will explore their motivations and the external determinants that affect their educational, personal, and career success. Students will learn the role of active learning in a successful life.

ECON-331 - Economic Decision Making**3-0-3**

This Continuing and Professional Studies Core course introduces principles underlying the behavior of business firms, resource owners, and consumers within a system of markets. The theory of value and distribution and the implications of international trade on both value and distribution are addressed. Overall purpose of the course is to introduce many of the factors underlying sound economic decision making in the rapidly emerging global economy. There is a strong course focus on critical analysis of cases.

EMS-310 - Emergency Services Law**3-0-3**

This course explores the essential framework of federal, state and local laws that impact on emergency and public safety services. It will provide an overview of the most important federal and state legislation that impact emergency services management and disasters.

EMS-320 - Emergency Mgmt Planning**3-0-3**

Topics covered in this course include: program planning and management, financial planning, managing information, leadership and followership styles, decision making skills, community building skills, intergovernmental relationships, negotiating and communication skills and professionalism.

EMS-330 - Pub Hlth Iss Impactng Emer Srv

3-0-3

This course explores the relationship of public health and emergency and disaster prevention, response and recovery environments. Discussions examine the changing and unique role of public health in emergency management paying special attention to epidemiology, integration with traditional emergency services, medical and first responders, public safety, bioterrorism preparedness, and the need for comprehensive pre-education of professional and public communities. The class will cultivate insight into the necessary integration of public health in the development of effective emergency response contingencies specific to natural, accidental and international disaster events.

EMS-410 - Disaster Resp & Recov Planning

3-0-3

Disasters can be natural, technological, or terrorist in nature; and a pro-active rather than re-active approach to disaster preparation is the best means of mitigating damage. This course covers systematic planning and recovery efforts for when disaster emergencies occur. Students will examine issues in their respective fields and develop strategies for response and recovery methods and techniques from related case studies.

EMS-499 - Applied Proj in Ems Leadership

3-0-3

Students will explore the relevant scholarly literature and then conduct an indepth analysis of the emergency services industry and design an innovative project. Knowledge of statistical analysis, process planning, and data gathering will be used to complete their analysis and report on a comtemporary topic or aspect of the business. Students will demonstrate their ability to assess the efficacy of program design as well as describe the project planning and implementation process. Student projects are evaluated based on the capacity to incorporate familiarity with systems and planning in a comprehensive project, in the context of their subject.

ENGX-110 - College Writing

This course is designed to develop and refine the analytical/critical reading skills and the substantive writing skills of freshmen. This intensive writing class will focus on writing essays of varying length and expose students to the various rhetorical modes of writing that will contribute to their success in university courses and their chosen careers.

ENGX-207 - Speech Communication

This course examines fundamental principles of oral communication with emphasis on the logical development, documentation, and delivery of the basic types of speeches. Students will construct audience analyses and participate in the evaluative process of speeches. Prerequisite: ENG110.

ENGX-311 - Creative Writing

This course provides extensive imaginative writing of description, dialogue, poetry, and narrative. The course is designed for students who write readily but need direction and consultation.

ENVX-110 - Intro to Environmental Sci

This interdisciplinary approach to our world emphasizes the history of environmental concerns, biomes, species interaction with each other and their environment, air, water, soil and biological resources, population dynamics, toxicology, energy sources, land use management, and other related topics. Principles of physics, chemistry and biology are incorporated throughout the course. This course is open to non-majors.

FINC-323 - Financial Decision Making

3-0-3

A Continuing and Professional Studies Core course that examines financial decision making both from the corporate and individual points of view. While the emphasis is primarily on the corporation, discussions and analysis will be extended, where appropriate, to the individual.
Prerequisite: STAT-311

HIST-232 - Hist & Philosophy of OTA Prac

3-0-3

The history of the OT profession will be described, including founding principles, key figures in the development of the profession, founders of OT in the United States and the history of the practice of OT throughout the United States beginning with the Reconstruction Aides. Key dates, events and philosophical underpinnings will be outlined, particularly the move from holism through the rehabilitation movement following World War II and the effect of technology on practice in the US. The OT Practice Framework will be introduced. 3-0-3 Prerequisites- Writing 105 Writing about Workplace Culture

HIST-321 - Business Industry Work in Amer History

3-0-3

This General Education Core course surveys major themes in the history of work in America, focusing on how economic, technological and political changes have transformed the nature of work in America. Course readings explore industrialization, the emergence of mass production and modern management, the history of worker organizations, the decline of manufacturing and rise of a service economy, and the impact of globalization on work in America. Throughout the course, students consider connections between changes in the workplace and broader social and political developments, including changing gender roles and the civil rights movement.

HISX-101 - World Civilization I

This course provides a survey of significant developments relating to the rise of early Mediterranean, European, and Asiatic societies. Economic, political, and religious themes are stressed from the foundations of civilization to the eve of the Western Enlightenment.

HISX-102 - World Civilization II

This course is a companion to HIS101, surveying the development of civilization from the Western Enlightenment to contemporary times. Emphasis is placed on the emergence of ideological movements; regional, economic, and political patterns; and technological innovations that fostered periods of war and peace.

HISX-201 - United States History I

This survey course traces the origins of American society from colonial times to the close of the Civil War. Emphasis is on the development of liberty and equality as core social values in American culture.

HISX-202 - United States History II

This survey course traces the emergence of an urban, industrialized United States from the late 19th century to the present. Emphasis is placed on both domestic and international concerns, and the maintenance of traditional values in a changing environment.

HLTSV-210 - Ethical Issues for Health and HumanyServ**3-0-3**

This seminar style course is intended to provide tools necessary for considering and discussing ethical dilemmas in today's multicultural society. Meaningful dialogue requires an understanding of the evolution and development of ethics from the beginning of civilization. Sources used for this course include films and directed readings (text, newspaper articles, and internet resources). The goal of this course is to enhance the understanding and language skills of the provided so that he/she can engage in meaningful discussions of potentially highly charged emotional issues. Prerequisite: WRTG-101

HLTSV-310 - Surv of Health Services Delivery Systems**3-0-3**

This course provides an overview of the history, evolution and major components of U.S. health care systems. Topics covered include the organization of health care services, the hospital, the roles of health care providers, supply and demand in health care, third-party payers, the role of government and managed care and comparisons of health care systems in other countries.

HLTSV-315 - Public Policy & Planning in Healthcare**3-0-3**

An analysis of the processes related to the planning, organizing, staffing, directing and controlling of health care services. Specific emphasis is given to the key indicators and organizations that drive policy and planning in health care systems. The course also considers the impact of policy on practitioners in health care. The techniques of effective decision making and problem solving are also addressed.

HLTSV-325 - Emerging Issues in Healthcare**3-0-3**

This course explores the current trends in health care and issues affecting the organizational changes in the industry with regard to delivery of health care services in a wide variety of settings. Topics include history of U.S. health care services, current reform proposals, universal health care insurance, ethical issues, gerontological issues, labor relations, the changing workforce in healthcare and comparative perspectives of health care in other countries.

HLTSV-499 - Capstone Seminar in Health ServicesyMana**3-0-3**

Students use knowledge of statistical analysis, process planning, and data gathering to complete an in-depth analysis and report on a sector or organization in the health care industry. Students' projects are evaluated based on demonstration of an understanding of systems, planning and dynamics of delivery in the context of their project. Prerequisite: HRM-350, HLT-SV-310, HLT-SV-315 and HLT-SV-325

HRM-321 - Staffing and Resource Management**3-0-3**

This course focuses on the recruitment and retention functions of human resource management, including EEO/ Affirmative Action and career planning. In addition, the course focuses on the training and development functions inherent in retaining and enhancing a skilled work force. Training development includes needs analysis, programming and evaluation. Prerequisite: MGMT-320

HRM-336 - Compensation, Benefits, Health & Safety**3-0-3**

Focusing on the complex structure of employee benefits programs, this course also introduces students to compensation structures. In addition to the focus on compensation and benefits, the course also develops students' understanding of the legal and organizational aspects of health, safety and security. Prerequisite: MGMT-320

HRM-350 - Cross-Cultural Communication and Diversity**3-0-3**

This course will examine how to manage the growing multicultural workforce in the United States. Topics include issues of intercultural communication and cross-cultural relations, ethnocentrism, racism and ageism. Students will develop an understanding and appreciation for cultures other than one's own and will be able to discuss current techniques used in cultural analysis.

HRM-421 - Organizational and Employee Relations**3-0-3**

This course focuses in part on the function of union representation and collective bargaining in managing a large organization. In addition, it focuses on the role of planning, control, and information resources in the practice of human resource professionals. Prerequisite: MGMT-320

HRM-499 - Applied Research & Practice in Human Resources**3-0-3**

This project-centered course requires students to develop a comprehensive human resource plan for an organization. Plans must include considerations of planning, staff development, compensation and benefit structures, and organizational health and safety requirements. Students will write and present a comprehensive plan, including materials targeted for employee development and relations. Prerequisite: HRM-321, HRM-336 and HRM-421

HUMN-301 - Art and Context**3-0-3**

An in-depth examination of images and objects from throughout history and world cultures. Emphasis will be on the materials and techniques of painting, sculpture, architecture and landscape architecture, and on what these objects and images say about the cultures that made and make them. Class format will be lecture, class discussions and student group presentations. Two self-guided Philadelphia-area field trips will be required.

HUMN-310 - Globalization and World Politics**3-0-3**

This course provides an overview of the forces which are shaping global economics and politics. Students will develop an understanding of the roles of international institutions such as the World Trade Organization, the International Monetary Fund and the United Nations, as well as non-governmental groups like Amnesty International and al Qaeda. Students will also examine the process of economic globalization in order to understand its varying impacts on different world regions.

IT-101 - Intro to Information Systems**3-0-3**

This is an introductory course in Continuing and Professional Studies for students with no prior computer experience. The course is designed to teach students to use informatics that combine computer science, information processing, data-base management, word processing, spreadsheets and information presentation skills to facilitate management and processing of industry-related data.

IT-201 - Learning and Technology**3-0-3**

This course will utilize students previously-acquired abilities to use Microsoft Word, Excel and PowerPoint in conjunction with information retrieval, management and communication tools. Research methods are combined with resource use, leading to careful evaluation and ethical use of information. This course will be taught in a computer lab, combining lecture with hands-on activities and group work. Can complement courses in which the student is concurrently enrolled and that require research beyond the course's texts.

IT-315 - Information Technology I**3-0-3**

This course prepares future managers to be effective organizers and users of modern information technologies. Emphasizing a global perspective of information technology and related business issues, students learn to view IT in broad terms and function as 'internal consultants' to functional areas in an organization. The course covers office and manufacturing automation, telecommunications, decision- support systems and executive information systems. Students learn to integrate the informational needs of the organization with suppliers, customers and other decisionmaking entities. Course introduces management techniques to support effective employees whose actions are guided by the power of modern information technologies.

IT-317 - Information Technology II**3-0-3**

This course introduces the fundamentals of computer application development. Students will develop basic facility in digital media, electronic publishing, and decision support systems. The course also includes the use of information technologies for the automation of both office and factory environments. Prerequisite: IT-315

IT-320 - Database Management**3-0-3**

This course will provide an introduction to the creation and management of electronic databases. Topics covered include database design, relationships, normal forms, structured query language, importing data and creating reports and forms. Data-modeling techniques will also be covered. Prerequisite: IT-317

IT-410 - Needs Assessment**3-0-3**

This course provides an introduction to assessing the informational needs of an organization. Topics covered include equipment requirements, information design and technology integration as they impact the needs of an organization. Special attention will be given to usability studies and design development. Prerequisite: IT-320

IT-499 - Project Management**3-0-3**

This course focuses on strategic management of technology projects. Acting as a project manager, students learn techniques to elicit the support and acceptance of new technologies within organizations. Through the creation of a project plan, students learn how to integrate informational technologies into an organization's mission. Prerequisite: IT-410

LAWEN-301 - Plann for Law Enforcement Org**3-0-3**

This course covers strategic and tactical planning broadly conceived. The focus is on law enforcement; theories, examples and perspectives will be drawn from other fields in the non-profit sector. Topics that will be addressed include forecasting, personnel planning, GIS, and personnel and resource management issues including budgeting and program evaluation.

LAWEN-310 - Contemp Law Enforc Strategy

3-0-3

Understanding that law enforcement professional must attain an in-depth understanding of contemporary policing strategies and critical issues face law enforcement today, students will examine crime analysis, patrol techniques, training, information systems/GIS as well as other issues such as government relations and criminology.

LAWEN-410 - Advanced Law Enforcement Theory and Mgmt

3-0-3

This course focuses on the underlying theories of expert practices in police management and administration. Students will examine ethical issues specific to the field of law enforcement. This course builds on knowledge obtained through LAWEN-310 and utilizes academic and professional literature to address critical issues in the field. Prerequisite: LAWEN-310

LAWEN-499 - Applied Project in Law Enforce

3-0-3

Using concepts learned in CPS Core Coursework and Law Enforcement Leadership courses, students conduct an in-depth analysis of the law enforcement industry and design an innovative law enforcement initiative. Students will use knowledge of statistical analysis, process planning and data gathering to complete their analysis and report on a sector or organization in the industry. Students will demonstrate their ability to assess the efficacy of a program design as well as describe the project planning and implementation processes. Students' projects will be evaluated based on the capacity to incorporate familiarity with systems and planning in a comprehensive project analyzing the dynamics of the law enforcement industry in the context of their project. Prerequisites: LAWEN-301, LAWEN-310, LAWEN-410, MGMT-320

LCSX-105 - Elements of Organization

Students need a basic understanding of how organizations work in order to manage their personal and professional lives. This course provides an interdisciplinary perspective on the foundations underlying all organizations (businesses, non-profit and governmental organizations) specifically as they relate to the nature of: management and leadership, economics both domestically and internationally, ethics, social responsibility, entrepreneurship, human resource management, marketing/advertising, e-commerce, information technology, accounting, investments, money and personal finances.

LHS-350 - Fund of HmLand Defense & Secu

3-0-3

Overview of the homeland security situation in the post-9/11 era. Students will develop an understanding of factors that affect government efforts to prevent terrorist attacks in the U.S. including terrorist groups, both domestically and globally, organizations involved in Homeland Security, and the challenges and legal issues facing homeland security professionals. Students gain a basic understanding of homeland security principles, national security, and its importance in securing our borders.

LHS-360 - Unconventional Conflict

3-0-3

This course provides an introduction and examination of terrorist threats to the United States in the form of unconventional conflict, sabotage, and subversion. Discussions explore the character and history of these threats, as well as examine the operational and organizational dynamics of terrorism. Individuals, group cells, and large organizations that are engaged in clandestine activity for political purpose or effect are explored. Effective measures for both countering and responding to these terrorism threats are discussed.

LHS-403 - Critical Infrastructure

3-0-3

This course provides an introduction to the wide variety of threats to critical infrastructure sites and facilities in the United States from both terrorist activities and natural disasters. The importance of these sites to the nation's overall safety and security is examined, with Local, State, and National icons highlighted. The Department of Homeland Security and its concept of an "All Hazards" approach to disasters is explored, with focus on the core principles of Prevent, Prepare, Respond, and Recover.

LHS-407 - Disaster Policy & Politics

3-0-3

The response to and the planning for disasters and catastrophic events entails complex public policy decisions by local, state, and national political officials. A disaster event can influence many policy agendas, sometimes leading to sweeping changes by public officials that can have long term consequences for society. Both recent and historical disasters and their ensuing public policy changes are examined, with a focus on the perception versus the reality of effective legislation.

LHS-499 - Capstone Sem., Appl Project

3-0-3

Students will explore the relevant scholarly literature and then conduct an in-depth analysis of the Homeland Security sector and design an innovative project. Knowledge of statistical analysis, process planning, and data gathering will be used to complete their analysis and report on a contemporary topic or aspect of the sector. Students will demonstrate their ability to assess the efficacy of program design as well as describe the project planning and implementation process. Student projects are evaluated based on the capacity to incorporate familiarity with systems and planning in a comprehensive project in the context of their subject. 3-0-3 Prerequisites: STAT 311, LHS 350, LHS 360, LHS 403, LHS 407 and EMS 410

MATH-215 - College Algebra

3-0-3

MATX-120 - Finite Mathematics College Algebra

This course provides a review of the fundamentals of algebra: a study of function theory, specifically linear and quadratic functions; matrix operations; and linear programming. Emphasis is placed on problem-solving techniques with special attention given to business and other applications. Prerequisite: MAT101 or placement examination.

MGMT-330 - Organizational Ethics

3-0-3

This Continuing and Professional Studies course deals with current controversial issues in organizational ethics. The course will be conducted as a seminar. Students will research specific topics and present this information to other seminar members.

MGMT-361 - Leadership Theory and Ethical Practices**3-0-3**

This course will heighten awareness and broaden the participant's knowledge of leadership theory, trends and applications, with a strong focus on ethical leadership. The course encompasses leadership/management theories, techniques, organizational applications, managing ethical gray areas with integrity, and integrating leadership skills into daily work practices. Students will review organizational structure/functions, leadership styles, managerial processes, strategic planning, and change-oriented ethical leadership and consider the impact of public policy.

MGTX-105 - Principles of Management

This course is an introduction to the principles of management and their application in public and private, profit and non-profit organizations. Students will explore the areas of employee motivation, group behavior, leadership, strategic planning, organizational design, and career opportunities. Emphasis is on the research and techniques available to assist in the development of requisite management skills.

MGTX-201 - Human Resources Mgmt.

This course includes the presentation, analysis, and discussion of the specific functions of an organization's Human Resources Department, including the human relations knowledge and skills vital to the success of any manager. Students will explore the standards of performance that are expected of managers, subordinates, and the organization with a special emphasis on the supportive relationship needed between employees and their organizations. This course also will explore a number of contemporary and controversial issues related to human resource management. Prerequisite: MGT105

MGTX-303 - Labor/Management Relations

This course is an introduction to labor/ management relations. It acquaints students with current problems encountered by management in the negotiation and administration of labor relation agreements. Prerequisite: MGT201.

MGTX-305 - Managing a Diverse Workplace

This course focuses on a variety of topics related to meeting the demands of an increasingly diverse workplace. Students will explore the difference among Affirmative Action, valuing diversity, and managing diversity. Characteristics of diverse populations, including ethnic minorities, gender issues, older workers, workers with disabilities, and foreign workers will be studied. Students will learn strategies for implementing diversity and building cooperation and trust among diverse work groups. Prerequisite: MGT201

MGTX-307 - Compensation & Benefits

This course focuses on the strategic choices in managing compensation. Major compensation issues are discussed in the context of current theory, research, and practice. Students will explore the issues that influence the determination of compensation and benefits in an organization, the design of the various forms of compensation and benefits, and how organizations manage the compensation system. Prerequisite: MGT201

MGTX-308 - Training and Development

This course focuses on the role of training and employee development in organizations. It acquaints students with current theory on learning and program design, training methods and evaluation, e-learning and the use of technology in training, and the relationship of training to career management. Prerequisite: MGT201

MGTX-405 - Organizational Behavior

This course includes the study of individual and small group behavior in organizations and the interpretation of this behavior in the context of the managerial environment. Students will explore the nature of such concepts as influence, power and control, attitudes, communication, conflict, and interpersonal relations as a means of understanding of the dynamics of group behavior. Prerequisite: MGT105.

MGTX-408 - Organizational Theory & Dev.

This course examines the nature and problems of organizational design, development, and change in complex organizations. The application of organizational theories in the treatment of technological, economic, and behavioral problems confronted by the practicing manager is examined. Theories of organizational growth, change, and development and their impact on organizational outcomes are explored. Prerequisite: MGT105.

MKTG-320 - Visual Literacy

3-0-3

A survey course in which students will examine, appreciate and communicate with visual media. Students will enhance their capacity to look at a design and evaluate what is effective, with an understanding of design language and the process by which good communication is created.

MKTX-404 - Consumer Behavior

This course examines marketing from the point of view of key behavioral science concepts, relevant consumer research, best practices and practical marketing applications with a customer focus. The course also analyzes motivation, personality, perception, learning, attitude formation, and the importance of group dynamics, social class, and culture on behavior in the marketplace. Prerequisite: MKT101.

OTA-300 - Anatomy, Physiology & Biomechanics

4-4-6

This course will examine the anatomical and physiological aspects of the various systems of humans, including integumentary, neurologic, sensory, musculoskeletal, reproductive, circulation, respiration, nutrition-digestion, excretion and endocrine. Biomechanics of muscles, bones, and ligaments of the human body and the interactions between these structures to illustrate how movements are performed will be addressed. Students will be introduced to strategies for adaptation that can lead to improved function in relevant contexts. The OT Practice Framework 2 terminology will be used to describe daily life problem solutions. A close correlation between lecture and laboratory topics will be maintained.

OTA-302 - Occp: Infancy Thru Adolescence

3-2-3

Occupations Across the Lifespan: Infancy Through Adolescence. The course will focus on the observations, analysis, and performance of human occupations in work, self-care and play/leisure from infancy through adolescence. The teaching-learning process will be incorporated, with an emphasis on self-directed learning by doing. The OT Practice Framework terminology will be used to describe observations and findings. This course includes a graded offsite fieldwork component to complement academic teaching content.

OTA-304 - Occupation Across the Lifespan Adulthoo**3-2-3**

The course will focus on the observations, analysis, and performance of human occupations in work, self-care and play/leisure from late adolescence through the elder years. The teaching-learning process will be incorporated, with an emphasis on self-directed learning by doing. The OT Practice Framework terminology will be used to describe observations and findings.

Prerequisite: OTA-302

OTA-306 - Conditions I: Infancy/Adolesen**3-2-3**

The etiology and symptoms of clinical conditions that are commonly referred for occupational therapy services are examined. The effects of trauma and disease on the biological, psychological, and social domains of occupational behavior are introduced, with particular emphasis on conditions usually experienced from infancy through adolescence. Procedures and precautions ensuring safety for patients and caregivers will be reviewed. This course includes a graded offsite fieldwork component to complement academic teaching content. Pre requisites: PSYCH-101 Introduction to Psychology and OTA-300 Anatomy, Physiology and Biomechanics

OTA-308 - Conditions li: Adulthood**3-1-3**

The etiology and symptoms of clinical conditions that are commonly referred for occupational therapy services are examined. The effects of trauma and disease on the biological, psychological, and social domains of occupational behavior are introduced, with particular emphasis on conditions usually experienced from early adulthood through aging. Procedures and precautions ensuring safety for patients and caregivers will be reviewed. Students will be introduced to the resources available for keeping current as new protocols and best practices develop. Prerequisite: OTA-306 Conditions I: Infancy through Adolescence

OTA-310 - Environ & Contexts of Occupat**3-0-3**

Environments and contexts can have an enormous effect on occupational therapy intervention. Across all practice areas, occupational therapy intervention uses environments and contexts to support the client's/patient's health and participation in meaningful occupations. This course focuses on understanding the complex nature of contexts and environments and their impact on engagement in occupations across the life span. 3-0-3 Prerequisite: OTA 304: Occupations Across the Lifespan-Adulthood

OTA-400 - Leadership & Human Servs Syst**3-0-3**

Basic management skills and abilities required as a COTA in occupational therapy and other programs will be defined and analyzed. The student will explore topics associated with health care delivery systems, including contextual factors, federal and state regulations, reimbursement systems, and credentialing laws. Skills in management will be reviewed, including organizing and maintaining workload, marketing services, documentation in its various forms, and supervision of aides and developing skills as a fieldwork educator. Ethical and professional principles will be defined in the context of a variety of employment and intervention settings, with an emphasis on applying AOTA's Code of Ethics to different situations. Pre requisite: HIST 232 History and Philosophy of OTA Practice

OTA-402 - Ethics & Critical Thinking I**2-0-2**

Students will examine the AOTA Code of Ethics in-depth and then use it and the AOTA Occupational Therapy Practice Framework to analyze case studies and examples from fieldwork to further their understanding of liability issues, ethical dilemmas, and decision-making in professional interactions, client interventions, and employment settings. Co-Prerequisite: Fieldwork II A

OTA-404 - Ethics & Critical Thinking II

1-0-1

Clinical reasoning, ethical principles, and understanding the values of the profession are defined. The student will discuss and describe the value of local, state, and national professional OT organizations, the importance of promoting the profession and developing a personal professional development plan, and recognizing personal strengths and areas for improvement. Students will demonstrate their critical thinking and overall knowledge acquisition by presenting their summative OTA Program Portfolio in conjunction with this course. 1-0-1 Prerequisite: Ethics and Critical Thinking I Co-Prerequisite: Fieldwork II B

OTA-406 - Fieldwork level II A

2-6-6

Minimum eight weeks and 300 hours supervised experience. Students apply and integrate didactic knowledge and skills with clients in a variety of settings under the supervision of a registered and licensed occupational therapist. Students are assigned to facility and community settings and receive practical experience applying knowledge and skills with individuals of varying ages and conditions. Prior to enrolling, students must successfully complete all required OTA course, demonstrate current CPR certification, and receive departmental approval. Co-requisites: OTA 402 Ethics and Critical Thinking I Prerequisites: IT 201, OTA 310, MATH 215, OTA 400, OTA 414 Interventions III: Late Adulthood.

OTA-408 - Fieldwork Level II B

2-6-6

Minimum eight weeks and 300 hours supervised experience. Students apply and integrate didactic knowledge and skills with clients in a variety of settings under the supervision of a registered and licensed occupational therapist. Students are assigned to facility and community settings and receive practical experience applying knowledge and skills with individuals of varying ages and conditions. Prior to enrolling, students must successfully complete all required OTA course, demonstrate current CPR certification, and receive departmental approval. 2-6-6 Co-requisite: OTA 404 Ethics and Critical Thinking II Prerequisites: OTA 406 ' Fieldwork II A

OTA-410 - Intervntn I:infancy/Adolescence

3-3-4

Through analysis and simulation of occupations, OTA students gain insight and skill in observation, assessment, documentation, and teaching of adapted self-care, work and play/leisure activities for the person with life challenges from infancy through adolescence. Conditions commonly occurring in this age group will be reviewed. The dynamics of group and individual participation in occupations are explored as they relate to assessment and therapeutic intervention.

OTA-412 - Intervntn II:Young/Mid Adult

3-3-4

Through analysis and simulation of occupations, students gain insight and skills in observation, assessment, documentation, and teaching of adaptive self care, work, and play/leisure activities for the person with life challenges from young through middle adulthood. Conditions commonly occurring in this age group are reviewed. The course includes laboratory and directed offsite fieldwork components to complement lecture content. Prerequisites: OTA 410 Interventions I: Infancy through Adolescence, OTA 304 Occupations Across the Lifespan II: Adulthood, OTA 308 Conditions II: Adulthood

OTA-414 - Intervntn III: Late Adulthood

3-3-4

Through analysis and simulation of occupations, the students gain insight and skills in observation, assessment, documentation, and teaching of adaptive self care, work, and play/leisure activities for the person with life challenges in late adulthood. Conditions commonly occurring in this age group will be reviewed. This course includes laboratory and directed offsite fieldwork components to complement lecture content. Prerequisites: OTA-412 Interventions II: Young through Middle Adulthood

PHLX-101 - Introduction to Philosophy

This course is designed to introduce the student to philosophical investigation. Part one includes the origin, nature, and value of philosophy. Part two is an analysis of the problems of human nature, our universe, and the existence of God. Part three includes an introduction to the areas of metaphysics, theory of knowledge, ethics, and political and social philosophy.

PHLX-203 - Ethics

This course includes an analysis of some of the major classical and contemporary ethical theories. Topics include ethical relativism, ethical absolutism, egoism, natural law, utilitarianism, and situation ethics. Application of ethical theories to moral issues in our society are discussed. Issues of pornography, abortion, euthanasia, affirmative action, capital punishment, and environmental issues may also be discussed.

PHLX-301 - World Religions

This course studies the major religions of the world including Hinduism, Buddhism, Confucius, Taoism, Islam, Judaism, and Christianity. Topics include the absolute, the world, human nature, the problem of humans, and the solution for humans; also topics on the origin of religion, primal religion, and definitions of religion.

PSCX-101 - American National Government

This course provides a survey introduction to the United States governmental system at the national level. Students are introduced to the major components of the federal government as well as the system's human and legal context: the American political culture and constitutionalism.

PSCX-102 - State & Local Government

This course is an introduction to non-national governmental structure in the United States. It addresses not only state and municipal institutions, but also analyzes the relationships that exist within federalism. Emphasis is given to political processes, regional differences, and the role of the public.

PSYCH-222ACC - Counseling Psychology: Theory & Principl **3-0-3**

An overview and general understanding of the field of counseling psychology. The course is designed to familiarize students with the basic concepts, interventions, scientific research, professional practices and contemporary issues of the profession of counseling psychology. Students will learn a variety of theoretical approaches and psychotherapy techniques to counseling, including psychoanalytic, behavioral, cognitive and humanistic approaches. The course contains both didactic and skill application to encourage competency in the performance of counseling skills. Prerequisite: PSYCH-201

PSYX-101 - Fundamentals of Psychology I -----

This course examines the nature of psychology as a social and behavioral science. It surveys fundamental areas in behavior including research in psychology, the brain and behavior, learning, human development and socialization, intelligence, personality, health psychology, and social psychology.

SOC-310 - Social Science of the Workplace **3-0-3**

This General Education Core course examines the contemporary world of work using analytic tools from a variety of disciplines, including sociology, psychology, and anthropology. Key themes include: the social organization of work, contemporary changes in occupations and professions, technology and the information age, the impact of globalization on work, the role of class, gender, race and ethnicity in shaping work experiences and worker identities, and the relationship between work and family. Students learn about basic social science research techniques, practice interpreting data and thinking critically about contemporary work issues, and develop their own arguments about the world of work.

SOCX-101 - Principles of Sociology -----

This course is an introduction to the basic concepts in Sociology and an analysis of culture, socialization, stratification, social organization, class, social interaction, social change, and conflict.

STAT-311 - Finding and Evaluating Statistical Data **3-0-3**

A Continuing and Professional Studies Core course in data gathering and analysis, focusing on the use of demographic and economic data that inform organizational decision making. Students will learn basic descriptive statistical measures and probability theory and develop an understanding of the basis for statistical decision-making techniques. A variety of resources for gathering data related to demographics, socioeconomic and sociogeographic trends, economics data, and trends in business and industry will be presented. Students will also review and apply a variety of descriptive and/or inferential statistics to make meaning of these data. Students will learn to manipulate data using statistical software.

WRTG-105 - Writing About Workplace Culture **3-0-3**

Students in this thematic writing-specific course draw evidence from multiple sources while developing thesis driven essays and other types of personal, academic and professional writing. To examine the purposely broad theme of workplace culture, students will research, write, and present on topics such as professional ethics, the multicultural workplace, technology on the job, workplace politics, and corporate citizenship. Students will also develop targeted information literacy skills and enhance their abilities to think independently and on teams.