Advising Handbook

ALLEGHENY COLLEGE

2017-2018
ADVISING HANDBOOK

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Dear Colleagues,

Advising is one of the hallmarks of an Allegheny education and a tangible demonstration of the close interactions we celebrate as an institution. Allegheny students have an evolving advising team during their time on campus, from the “entrance advisor” who welcomes them to the community and helps them schedule their first-semester courses, to their “FS advisor” who teaches their first-year seminar and advises them until they declare a major, to their “major advisor(s)” who will help them navigate their academic programs, to their “senior project advisor”, who works with students to complete their Senior Comprehensive Project. Along the path from Matriculation to Commencement, students will benefit from great relationships with other faculty and staff who will offer advice – their instructors, coaches, and staff from the Learning Commons, Allegheny Gateway, and an array of other offices.

The role of a student advisee is to listen to the advice they are given, seek advice when needed, and make their own decisions on the basis of that advice. Those decisions belong to the student, but we hope they will take advantage of the knowledge and enthusiasm of faculty and staff.

The role of a faculty or staff advisor is to listen and learn about students, and to offer advice that is informed by knowledge of the student, knowledge of the campus and its resources, knowledge of higher education and the specific disciplines into which the students enter, and knowledge of the trajectory of a liberal arts education from Matriculation to Commencement and beyond.

This handbook is a small effort at helping advisors meet some of those goals. It brings together, in a single document, information on major and minor program requirements as well as other details of the academic program at Allegheny. It also includes a wealth of information on resources and opportunities available to your student advisees. If you have questions that are not covered in this handbook, please ask!

Special thanks are due to Carly Masiroff, Rebecca Dickinson, and Teresa Pratt in the Learning Commons, Terry Bensel, Associate Provost for the Allegheny Gateway and Director of the FS Program, Alexis Hart, Director of Writing in the FS Program, and to several generations of department and program chairs, for their work on this handbook. We view this document as a work in progress, one that should evolve and change to best meet the needs of advisors at Allegheny. As such, we welcome your feedback and advice on how to make this a more useful resource.

Ian Binnington
Associate Dean of Academics and Registrar
I. **ACADEMIC ADVISING**
   A. **THE ADVISOR’S ROLE**
   • **Expectations for the Students and the Advisor**

   *First and Second Year Students are expected to:*
   - recognize that they are responsible for all decisions that they make at Allegheny, that not all things are possible, and that choices carry with them consequences
   - know graduation requirements as they apply to their particular educational plan
   - meet with their advisor at least twice each semester
   - prepare for their meetings as directed by their advisor
   - recognize that their advisor is an important resource, and carefully consider advice received
   - monitor their progress in individual courses and towards graduation, and seek help from their advisor when they encounter difficulties
   - seek help from the Learning Commons and other student services when it is warranted

   *Faculty Advisors to first and second year students are expected to:*
   - encourage students to be responsible for their own education
   - understand Allegheny’s graduation requirements and curricular and co-curricular offerings well enough to be able to assist students with academic planning
   - actively encourage students to meet with them at least twice each semester
   - encourage thoughtful planning, self-assessment, reflection, and connection to the community
   - monitor the academic progress of advisees, maintain student folders with current information, contact students who appear to be in academic trouble, and maintain the confidentiality of information about the advisees
   - alert personnel in the Learning Commons about students who appear to be in academic or personal difficulty
   - know when and how to refer students for assistance with academic or personal issues, and assist students with seeking and learning how to seek help

   • **Academic Standards and Awards Committee**

   The principal function of this committee is to make certain that students meet the academic requirements established by the faculty.
   In advising your first-year students, be advised that all students with a GPA of 1.0 or below at the end of the first semester will be automatically dismissed from the college and must successfully appeal in order to return.

   If a student earns a GPA below 2.0, he or she will be continued on Academic Probation. In order to avoid being dismissed at the end of the next semester, the student must be registered for at least 12 credits, must receive passing grades for ALL courses and must earn a semester GPA of 2.0 or better. If a student fails to do this, or receives an incomplete or a withdrawal in any course, they will be dismissed from the college and must successfully appeal in order to return.

   The committee meets at the end of each semester to consider the cases of students who decide to appeal this academic dismissal. As part of this process, the academic advisor of a student appealing his/her dismissal is asked to submit a brief report detailing their experiences with the student. Comments of the advisor are, along with other relevant documents, used by the committee to determine if a dismissal should be upheld or overturned.
B. **Organization of the College**

- **Divisions**
  
The academic departments and interdivisional programs of the College are classified in divisions as follows: Humanities, Natural Sciences, Social Sciences, Interdivisional.

- **Departments & Programs**

  **Humanities Departments**
  - Art
  - Communication Arts
  - Dance and Movement Studies
  - English
  - Jewish Studies
  - Modern and Classical Languages (includes Arabic, Chinese, French, German, Latin, and Spanish)
  - Music
  - Philosophy
  - Religious Studies

  **Natural Science Departments**
  - Biochemistry
  - Biology
  - Chemistry
  - Computer Science
  - Geology
  - Mathematics
  - Neuroscience
  - Physics

  **Social Science Departments**
  - Economics
  - History
  - Political Science
  - Psychology
Interdivisional Programs

For students who matriculated in Spring 2016 or before:
Students who complete interdivisional majors may complete any minor to satisfy the college requirement that the major and minor be in different divisions. Students should be aware, however, that they must complete eight credits in each of the divisions of the College to satisfy the College distribution requirement. Some courses offered by interdivision programs are considered outside of all three divisions and do not count towards the College distribution requirement.

For students who matriculated in Fall 2016 or after:
Students who complete interdivisional majors may complete any minor to satisfy the college requirement major and minor be in different divisions.

**Interdivisional Majors:**
- Community and Justice Studies
- Environmental Science
- Environmental Studies
- Global Health Studies
- International Studies
- Women’s, Gender, and Sexuality Studies

**Interdivisional Minors:**
- Art and the Environment
- Black Studies
- Chinese Studies
- Classical Studies
- Community and Justice Studies
- Education Studies
- French Studies
- German Studies
- Global Health Studies
- Journalism in the Public Interest
- Latin American and Caribbean Studies
- Medieval and Renaissance Studies
- Middle East and North African Studies
- Women’s, Gender, and Sexuality Studies

- **Chairs/Directors**
  Click above to be directed to the current list.

- **Governance Structure**
  Allegheny College is organized into five divisions: Academic Affairs, Finance and Planning, Development, Student Affairs, and Admissions. Each division is headed by a Vice President, Dean, or Director. These officers report to the President of the College.
C. The FS Sequence

**Philosophy**

The FS program represents a first opportunity to achieve the Institutional Learning Outcomes as specified in the Allegheny College catalogue:

*Allegheny's educational program is designed so that its graduates are able to:*

- Think critically and creatively;
- Communicate clearly and persuasively as speakers and writers;
- Invoke multiple ways of understanding to organize and evaluate evidence, and to interpret and make sense of their experiences and the experiences of others;
- Apply their knowledge and learning to engage in informed debate, and to analyze and solve problems.

The elements of Allegheny's curriculum work together to provide students with a cohesive program in which all four Institutional Learning Outcomes may be achieved. In particular, the FS program, the junior seminar, and senior project progressively develop students' abilities to read and listen critically, formulate their ideas, and become more effective writers and speakers.

Although students will typically have different instructors for their FS courses, the three courses form a continuum that moves from general to discipline-specific communication. In conjunction with the Junior Seminar and Senior Project, the FS courses prepare students to effectively communicate complex ideas and arguments to a variety of audiences in written and spoken form. All FS courses emphasize attention to audience and the importance of understanding conventions of communication within a particular context.

To enhance the development of students’ communication skills through the three FS courses and to encourage consistency of expectations across sections of the same course, we present the following list of FS Learning Outcomes.

**Global Expectations of students in the FS Program:**

1. To become able readers, listeners, speakers, and writers acting in a variety of genres, occasions, and purposes.
2. To develop an awareness of audience and its effects on the creation and delivery of ideas.
3. To use the ideas of others to advance thinking.
4. To understand reading and listening as acts of inquiry.

**Learning Outcomes Specific to FS 101**

1. To recognize and express interesting ideas of intellectual value.
2. To develop an engaging voice as a speaker and writer.
3. To organize ideas effectively to communicate in specific contexts.
4. To use language clearly, powerfully, and with appropriate detail.

In particular, the faculty encourages FS instructors to incorporate the following elements into the design of Academic Discourse I:

- regular opportunities to speak in class and short writing assignments
- no less than 10 pages of assigned writing, excluding revisions
- at least two formal writing assignments of 3-5 pages that include the possibility of revision
- at least one formal speech assignment (4-5 minutes) that includes preparatory work
- library research as a part of at least one of the writing or speech assignments
- at least two one-on-one meetings with each student.
Learning Outcomes Specific to FS 102
1. To participate in a sustained conversation with other academic writers and speakers.
2. To generate a thesis that addresses a clearly defined problem.
3. To support a thesis with appropriate reading and evidence.
4. To communicate in progressively complex and nuanced ways.

In particular, the faculty encourages FS instructors to incorporate the following elements into the design of Academic Discourse II:
- regular opportunities to speak in class
- no less than 20 pages of assigned writing, excluding revisions
- at least three writing assignments (4-6 pages) that include the possibility of revision
- at least two speech assignments (total of 12-16 minutes) that include outline development and extemporaneous delivery
- research, with close attention to source credibility, as a substantial part of at least one of the writing or speech assignments.

Learning Outcomes Specific to FS 201
1. To produce persuasive written and oral presentations that advance disciplinary ideas and conform to disciplinary conventions.
2. To articulate or demonstrate how the work of practitioners in the discipline draws on and responds to the work of other practitioners.
3. To incorporate the work of others in substantial writing assignments and presentations in discipline-appropriate ways.
4. To design, utilize and/or document academic research appropriate to disciplinary conventions.

In particular, the faculty encourages FS instructors to incorporate the following elements into the design of Sophomore Seminar (FS 201):
- frequent opportunities to speak in class and write each week
- at least two writing assignments that include the possibility of revision and require presentation
- standards that are consistent with disciplinary norms
- at least two speech assignments (5+ minutes) that include outline development and require
- presentation standards that are consistent with disciplinary norms
- disciplinary research or content development as a substantial part of at least one of the writing and at least one of the speech assignments.
D. **General Curricular Requirements**

- **Students must have at least one major and at least one minor** (the “graduation major” and the “graduation minor”). The graduation major and minor must be in different academic divisions of the College, unless one or both is interdivisional. A second major outside the division of the first major can replace the graduation minor.

Students matriculating in fall 2016 or after may have at most two majors and two minors and may “double-count” courses between them without limit.

Students matriculating before Fall 2016 may not “double-count” courses between their graduation major and minor. Second or subsequent majors must have 20 unique semester credit hours. Second or subsequent minors must have 12 unique semester credit hours.

- **Students must successfully complete 128 semester credit hours**, including transfer credits. Courses that earn a failing grade do not count towards this total.

Classes may be retaken for credit, but unless stipulated specifically in the course description, a course may only “count” once. Unless the course may be repeated for credit, the most recent grade earned is the grade counted, regardless of what it is.

If a student has transfer credit for a particular course (i.e., Math 160) and they take the same course at Allegheny, they will lose the earlier credit.

- **Students must complete all of the following course requirements for graduation:**
  
  **FS 101 & FS 102** *(do not count towards any major or minor)*
  - Students must take FS 101 but do not have to pass it, and FS 101 may not be retaken if failed.

  **FS 201** *(may count towards a particular major or minor or may be taken outside of the major or minor)*
  
  **Junior seminar** *(course numbered 550-589)*

  **Distribution requirement:**
  
  - *(Students entering Fall 2016 and after)* Four credits in each of the eight categories (CL, HE, IP, ME, PD, QR, SB, SP). Courses may double-count for two requirements. The Distribution Requirements satisfied by a course are listed in the course description in the *Academic Bulletin*. Courses used to satisfy Distribution Requirements must be taken for a letter grade.
  
  - *(Students entering before Fall 2016)* Eight credits in each of the three divisions (Humanities, Social Science, and Natural Science), including four credits of Natural Science lab. Courses used to satisfy Divisional Distribution Requirements may be taken CR/NC.

  **Senior project:** Students must complete a senior project in each major. Students with more than one major may write separate senior projects or a combined senior project.

  - **Students must earn a 2.0 cumulative GPA and a 2.0 in each major or minor presented.** Grades of C-, D+, and D “count,” but the overall GPA in each case must be at least 2.0. In most cases, all classes presented for a major or minor must be taken for a grade; exceptions are listed in the requirements for each major and minor published in the *Academic Bulletin*. 
• Only 16 credits taken on a CR/NC basis can count towards graduation, and students may take no more than 4 credits per semester on a CR/NC basis.

• 64 credits must be taken in residence, including the final 16. Courses taken “in residence” are those undertaken through registration at Allegheny College and supervised by Allegheny faculty, regardless of the physical location of the student.

• Students who elect a 3-2 program are exempt from the senior project and need complete only 98 credits before entering the program. Some majors exempt 3-2 students from additional requirements; consult the department for details. Departments and programs may have their own regulations and practices (e.g., whether they exempt failed courses from GPA calculations or how many hours of transfer credit they accept and for what).

• Students complete the requirements listed in the Academic Bulletin for the year they matriculate, so please consult the appropriate Bulletin for further information.

• Requirements for Transfer Students
  Transfer students must complete all of the graduation requirements listed above, with the following exceptions:
  • All transfer students are exempted from FS 101
  • Transfer students do not need to complete FS 102 if they have received transfer credit for equivalent coursework.
  • For transfer students, departments may make exceptions to policies regarding the number of credits or courses in the major or minor that must be taken on a letter-grade basis.

E. Useful Resources
• Academic Calendar
  Click above to be directed to the current list

• Course Information
  Courses are classified in divisions as follows:

  **Humanities**
  Art; Communication Arts; Dance and Movement Studies; English; Journalism in the Public Interest; Modern and Classical Languages (includes Arabic, Chinese, French, German, Latin, and Spanish); Music, Philosophy; and Religious Studies.

  *Courses in the Journalism in the Public Interest program may count as Humanities or Social Sciences; see specific course descriptions.

  **Natural Sciences**
  Biochemistry; Biology; Chemistry; Computer Science; Environmental Science*; Geology; Journalism in the Public Interest; Mathematics, Neuroscience; Physics.

  *Courses in the Environmental Science department may count as Social Sciences or Natural Sciences; see specific course descriptions.

  **Social Sciences**
  Economics; Environmental Science*; History; Political Science; Psychology; Sociology and Anthropology.
*Courses in the Environmental Science department may count as Social Sciences or Natural Sciences; see specific course descriptions.

**Extradivisional and Interdivisional Programs**

FS*101 and FS*102 are considered extradivisional and do not count as divisional courses. Additional courses that may not fall into one of the three divisions above are offered by the following programs: Art and the Environment; Black Studies; Community and Justice Studies; Education Studies; Global Health Studies; Medieval and Renaissance Studies; and Women’s, Gender, and Sexuality Studies. In addition, interdisciplinary courses (INTDS) are considered outside of all three divisions.

- **Registration Schedule**

  Each student has been randomly assigned a registration letter, which they can find in their WebAdvisor account. This letter determines the order in which the student will register. The order rotates each semester.

- **Exam Schedule**

- **Declaring a Major/Minor**

  To declare a major and a minor, students must complete the Major/Minor Declaration Form (Appendix A) and submit it to the Registrar’s Office. When completing the form, students must make sure to indicate the division of the major(s) and to obtain approval signatures from a faculty advisor in each major field and also from the department chair for each minor. Let students know that the faculty advisor for their graduation major will become their primary academic advisor, and they will need the new advisor’s approval to register for classes after declaring the major.

  Students may change or add majors and minors at any time provided that their program continues to meet the college requirements (see below). To change a major or add an additional major to a student’s program once he/she has declared a major, please use the Change of Major Form (Appendix B). To change or add a minor, use the Change of Minor Form (Appendix C).

**Requirements for the Major and Minor**

Students are required to declare a major and minor no later than the semester after they have earned a total of 48 credit hours. In practice, this means that most students will need to declare a major and minor no later than the middle of the second semester of the sophomore year to be allowed to preregister for classes the following Fall. Students who enter with credits from AP exams, college work in high school, etc. (see Section D.7 below) may need to declare a major and minor earlier in their academic careers.

Students must initially declare at least one major (the “graduation major”) and either a minor (“the graduation minor”) or a second major. The graduation minor or second major must be in a different division (see Section D.2 above) from the graduation major, and courses may not be double-counted towards the graduation major and the graduation minor. If a student completes a second major instead of a graduation minor, each of his/her two majors must include at least 20 credits that do not count for the other, and the two majors must be in two different divisions of the college. If a student completes additional majors beyond the college requirement, every major must include at least 20 credits that do not count for any of his/her other majors or minors. If a student completes additional minors beyond the college requirement, each must include a minimum of 8 credits completed in residence at Allegheny College.
• **Degree Audits**

The Degree Audit is a useful tool to help faculty advisors and students determine what requirements a student needs to fulfill to complete his/her degree. Please note that the program does have some limitations – for example, it calculates the total credits in a student’s major but does not explicitly compare them to the minimum required.

To access the Degree Audit, first log on to WebAdvisor. Select “Degree Audit” under “Academic Profile.” Click the “Choose One” button next to the student’s degree program (e.g., BA.CHEM or UG.UNDEC) on the Program Evaluation screen, then click “Submit.” A message will come up saying that the report is not yet complete – do not click OK!! (this will just take you back to where you started). Instead, hit the browser’s “Refresh” button.

When the Degree Audit comes up, scroll down to see each set of degree requirements (First-Year/Sophomore Requirements, Major, etc.). For each section or sub-section, the current status is indicated as one of the following:

* **Complete.** (Warning! This function checks only to see if the needed courses have been completed – it does not automatically check the number of credits or GPA).

* **In Progress.** Indicates that work on the requirement has begun but has not yet been completed. Within the requirement:
  - Courses that a student has already completed are listed with the grade and credits.
  - Courses for which a student is currently registered are marked Pending completion of unfinished activity.
  - Additional coursework required is flagged in the “Needed” column.

* **Not Started.** Means that the student has not yet completed or registered for any work towards completing this requirement.

When a student declares or changes a major or minor, his/her Degree Audit will be updated with the appropriate major and minor requirements for the program.

• **Transferring Credits from High School/AP and CLEP Exams/Other Collegiate Institutions**

Transfer credit is limited; students must complete a minimum of 64 credits through Allegheny to be eligible to graduate. First-years may transfer in a maximum of 32 credits of coursework completed prior to matriculation. This includes credit by examination (AP etc.; see next paragraph), college-level courses offered at high schools through accredited colleges and universities, and qualifying coursework taken at an accredited college or university.

* **Credit by Examination**

Students may receive a maximum of 20 credits at Allegheny by participating in the Advanced Placement (AP) Program of the Educational Testing Service, the College-Level Examination Program (CLEP), and International Baccalaureate (IB) programs prior to matriculating at Allegheny. Students who receive scores of 4 or 5 on an AP examination will receive academic credit. Placement is determined by the appropriate academic department. AP credit is awarded only after we receive the official examination scores from the Educational Testing Service.

Individuals who perform well on certain CLEP tests may receive both credit and placement, usually at the first-year or sophomore levels. Students who score five or better on the higher examinations of the IB testing programs may be granted credit and placement by some departments.
Credit by Transfer from Other Collegiate Institutions

Allegheny accepts transfer credit from other collegiate institutions **provided** the work satisfies the following criteria:

- The course is taken at a regionally accredited institution
- The course is taught at a college (non-remedial) level
- The course is of a liberal arts (not vocational or technical) nature
- The course is taken on a letter-grade basis.
- The student earns a grade of “C” or better. Please note that grades of C-minus do not transfer.
- Allegheny receives an official transcript from the other institution verifying that the course has been successfully completed.
- Accepting the transfer credit does not violate the College “residency” requirements that: a) no more than 64 credits towards the minimum number required for graduation may be transfer credits; and b) the last 16 credits towards graduation must be taken “in residence” (i.e., students must register for their final 16 credits through Allegheny).
- If taken prior to summer, 2014: the course must have been taught in a classroom setting, not on-line.

Students planning to take coursework elsewhere are strongly urged to have the courses pre-approved to ensure they meet the criteria for transfer. **Please be aware that students may not take courses at Allegheny and at another institution during the same term** (see the Concurrent Enrollment Policy—Appendix D).

Please note that Allegheny transfers in the number of credits awarded by the other institution. Thus, a course worth three semester credit hours taken elsewhere will transfer in as three credits, **even if a seemingly similar course at Allegheny is a four-credit course**. Students using transfer credit to satisfy distribution requirements should pay close attention to this provision. For example, the Natural Science distribution requirement specifies eight credits of science, not two courses. For institutions that do not use semester credit hours (e.g., colleges on the quarter system), the institutional credits are converted to the equivalent number of semester credit hours.

Once the course has been completed, the student must arrange with the institution where the course was taken to have an official transcript sent to: Office of the Registrar, Box 41, Allegheny College, 520 N Main St, Meadville, PA 16335. Transfer credit will not be processed until the Allegheny Registrar receives an official transcript showing that the course has been successfully completed with a grade of C or better.

- **Adding/Dropping/Waitlisting classes**

  **Add/Drop: The Change Period**

  Students may add and drop 14-week courses through the first two weeks of the semester. Students may add or drop seven-week courses through the first two weeks of the module in which the course is offered. To add or drop any class, students must submit a completed change of schedule card to the Registrar’s Office by the deadlines published in the Registration Guide. Students intending to add a class must secure the written permission of the instructor and notify their advisor; those wishing to drop a class must notify both the instructor and advisor. Students should be aware that, after a class starts, instructors will become increasingly reluctant to admit additional students. Courses dropped will not appear on the official transcript but will appear, as appropriate, on the academic record.
Waitlisting

As part of the registration process, students routinely email instructors to ask to be placed on a waitlist or to ask instructors to “save them a place” in a course. This happens for several reasons. First, the course may be closed and they’d like a spot if one opens up. Second, the course may be a signature course and the student is unable or unwilling to go directly to the instructor with a card. Third, the student has been placed on registration hold because of outstanding bills with the College. In this case, the student is trying to make sure she/he won’t be shut out of desired courses while the matter is being cleared up.

Different instructors and different departments have their own guidelines for handling these requests, but it never hurts to advise students to try this path for situations indicated above.

“Signature” cards and “Add” cards

“Signature” cards are available at the start of pre-registration. They may only be used to add courses with signature restrictions. “Add” cards are available at the end of pre-registration. They may be used to add signature courses, closed courses, courses for which students lack pre-requisites, etc.

II. Referring Students to Other Resources

A. Learning Commons

1. Contact Information

   Location: Pelletier Library
   Phone: 332-2898
   Email: learningcommons@allegheny.edu

2. Professional Staff Services

   The professional staff is available Monday through Friday, 8:00 a.m. to 5:00 p.m. for assistance with study skills, time management, disability services, and academic advising. Students often meet with us to complete a four-year academic plan, develop a daily study schedule, get help understanding the nuances of syllabi, and discussing effective study strategies. We also meet on a regular basis with students who were admitted conditionally to the college. The professional staff is available to come to your FS class to present on any of these topics.

3. Academic Performance Reports (APRs) are Allegheny College’s academic alert system. Built into WebAdvisor and accessible through class or advising rosters, this system allows faculty to share concerns with the Learning Commons and other appropriate staff in a way that is easy to track and archive. APRs are the primary means through which the Learning Commons and others become aware that a student may need additional help understanding course material or developing better study skills. Once submitted, APRs become part of a student’s official educational record and so are subject to FERPA.

Summary

- Course instructors and academic advisors should submit APRs when they have concerns about the level of a student’s work, if they believe that students need to be connected to resources, if students are missing significant amounts of class time, or if they have other concerns that they wish to document.
- Submitting an APR generates one or more e-mails, to the student if the applicable selection was made, and to the Learning Commons and other appropriate staff. Students are NOT sent the specific concerns enumerated or comments made.
• Advisors should respond to APRs based on the nature of the circumstances, what they know about the student, and what the instructor suggests as a recourse.
• In defined circumstances, the advisor is the designated responder to the APR -- in the Fall semester when a first-semester first-year or transfer student receives their first APR. and when any student receives an APR advising they take an ‘X’ in the course.
• End of semester APRs are important, even though the term has ended.
• You may also submit an APR to refer a student for leadership/competitive scholarship/internship opportunities.
• APRs are subject to FERPA.
• Advisors should document APRs in a student’s file.

Click here for an elaboration on these points.

4. Tutoring

The Learning Commons coordinates tutoring support in a variety of disciplines. There is drop-in tutoring and individual tutors. Tutors are upper class students who have been recommended by faculty and trained in their roles. They are paid through the work/study program. There is NO additional charge to students who ask for a tutor. Because we have a limited number of tutors, we ask that all students attend the drop-in tutors twice before applying for an individual tutor.

5. Writing and Speech Consultants

Drop-in consultation hours are from 3-5 pm and 7-11 pm Sunday through Thursday. Students may schedule appointments through the Google Calendar online scheduling service or go to The Learning Commons and ask to meet with a consultant on a first-come, first-served basis. Drop-in consultations last for 30 minutes and begin and end on the hour and half hour. Consultants are available to do brief (5-10 minute) class presentations in which they offer an overview of consultations and the processes for drop-ins and matches.

Writing Consultants

Writing consultants assist and support writers of all skill levels at any stage of a writer’s process. Consultants are not professional editors or proofreaders; by acting as skilled audience members and rhetorical listeners, they help writers see their strengths and give them strategies to improve their shortcomings. Consultants actively engage with writers by asking questions, giving feedback, and demonstrating techniques that writers can apply to future writing tasks. Another option is to request a matched writing consultant. A writing match is a semester-long commitment, and works best for students serious about meeting regularly with a consultant to work intensively on their writing.

Faculty may contact the Director of Writing, Alexis Hart, to schedule in-class consultations in which two or more writing consultants conduct group and/or individual consultations with students during a regularly scheduled class meeting. Consultants are available to conduct workshops in class or outside of class on focused topics such as invention/brainstorming, thesis statements, organization, documentation, etc. Please contact the Director of Writing to request a workshop.

Speech Consultants

Speech consultants are trained to assist students across the curriculum with crafting and improving an array of oral messages such as speeches, class presentations, and leading class discussions. Consultants are not trained to teach public speaking; rather, they act as an audience with knowledge of effective oral message design and performance, asking
students to consider the efficacy of the communicative strategies in light of their audience, the occasion for the presentation, and its purpose. Consultants do not just address the performative dimensions (delivery) of oral messages, they can support and assist students at any point of the invention process including: selecting a topic, generating supporting ideas, organizing ideas and questions. Faculty may contact the Director of Speech, Jon Wiebel, to schedule a mock consultation in which two speech consultants demonstrate the consultation process. Mock consultations, lasting (15-20 minutes), model the process students will engage in during a speech consultation.

B. Disability Services

1. Contact Information: Mr. John Mangine 814-332-2898, jmangine@allegheny.edu

Disability Services is charged with reviewing relevant documentation in order to verify a disability that qualifies for academic accommodations.

We are very aware that the issue of providing academic accommodations for students with “nonapparent” disabilities (i.e. learning disability, attention deficit disorder, traumatic brain injury, psychiatric, and chronic health problems) is not universally understood. Our office does all that it can to keep up with relevant research and legal decisions to guide us in accepting/rejecting documentation as well as recommending reasonable and appropriate accommodations.

Referring Students to Disability Services

Concerned faculty members regularly contact Disability Services with questions about a student that they feel may have a disability. While SDS obviously desires that all students with disabilities receive the necessary accommodations, it is the responsibility of the student to initiate contact with SDS.

All students admitted to Allegheny are sent a disability “self-disclosure” form. If this form is returned, the student will be made aware of services that Allegheny offers pertaining to the disability that the student lists on the self-disclosure form. Students may also disclose a disability to SDS at any time during their time at Allegheny.

Unlike high school, where teachers actively refer students to special education services, we must remember that college students are adults, and privacy is a major consideration. As a result, if you have a student that you feel qualifies for services from SDS, your referral to the SDS office needs to be informational and supportive as opposed to directive or authoritarian.

We recommend questions such as “Did you know that Allegheny has a disability services office?” or comments such as “That is a concern that the folks in the disability office would be happy to discuss with you. Do you know where that office is located?” Since the student’s privacy is a concern, we recommend that this type of discussion take place in your office or discretely before or after class. Some students have a disability (particularly a learning disability or a psychiatric disorder) of which they are not aware. Others are aware, but choose not to disclose.

Informing a student of the SDS office is not a violation of privacy, as the individual will make the decision as to whether to follow up. Of course, if a student has asked for a disability related accommodation, the referral is appropriate and necessary.
C. **COUNSELING CENTER**

1. **Contact Information**
   
   Location: Reis Hall, 3rd Floor, Room 304  
   Phone: 332-4368 Monday -Friday 8am-5pm  
   Mental Health Crisis (Campus): (814) 332-3357  
   Mental Health Crisis (Community): (814) 724-2732  
   After Hours Emergency On Call Contact Campus Security at (814) 332-3357 and ask to speak with a counselor.

2. **Services**
   
   Free, confidential counseling is available to Allegheny students provided by licensed Mental Health Professionals with advanced training and education. Adjusting to college, anger, anxiety, concern for a friend, depression, eating concerns, grief, family issues, relationships, sexual assault, sexuality and stress are just a few of the issues the Counseling Center can help with. Students can call or stop in to schedule. Usual wait is less than a week. Urgent/crisis appointments are available daily.

3. **Resources for Faculty and Staff**
   
   Faculty and Staff have the opportunity to work with students closely and often notice when something is not quite right. Faculty, coaches, administrators and staff can sometimes help students with personal problems, but sometimes it is best to refer the student to a professional counselor. Here is some information that will help in that decision, or you can call the Counseling Center at 4368 for a consult.

   **What you may notice if a student is experiencing the early to middle stages of emotional distress:**

   - Marked decline in attendance and/or academic performance, tardiness, or missed tests/assignments.
   - Change in interpersonal behavior – increase in aggressive or disruptive actions, or withdrawal from class, group, or peer activities.
   - Mood swings, hyperactivity, noticeable changes in appearance, poor hygiene, reoccurring illness, persistence of crying, alcohol on the breath, apathy, or lower tolerance for frustration.
   - Increased use of excuses or continually confused/forgetful about assignments.
   - Constant references to working, partying, or non-academic activities.
   - Problems with concentration, memory, test taking, or ability to learn.
   - Less able to adapt and/or find solutions to problems – thoughts, feelings, and behaviors are described in negative terms (can’t, won’t, don’t, never, should/would/could have).
   - Frequent references to problems with academic, family, health, social, financial, relationship, legal, or employment situations.
   - Decrease or marked increase in the level and quality of communication with peers or faculty.
Possible interventions for the above stages:

- Choose a way to intervene with the student that is most comfortable for you – request he/she see you after class, or write a note requesting the student schedule a time to meet with you during office hours. You may choose to limit the focus of the meeting to academic/classroom issues or provide the opportunity to discuss personal issues. Treat the student with respect and do not make an issue of the student’s behavior in the open classroom.

- Speak to the student in a private setting; explain your reasons for concern (“I’ve noticed you have been coming late to class and you have one assignment overdue. I’m concerned about how you are handling your responsibility.”). Listen attentively. A few minutes of attention can help clarify what is going on with the student. It also provides an opportunity to give encouragement and provide options on how to resolve the issues the student is facing.

- Listen for and reflect thoughts and feelings (“It sounds like you are having a really tough time getting over the breakup with your girlfriend”), and ask how the student thinks he may deal with the issue (“Have you thought about talking to someone about how you are feeling?” or “What do you think you can do to deal with the situation?”). Resist telling the student what to do. Provide options and allow the student to choose for him/herself. Suggest he/she check out the Counseling Center web site for resource information directed to college related concerns or schedule a time to meet with a counselor.

- Avoid judgments and assumptions. Give the student the opportunity to explain the situation and come up with possible solutions. Attempt to come to an understanding about what the student will do next to improve the situation.

- Follow up. Let the student know you notice an improvement or that you still have concerns because the behavior has not changed in a positive direction.

- Suggest the student access College resources to seek solutions to the problem (Learning Commons, Counseling Center, Dean of Students).

When To Refer A Student:

Refer a student when you are faced with one or more of the following. Whenever possible inform the student of the reasons for the referral.

- The problem is not going away, is getting more serious, or you are feeling less comfortable handling the situation on your own.

- The student is unresponsive to, or resists, your efforts to intervene. The student is unwilling or unable to change.

- The student requests information you are unable to provide.

- Your schedule, stress level, or willingness to help interfere with your ability to provide an adequate intervention.

- You may be unable to be objective because of previous dealings with, or knowledge about, the student.

It is not unusual for students to resist the idea of seeking counseling. If the student chooses not to seek help, he/she cannot be forced. It is best to continue to show concern and encourage the student to seek help from family, friends, Resident Advisor, clergy, or someone he/she trusts who is in a position to help. If you are not sure what to do, consider calling a counselor at the Counseling Center for a consultation.
If a student is willing to seek counseling, you can help in the referral process by:

- Letting the student call from your office to schedule a counseling appointment.
- Informing the student you will have a counselor contact him/her.
- Suggesting the student check out the Counseling Center web site for online screenings and other self help and referral information.
- Giving the student the phone number and location of the Counseling Center and encouraging him/her to schedule an appointment at his/her convenience.

If a student is willing to seek counseling, though wishes to do so off-campus, you can refer him/her to the Community Resources page of the Counseling Center web site or encourage the student to speak with a counselor who can help facilitate the off campus referral.

Information adapted from the Gannon University Faculty Resources Page of the Gannon Counseling Services department.

D. **Dean of Students**

1. **Contact Information**
   
   Location: Reis Hall, Room 201
   
   Phone: 332-4356

2. **The Honor Code Process**

   The Allegheny Student Government and Faculty adopted an honor system in 1960 that, since 1964, has applied to all students admitted to the College. The Honor Code is printed in the College Catalogue and is administered by a student Honor Committee. If a faculty member suspects that a student has violated the Honor Code, the following procedure generally should be followed:

   1. The instructor should arrange a meeting with the suspected student and describe the instructor's reasons for a possible Honor Code violation. After discussing the case with the student, the instructor may choose to withdraw the complaint or forward it to the Dean of Students Office, which will then inform the Honor Committee.

   2. If the student admits to violating the Honor Code to either the instructor or to the Honor Committee, an expedited review process may be followed. If the instructor, the student, and a representative from the Dean of Students Office agree to an expedited process, and if the student has not previously been found responsible of violating the Honor Code and does not have significant previous conduct history, then a meeting between those parties will be arranged to discuss and resolve the Honor Code violation. The instructor will assign academic course work sanctions, and the representative of the Dean of Students Office, in consultation with the Chair of the Honor Committee, will assign a college sanction.

   3. If the student does not admit to violating the Honor Code, or if the student has previously been found responsible of violating the Honor Code or has significant conduct history, or if the instructor, the student, or the representative from the Dean of Students Office does not want the expedited process to be used, then the case will be forwarded to the Chairperson of the Honor Committee by the Dean of Students Office. If the Honor Committee determines that it is more likely than not that a violation of the Honor Code has occurred, then the case will be forwarded to the Campus Life and Community Standards Committee. If not, the case may be dismissed by the Honor Committee.
4. If the Honor Committee forwards the case to the Campus Life and Community Standards Committee, the instructor will be asked to participate in the Campus Life and Community Standards Committee. If the accused student is found responsible of violating the Honor Code, the Campus Life and Community Standards Committee will recommend an academic course work sanction to the instructor and will assign college sanctions.

5. If the case is not resolved prior to the end of the semester in which the alleged infraction occurred, the instructor should post an incomplete grade in the course. If the alleged infraction is discovered after final grades have been posted, the instructor should contact the Dean of Students Office. The instructor should submit a final grade or a grade change once the case is resolved.

Faculty members are encouraged to: notify students at the start of each course of expectations regarding footnoting, citations, use of translations, group study and expectations of group projects, and whether cell phone/electronic devices are permitted during exams.

3. **Student Leaves and Withdrawals**

   **Short-term leaves from campus**

   Students leaving campus due to health reasons should contact the Health Center. The Health Center will then notify professors and other need-to-know offices.

   Students leaving campus due to the death of a family member or friend or for other reasons should contact the Dean of Students Office. The Dean of Students Office will then notify professors and other need-to-know offices. Please note that in accordance with Allegheny College's Class Attendance Policy, “students are permitted to be absent from class only with the approval of the instructor.” Therefore, the student should also contact the faculty member directly for a formal excuse and to make up any missed work. Students may be required to show proof of illness, death of a family member or friend, etc.

   Several offices (the Chaplain, Counseling Center) may be of assistance if there is a death in the family.

   **Leaves of absence**

   Students may apply to the Dean of Students Office for a Leave of Absence when personal circumstances make a temporary absence advisable and a commitment to return to the College is evident. The length of the leave is determined by the student's needs, but normally will not exceed one calendar year. Students may take leaves from the College without grade penalty up until the last day of classes. Depending on the circumstances, a leave may be arranged during or between semesters. However, students on a leave may return only at the beginning of an academic semester. Students taking a Leave of Absence are expected to leave campus within 48 hours. Students considering a Leave of Absence must consult their advisor and others, as appropriate, about the effect it will have on progress toward a degree, financial aid, and billing.

   Tuition and board refunds for leave of absence are governed by the provisions set forth by the Student Accounts Office and are published in the College Catalogue.
Withdrawal from the College

Students desiring to withdraw from Allegheny must complete the withdrawal form available from the Dean of Students Office. In order to receive a deposit refund, students must withdraw according to the following deadlines: July 1 for fall semester and by one week prior to the first official day of classes for the spring semester.

Students may withdraw from the College without grade penalty up until the last day of classes. Students who withdraw from the College are expected to leave the campus within 48 hours. They lose all privileges of enrollment until the time they are readmitted.

E. Residence Life

1. Contact Information
   Location: Reis Hall, Room 208
   Phone: 332-3865
   Email: reslife@allegheny.edu

2. Roommate/Housing Issues
   If a student is having a roommate conflict, he or she can talk with the Resident Advisor, who can make suggestions and help mediate the conflict. Other resources are the Community Advisor and the Area Coordinator. If mediation does not help the situation, room switches are allowed, provided that space is available. Room changes should occur after the Office of Residence Life grants permission and will be allowed only during approved room change periods.

F. Gateway

1. Contact Information
   Location: Pelletier Library
   Phone: 332-4700

2. About the Gateway
   The Allegheny Gateway supports students as they explore their interests, turn those interests into experience, and then apply what they’ve learned to opportunities both in their careers and in their communities. By participating in multiple, significant Gateway offerings, Allegheny students refine their career aspirations and clarify their vocations. They develop a clear vision of who they are in the world, an inclusive and global perspective, and the commitment to be citizen-leaders addressing the complexities of the modern world. They graduate as professionals who will be much more than their professions.

3. Career Education
   Career Education, as part of the Allegheny Gateway, is committed to facilitating student success by connecting students and alumni with resources that support career and life planning. Career Educators network with various partners, both on and off campus, to develop internships and job shadowing opportunities, educational programs, and employment leads to help students attain their personal and professional goals.

4. Civic Engagement
   As a part of the Allegheny Gateway, Civic Engagement provides structure and support to student and faculty engagement. Civic engagement initiatives match issues of communities beyond campus to the resources of the student, faculty and administrators of the college.
5. **International Education**

Committed to the internationalization of Allegheny College by providing students with the opportunity to study the world and enhance their intercultural competency. Our educational opportunities and services include study away, experiential learning travel seminars, international internships, international student/scholar support and advising along with intercultural programming.

6. **Pre-Health Professions**

Dedicated to helping students interested in careers in human medicine, dentistry, veterinary medicine, podiatry, optometry, physical therapy, occupational therapy, chiropractic, physician assistant, nursing, medical technology, public health, and pharmacy.

Services include individual advising, workshops, panel discussions, lectures, and internship development. Assistance with the application process includes a formal interview, critique of written materials, a Committee Letter of Recommendation, and advice about specific programs. An extensive library includes medical literature (fiction and non-fiction), catalogues, career option books, and test prep materials.

7. **Pre-Legal Professions**

Provide support, advice, information, and guidance in a personalized manner. Programs and resources include:

- Regular newsletters with the most current information about graduate schools and careers.
- Help arranging internships, externships and visits to local law offices.
- On-campus interviews with the 1,215 institutions that recruit at Allegheny each year.
- Special programs and speakers
- Intensive preparation for the Law School Admissions Test (LSAT) administered on campus twice yearly.
- Assistance in the graduate school application process, beginning in September of the senior year.

8. **IDEAS Center - Inclusion, Diversity, Equity, Access and Social Justice Center**

The IDEAS Center is here to provide advocacy and support for historically underrepresented populations including, African American, Asian American and Pacific Islander, Hispanic & Latinx, Native American and Indigenous Peoples, as well as Multiracial, low-income, first-generation, women, Muslim, Jewish, International, and LGBTQ communities. The staff works to facilitate awareness and community building, dialogue, collaboration and exploration of social current social justice issues for all members of the Allegheny College community.

9. **Undergraduate Research, Scholarship, and Creative Activities**

The Office of Undergraduate Research, Scholarship, and Creative Activities at Allegheny Colleges supports students from all disciplines as they engage in student-faculty collaborative work both on and off campus. In 2016, URSCA at Allegheny was the inaugural recipient of the Council for Undergraduate Research (CUR) Award for Undergraduate Research Accomplishments (AURA). URSCA at Allegheny is unique in its diversity with student-faculty collaborations taking place in a variety of settings including the classroom, the lab, the stage, and the community. Allegheny students engage URSCA from their first year and contribute to their fields by obtaining grants, presenting at
conferences, publishing articles in academic journals, and contributing to faculty books and other projects. These experiences prepare students to pursue post-graduate education, careers in a variety of fields, and opportunities in service organizations such as AmeriCorps VISTA programs, City Year, and the Peace Corps.

10. **Nationally Competitive Fellowships**

Allegheny students with a strong academic record, a history of on- or off-campus service, a sense of adventure, and a little grit should seriously consider looking into one of many externally-funded scholarship opportunities.

Some of these scholarships are for study in the U.S., some for study abroad. Some of them fund undergraduate work, while others are meant to help pay for graduate school. There are programs for people wanting to get out in the world and get busy and programs for people who want to burrow so deeply into the library that they forget how to get out again.

11. **Center for Political Participation (CPP)**

The Center for Political Participation (CPP) partners Allegheny College students and faculty with local, state, national, and international communities to undertake interdisciplinary approaches to both learning about and addressing political, economic, and social challenges.

Each of the programs and partnerships of the CPP is directed at emphasizing political participation broadly conceived. Self-governance and the maintenance of democratic institutions require more than electoral participation; the vitality of those institutions is contingent upon our commitment to principles of citizenship and responsibility.

G. **Spiritual and Religious Life**

1. **Contact Information**

   Location: Reis Hall
   Phone: 332-2800
   Email: rellife@allegheny.edu

2. **Services**

   The Office of Spiritual and Religious Life (SRL) provides a number of resources to support students of any faith, or of none, and works with other campus groups and offices to explore larger questions of meaning and life goals. SRL programs are part of Student Affairs, but the Chaplain also relates to the Gateway in the areas of religious diversity and vocational conversations.

   **Programs for Religious Students**

   Fellowship groups and services are offered on campus for students who are Christian (both Protestant and Catholic) and Jewish. Prayer and meditation space, as well as fellowship groups, are available for Hindu, Muslim, Buddhist, and Pagan students. Many of these groups open their holy day observances to the campus community, and Muslim students and faculty meet weekly for lunch and Friday prayers. For students from other religions, the SRL office works to connect them with congregations in the area. Interfaith Fellowship is a resource for students of all faiths, as well as those who want to discuss religious ideas, but have no personal faith commitments. IFF’s annual Faith Week, which is early in second semester, offers coordinated programming to the campus community, often around the annual theme. Many students go through transitions in their faith while they are in college. Please assure them that SRL offers safe space for them to raise any questions that they are struggling with. If students feel more comfortable talking with their academic advisors, SRL can be a resource for that conversation.
Religious Holidays
A calendar of religious holidays is posted on the SRL website, with guidelines for faculty, athletics, and programming units on how to assist students of underrepresented religious groups in the practice of their faith.

All Students
Students who are not active in a faith tradition still seek places to connect and to talk about questions of meaning, purpose, and vocation. The SRL office is available for non-religious students, or those who consider themselves “spiritual but not religious,” and it offers programs about the spiritual aspect of nature, music, and other experiences. SRL welcomes nonreligious students who need someone to talk to and will refer students to the Counseling Center if it seems appropriate.

Vocation
Through membership with NetVUE (Network for Vocation in Undergraduate Education), the SRL office works with Career Education to help students explore the idea of being called to some life’s work. While SRL offers specific resources for students considering religious vocation, students may feel themselves drawn to any type of work. The SRL office has a number of resources on vocation, and a team of students who serve as SRL Interns helps facilitate and lead vocational conversations. NetVUE offers workshops and conferences for its member schools, to help identify and nurture students’ sense of call, including resources to assist faculty advisors.

On Campus Worship Services
Sun, 11 am Chapel Service, Ford Chapel
Sun, 6:30 pm Roman Catholic Mass, Ford Chapel
Fri, 12:30 pm, Lunch and Jum’ah prayers, Prayer and Meditation (PAM) Retreat (Red house next to Arter) Students should contact SRL Office for access code.
Fri, 5 pm Shabbat Service and/or Dinner, Jewish Community Center or Hillel House

Fellowship Groups
Contact SRL or visit the website for meeting times and places.
Allegheny Christian Outreach (ACO)
Allegheny Community for Earth-Based Spirituality (ACES)
Fellowship of Christian Athletes (FCA)
Hillel (Jewish)
Interfaith Fellowship (IFF)
Newman Catholic Campus Ministry
Project Nur (Islamic)
Society of Buddhist and Hindu Students (SBHS)
Sojourners Christian Fellowship (Islamic club)
H. **Financial Aid**

1. **Contact Information**
   
   Phone: 332-2701

2. **Federal Work Study**
   
   The Federal Work-study student employment program is funded partially by the federal government partially by the institution and is based on demonstrated financial need. Participating students usually work an average of 12 hours per week when school is in session. Students eligible for Federal Work-study may work in on-campus positions, or at one of the cooperative non-profit agencies within the Meadville area. Federal Work-study is not deducted from the college bill. Students receive a monthly paycheck for hours worked. Employees are paid at least the minimum federal hourly wage; higher rates of pay are possible. The amount of Federal Work-study listed on the students financial aid award letter is the maximum amount the student may earn. Students and supervisors are responsible for completing all required forms before the student is permitted to begin working.

3. **Campus Employment**
   
   Campus Employment is a program provided to students who do not qualify for Federal Work-study and who are not selected as Resident Advisors through the Office of Residence Life. Students with Campus Employment may be hired to work in many of the regular student worker positions on campus. However, they are not permitted to work in the off-campus work-study positions. Participating students usually work an average of 10 hours per week when school is in session. Employees under this program receive monthly paychecks for work performed. Employees are paid at least the minimum federal hourly wage; higher rates of pay are possible. Campus Employment is not deducted from the college bill. Students receive a monthly paycheck for hours worked. The maximum amount of Campus Employment that a student may earn is typically $2,000 per year. International Students may have higher maximum amounts. Students and supervisors are responsible for completing all required forms before the student is permitted to begin working.

   **TO APPLY FOR A JOB:**
   
   - Visit the Student Employment website to obtain a job application and view a list of student job openings.
   - Complete a job application and submit it to the supervisor of the job.
   - Follow up with the supervisor about any additional applications required and to arrange an interview.

4. **How Work/Study and Institutional Employment Affect Hours and Jobs**
   
   For academic reasons, it is recommended that the student work no more than 10-12 hours per week during the academic year. The amount of hours worked per week depends on the work award for the year. To find the maximum number of hours a student can work, divide the total work award by 26 (for weeks of employment), and then divide by the hourly rate of pay.

   Under federal regulations, the College must monitor earnings for each student. **It is the responsibility of the supervisor and the student to budget allotted time and money accordingly so a student does not exceed maximum earnings.** WebAdvisor will track hours worked by a student. A student **must stop working** when he or she reaches the maximum allotted earnings (for all jobs combined).
5. **Satisfactory Academic Progress Policy**

Federal regulations require that all federal financial aid recipients maintain minimum satisfactory academic progress (SAP) to receive financial assistance. A financial aid academic progress policy is required in addition to the institution’s general academic policies.

To receive federal financial aid, students must _successfully_ complete at least a minimum number of credits every semester of full-time enrollment (see chart on the next page.) Both attempts at repeat coursework will count toward course completion; however, only the most recent grade will be used to determine the cumulative grade point average.

At Allegheny College, a full-time student is expected to complete all degree requirements within a maximum of 10 semesters (five years). Students may not receive federal or institutional aid after registering for 192 credits, or institutional aid after 10 semesters of financial assistance, regardless of the number of credits completed.

Students are also required to meet a qualitative measure of academic performance in order to receive federal financial aid. After two semesters of full-time enrollment, a student must achieve a cumulative grade point average of at least 1.00, a 1.50 cumulative grade point average after three semesters of enrollment and after four semesters of enrollment, a student must achieve a cumulative grade point average of at least 2.00 in order to receive federal financial aid.

Satisfactory academic progress is measured annually after the conclusion of spring semester by the Financial Aid Office. The chart below lists the qualitative and quantitative measures used by Allegheny College to measure satisfactory academic progress and the student’s eligibility to continue to receive federal financial aid.

<table>
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<tr>
<th>End of Semester</th>
<th>Min. Cum. GPA</th>
<th>Min. Credits Complete</th>
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<tr>
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Students who fail to successfully complete the minimum requirements will lose eligibility for federal financial aid.

**APPEALS to SAP POLICY PERMITTED**

Students who do not meet an institution’s financial aid SAP requirements are allowed to petition for reconsideration of federal aid eligibility. Written appeals for an additional semester of aid eligibility (a probationary semester) must include:
1) Why the student failed to make SAP,
2) What has changed that will allow the student to make SAP during the probationary semester, and
3) The student’s academic plan for success.

Appeals must be submitted in writing to the Financial Aid Office at least two weeks prior to the start of the semester for which the probationary semester is sought.

If the appeal is approved, one probationary semester of financial assistance will be granted to bring the academic record up to the minimum standards (state aid may still be eliminated during this period).

For qualitative progress, the student’s cumulative GPA must be at least 2.00 at the completion of the probationary semester. If the cumulative GPA is less than 2.00, but the semester grade point average is at least 2.00 and the student successfully completed at least 12 credits during the probationary semester, the student may be eligible for federal financial aid on a continued probationary basis.

Failure to meet the stated minimums after the probationary semester will result in a suspension of all financial aid until SAP requirements are met.

6. Options When a Student Does Not Have Enough Tuition Money

Complete the Free Application for Federal Student Aid (FAFSA) and any requested paperwork in a timely fashion. It is best if the Financial Aid Office is made aware of situations early in the semester rather than late in the semester so that assistance can be given because:

- Certain types of financial aid, especially free money, have very limited funds and are awarded based on need first, and then a first-come, first-served basis.
- Student loans have regulations about the certification and disbursement of funds. It often takes a couple of weeks to process the loan before the lender sends funds and the college receives the funds to clear a bill balance.

It is important for students to pursue all sources of gift aid. Many scholarships are available for current college students (see http://sites.allegheny.edu/finaid/scholarship-opportunities/).

If there is a situation that is not reflected on the FAFSA, please notify the Financial Aid Office. Commonly seen situations include, but are not limited to, recent job losses, unusually high out-of-pocket medical expenses, and one-time payments received during the previous calendar year. Federal regulations apply in these situations, which means forms and documents are required, but the Financial Aid Office can help.

All students are eligible for student employment. If a student does not qualify for the federal work study program, then he or she is eligible for campus employment. Students may set up a payment plan with the Financial Services Office to use some or all of the earnings from student employment to pay toward the student bill.

Lastly, although least desirable, student loans can help pay off the student bill. The Financial Aid Office recommends getting through school with the least amount of debt and to use federal student loans before private loans since the federal loans have a fixed interest rate, have a lower interest rate, and do not require a co-signer.
I. **FINANCIAL SERVICES**

1. **Contact Information**
   Location: Schultz Hall
   Phone: 1-800-376-7075

2. **When a Student Can’t Register Because of a Financial Hold**

   Students whose accounts are delinquent will not be permitted to register for courses for the following semester, receive transcripts of their records, or receive their diplomas upon graduation.

   Students whose accounts are delinquent could be subject to placement on a leave of absence. Students who carry a past due balance at the time of taking a leave of absence must pay the balance in full and pay the estimated balance for the next semester in order to be permitted to register for classes. Registration access will be granted 6 business days after the account is made current.

   A student who requests a copy of their transcript must pay in full all indebtedness to Allegheny before an official transcript of record will be issued. Any costs incurred in the collection of a delinquent account, including collection agency fees, attorney fees and other charges, will be added to the amount due. Transcripts and Diplomas will be released 6 business days after receipt of a payment made by check or credit card.

   At the beginning of each semester, the student bill includes applicable pending financial aid. The aid is displayed at the bottom of the statement. Finalized aid is posted to the account early in the semester. After financial aid is posted, any aid that has not been completed is not applied to the account and the outstanding balance is due. This balance can be paid or aid can be completed and applied to the account.

3. **Meal Plans**

   The College offers many food service plans. All students living in College residences are required to participate in a meal plan. Minimum levels of participation are determined by College residence.

J. **ATHLETICS**

1. **Contact Information**
   Phone: 332 -3351

2. **NCAA Eligibility Requirements for Athletic Competition and Practice**

   The NCAA has very specific rules for student-athletes regarding eligibility for competition and practice.

   **Full-time enrollment – Good academic standing – Satisfactory progress**

   *Full time enrollment* – To be eligible for practice or competition, a student-athlete shall be enrolled in not less than 12-semester hours.

   - If a student-athlete drops below the 12 semester hours at any time during the semester, the student-athlete becomes immediately ineligible for athletic practice and competition. Wait-listed courses do not count towards this or any other enrollment requirement.
   - Final semester – To be eligible for practice or competition in the student-athlete’s final semester, the student-athlete shall be enrolled in the courses necessary to complete the degree requirement and receive a diploma at the next degree-granting date. (12 semester hours not required)
Eligibility between semesters (M/W Basketball, M/W Track, M/W Swimming)—To be eligible for competition or practice that takes place between semesters, the student-athlete shall be registered at the conclusion of the fall semester for at least 12 semester hours for the upcoming spring semester. If at any time during the semester break the student-athlete drops below 12 semester credit hours, they immediately become ineligible for athletic practice and competition.

**Good academic standing** and satisfactory progress

- Student-athletes placed on Academic Warning or Academic Probation are still eligible to practice and compete in athletics.
- Student-athletes placed on Poor Academic Standing cannot participate in varsity athletics (practice or competition) until their cumulative GPA rises to a 2.0.

**Change in eligibility status** — If a student-athlete’s academic eligibility changes at the end of a semester, the student-athlete shall become eligible or ineligible to compete on the date his or her eligibility officially is certified by the registrar’s office.

Academic status is monitored on an ongoing basis by the Registrar’s Office and the Athletic Department compliance officer.

3. **North Coast Athletic Conference (NCAC) Contest Scheduling Guidelines & Policies**

The North Coast Athletic Conference was founded on the concept that intercollegiate athletics were valued within the collegiate experience. However, the founders were insistent that athletics not infringe on the main academic experience. Some of the ways in which that philosophy has developed in practice, as to guidelines for scheduling Conference contests and championships are as follows.

**Travel Policies**
No conference school shall travel more than three hours, one-way, on a weekday (M-F) when classes are in session. The longest trips shall be kept to the weekends and breaks.

**Final Exams**
Every possible effort will be made to avoid scheduling Conference contests or championship events against final exams. There are some instances where it is virtually impossible to accommodate the range of final examination periods at all NCAC members and schedule numerous Conference championships (as in the spring with the short season and eight championship events). Ultimately, student-athletes must make the choice to compete or not during these periods and do so every year in many sports.

**Allegheny College Athletic Scheduling Guidelines**
Each head coach is responsible for maintaining the competitive schedule for their program. The Conference schedule is always given priority. NCAA regulations for minimum and maximum competitions are strictly followed. The head coach puts together the non-conference schedule limiting travel on school days to an absolute minimum and to no more than 200 miles distance. There should not be more than three days on any given class rotation (MWF or TTH) per semester when students will miss class and no more than six days missed or early departure in total. The schedules must be approved by the Athletic Director and Faculty Athletic Representatives before they are considered final.
4. **Role Of The Faculty Athletic Representative (FAR)**

The Faculty Athletic Representatives:
- promote community between athletics and academics through education and communication
- educate the campus community about NCAA Division III and the NCAC philosophy
- promote communication between students, faculty and coaches so that the student athlete experience can have the maximum academic and athletic impact.
- are a liaison for students, faculty, coaches, and athletic directors with regard to conflicts between academics and athletics
- promote student responsibility to inform faculty of missed class time well in advance of the date
- facilitate and promote creative methods to make up missed class time (taping evening seminars, proctoring exams, morning labs, streaming lectures).

K. **STUDENT INVOLVEMENT (CLUBS AND ORGANIZATIONS)**

**Contact Information**
Location: Campus Center 310
Phone: 332-2754
Email: osi@allegheny.edu
When advising a student interested in Art, please note:

Students may major in Art with an emphasis in Studio Art, Art and Technology, or Art History

Minors are available in Art History and Studio Art

Several special minors are available, including Arts and the Environment and Medieval and Renaissance Studies

### Suggested Schedule for Art Majors with a Studio Art focus:

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year: FS 101</td>
<td>FS 102</td>
<td>Art 155 or 156</td>
</tr>
<tr>
<td>Art 110</td>
<td>Art 111</td>
<td></td>
</tr>
<tr>
<td>Art 151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore: Art 281</td>
<td>Art 261</td>
<td>Art 171 or Art 285</td>
</tr>
<tr>
<td>Art 171 or Art 285</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 247 or 249</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior: Art 580</td>
<td></td>
<td>Media Sequence (if not complete)</td>
</tr>
<tr>
<td>Art History (if not complete)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior: Art 583</td>
<td>Art 600 (Senior Project)</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Schedule for Art Majors with an Art and Technology focus:

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year: FS 101</td>
<td>FS 102</td>
<td>Art 285 or Art 171</td>
</tr>
<tr>
<td>Art 110</td>
<td>Art 111</td>
<td></td>
</tr>
<tr>
<td>Studio Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore: Comm Arts 290</td>
<td>Art 155 or 156</td>
<td>Art 271 or Art 385</td>
</tr>
<tr>
<td>Art 271 or Art 385</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 247 or 249</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior: Art 580</td>
<td></td>
<td>Media Sequence (if not complete)</td>
</tr>
<tr>
<td>Art History (if not complete)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior: Art 583</td>
<td>Art 600 (Senior Project)</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Schedule for Art Majors with an Art History focus:

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year: FS 101</td>
<td>FS 102</td>
<td>Art 200-level</td>
</tr>
<tr>
<td>Art 110</td>
<td>Art 111</td>
<td></td>
</tr>
<tr>
<td>Art Studio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore: FS 201</td>
<td>French/German 120</td>
<td></td>
</tr>
<tr>
<td>French/German 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>French/German 215</td>
<td>Art 200-level</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Senior</td>
<td>Art 601</td>
<td>Art 602</td>
</tr>
</tbody>
</table>

**Minors in Art:**

**Studio Art Minor Requirements:**
- Art 155 or 156
- Art 247 or 249  Note that only one of these courses is scheduled once a year.
- Art 583
  - Two-course sequence in one of the following media areas: ceramics, computer art, drawing, painting, photography, printmaking, or sculpture.
  - A sixth course in studio art.

**Art History Minor Requirements:**
- One studio art course
- Art 110
- Art 111
- One 200-level course
- One course at the 300 or 400 level
- Art 582
A map of the requirements for the Biochemistry major:

Blue boxes represent courses in the Chemistry department, yellow boxes represent courses in the Biology department and purple boxes represent courses in Math and Physics. Arrows represent pre-requisites. All courses in the core have pre-requisites at the lower “pre-req” level.


Biology electives (Bio elect) (4 credits): Bio310, Bio315, Bio320, Bio325 and Bio360
Timing of Courses

Most courses are typically taught each year and some are taught each semester as indicated in the following table. Staffing may necessitate changes to this schedule so WebAdvisor should be consulted for actual courses taught each semester.

<table>
<thead>
<tr>
<th>SPRING</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 120: Chemical Concepts 1</td>
<td>Physics 101: Introductory Physics 1</td>
</tr>
<tr>
<td>Chemistry 122: Chemical Concepts 2</td>
<td>Physics 120: Concepts in Physics 2</td>
</tr>
<tr>
<td>Physics 110: Concepts in Physics 1</td>
<td>Biology 220: Organismal Physiology and Ecology</td>
</tr>
<tr>
<td>Physics 102: Introductory Physics 2</td>
<td>Biology 221: Genetics, Development and Evolution</td>
</tr>
<tr>
<td></td>
<td>Mathematics 160: Calculus 1</td>
</tr>
<tr>
<td></td>
<td>Mathematics 170: Calculus 2</td>
</tr>
<tr>
<td>Chemistry 231: Organic Chemistry 1</td>
<td></td>
</tr>
<tr>
<td>FS Chemistry 201: Research Methods in Chemistry</td>
<td></td>
</tr>
<tr>
<td>FS Biology 201: Investigative Approaches in Biology</td>
<td></td>
</tr>
<tr>
<td>Chemistry 242: Physical Chemistry</td>
<td></td>
</tr>
<tr>
<td>Chemistry 253: Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Biology 305: Molecular Biology</td>
<td></td>
</tr>
<tr>
<td>Chemistry 584: Jr. Seminar</td>
<td>Biology 580: Jr. Seminar</td>
</tr>
<tr>
<td>Chemistry 43x, 45x, 46x: Special Topics (offered approximately every 3 years depends on staffing)</td>
<td></td>
</tr>
<tr>
<td>Chemistry 361: Instrumental Chemistry</td>
<td>Chemistry 355, 357: Macromolecules, Metabolism (offered in alternate years)</td>
</tr>
<tr>
<td>Biology 310, 315, 320, 325 and 360 (at least one each semester)</td>
<td></td>
</tr>
<tr>
<td>Chemistry 584 and Biology 580: Jr. Seminar</td>
<td></td>
</tr>
</tbody>
</table>
Important Considerations

- The **Math 157-158 sequence is NOT an acceptable alternative** to Math 160. Students who do not place into Math 160 should register for Math 159 in their first semester.
- Placement into Math 160 is a pre-requisite for starting in Chemistry 120 in the first semester.
- Enrollment in Physics 110 (Fall semesters) is restricted to freshmen & sophomores. When scheduling constraints necessitate it, Physics 110 may be replaced by Physics 101; Phys 101 is open to students in any class.
- In planning, students should pay attention to pre-requisites for core and upper-level courses.
- Students hoping to do a senior project with a Biology faculty member should enroll in a Biology Jr. Seminar course and those hoping to work with a Chemistry faculty member should enroll in the Chemistry Jr. Seminar.
- Any student considering a Biochemistry major is strongly encouraged to meet with a member of the Biochemistry faculty prior to scheduling classes for their Sophomore or Junior year.

**Typical Schedule for Students Who Place Into Math 160**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>Math 160</td>
<td>Math 170</td>
</tr>
<tr>
<td></td>
<td>Chem 120</td>
<td>Chem 122</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bio 220</td>
</tr>
<tr>
<td>2nd year</td>
<td>Chem 231</td>
<td>Chem 253</td>
</tr>
<tr>
<td></td>
<td>Bio 221</td>
<td>Chem 242</td>
</tr>
<tr>
<td></td>
<td>Physics 110</td>
<td>(consider Bio 305 or elective)</td>
</tr>
<tr>
<td></td>
<td>FSChem 201 or FSBio 201</td>
<td></td>
</tr>
<tr>
<td>3rd year</td>
<td>Bio 305</td>
<td>Chem and/or Bio elective(s)</td>
</tr>
<tr>
<td></td>
<td>Bio and/or Chem elective(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FSChem 584 or Bio 580</td>
<td>Any remaining core or elective courses</td>
</tr>
<tr>
<td>4th year</td>
<td>Biochem 600-610</td>
<td></td>
</tr>
</tbody>
</table>
## Typical Schedule for Students Who Place into Math 159

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>Math 159</td>
<td>Math 160</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chem 120</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year</td>
<td>Math 170, Chem 122, Bio 220</td>
<td>Phys 101, Bio 221, FSChem or FSBio 201</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; year</td>
<td>Chem 231, Chem 242, Bio and/or Chem elective(s)</td>
<td>Bio 305, Chem 253, Chem and/or Bio elective(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chem 584 or Bio 580</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; year</td>
<td>Biochem 600-610</td>
<td>Any remaining core or elective courses</td>
</tr>
</tbody>
</table>
When advising a student interested in the Biology major, please note:

The MAJOR in Biology has six components:

1. **Three introductory biology courses** (Biology 220, 221, and FS Bio 201).
2. **Three 300-level biology courses**, one in each of three main areas of biology (Cellular/Molecular Biology, Organismal Biology/Physiology, and Population Biology/Ecology).
3. A **Junior Seminar** (Biology 580).
4. A two-semester, six-credit **Senior Project and Seminar** (Biology 600 and 610).
5. **Required foundation courses in Mathematics and Chemistry**: Mathematics 160 (or 157/158), Chemistry 120/122, and one semester of Organic Chemistry (Chemistry 231).
6. **Two additional four-credit courses** chosen from: Biostatistics (Bio385), Chemistry (Chem 200 or higher, except 231), Computer Science (100-level or higher, excluding CMPSC 300), Geology (100-level or higher, excluding GEO 331), Mathematics (Math 170 or higher), and/or Physics (Physics 101 or higher). These courses should be chosen to complement career goals or specific curricular interests. Courses numbered 190 do not qualify. Any course cross-listed as Biology does not qualify.

It is important to **BEGIN THE REQUIRED MATH AND CHEMISTRY COURSES AS EARLY AS POSSIBLE**, in order to complete the prerequisites for the Introductory Biology courses and for the 300-level Biology courses.

Placement in Mathematics 170 or higher satisfies the Mathematics 160 requirement for the major. However, students interested in the health professions may need to take additional courses in Mathematics and Chemistry if they place in either Mathematics 170 (or higher) or Chemistry 122. See the Health Professions Advising Guidelines for further details.

The three introductory Biology courses, Mathematics 160 (or 157/158), Chemistry 120/122, and Chemistry 231, should be completed by the end of the sophomore year, if mathematics and chemistry placement permits this.

**Students interested in the health professions** should take Chemistry 332 and 234, Chemistry 253, and Physics 101 and 102 (or Physics 110 and 120). Students and their advisors should also be aware that some of these courses are only offered once per year:
- Physics 101 & 120: spring semester only
- Physics 102 & 110: fall semester only
- Chemistry 332 & 234: spring semester only

Students interested in Biochemistry or Molecular Biology may wish to consider the Biochemistry major.
Prerequisites for the Biology Major and Minor:

1) Chemistry 120 is a prerequisite for Biology 220.
2) Biology 220 is a prerequisite for Biology 221 and for FS Bio 201.
3) Biology 220, 221, and FS Bio 201 are prerequisites for Biology 300-level courses.
4) Biology 220, 221, and a grade of C or higher in FS Bio 201 are prerequisites for Bio 580.
5) Biology 580 is a prerequisite for Biology 600. Biology 600 is a prerequisite for Biology 610.
Suggested Schedule for **Biology Majors**:

<table>
<thead>
<tr>
<th>year</th>
<th>placed into Math 160</th>
<th>placed below Math 160</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>1</td>
<td>FS 101</td>
<td>FS 102</td>
</tr>
<tr>
<td></td>
<td>Math 160 (1)</td>
<td>Bio 220</td>
</tr>
<tr>
<td></td>
<td>Chem 120 (2)</td>
<td>Chem 122 (3)</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Bio 221 / FSBio201</td>
<td>Bio 221/FSBio201</td>
</tr>
<tr>
<td></td>
<td>Chem 231 (4)</td>
<td>Cognate</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Bio3XX</td>
<td>Bio 3XX</td>
</tr>
<tr>
<td></td>
<td>Cognate</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Bio 600</td>
<td>Bio 610</td>
</tr>
<tr>
<td></td>
<td>Bio 3XX</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

1) Placement into MATH 160, or completion of MATH 157 or higher with a grade of C or higher, or completion of CHEM 119 with a grade of C or higher.

2) Should be taken first semester to enable students to take Bio220 in Spring and to complete Chem 231 by the end of sophomore year. Chem 231 is offered only in Fall, so taking Chem 120 second semester instead of first semester results in postponement of Chem 231 until junior year, which will preclude students from enrolling in certain upper-level biology courses and may delay taking of the MCAT for pre-medical students.

3) Pre-requisite for Chem 231, which is only offered in Fall.

4) Only offered in Fall. Pre-requisite for certain upper-level biology courses.

5) Can be taken either semester of junior year.

6) Pre-requisite for Chem 120.

The **MINOR** in Biology has three components:

1. **Three introductory biology courses** (Biology 220, 221, and FS Bio 201).
2. **Two 300-level biology courses**, at least one of which must be a laboratory course.
3. **Required foundation courses in Chemistry**: Chemistry 120/122, and one semester of Organic Chemistry (Chemistry 231).
Chemistry

Chemistry does not have a placement exam, but will remind all to take the Math Placement Exam. Any path that may include Chemistry is based on initial Math Placement. Entry into CHEM 120 requires placement into MATH 160 via the Math Placement Exam. Students with transfer credit will be advised accordingly.

Students who have obtained at least a 4 on the AP Chemistry exam (or at least a 5 on the IBE Chemistry exam) may start the Chemistry curriculum by taking CHEM 122. Students who have obtained a 5 on the AP Chemistry exam may start the Chemistry curriculum by taking CHEM 231 (Organic Chemistry I) in their first semester.

For further information about placement into CHEM 120, CHEM 122, or CHEM 231, please contact Professor Alice Deckert (adeckert@allegheny.edu, 814-332-5329) until the end of August. After August, please contact the department chair, P.J. Persichini (pj.persichini@allegheny.edu, 814-332-5359).

Chemistry Advising Notes for Fall 2017

Changes:

- Elimination of CHEM 110 / 112 sequence.
- Addition of CHEM 119 Quantitative Reasoning in Chemistry. A Fall Two credit Module B course. This course will provide adequate preparation for CHEM 120, for students that did not test into MATH 160 and need to start CHEM 120 in the spring.
- CHEM 120 Pre-Reqs: “Placement into MATH 160 via the Mathematics Placement Exam, or transfer or AP credit for MATH 160 or higher, completion of MATH 157 or higher with a grade of "C" or better, or completion of CHEM 119 with a grade of "C" or better.”
- Students considering a Chemistry (or Biochemistry) major should not take the MATH 157/158 sequence under any circumstances.

Advising Notes Part I: This applies to new students in Fall 2017

1. If Math placement indicates testing into MATH 160 via the Mathematics Placement Exam, and student is interested in:
   a. Chemistry – These students should start in CHEM 120 and MATH 160 in the Fall. They will need to complete CHEM 122 and MATH 170 to continue in the major.
   b. Biochemistry – These students should start in CHEM 120 and MATH 160 in the Fall. They will need to complete CHEM 122 and MATH 170 to continue in the major.
   *A student who places into MATH 160 should be ready and advised to take both MATH 160 and CHEM 120.

2. If Math placement indicates NOT testing into MATH 160 via the Mathematics Placement Exam, and student is interested in:
   a. Chemistry – These students should enroll in MATH 159 in the Fall and will be advised to enroll in CHEM 119. They can start in CHEM 120 in the Spring with the completion of either MATH 159 or CHEM 119. They will have to take MATH 160 and 170 for the major, but can enroll in CHEM 120 in Spring and will be advised to enroll in MATH 160 as well.
   b. Biochemistry – These students should enroll in MATH 159 in the Fall and will be advised to enroll in CHEM 119. They can start in CHEM 120 in the Spring with the completion of either MATH 159 or CHEM 119. They will have to take MATH 160 and 170 for the major, but can enroll in CHEM 120 in Spring and will be advised to enroll in MATH 160 as well.
Advising Notes Part II: This ONLY applies to continuing students (Fall -17).

1. A student who has passed CHEM 110 with the grade of ‘C’ or better is eligible to take CHEM 112 (or spring-18 CHEM 122).
   a. Ideally, they should take CHEM 112 in Fall 2017, as that is the last time the class will be offered. This would be the most efficient way to complete a year of Intro-Chem.
   b. If CHEM 112 in Fall 2017 is not an option, these students are eligible to take CHEM 122 in a subsequent semester.

2. A student who fails CHEM 110 in Spring 2017 or earlier will not be able to “replace” that grade, as CHEM 110 will not be offered again, and we cannot replace an F in CHEM 110 with, for example, a passing grade in CHEM 120. This means that F will continue to be figured into their GPA calculations. Even if they transfer in a CHEM 110 equivalent, that does not replace the failing grade in the on-campus course. Grades are not transferred in for any transfer courses.
   a. This student may choose to retake a CHEM 110 equivalent over the Summer 2017. If so, they should complete a Transfer Credit Approval form, and have that signed by the Chemistry Chair. Successful completion of this course will satisfy the pre-req for Fall-17 CHEM 112.
   b. This student may register for CHEM 119 in Fall 2017 Module B. Then continue on to CHEM 120 in Spring-18.
   c. They may register for CHEM 120 in Fall 2017, but that may not be the best option for them.

3. A student who passes CHEM 110 but fails to attain the pre-req grade for the next course in sequence will also not be able to “replace” their grade if they take CHEM 120 successfully, but they will receive credits towards graduation for both courses.
   a. This student may choose to retake a CHEM 110 equivalent over the Summer 2017. If so, they should consult with the Chemistry Chair in advance. Successful completion of this course would satisfy the pre-req for Fall-17 CHEM 112.
   b. This student may take CHEM 120 in the Fall even though they have credit for 110.
   c. This student may register for CHEM 119 in Fall 2017 Module B. Then continue on to CHEM 120 in Spring-18.

Advice for Chemistry Minors

The Chemistry minor requires:
- MATH 160 and MATH 170;
- CHEM 120 (or 110), CHEM 122 (or 112), and FSCHE 201;
- Two courses from among CHEM 222, CHEM 231, CHEM 242, CHEM 253, CHEM 332, and CHEM 345;
- One course numbered in the 400’s

A maximum of four semester hours may be presented on a Credit/No Credit basis.

From a practical standpoint, this would allow for five discreet combinations:
- CHEM 231/CHEM 222/CHEM 42X (Inorganic emphasis)
- CHEM 231/CHEM 332/CHEM 43X (Organic emphasis)
- CHEM 231/CHEM 242/CHEM 44X (Organic/Physical emphasis)
- CHEM 231/CHEM 253/CHEM 45X (Biochemistry emphasis)
- CHEM 242/CHEM 345/CHEM 44X (Physical emphasis)

Students should complete the 200/300-level courses by the end of sophomore year, as individual 400-level courses are not taught every year.
Advice for Chemistry Majors

At graduation, Chemistry majors must have a GPA of at least 2.0 in departmental courses and in required courses outside the department. The calculation is based on the grades of all required courses for completion of the major. Only the most recent grade is considered for courses that have been repeated. Chemistry courses exceeding the minimum requirements for the major may be taken on a Credit/No Credit basis. The department recommends that the number of Credit/No Credit courses be kept to a minimum.

Chemistry courses numbered below 120 may not be counted toward the major.

The major in Chemistry requires:

1. Foundation courses. Any foundation course that a student tests out of will be waived as a requirement for the major. The Foundation courses should be completed by the end of sophomore year. Typical course delivery times (Fall & Spring) listed below.
   - MATH 160 Calculus I (or equivalent)
   - MATH 170 Calculus II (or equivalent)
   - CHEM 120 Chemical Concepts 1 (F&S)
   - CHEM 122 Chemical Concepts 2 (F&S)
   - PHYS 110 Core Concepts in Physics I

2. Core courses. Students should complete these courses by the end of the junior year. Consequently, some of these courses must be taken in the sophomore year. Take:
   - CHEM 222 Inorganic Chemistry (S)
   - CHEM 231 Organic Chemistry I: Form and Function (F)
   - CHEM 242 Physical Chemistry (F&S)
   - CHEM 253 Introductory Biochemistry (F&S)
   - FSCHE 201 Research Methods in Chemistry (F&S)

3. Intermediate courses. Students should complete these courses by the end of the junior year. Take:
   - CHEM 332 Organic Chemistry II: Synthetic Strategies (S)
   - CHEM 345 Quantum Chemistry (S)
   - CHEM 361 Instrumental Analysis (F)
   - CHEM 386 Multistep Synthesis (S)

4. One advanced chemistry course (two credits) numbered in the 400’s. (variable)
5. The Junior Seminar (CHEM 584) (F&S)
6. Six semester credit hours of Senior Project in Chemistry (CHEM 600 (F), CHEM 610 (S)).

For students wishing to receive an ACS-certified BS degree in Chemistry, all the requirements of the major must be satisfied, with the following provisos:
   - The Physics 110/120 sequence (or equivalent AP credit) is required.
   - Four credits of 400-level Chemistry are required (no substitutions allowed); and
   - A minimum Chemistry GPA of 3.0 must be achieved.

Students wishing to receive ACS certification should send a brief letter of request, along with a WebAdvisor transcript, to the Chemistry Department Chair by 15 February in their senior year.
### Typical Schedules:

**Students placing into MATH 160**

<table>
<thead>
<tr>
<th>Yr</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>MATH 160, Calculus I 4 cr</td>
<td>MATH 170, Calculus II</td>
</tr>
<tr>
<td></td>
<td>CHEM 120, Chemical Concepts 1 4 cr</td>
<td>CHEM 122, Chemical Concepts 2</td>
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<tr>
<td></td>
<td>FS 101, Academic Discourse I 4 cr</td>
<td>FS 102, Academic Discourse II</td>
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<td>Elective</td>
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<tr>
<td>Sophomore</td>
<td>FSCHM 201, Research Methods 4 cr</td>
<td>CHEM 332, Organic Chemistry II</td>
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<tr>
<td></td>
<td>CHEM 231, Organic Chemistry I 4 cr</td>
<td>CHEM 386, Multi-step Synthesis</td>
</tr>
<tr>
<td></td>
<td>PHYS 110, Core Concepts in Physics I 4 cr</td>
<td>CHEM 253, Introductory Biochemistry, or CHEM 222, Inorganic Chemistry</td>
</tr>
<tr>
<td></td>
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<td>Elective</td>
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<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Junior</td>
<td>CHEM 242, Physical Chemistry 4 cr</td>
<td>CHEM 345, Quantum Chemistry</td>
</tr>
<tr>
<td></td>
<td>CHEM 253, Introductory Biochemistry (if nec) 4 cr</td>
<td>CHEM 400, Current Topics</td>
</tr>
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<td></td>
<td>CHEM 361, Instrumental Analysis 2 cr</td>
<td>CHEM 584, Junior Seminar (if nec)</td>
</tr>
<tr>
<td></td>
<td>CHEM 584, Junior Seminar 2 cr</td>
<td>CHEM 222, Inorganic Chemistry (if nec)</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Senior</td>
<td>CHEM 600, Senior Project 2 cr</td>
<td>CHEM 610, Senior Project</td>
</tr>
<tr>
<td></td>
<td>CHEM 400, Current Topics (if nec.) 2 cr</td>
<td>Elective</td>
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### Students NOT placing into MATH 160

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<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>MATH 159, Precalculus</td>
<td>MATH 160, Calculus I</td>
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<tr>
<td></td>
<td>FS 101, Academic Discourse I</td>
<td>CHEM 120, Chemical Concepts 1</td>
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<td>CHEM 119, Quantitative Reasoning in Chemistry</td>
<td>FS 102, Academic Discourse II</td>
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<td>Sophomore</td>
<td>MATH 170, Calculus II</td>
<td>FSCHEM 201, Research Methods</td>
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<td></td>
<td>CHEM 122, Chemical Concepts 2</td>
<td>CHEM 242, Physical Chemistry</td>
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<td>PHYS 110, Core Concepts in Physics I</td>
<td>Elective</td>
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<tr>
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<td>Elective</td>
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</tr>
<tr>
<td>Junior</td>
<td>CHEM 231, Organic Chemistry I</td>
<td>CHEM 332, Organic Chemistry II</td>
</tr>
<tr>
<td></td>
<td>CHEM 363, Instrumental Analysis</td>
<td>CHEM 386, Multi-step Synthesis</td>
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<td>CHEM 584, Junior Seminar</td>
<td>CHEM 253, Introductory Biochemistry</td>
</tr>
<tr>
<td></td>
<td>CHEM 242, Physical Chemistry (if nec)</td>
<td>CHEM 222, Inorganic Chemistry</td>
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<tr>
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<tr>
<td>Senior</td>
<td>CHEM 600, Senior Project</td>
<td>CHEM 610, Senior Project</td>
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<td>CHEM 242, Physical Chemistry (if nec)</td>
<td>CHEM 222, Inorganic Chemistry (if nec)</td>
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<tr>
<td></td>
<td>CHEM 253, Introductory Biochemistry (if nec)</td>
<td>CHEM 345, Quantum Chemistry</td>
</tr>
<tr>
<td></td>
<td>CHEM 400, Current Topics</td>
<td>CHEM 400, Current Topics (if nec)</td>
</tr>
</tbody>
</table>

*version May 2017*
Please note that COMMUNICATION and THEATRE are separate majors and minors within a single department.

- Students majoring in COMMUNICATION must take COMRT 120 and 145 before their senior year.
- COMMUNICATION majors may opt for a Criticism or a Video Production focus. All Communication majors study similar subject matter categories, but take different advanced courses and Junior Seminars (see below).
- Students majoring in THEATRE must take COMRT 130 and COMRT 225 before their senior year.
- THEATRE majors proceed through the same core courses, but may take different sets of electives to create a focus on Performance, Directing & Design, or History & Criticism.

COMMUNICATION (timelines below are flexible in most respects):

Suggested timeline for Criticism focused major:

1st year
1. FS 101 & FS 102
2. COMRT 120 Introduction to Critical Media Studies and/or COMRT 145 Foundations of Rhetoric

2nd year
1. FS COM 201 (recommended, but FS 201 may be taken with any department)
2. COMRT 120 and/or COMRT 145 (both required before the 4th year)
3. Methods of Criticism course: COMRT 220 Media Criticism or COMRT 240 Textual Analysis
4. Begin one course each of the following subject matter categories:
   a. Practice: COMRT 150 Acting I; COMRT 170 Oral Interpretation; COMRT 235 Advanced Public Speaking; COMRT 276 Media, Theory and Practice; or COMRT 285 Video Production
   b. Communication and Civic Engagement: COMRT 256 Power, Politics, and Communication; COMRT 261 Media Institutions; COMRT 277 Video Activism; COMRT 279 Community-Based Media; COMRT 360 Rhetoric and Civic Engagement
   c. Communication and Identity: COMRT 251 Gender in Public Communication; COMRT 331 Bodies and Health in Communication; COMRT 351 Media and Identity; COMRT 376 Media Consumption

3rd year
1. Advanced Theory course: COMRT 465 Media & Cultural Theory or COMRT 471 Theories of Identity and Representation (NOTE: it is highly recommended that students take one of these courses prior to undertaking the Junior Seminar and required before the Senior Project)
2. Communication Junior Seminar: COMRT 581
3. Comprehensive Seminar: COMRT 600 (taken concurrently with COMRT 581)
4. Complete one course from each of the following subject matter categories:
   a. Practice
   b. Communication and Civic Engagement
   c. Communication and Identity

4th year
1. Advanced Topics course: COMRT 303 Acting & Directing for the Camera; COMRT 305 Advanced Studio Production; COMRT 336 The Visual in Public Communication; COMRT 340 Digital and Screen Cultures; COMRT 375 Documentary Tradition; or COMRT 460 Media and Cultural Politics
2. Senior Project: COMRT 610
3. Additional elective in the department to total 45 credits (if FS COM 201 not taken)
Suggested timeline for Video Production focused major:

1st year
1. FS 101 & FS 102
2. COMRT 120 Introduction to Critical Media Studies and/or COMRT 145 Foundations of Rhetoric
3. Methods of Criticism course: COMRT 202 Modes of Film and Video Production and/or Practice course: COMRT 285 Visual Production I

2nd year
1. FS COM 201 (recommended, but FS 201 may be taken with any department)
2. COMRT 120 and/or COMRT 145 (both required before the 4th year)
3. Methods of Criticism course and/or Practice course (both required before the 4th year)
4. Complete one course from each of the following subject matter categories:
   a. Communication and Civic Engagement: COMRT 256 Power, Politics, and Communication; COMRT 261 Media Institutions; COMRT 277 Video Activism; COMRT 279 Community-Based Media; COMRT 360 Rhetoric and Civic Engagement
   b. Communication and Identity: COMRT 251 Gender in Communication; COMRT 331 Bodies and Health in Communication; COMRT 351 Media and Identity; COMRT 376 Media Consumption

3rd year
1. COMRT 300 Visual Production II
2. Production Junior Seminar: COMRT 583
3. Comprehensive Seminar: COMRT 600 (taken concurrently with COMRT 583)
4. Complete one course from each of the following subject matter categories:
   a. Communication and Civic Engagement
   b. Communication and Identity

4th year
1. Advanced Topics course: COMRT 303 Acting & Directing for the Camera; COMRT 305 Advanced Studio Production; COMRT 336 The Visual in Public Communication; COMRT 340 Digital and Screen Cultures; COMRT 375 Documentary Tradition; COMRT 460 Media and Cultural Politics
2. Senior Project: COMRT 610
3. Additional elective in the department to total 45 credits (if FS COM 201 not taken)

THEATRE (timelines below are flexible in most respects):

1st year
1. FS 101 & FS 102
2. COMRT 130 Introduction to Theatre (must be completed before 4th year)
3. COMRT 150 Acting I or COMRT 180 (offered fall only)

2nd year
1. FS COM 201 (recommended, but FS 201 may be taken with any department)
2. COMRT 225 (offered spring only – required before 4th year)
3. COMRT 315 Theatre History I and/or COMRT 325 Theatre History II
4. Begin work in the following categories:
   a. Practicum course (2 required, 1 credit each): COMRT 151, COMRT 181, or COMRT 281
   b. Production Topics course (1 required, 2 credits each): COMRT 211, COMRT 212, or COMRT 213
5. Electives to create a focus
   a. Performance: COMRT 215 (2 credits) Voice and Movement; COMRT 270 Acting II
   b. Directing & Design: COMRT 200 Fundamentals of Direction (offered fall only); COMRT 230 Production Design I (offered spring only); COMRT 280 Stage and Production Management
   c. History & Criticism: ENG 212 Shakespeare; ENG 303 Forms of Drama
3rd year
1. Practicum course (COMRT 151, COMRT 181, or COMRT 281 – 1 credit each)
2. COMRT 315 Theatre History I and/or COMRT 325 Theatre History II
3. Theatre Junior Seminar: COMRT 582 (usually offered in the fall)
4. Comprehensive Seminar: COMRT 600 (offered spring only)
5. Complete work in the following categories
   a. Practicum
   b. Production Topics
6. Electives to create a focus
   a. Performance: COMRT 303 Acting & Directing for the Camera; COMRT 380 Acting III
   b. Directing & Design: COMRT 330 Production Design II; COMRT 425 Advanced Direction
   c. History & Criticism: COMRT 430 Advanced Topics in Theatre

4th year
1. Senior Project: COMRT 610
2. Additional electives in the department as needed to total 45 credits
When advising a student interested in COMJ, please note:

- If a student expresses an interest in community service, activism, engagement, or social change please bring the COMJ Program to their attention.

- 44 credits are required to complete the Major

- The following courses are required for the Major:
  
  a. COMJ 160 Intro to Community and Justice Studies (4 credits)
  b. COMJ 270: Interdisciplinary Methods for Social Research (4 credits).
  c. COMJ 460: Community Organizing and Civic Professionalism (4 credits)
  d. COMJ 560: COMJ Junior Seminar (4 credits)
  e. COMJ 620: COMJ Senior Comprehensive Project (4 credits)
  f. Electives: Students must take one in each of the following categories
    i. Ethics (4 credits)
    ii. Place: a course grounded in our community (4 credits)
    iii. Political Participation and Democracy (4 credits)
  g. Civic Engagement Electives: Student must take 3 courses within a theme, such as Social Systems, Public Policy, or Community Change (12 credits)

Suggested Schedule for COMJ Majors:

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td><strong>Sophomore</strong></td>
</tr>
<tr>
<td>FS 101</td>
<td>COMJ 270</td>
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<tr>
<td>COMJ 160</td>
<td>Ethics elective</td>
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<td><strong>Senior</strong></td>
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<tr>
<td>Civic Engagement elective</td>
<td>COMJ 560</td>
</tr>
<tr>
<td>Civic Engagement elective</td>
<td>Place elective</td>
</tr>
</tbody>
</table>

- 24 credits are required to complete the Minor

- The following courses are required for the Minor:
  
  h. COMJ 160 Intro to Community and Justice Studies (4 credits)
  i. COMJ 270 Power, Society, and Social Change (4 credits)
  j. COMJ 460 Community Organizing and Civic Professionalism (4 credits)
  k. COMJ 560 COMJ Junior Seminar (4 credits)
  l. Civic Engagement Electives: Students take two courses (8 credits) in a self-designed theme determined with the advisor. Examples of themes include Public Policy, Community Change and Activism, or Neoliberalism.
Suggested Schedule for COMJ Minors:

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
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<tr>
<td>First Year</td>
<td>FS 101&lt;br&gt;COMJ 160</td>
<td>FS 102</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Civic Engagement Elective</td>
<td>COMJ 270</td>
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<tr>
<td>Junior</td>
<td>COMJ 460</td>
<td>COMJ 560</td>
</tr>
<tr>
<td>Senior</td>
<td>Civic Engagement Elective</td>
<td></td>
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</table>
COMPUTER SCIENCE

Suggestion for First-Year Students:

If incoming students who want to take CMPSC 111 find that it is closed, please have them directly contact Dr. Kapfhammer (gkapfham@allegheny.edu) and Dr. Jumadinova (jjumadinova@allegheny.edu) to see if one of these professors can make arrangements for them to get into one of the two introductory sections or, perhaps, another course in computer science.

Additionally, students who have some experience in computer science should consider taking either CMPSC 112, CMPSC 210, or CMPSC 380 as their first course. Again students should contact Dr. Kapfhammer to learn more about these CMPSC 112 or CMPSC 210 and contact Dr. Bonham-Carter to inquire about CMPSC 380. Please be aware that CMPSC 112 is already closed; again, students should still contact Dr. Kapfhammer to express their interest in this course and to see if it is possible for him to make additional room in the course.

When Advising a Student Interested in Computer Science, Please Note:

- Students interested in studying Computer Science at the graduate level should include additional mathematics courses in their plans (e.g., Graph Theory, Probability and Statistics, and Linear Algebra)
- See the Academic Bulletin to ensure that prerequisites are met for the required math courses
- Special Topics or Independent Study courses may be offered in any given academic year
- Some courses (e.g., CS 230, CS 280, and Advanced Courses) are offered only every other year
- Major in Applied Computing has two tracks with different requirements for each:
  - Software Development
    - Add Econ 100, Math 170, and either Math 320, 345, 360, or 365
    - Replace CS 230 with CS 280
    - Add an internship – Take CS 500, 501, and one of CS 510, 511, 512
  - Management and Entrepreneurship
    - Add Econ 100, Econ 202, and either Econ 280 or 440
    - Replace CS 230 with Econ 200, 240
    - Add an internship – Take CS 500, 501, and one of CS 510, 511, 512
    - Choose CS 580, 600 & 610 or Econ 578-589 & 620

Minors in Computer Science:

Minor Requirements:
The minor in Computer Science requires the completion of at least 20 semester hours of course work in Computer Science including at least 12 semester hours from courses numbered 200 and above. Consult the Academic Bulletin for course suggestions for particular interest areas such as Artificial Intelligence or Software Systems Design.

Cooperative Programs:
Students are encouraged to read the sections of the Academic Bulletin concerning cooperative opportunities such as the Carnegie Mellon's (CMU's) Accelerated Master's Program in Information Systems Management or one of the 3-2 engineering programs. Participation in such programs will require a more intense program of study during the first three years.
### Suggested Schedule for a Major in **Computer Science**:

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
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<td>FS 101</td>
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<td>CS 111</td>
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<td>Math 159 or 160</td>
<td>Math 160 or 170</td>
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<td>CS 210</td>
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<td>Math 205</td>
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<tr>
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<td>CS 441 or CS 420 or CS</td>
<td>Math Req. Course</td>
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<td><strong>Junior</strong></td>
<td>CS 230</td>
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<td>Math Req. Course</td>
<td>CS 580</td>
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<td></td>
<td>CS 441 or CS 420 or CS</td>
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<tr>
<td><strong>Senior</strong></td>
<td>CS 600</td>
<td>CS 610</td>
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<tr>
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<td>CS 441 or CS 420 or CS</td>
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### Suggested Schedule for a Major in **Applied Computing**:

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<tr>
<td><strong>First Year</strong></td>
<td>CS 111</td>
<td>CS 112</td>
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<td>Math 159 or 160</td>
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<td><strong>Sophomore</strong></td>
<td>CS 210</td>
<td>CS 220</td>
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<td>Math 205</td>
<td>CS Advanced Elective or</td>
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<td></td>
<td>Econ (for mgmt.)</td>
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<tr>
<td><strong>Junior</strong></td>
<td>CS 280 (for software)</td>
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<tr>
<td></td>
<td>Math Req. Course</td>
<td>CS 580 (or Econ 578-589)</td>
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<tr>
<td></td>
<td>CS 500</td>
<td>CS Advanced Elective or</td>
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<tr>
<td></td>
<td>Econ (for mgmt.)</td>
<td>CS Applications Elective</td>
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<tr>
<td><strong>Senior</strong></td>
<td>CS 501</td>
<td>CS 610 (or Econ 620)</td>
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<td>CS 51x (Internship)</td>
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<td>CS 380 or CS 381</td>
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<td></td>
<td>CS 600</td>
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<tr>
<td></td>
<td>Econ (for mgmt.)</td>
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</tr>
</tbody>
</table>
When advising a student interested in Dance Studies, please note:

- All students take a common core of dance courses including:
  - DMS 100 – Principles of Movement (2 credits)
  - DMS 200 – Landscapes of the Body (2 credits)
  - DMS 370 – Creative Processes (4 credits)
  - FS DMS 201 – Dance: Ritual of Experience (4 credits)

- Students choose one additional four-credit course from the following electives:
  - INTDS 312 – The Neuroscience of Dance and Movement
  - DMS 470 – History of Contemporary Dance
  - DMS 580 – Jr. Seminar: Movement and Meaning

- In addition, Dance Minors take at least ten credits of practice courses. Students are encouraged to seek advice from Dance and Movement Studies Faculty in selecting practice courses that suit their interests and goals.

- Participation is required in at least one presentation or performance sponsored by the Allegheny Dance and Movement Studies Program.

- The minor requires a minimum of 26 credits.

**Suggested Schedule for Minor in Dance and Movement Studies:**

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester when Offered</th>
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</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>FS 101</td>
<td>FS 102</td>
<td>DMS 100 or DMS electives</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td>FS DMS 201</td>
<td>DMS electives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DMS 370 or DMS 200</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td>DMS 370 or DMS 200</td>
<td>DMS electives</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
<td>DMS electives</td>
</tr>
</tbody>
</table>
ECONOMICS

When advising a student interested in Economics, please note:

- MATH 157 or 160 is a prerequisite to ECON 200, 201, and 202 and should be taken First year.
- The order in which ECON 100 and 101 are taken does not matter. The same is true for ECON 200 and 201.
- ECON 190 and 226-286 are sophomore-level electives and can be taken without ECON 200-203. FSECO201 can substitute for a 200-level elective.
- All economics majors take an ECON 570-580 level seminar in their first semester senior year. The seminar is the first part of the senior project.
- Business Economics is a track within the economics major for students interested in careers in management, banking, finance and entrepreneurship. Students who complete the requirements for this track receive a certificate from the department at the time they graduate. Students in the Business Economics Track graduate with a degree in Economics. Students in the Business Economics Track are required to take ECON 530 (Business Internship) after their sophomore year.

Sample Schedule for **Economics Major, Math Minor, placing in MATH 160, and studying abroad:**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>FS 101</td>
<td>FS 102</td>
</tr>
<tr>
<td>ECON 101</td>
<td>ECON 100</td>
</tr>
<tr>
<td>MATH 160</td>
<td>MATH 170</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td></td>
</tr>
<tr>
<td>ECON 200</td>
<td>ECON 201</td>
</tr>
<tr>
<td>ECON 202</td>
<td>ECON 203</td>
</tr>
<tr>
<td>FSECO201</td>
<td>MATH 205</td>
</tr>
<tr>
<td>MATH 210</td>
<td></td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td></td>
</tr>
<tr>
<td>Study Abroad. Transfer back one 200-level and one 400-level economics elective plus two non-economics classes.</td>
<td>ECON 448</td>
</tr>
<tr>
<td></td>
<td>MATH 320</td>
</tr>
<tr>
<td></td>
<td>MATH 380</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
</tr>
<tr>
<td>ECON 580</td>
<td>ECON 620</td>
</tr>
<tr>
<td>MATH 340</td>
<td>MATH 440</td>
</tr>
</tbody>
</table>

Sample Schedule for **Economics Major completing Business Economics Track, Computer Science and History Double-Minor, and placing in MATH 157:**

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>FS101</td>
<td>FS102</td>
</tr>
<tr>
<td>ECON 101</td>
<td>ECON 100</td>
</tr>
<tr>
<td>HIST 110</td>
<td>CS 111</td>
</tr>
<tr>
<td></td>
<td>MATH 157</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td></td>
</tr>
<tr>
<td>ECON 200</td>
<td>ECON 201</td>
</tr>
<tr>
<td>ECON 240</td>
<td>ECON 202</td>
</tr>
<tr>
<td>CS 112</td>
<td>CS 210</td>
</tr>
<tr>
<td>HIST 155</td>
<td></td>
</tr>
</tbody>
</table>

|
### Sample Schedule for students starting Economics Major late, a Communication Arts Minor, and placing in MATH 157:

<table>
<thead>
<tr>
<th>Year</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>FS101</td>
<td>FS102</td>
</tr>
<tr>
<td></td>
<td>COMRT 120</td>
<td>COMRT 220</td>
</tr>
<tr>
<td></td>
<td>MATH 157</td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>ECON 100</td>
<td>ECON 101</td>
</tr>
<tr>
<td></td>
<td>ECON 285</td>
<td>ECON 200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ECON 248</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>ECON 201</td>
<td>ECON 203</td>
</tr>
<tr>
<td></td>
<td>ECON 202</td>
<td>ECON 448</td>
</tr>
<tr>
<td></td>
<td>COMRT 235</td>
<td>COMRT 351</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>ECON 460</td>
<td>ECON 620</td>
</tr>
<tr>
<td></td>
<td>ECON 580</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMRT 360</td>
<td></td>
</tr>
</tbody>
</table>

**Minor**

Successful completion of at least 24 semester hours: Introductory Microeconomics, Introductory Macroeconomics, Microeconomic Theory or Macroeconomic Theory, and three additional courses numbered 190 or higher.
When advising a student interested in English, please note:

- English 110 is a prerequisite for all literature and creative writing courses above the 200-level.
- Students confident in their literary criticism skills may take English 201, 202, 203, or 204 their first semester at Allegheny. As these are large classes that cover much more material than English 110, students who have any doubts about their ability to analyze literature should take English 110 or FSENG 201 first.
- Students may also begin the major by taking a studies course (201, 202, 204, 204)
- 300-level courses may be appropriate for sophomore if he/she has had at least 2 previous English courses.
- Creative Writing Emphasis: in addition to the English Major, the department has a writing emphasis within the major which students may include as part of their major: the Creative Writing emphasis. This emphasis requires all the standard requirements for the English major, along with other specific requirements. If one of your first year advisees wishes to begin one of these avenues, then he/she should begin with English 110, or one of the studies courses (201, 202, 203, 204). English majors do not need to participate in a creative writing emphasis.
- For students interested in the Pitt. M.A.T. program: Children's Literature (English 350) and the Cultural History of the English Language (English 385) are only offered every other year (09-10 is an off year; these courses will be offered again in 2010-11). Since these courses are required for students entering the University of Pittsburgh’s M.A.T. program in primary education or secondary education (respectively), they will usually need to take the course the first chance they get. For example, if a rising junior intending to enter the Pitt program sees that English 350 is offered that next year, the student needs to register for it. It will not be offered their senior year, and the department cannot offer independent study versions of either Children's Literature or the History of the English Language course for students who have missed their chance to take it as a class.
- Options for students looking for help in writing:
  - Work with a writing consultant. If one of your advisees is particularly anxious about his/her writing skills or if you have concerns about the quality of the student's prose, please encourage him/her to sign up for a matched writing consultant through the Learning Commons ([http://learningcommons.allegheny.edu](http://learningcommons.allegheny.edu)). The consultant and the student will meet weekly to help strengthen the writer's writing over the course of the semester and to address any general areas in which the writer would like to improve.
  - Students may also opt to meet one-to-one with trained student writing consultants at the Learning Commons. Students can make an appointment online ([http://learningcommons.allegheny.edu](http://learningcommons.allegheny.edu)) or drop in Sunday-Thursday 3-5 p.m. and 7-11 p.m.
  - Take English 110: Reading Literature. While not a composition course, this class will help students get more closely attuned to the subtleties of language and will give them lots of practice writing.
• Take Writing-Intensive Sections of FS 102 (FS 102W) in the second semester. The English department offers many sections of particularly writing-intensive versions of FS 102 (designated as FS 102W) in the Spring. These sections will be designed, in part, to serve students who have specific interests in improving their writing, or addressing writing concerns that have come to light in their first semester at Allegheny.

Questions: Contact Alexis Hart the Director of Writing, at ext. 6296, or, Christopher Bakken English Dept. Chair, at 4342.

Suggested Schedule for English Majors:

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>FS 101</td>
<td>FS 102</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engl 110 or a 200-level studies course (201-204)</td>
<td>Engl 110 or 200-level studies course or 200-level writing course (205-209)</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Engl 201-204 or FSENG201</td>
<td>Engl 201-204 or FSENG201</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engl Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>Jr. Sem.</td>
<td>Engl 201-204 or FSENG201</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>300 or 400-level elective</td>
<td>300 or 400-level elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior Project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Often times, students will say they are interested broadly in “the environment” or “the outdoors”. If that’s the case, we usually suggest that the student take ES110 (Intro to Environmental Science) and Geo 110 (Physical Geology) during the first year. There are always spaces reserved for freshman in these classes, so please encourage students to enroll in these courses first year! It is much harder to get into the courses during the sophomore and junior years.

When advising a student interested in Environmental Science, please note:

- Internships are strongly recommended in the junior years though sophomores should consider the possibility
- For a complete list of Upper Level Environmental Science, Upper Level Environmental Studies, and Science Foundation Courses, please see the course catalog
- The new intro chemistry class is Chem 120 and it does not have a Math pre-requisite.

Suggested Schedule for Environmental Science Majors placing below Math 160:

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>FS 101</td>
<td>FS 102</td>
<td>ES110 Geo 110</td>
</tr>
<tr>
<td></td>
<td>ES 110</td>
<td>Geo 110</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 157</td>
<td>Math 158 Chem 120</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Science Foundation</td>
<td>Science Foundation</td>
<td>FSENV 201 &amp; ES 210</td>
</tr>
<tr>
<td></td>
<td>ES 210 and/or</td>
<td>Elective Upper</td>
<td>Bio 220</td>
</tr>
<tr>
<td></td>
<td>FSENV 201 Minor</td>
<td>Science Foundation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requirement</td>
<td>Minor Requirement</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>Science Foundation</td>
<td>Science Foundation</td>
<td>ES 585</td>
</tr>
<tr>
<td></td>
<td>Upper Level</td>
<td>Elective or Internship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Internship</td>
<td>Upper Level ES Social Sci./Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. Seminar ES 585</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>ES 600</td>
<td>ES 610</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggested Schedule for Environmental Science Majors placing in Math 160:

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>FS 101</td>
<td>FS 102</td>
<td>ES110 Geo 110</td>
</tr>
<tr>
<td></td>
<td>Chem 120</td>
<td>Geo 110 or Bio 220</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 160 Math 110</td>
<td>Chem 122 Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ES 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>FSENV 201 Minor</td>
<td>Science Foundation</td>
<td>FSENV 201 ES 210</td>
</tr>
<tr>
<td></td>
<td>Science Foundation</td>
<td>Minor Upper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ES 210</td>
<td>Science Elective</td>
<td></td>
</tr>
</tbody>
</table>
When advising a student interested in Environmental Studies, please note:

- Environmental Studies majors develop a concentration in consultation with an advisor in the department, a process that usually begins while the student is enrolled in ES 210
- See catalog for a complete list of Science Foundation courses
- Internships are strongly recommended in the sophomore and junior years

**Suggested Schedule for Environmental Studies Majors:**

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>FS 101 Elective, ES 110</td>
<td>FS 102 Elective, ES 210 (or ES Elective) Science Foundation</td>
<td>ES 110</td>
</tr>
<tr>
<td>Sophomore</td>
<td>ES 210 Science Foundation, FSENV 201 Minor</td>
<td>Concentration, ElectiveMinor</td>
<td>ES 210, FSENV 201</td>
</tr>
<tr>
<td>Junior</td>
<td>Upper-level ES course Internship (or Concentration)</td>
<td>Upper-level ES course Concentration (or Internship) Concentration (or Elective)</td>
<td>ES 585, Study Abroad</td>
</tr>
<tr>
<td>Senior</td>
<td>ES 600 Concentration</td>
<td>ES 610 Concentration</td>
<td></td>
</tr>
</tbody>
</table>
GEOLOGY

Students who have an interest(s) in the following areas are likely to be good candidates for a Geology major or minor: watersheds, water quality, energy resources, minerals, climate change, earthquakes, volcanoes, fossils/dinosaurs, oceanography, marine biology, mountains, hiking.

Often times, students will say they are interested broadly in “the environment” or “the outdoors”. If that’s the case, we usually suggest that the student take Geo 110 (Physical Geology) and ES110 (Intro to Environmental Science). For both Geo 110 and ES110, there are always spaces reserved for freshman, so please encourage students to enroll in these courses their first year! It is much harder to get into the courses during the sophomore and junior years.

The Geology Department has three tracks for the major:

Geology (B.A. or B.S.), Environmental Geology (B.S.)

Each major track prepares students for geoscience career paths. The two B.S. tracks prepare students for graduate programs in geology and also fulfill the academic requirements needed for certification as a licensed professional geologist. The B.A. track is designed to accommodate a variety of objectives, such as preparation for graduate programs in law or business and/or entry into career fields such as K–12 teaching or public policy. With fewer required courses, the B.A. track also more readily accommodates double majors. Students can double major in both Geology and Environmental Science.

All three major tracks require the following geology courses*:

<table>
<thead>
<tr>
<th>Foundation Courses</th>
<th>Upper Level Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>(and the semesters when offered)</td>
<td>(Our upper level courses are offered on an alternate-year basis. Students should</td>
</tr>
<tr>
<td></td>
<td>schedule a meeting with Professor O’Brien to determine the timing of upper level courses.)</td>
</tr>
<tr>
<td>• Geo 110 Physical Geology</td>
<td>• Geo 310 Geomorphology</td>
</tr>
<tr>
<td>(every Fall &amp; Spring semester)</td>
<td>• Geo/Bio 330 Paleobiology</td>
</tr>
<tr>
<td>• Geo 120 Earth History &amp; Evolution</td>
<td>• Geo 400 Hydrogeology</td>
</tr>
<tr>
<td>(every Spring)</td>
<td>• Geo 410 Sedimentology</td>
</tr>
<tr>
<td>• FSGeo201 Field Geology (every Fall)</td>
<td>• Geo 420 Structural Geology</td>
</tr>
<tr>
<td>• Geo 240 Mineralogy (every Fall)</td>
<td>• Geo 430 Geochemistry</td>
</tr>
<tr>
<td>• Geo 250 Petrology (every other year)</td>
<td>• Geo 580 Junior Seminar (every Spring)</td>
</tr>
<tr>
<td></td>
<td>• Geo 600-610 or 620 Senior Project</td>
</tr>
</tbody>
</table>

*Additional allied course requirements (in Chemistry, Math, Physics, Env. Science and/or Biology) vary according to the major track.
For students with interest in a Geology major, please note the following:

- It is most important to take Geology 110 during the first year (ideally fall semester).
  If the student has Geo 110 transfer credit, they should take Geo 120 in the spring.
- It is strongly recommended to take Geology 120 during the first year (Spring semester following Geo 110 in Fall semester). Geology 120 is offered every spring semester.
- FSGEO 201 is required for the Geology major and minor and is designed for students in their second year. This course is offered every fall semester.
- It is to the student’s advantage to start their math or chemistry sequence in their first year if possible. A Geo student should choose Chemistry or Math based on his/her/their academic strengths and interests.
- It is recommended that students complete Physics 101 by the end of their third year.

**Suggested Schedule for Geology Majors:**

<table>
<thead>
<tr>
<th></th>
<th>1st Semester Geology Courses</th>
<th>2nd Semester Geology Courses</th>
<th>Allied Courses*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>Geo 110</td>
<td>Geo 120 (or Geo 110 if not yet taken)</td>
<td>Two-course Math (160/170) or Chemistry (120/122) sequence ES 110</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>FSGEO 201 Geo 240</td>
<td>Geo 120 (if not yet taken) Geo 240 (if not yet taken) Geo 250 (alternate years) Geo 300 level courses</td>
<td>Two-course Math (160/170) or Chemistry (120/122) sequence</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>One or two Geo 400-level Geo 300 level courses</td>
<td>One Geo 400-level Geo 580</td>
<td>Physics 101 (Spring)</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>One or two Geo 400-level Geo 600 Geo 300 level (elective)</td>
<td>Any remaining Geo 400-level Geo 610 Geo 300 level (elective)</td>
<td>Physics 102 (Fall)</td>
</tr>
</tbody>
</table>

*Listed here are suggestions for a few of the allied courses; please see the Academic Bulletin for details of the requirements for each major track, including the B.A. track which includes a range of alternatives.

**Geology Minor Requirements (5 courses, 20 credit hours):**
Geo 110 Physical Geology AND Geo 120 Earth History and Evolution AND three of the following:

- FSGEO 201 Field Geology
- GEO 250 Petrology
- GEO 310 Process Geomorphology
- GEO 331/BIO 331 Paleobiology
- GEO 400 Hydrogeology
- GEO 410 Sedimentology
- GEO 420 Structural Geology
- GEO 430 Geochemistry


GLOBAL HEALTH STUDIES

Guidance for summer entrance advisors
For students interested in Global Health Studies as either a major or minor, consider the following core class and elective courses that can be taken without any pre-requisites:

Core Courses (Area 1): GHS 130 (Introduction to Global Health Studies)
   NOTE: Half of the seats in each section of GHS 130 are reserved for incoming first years


Science, Health, Environment | Advanced (Area 2b): Not likely to be able to enroll as first year

Ethics and Social Responsibility (Area 3): PHIL 140, POLSC 140, COMJ 160

Poverty and Economics (Area 4): COMRT 256, POLSC 130, POLSC 245

Cultures and Societies (Area 5): ENVSC 340, PHIL 205, WGSS 100

Language: Introductory course 120 or above, or pre-requisite courses to reach this level

_____________________________________________________________________________________

NOTE: For Students interested in the Health Professions

Advisors and students should be aware that completing the Global Health Studies major does NOT fulfill the requirements needed for the MCAT or other pre-health profession entrance exams or graduate programs. For example, most pre-health fields require a year of biology, general chemistry, organic chemistry, physics (with the appropriate labs), and English. Students interested in majoring in Global Health Studies, who are also interested in a career in the health professions, should consider choosing a minor (such as BIO or CHEM) that contains many of the pre-health requirements. See the following link for more information on the pre-health requirements: http://sites.allegheny.edu/health/

_____________________________________________________________________________________

DESCRIPTION OF GLOBAL HEALTH MAJOR

Required Core Courses | Area 1 (recommended year for taking these courses)
   GHS 130: Introduction to Global Health (First year, no later than second year)
   FS GHS 201: Approaches to Global Health | Sophomore writing seminar (Second year, preferred that GHS130 is taken before FS GHS 201)
   GHS 321: Epidemiology (Second, junior or senior year)
   GHS 492: Cultures and Health (Second, junior or senior year)
   GHS 575: Global Health Studies | Junior Seminar (junior year)
   GHS 600: (2 cr) 1st semester Global Health Studies senior project (First semester senior year)
   GHS 610 (4 cr) 2nd semester Global Health Studies senior project (Second semester senior year)
Area 2a: Science and the Environment | Foundation
Take one (recommend taking first or second year):
- ENVSCS 110: Introduction to Environmental Science
- BIO 220: Organismal Physiology and Ecology (MATH 160 and CHEM 110, pre-reqs)
- BIO 221: Genetics, Development, and Evolution (BIO 221, pre-reqs)
- GEO 108: Environmental Geology
- GEO 110: Physical Geology

Area 2b - 5
Electives, preferably completed by the end of the junior year. If student has a particular focal interest, suggest that they take courses in that area first.

Note: At least two of the five electives must be at the 300 or 400 level.

Area 2b: Science and the Environment | Advanced
Take one:
- BIO 300: Introduction to BioInformatics (BIO 221, FSBIO 201, prereqs)
- BIO 310: Microbiology (BIO 221, FSBIO 201, prereqs)
- BIO/ENVSC 342: Toxicology (BIO 221, FSBIO 201, prereqs)
- BIO 350: Immunology (BIO 221, FSBIO 201, pre-reqs)
- BIO 375: Medical Entomology (BIO 221pre-req)
- ENVSC 305: Environmental Spatial Analysis (ENVSC 110 prereq)
- ENVSC 321: Ecosystems, Birds, and People (ENVSC 110 prereq)
- ENVSC / BIO 370: Insect Ecology and the Environment (ENVSC 210 or BIO 220, prereqs)
- ENVSC 385: Introduction to Sustainable Energy (ENVSC 110 prereq)
- ENVSC 415: Environmental Health (junior/senior status)
- ENVSC 425: Global Health Transitions (junior / senior status)
- GEO 330: Climate Change Past & Present (GEO 108/110 or ENVSC 210 prereq)
- GEO 400: Hydrogeology (prereq)
- PSYCH 360: Health and Psychophysiology (prereq, plus co-requisite PSYCH 365)

Area 3: Ethics and Social Responsibility
Take one:
- COMRT 256: Power, Politics, and Communication
- COMRT 360: Rhetoric and Civic Engagement (prereq COMRT 120 or 145)
- COMJ 160: Introduction to Community and Justice Studies (cannot be taken by seniors)
- GHS 215: Global Health Ethics
- PHIL 140 Ethics and Community (not open to seniors)
- PHIL 210: Oppression and Liberation
- PHIL 310: Global Justice (PHIL 140 or 210 prereq, or instructor permission)
- PHIL 385: Medical Ethics (Not open to first year students)
- POLSC 140: Political Philosophy
- POLSC 248: Introduction to International Human Rights
- POLSC 280: The Tragedy of Citizenship
- POLSC 325: Rights in Comparative Perspective
- POLSC 348: Direct Action Organizing
Area 4: Power and Economics
Take one:

ECON 231: Environmental Economics and Policy (ECON 100 prereq)
ECON 238: Poverty, Inequality, and Efficiency (ECON 100 and/or ECON 101 prereq)
ECON 250: Issues in Financing Health Care (ECON 100 and/or ECON 101 prereq)
ECON 251: International Economics (ECON 100 and/or ECON 101 prereq)
ECON 256: Economic Development (ECON 100 and/or ECON 101 prereq)
ECON 421: Strategic Environmental Management ((CON 100 and ECON 240 prereq)
ENVSC 350: Ecological Economics (ENVSC 100 prereq)
ENVSC 352: Environmental Justice (Junior / senior status)
ENVSC 380: Climate and Energy Policy (ENVSC 100 prereq)
ENVSC 427: Culture, Power, and the Environment (ENVS 110 prereq)
GHS 390: Economics of Food and Agriculture
POLSC 120: Comparative Government and Politics
POLSC 130: World Politics
POLSC 213: Health Policy in the US (POLSC 101 recommended)
POLSC 242: Immigration and Citizenship
POLSC 245: Politics of Third World Development
POLSC 248: Human Rights
POLSCI 325: Rights in Comparative Perspective
WGSS 400: Global Feminisms (WGSS 100, and WGSS 210 or 211, prereqs)
WGSS 410: Critical Perspectives in Global Women’s Health (WGSS 100, prereq)

Area 5: Cultures and Societies
Take one:

BLKST 290: Minority Health
COMJ 290: Multicultural Education
COMRT 331: Bodies and Health in Public Culture (COMRT 220 or 240 prereq)
ENVSC 340: World Regional Geography
HIST 277: American History of the Body
HIST 280: Bodies, Bloodletting, and Bile
HIST 380: Disease and Medicine in Modern History (one HIST course prereq)
HIST 584: Doctors and Deviants (HIST 310 or 380, prereq)
INTDS 230 & 530: Community Health Care: From Theory to Practice (prereq) & Internship in Community Health (INTDS 230 prereq)
PHIL 205: Literature, Film, and Medicine: Ethical Perspectives
PHIL 230: Science in its Cultural Setting (One course in PHIL or Natural Science, prereq)
PSYCH 375: Community Psychology (pre-req)
WGSS 100: Introduction to Women’s, Gender, and Sexuality Studies
WGSS 211: Queer Lives
WGSS 275: Bodies in American Culture
WGSS 310: Gendered Violence (WGSS 100, prereq)

Required Elective: Students are required to take one additional 4 credit course from any of the categories 2b-5 or GHS (independent studies, group studies, short courses, etc.).

Languages: Proficiency in a foreign language equivalent to one year of college level study (four credits)
(NOTE: this needs to be a modern language)
Fulfillment of this requirement involves the completion of one course in a foreign language at the level of 120 or above. Students cannot place out of this requirement. For example, an entering student who tests at the 200-level would take either 120 or a course at the 200-level following placement test or consultation with the chair of Modern Languages.

*Note:* Many courses transfer in at 3-credits, they may need an additional credit to fulfill the total credits for the major. This can be fulfilled through either another language course or an elective.

*Note:* Students who minor in a language automatically meet this requirement. They can either count another language course (not in minor), or electives from GHS or Areas 2b-5.

*Note:* American Sign Language (CLC 200) counts, but please be advised that while CLC 100 is readily available, CLC 200 is offered sporadically.

*Note:* Students who study in a region whose primary language is not taught at Allegheny may substitute an introductory 3-4cr language class from an accredited higher education institution (ex: Hungarian | Hungary, Afrikaans | South Africa, Swahili | Tanzania, Tagalog | Philippines)

**Experiential Learning Opportunity (ELOs)**
Global Health Studies strongly recommends all GHS majors participate in one or more ELOs, which can be domestic or international. The duration, depth of engagement, and ethical approach to engagement are critical aspects of any ELO, so the ELOs should be selected with care and guidance from members of the GHS steering committee. We encourage students who participate in ELOs to prepare for their experiences by partaking in a pre-departure seminar, and encourage all students to reflect on their experiences in a seminar upon their return.

GHS 493: Global Health Fieldwork (2cr)
GHS 494: Global Health Practice (2cr)

**DESCRIPTION OF GLOBAL HEALTH MINOR**

Because this minor is interdivisional, students may complete any major to satisfy the college requirement that the major and minor be in different divisions.

1. Take GHS 130 *Introduction to Global Health Studies*
2. Take one course from **Area 2b: Science and Environment**
3. Take three courses in **at least two of the following areas** (see major description for the list of courses in each category):
   - **Area 3:** Ethics and Social Responsibility
   - **Area 4:** Power and Economics
   - **Area 5:** Cultures and Societies
4. Take an approved GHS Capstone Course during junior or senior year.

*Note:* GHS Minors do **NOT** need to take a GHS Junior Seminar – we have replaced this requirement with a capstone course, at least one of which - and often several of which - are available each semester.
When advising a student interested in History, please note:

- All History 100 and 200-level courses require no previous history background and are appropriate for freshmen and sophomores.

- Students are strongly encouraged to take two courses at the lower level (100 or 200-level courses) before enrolling in a 300-level course. Most 300-level courses are restricted to SO/JR/SR.

- Most 300-level courses, and all 500-level courses, have specific prerequisites, which are listed in the Academic Bulletin and on WebAdvisor.

- Most 100-level survey courses are offered every year. The 200-level courses are usually offered every other year, and many 300-level courses are offered every other year.

- History 590 (Independent Study) may be counted toward the European, American, or Non-Western requirement depending on the subject studied. It may also be counted as meeting the 300-level or above requirement.

**Requirements for the Major in History:**

**46 total credits:**

1. **One course (4 credit hours) in European History**
   To be chosen from History 101, 103, 105, 107, 109, 110, 151, 153, 155 (or BLKST 255), 157 (or BLKST 257), 159, 249, 253, 270, 275, 280, 300, 301, 303, 305, 306, 308, 310, 312, 313, 318, 320, 345, 347, and 380.

2. **One course (4 credit hours) in American History**
   To be chosen from History 162, 163, 255, 257, 259, 261, 263, 265, 267, 269, 270, 273, 275, 324, 326, 328, 330, 331, 332, 337, 339, 341, 343, 345, 347, 361, and 508.

3. **Two courses (8 credit hours) in non-Western History**

4. **FSHIS 201 (4 credit hours)**
   Does not satisfy distribution requirements in European, American, or non-Western History.

5. **One Junior Seminar (4 credit hours)**
   To be chosen from History 551, 554, 556, 557, 558, 560, 562, 563, 565, 571, 573, 577, 584, 585, and 588.

6. **One Senior Project (6 credit hours)**
   Which consists of History 600 and 610.

7. A minimum of at least four courses (16 credit hours) that, excluding Junior Seminars and Senior Projects, must be numbered 300 or above.
A maximum of two transferred courses (8 credits) taken at institutions of higher learning or at secondary institutions through the AP or IB programs may normally be counted toward the major. AP and IB courses may NOT be counted towards the major’s European, American, and non-Western requirements.

Requirements for the Minor in History:

- Six courses (24 credits) including two courses (8 credits) at or above the 300 level.
- One course each in European, American, and non-Western History (12 credits).
- One Junior Seminar (4 credits)
- AP and IB courses **may not be counted** toward the minor.
- FS HIS 201 can be counted toward the minor.
- RELST 144 can be counted toward the minor and satisfies the non-Western requirement.

If you have additional questions about the Major or Minor in History, please contact the Chair of the Department of History, Professor Judson Herrman.
This program draws upon the disciplines of Economics, History, Modern Languages, and Political Science.

1. As of fall 2017, INTST 110, "Introduction to International Studies," is required for the major and is recommended as a way for students to gauge their interest and explore the field of international studies.

2. Enrollment in a foreign language is critical. International Studies majors are, almost without exception, language minors or language double majors (though this is not true of students studying Arabic for whom a minor is not possible). *Note: For students interested in focusing on the Middle East North Africa or East Asia, they should be strongly encouraged to enroll in Arabic 110 or Chinese 110 (assuming they have no language experience in these languages and this is where they place). These courses are only offered in the fall semesters.*

3. A typical schedule for a first semester student should include FS 101, INTST 110, a language course according to placement, and introduction to macroeconomics (ECON 101). We also encourage students to take a history and political science course at some point during their first year.

4. During the first two years at Allegheny students should focus on language study and core courses in Economics, History, and Political Science. *A note regarding the Economics requirement: students majoring in International Studies do not need to take Calculus to fulfill their major.*

5. Study abroad for a semester is required, so plan ahead! Many students take several of their regional track courses while abroad.

6. The student should choose an advisor from one of the faculty serving the International Studies program. They can be found on the program's website under "Affiliated Faculty."

Any questions can be directed to International Studies Program Chair, Laura Reeck, lreeck@allegheny.edu, 332-2330.
JEWISH STUDIES

Minor coordinators: French, Shapiro, Krone

The minor requires 20 credits and a GPA of at least 2.0 in the minor. Courses not on the list, such as those taken during study abroad, may be counted toward the minor with prior approval of the minor coordinators. At least two courses in the minor must be at the 300 level or above.

Foundation. Take: RELST 147 Judaism

Jewish Religion/Judaism. Take two of the following courses:
- ENVSC 360/RELST 360 Religion and Ecology
- RELST 120 The Faith of Ancient Israel
- RELST 224 Jewish Theology and the Holocaust
- RELST 229 The Jewish Bible: How the Rabbis Read It
- RELST 341 Jewish Ethics

Jewish Ethnic/Cultural/Historic Relations. Take two of the following courses:
- ENVSC 340 World Regional Geography
- RELST 188 Encountering the Other: Judaism’s Relations with Christianity and Islam
- POLSC 232 Government and Politics of the Middle East
- POLSC 354 War and Peace in the Middle
- POLSC 355 The Arab-Israeli Conflict
MATHEMATICS

A Guide to First Year Mathematics Courses:
All entering students are required to take the math placement exam, with the following exceptions:

- students who transfer in college credit for math 159 (precalculus), 160 (calculus i), 170 (calculus ii), or 210 (calculus iii);
- students who score 4 or 5 on the Advanced Placement AB calculus exam, and who report their score to Allegheny;
- students who score 4 or 5 on the Advanced Placement BC calculus exam, and who report their score to Allegheny;
- students who score 3 on the Advanced Placement BC calculus exam with a 4 or 5 on the AB subscore of this exam, and who report their score to Allegheny.
- All other first-year students and transfer students should take the Math Placement Test.

The Math Placement Exam determines readiness for Calculus I (Math 160). The exam places students into one of two categories: Math 160 or Math 110/157/159

For students who place in Math 110/157/159:

<table>
<thead>
<tr>
<th>STUDENT INTEREST</th>
<th>RECOMMENDATION</th>
<th>NOTES</th>
</tr>
</thead>
</table>
| Students considering (even if undecided) a major or minor in Mathematics, Physics, Chemistry, Biochemistry, Geology, Computer science | Math 159 in the Fall and Math 160 in the Spring | Math 159 Precalculus  
- intended solely to prepare students for Math 160  
- cannot be taken by a student with prior calculus credit  
- does not count toward any distribution requirement or toward a major or minor in mathematics |
| Students who need a calculus course (for example for Biology or Economics) but who do not need the more theoretical Math 160 | Math 157 | Math 157 Calculus I for Social/Life Sciences  
- cannot be taken by a student with prior calculus credit |
| Students who want a math course that will count toward the QR distribution requirement but who do not need calculus | Math 110 | Math 110 Elementary Mathematical Modeling  
- cannot be taken by a student with prior calculus credit |
For students considering a Mathematics Major:

- Ideally a math major should begin in Math 160 or above. Students who do not place in Math 160 should begin in Math 159.
- Math 205 is a prerequisite for most upper-level courses, requires sophomore standing or permission of the instructor, and should be taken as soon as possible in the sophomore year.
- Many electives are offered on an alternate year basis. FSMAT 201 counts toward the major but is not required.

### Suggested Sequence of Required Courses for Math Majors placing in Math 160

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Math 160</td>
<td>Math 170</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Math 210, Math 205</td>
<td>Math 320</td>
</tr>
<tr>
<td>Junior</td>
<td>Math 325 and/or Math 340</td>
<td>Math 585</td>
</tr>
<tr>
<td>Senior</td>
<td>Math 325 and/or Math 340</td>
<td>Math 620</td>
</tr>
</tbody>
</table>

### Suggested Sequence of Required Courses for Math Majors placing in Math 159

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Math 159</td>
<td>Math 160</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Math 170, Math 205</td>
<td>Math 210, Math 320</td>
</tr>
<tr>
<td>Junior</td>
<td>Math 325 or Math 340</td>
<td>Math 585</td>
</tr>
<tr>
<td>Senior</td>
<td>Math 325 or Math 340</td>
<td>Math 620</td>
</tr>
</tbody>
</table>
MODERN AND CLASSICAL LANGUAGES

When advising a student interested in Modern and Classical Languages, please note:

- When a student is interested in continuing a language or beginning the study of a new one, the study should begin as early as possible in the student’s college career.
- Students learning a second language are encouraged to study abroad.
- Students should plan to take at least one course in the major each semester in the first two years, and two in the second two years.
- Students intending to major in International Studies or Global Health Studies should enroll in language study in the first year.

### Suggested Schedule for French Majors placing in French 110:

<table>
<thead>
<tr>
<th>Semester</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>FS 101</td>
<td>FS 102</td>
<td></td>
</tr>
<tr>
<td></td>
<td>French 110</td>
<td>French 120</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>French 215</td>
<td>French 225</td>
<td>FSMLG 201</td>
</tr>
<tr>
<td>Junior (abroad)</td>
<td>French 305</td>
<td>French 301</td>
<td>300-level French coursework</td>
</tr>
<tr>
<td>Senior</td>
<td>French 600</td>
<td>French 610</td>
<td>Any remaining 300-level French coursework</td>
</tr>
<tr>
<td></td>
<td>French 580</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Schedule for French Majors placing in French 215:

<table>
<thead>
<tr>
<th>Semester</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>FS 101</td>
<td>FS 102</td>
<td></td>
</tr>
<tr>
<td></td>
<td>French 215</td>
<td>French 225</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>French 305</td>
<td>French 301</td>
<td>300-level French coursework</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FS MLG 201</td>
</tr>
<tr>
<td>Junior (abroad, semester or year)</td>
<td>French 600</td>
<td>French 610</td>
<td>300-level French coursework</td>
</tr>
<tr>
<td>Senior</td>
<td>French 580</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions should be directed to Laura Reeck (lreeck@allegheny.edu, Ruter 204, 332-2330)
### Suggested Schedule for German Majors placing in German 110:

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>FS 101 German 110</td>
<td>FS 102 German 120 or 210</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>2 German Courses</td>
<td>German 305 or 310</td>
<td>FSMLG 201</td>
</tr>
<tr>
<td>Junior (abroad)</td>
<td>German 310 or 325 German 440</td>
<td>German 300-level</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>German 600 German 580 German 370</td>
<td>German 610 German 400-level</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Schedule for German Majors placing in German 210

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>FS 101 German 210</td>
<td>FS 102 German 220</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>German 305 or 310</td>
<td>German 310 or 325</td>
<td>FSMLG 201</td>
</tr>
<tr>
<td>Junior</td>
<td>German 440</td>
<td></td>
<td>8 cr. German at 300-level</td>
</tr>
<tr>
<td>Senior</td>
<td>German 600 German 580 German 370</td>
<td>German 610 German 400-level</td>
<td></td>
</tr>
</tbody>
</table>

Questions should be directed to Peter Ensberg (pensberg@allegheny.edu) Ruter 205, 332-3104

### Suggested Schedule for Spanish Majors placing in Spanish 110:

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>FS 101 Spanish 110</td>
<td>FS 102 Spanish 120</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Spanish 215 FSMLG201</td>
<td>Spanish 225 Spanish 230/220</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>SPAN 220/230</td>
<td></td>
<td>3 300-level Spanish Courses</td>
</tr>
<tr>
<td>Senior</td>
<td>Spanish 600 Spanish 580</td>
<td>Spanish 610</td>
<td>1 400-level Spanish</td>
</tr>
</tbody>
</table>
Suggested Schedule for **Spanish Majors placing in Spanish 215:**

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>FS 101</td>
<td>FS 102</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish 215</td>
<td>Spanish 220/30</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Spanish 225</td>
<td>Spanish 300-level</td>
<td>SPAN 220/30</td>
</tr>
<tr>
<td></td>
<td>FSMLG 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td>2 courses 300 level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 course 400-level</td>
</tr>
<tr>
<td>Senior</td>
<td>Spanish 600 (2 cr.)</td>
<td>Spanish 610</td>
<td></td>
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<tr>
<td></td>
<td>Spanish 580</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Questions should be directed to Teresa Herrera (therrera@allegheny.edu), Ruter 208, 332-2325

**Minors in Modern and Classical Languages:**

**Arabic:** The Minor in Middle East and North Africa Studies (MENA) includes a language requirement. Please see the Academic Bulletin or Advising sheet for MENA. Language questions regarding Arabic should be directed to Reem Hilal (rhilal@allegheny.edu), Ruter 100, 332-3310. *See also the Middle East and North Africa Studies Minor in the “Interdivisional Minor Program” section.*

**Chinese Minor Requirements:** A minor in Chinese requires completion of 20 semester credit hours in Chinese, including at least eight credit hours on the 300-level, one of which must be in Chinese language and one culture course in English. See also the Chinese Studies interdisciplinary minor. Questions should be directed to Xiaoling Shi (xshi@allegheny.edu), Ruter 302, at 332-2702. *See also the Chinese Studies Minor listed in the “Interdivisional Minor Program” section.*

**French Minor Requirements:** A minor in French requires completion of 20 semester credit hours in French, including FRE 225, 301 and 305.

**German Minor Requirements:** A minor in German requires completion of 20 semester credit hours in German, including at least eight credit hours on the 300-level.

**Latin Minor Requirements:** A minor in Latin requires a total of 20 semester hours. Students who place at the beginning level take Latin 110 (offered every Fall), 120 (offered every Spring), 215 (offered at least once per year), and 315 (offered at least once per year) twice. Students with high school experience should take the placement test and may start at the intermediate or advanced level, in which case they repeat 315 as needed to complete 20 credits; because intermediate and advanced courses may not be offered every semester, students with previous Latin experience are strongly encouraged to start Latin as soon as possible at Allegheny, and to contact Prof. Herrman as soon as possible to map out a plan for completing the minor. Any questions should be directed to Judson Herrman (jherrman@allegheny.edu), Ruter 304, 332-2329.

**Spanish Minor Requirements:** A minor in Spanish requires the completion of a minimum 20 semester credit hours in Spanish, including Spanish 220, 230, and 225 and one course at the 300-level. *See also the Latin American and Caribbean Studies Minor listed in the “Interdivisional Minor Program” section.*
Courses in the Music Department are basically offered in three main aspects –

1. music history
2. music performance (applied lessons and ensembles)
3. music theory

- The **three music minors** require courses in all three areas, with more depth in the area of emphasis.
- The **music major** requires courses in these three areas plus Post-Tonal Music (Music 401), Junior Seminar (Music 580) and Senior Project I & II (Music 600, 610.)

Students who have been involved in music in high school will often want to continue pursuing their love of music at Allegheny, whether they are music majors, minors or neither. Most popular are the ensembles, applied lessons, and introductory level courses. Quite a few of these students who start out saying they will neither major nor minor in music do end up pursuing a minor in music. Therefore, addressing such a possibility might be integral in knowing how to plan. Please advise students interested in Music to take the Department diagnostic exam, particularly if they might be taking courses in music theory and music history. (Students who are interested in auditioning for music ensembles must keep the 12:30 to 1:20 time period open as many ensembles rehearse at that time. Alternative sections should be available for all other courses that meet at that time.)

**Music Diagnostic Exam online (SAKAI):**

- Prior to taking courses in music theory (Music 188, 200, 201, 300) or music history (286, 287, 387), students need to take the music diagnostic exam online (SAKAI) through a link from the Learning Commons. All first-year students should have this link.
- For **theory courses**, students will be placed by this theory diagnostic.
- For **history courses**, students who place into Music 200 or above will have more success than those without any music theory experience. *Students who might major or minor should take this diagnostic exam as soon as possible.*

For music theory, questions should be directed to
- Professor Jennifer Dearden, Room M-116: jdearden@allegheny.edu

For music history, questions should be directed to
- either Professor Julie Hepler, Room M-117: juhepler@allegheny.edu
- or Professor Lowell Hepler, Room M-114: lhepler@allegheny.edu

**Performance aspect, ensembles** - auditions for music ensemble courses (Music 110-118) usually occur during the first week of classes of each semester. See the following professors for your desired ensemble:

- Music 110 – Civic Orchestra; Professor Jennifer Dearden, Room M-116, jdearden@allegheny.edu
- Music 112 & 113 – Wind Symphony and Wind Ensemble; Professor Lowell Hepler, Room M-114, lhepler@allegheny.edu
- Music 114 – Jazz Band; Professor Stephen Corsi, Perc. Studio, scorsi@allegheny.edu
- Music 115 to 119 – Choirs; Professor James Niblock, Room M-205, jniblock@allegheny.edu
Performance aspect, **applied lessons** - students can take applied lessons for credit (Music 230-485). See College Catalog for applied lesson fees. Contact appropriate area coordinator below to audition for placement.

- Brass, Music 230’s, 330’s, 430’s – Professor Lowell Hepler, Room M-114, lhepler@allegheny.edu
- Percussion, Music 240, 340, 440 – Mr. Stephen Corsi, c/o Professor Hepler, Room M-114, scorsi@conneautsd.org
- Keyboard, Music 250-2, 350-2, 450-2 – Professor Douglas Jurs, Room M-115, djurs@allegheny.edu
- Voice, Music 255, 355, 455 – Ms. Carol Niblock, Room M-205, cniblock@allegheny.edu
- Strings, Music 260’s, 360’s, 460’s – Professor Jennifer Dearden, Room M-116, jdearden@allegheny.edu
- Guitar, Music 265, 365, 465 – Mr. James Froman, Room M-120, jfroman@allegheny.edu
- Woodwinds, Music 270’s, 370’s, 470’s – Professor Julie Hepler, Room M-117, juhepler@allegheny.edu

**Requirements for Music Major (46 semester hours):**
(Also see “Things to Remember”)

**History (12):**
- Music 286 (4)
- Music 287 (4)
- Music 387 (4) - prerequisite: 286, 287 or permission of instructor

**Performance, applied lessons and ensembles, on student’s principal instrument (12):**
- 4 semester hours in ensembles – MUSIC 110-119; and
- 7 semester hours in applied lessons – MUSIC 430-MUSIC 485; and
- 1 additional semester hour in MUSIC 110-119 or MUSIC 430-485

All applied courses in Music 430-480 and 485 include weekly lessons plus Performance Seminars on Fridays, 12:30-1:20pm. Placement by applied teacher of students into level 400 lessons is based on technical competence and repertoire level. Prior enrollment in level 200 and/or 300 lessons may be required before advancing to level 400. When counting toward the major or minor, requirements for applied lessons and ensembles are on the student's principal instrument.

**Theory (12):**
- MUSIC 200 *Music Theory I*
- MUSIC 201 *Music Theory II*
- MUSIC 300 *Music Theory III*

**Placement into a Music Theory class will be determined by diagnostic exam.** Students who place into MUSIC 201 must take an additional 4 semester hours of **approved** electives in music, excluding MUSIC 101, MUSIC 188, and MUSIC-200

**Additional Advanced Courses (10):**
- Music 401 (4)
- Music 580 (2)
- Music 600 (1)
- Music 610 (3)
Suggested Schedules for Music Majors

First Year:
- Fall - Music 188 (if placed); applied lessons 230-279 or 330-379; ensembles 110-118*
- Spring – Music 200; applied lessons 330-379 or 430-479; ensembles 110-118*

Sophomore Year:
- Fall – Music 201, 287; applied lessons 430-479; ensembles 110-118*
- Spring – Music 300, 286; applied lessons 430-479; ensembles 110-118*

Junior Year:
- Fall – Music 580; applied lessons 430-479; ensembles 110-118*
- Spring – Music 387, 401; applied lessons 430-479; ensembles 110-118*

Senior Year:
- Fall – Music 600; applied lessons 430-479; ensembles 110-118*
- Spring – Music 610; applied lessons 430-479; ensembles 110-118*

*Be sure to take enough applied lessons and ensembles in the prescribed requirement options above prior to graduation.

Requirements for 3 Music Minor tracks (24 semester hours):
(also see “Things to Remember”)
- Emphasis in Music History
- Emphasis in Music Performance
- Emphasis in Music Theory

Requirements for Music Minor with History Emphasis (24 semester hours):
(also see “Things to Remember”)

The completion of 24 semester hours of coursework is required for the Music History minor. Music History minors are required to have a GPA of at least 2.0 in courses required for a Music History minor at graduation. No courses for the minor in Music History may be taken Credit/No Credit. Prerequisites are waived only for qualifying scores on diagnostic exams.

Requirements:

1. Music History (12 semester hours):
   - MUSIC 286 History I, Styles: Greece–1750
   - MUSIC 287 History II, Styles: 1750–1900
   - MUSIC 387 History III, Music Literature Through Listening

2. Music Performance on the student’s principal instrument or voice & Music Theory (12 semester hours, combined)
   - 2 semester hours from MUSIC 110-119; and
   - 2 semester hours from MUSIC 430-485; and
   - 4 semester hours from MUSIC 200 or MUSIC 201; and
   - 4 semester hours from MUSIC 110-119, MUSIC 430-485, MUSIC 201, MUSIC 300, or MUSIC 401.

Placement into a Music Theory class (MUSIC 200 and MUSIC 201) will be determined by diagnostic exam. Students who place into MUSIC 201 may not apply MUSIC 200 toward the Music History Minor.
Requirements for Music Minor with Performance Emphasis (24 semester hours):
(also see “Things to Remember”)

The completion of 24 semester hours of coursework is required for the Music Performance minor. Music Performance minors are required to have a GPA of at least 2.0 in courses required for a Music Performance minor at graduation. No courses for the minor in Music Performance may be taken Credit/No Credit. Prerequisites are waived only for qualifying scores on diagnostic exams.

Requirements:

1. Music Performance on the student’s principal instrument or voice (12 semester hours):
   - 4 semester hours in MUSIC 110-119; and
   - 7 semester hours in MUSIC 430-MUSIC 485; and
   - 1 additional semester hour in MUSIC 110-119 or MUSIC 430-485

2. Music History & Music Theory (12 semester hours, combined)
   - 4 semester hours in MUSIC 200 or MUSIC 201; and
   - 4 semester hours in MUSIC 286 or MUSIC 287; and
   - 4 semester hours in MUSIC 201, MUSIC 286, MUSIC 287, MUSIC 300, MUSIC 387, or MUSIC 401.

Placement into a Music Theory class (MUSIC 200 and MUSIC 201) will be determined by diagnostic exam. Students who place into MUSIC 201 may not apply MUSIC 200 toward the Music Performance Minor.

Requirements for Music Minor with Theory (24 Semester hours)
(also see “Things to Remember”)

The completion of 24 semester hours of coursework is required for the Music Theory minor. Music Theory minors are required to have a GPA of at least 2.0 in courses required for a Music Theory minor at graduation. No courses for the minor in Music Theory may be taken Credit/No Credit. Prerequisites are waived only for qualifying scores on diagnostic exams.

Requirements:

1. Music Theory (12 semester hours)
   - MUSIC 200 Music Theory I
   - MUSIC 201 Music Theory II
   - MUSIC 300 Music Theory III

Placement into a Music Theory class (MUSIC 200 and MUSIC 201) will be determined by diagnostic exam. Students who place into Music 201 must take an additional 4 semester hours of approved electives in music, excluding Music 101, Music 188, and Music 200.

2. Music Performance on the student’s principal instrument or voice & Music History (12 semester hours, combined)
   - 2 semester hours from MUSIC 110-119; and
   - 2 semester hours from MUSIC 430-485; and
   - 4 semester hours from MUSIC 286 or MUSIC 287; and
   - 4 semester hours from MUSIC 110-119, MUSIC 430-485, MUSIC 286, MUSIC 287, or MUSIC 387.
**Things to Remember:**

- For students placed into Music 188 or 200 who might also be on a pre-health track, double majoring, considering a 3-2 program, or hoping to study away from campus for a semester, it is imperative they start Music 188 and/or 200 during their freshmen year.
- Students placed into Music 201 or 300 can opt to start these courses in their freshmen year.
- Students who place into a given course in the theory sequence may not count lower numbered theory courses toward the major or minor in music.
- Courses offered Fall Semester Only: Music 188, 201, 287, 580.
- Courses offered Spring Semester Only: Music 200, 286, 300, 387, 401.
- All applied lessons and ensemble courses are repeatable.
- All applied courses carry a fee. See *College Catalog* – “Students Charges and Terms of Payment.”
- Students are encouraged to enroll in applied lessons and performing ensembles through all four years at Allegheny.
When advising a student interested in Neuroscience, please note:

- The major in Neuroscience has four principle components:
  - The following **Core Courses** must be taken: Bio 220, 221, Chem 120, 122, 231, Neuro 110, 120, and research methods/statistics (either Bio 385 or Psych 206 and 207).
  - Complete **three 4-credit courses** selected from three areas, **Cellular and Molecular Neuroscience, Behavioral and Cognitive Neuroscience, and Neuroscience Connections**. These courses must include at least one from the Cellular and Molecular list and one from the Behavioral and Cognitive list. At least two of these 4 credit classes must be numbered 300 or above. (Elective lists provided below).
  - Complete a **Junior Seminar** from a list of Bio and Psych Junior Seminars (List below).
  - Complete a two-semester, six credit **Senior Project** (Neuro 600 and 610).
- **There is no minor in Neuroscience.**
- Students majoring in Neuroscience may not **minor** in Psychology.
- If a student decides to double major in Neuroscience and Psychology there must be a minimum of 20 credits completed in Psychology that are not counted in any way toward the Neuroscience major.
- Prerequisites to note:
  - Chem 120 is a prerequisite for Bio 220
  - Chem 120 has a prerequisite of either 1) testing into Math 160, or 2) completion of Math 157 or higher with a grade of “C” or better, or 3) completion of Chem 119 with a grade of “C” or better.
  - Bio 220 is a prerequisite for Bio 221 and FSBio201.
  - FSBio201 is a prerequisite for some of the advanced Bio courses in the **Cellular and Molecular Neuroscience Area**.
  - Psych 150, 152, 154, or 172 may serve as a prerequisite for the advanced Psych courses in the **Behavioral and Cognitive Area**.
- Mathematics is not required for a Neuroscience major, but calculus is a pre- or corequisite for some Biology and Chemistry courses required for the Neuroscience major. Also note that calculus is required for students interested in the Health Professions. For proper placement into any mathematics course students should be sure to take the Math placement exam!
- Psych 150, 152, 154/5, and 172 are **Neuroscience Electives** that have **no prerequisites**.
- Chem 232, 234, and Physics 101,102 (or 110 and 112), are recommended for some Graduate Programs in Neuroscience and are on the required list for the Health Professions.
- The first semester of introductory Chemistry (Chem 120), “advanced introductory Physics (Phys 110), Organic Chemistry (Chem 231) and the second semester of the “standard” introductory Physics (Phys 102) sequence are offered only in Fall semesters.
- The first semester of the “standard” introductory Physics (Phys 101) sequence, and the second semester of the “advanced” introductory Physics (Phys 112) sequences are offered **only in Spring** semesters.
**Potential Schedules for Neuroscience Majors** *(Note from the current chair: each of the two potential schedules provided can be, and have been, substantially modified by successful Neuroscience majors. SC.)*

FYI: ?’s in the following tables can be filled with Neuroscience Electives, Minor (or second major) requirements, distribution requirements or “general” electives. With only 3 Neuroscience Electives to fit in these, it should be clear that there is considerable flexibility in scheduling. That said, it is highly advisable that students prepare to get to Chem 231 (Organic) by no later than fall of the junior year (and see note above about Chem 231 being offered only in fall semesters). In order to be prepared for upper level courses and the Junior Seminar, majors should also plan to complete the Bio 220-221 and Neuro 110-120 sequence by then as well.

Potential schedule for those **starting in Math 160**:

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<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>Neuro 110</td>
<td>Neuro 120</td>
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<td></td>
<td>FS 101</td>
<td>FS 102</td>
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<td>Math 160</td>
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<tr>
<td><strong>Sophomore</strong></td>
<td>Bio 220</td>
<td>Bio 221</td>
<td>FS201 (FSBio201 is prerequisite for several courses in Cellular and-Molecular Area)</td>
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<td></td>
<td>Chem 231</td>
<td>Psych 207 or</td>
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<td>Psych 206 or</td>
<td>Bio 385</td>
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<td>Bio 385 ?</td>
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<tr>
<td><strong>Junior</strong></td>
<td>?</td>
<td>?</td>
<td>Junior Seminar (The specific semester and section should be arranged second semester of sophomore year)</td>
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<tr>
<td><strong>Senior</strong></td>
<td>Neuro 600</td>
<td>Neuro 610</td>
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Potential schedule for those **starting in Math 157**:

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<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>Neuro 110</td>
<td>Neuro 120</td>
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<td></td>
<td>FS 101</td>
<td>FS 102</td>
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<td>Math 157</td>
<td>Chem 120</td>
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<td>Math 158</td>
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<tr>
<td><strong>Sophomore</strong></td>
<td>Bio 220</td>
<td>Bio 221</td>
<td>FS201 (FSBio201 is prerequisite for several courses in Cell-Molecular track)</td>
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<td></td>
<td>Chem 122</td>
<td>Psych 207 or</td>
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<td>Psych 206 or</td>
<td>Bio 385</td>
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<td>Bio 385 ?</td>
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<tr>
<td><strong>Junior</strong></td>
<td>Chem 231</td>
<td>?</td>
<td>Junior Seminar (The specific semester and section should be arranged second semester of sophomore year)</td>
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<tr>
<td><strong>Senior</strong></td>
<td>Neuro 600</td>
<td>Neuro 610</td>
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Neuroscience Electives: Students take three 4 credit courses from the following three areas, including at least one from the Cellular and Molecular list and one from the Behavioral and Cognitive list. At least two of these 4 credit classes must be numbered 300 or above.

**Cellular and Molecular Neuroscience**
Molecular Biology (Bio 305)
Cell Biology (Bio 320)
Animal Physiology (Bio 380)
Neurophysiology (Neuro 405)

**Behavioral and Cognitive Neuroscience**
*Sensation and Perception (Psych 150)*
*Behavioral Psychology (Psych 152)*
*Physiological Psychology with Lab (Psych 154/155)*
*Health Psychology (Psych 172)*
Health and Psychophysiology (Psych 360/365)
Cognitive Neuropsychology (Psych 410)
Systems Neuroscience (Psych 411)
Behavioral Pharmacology (Psych 415)
Human Memory Processes (Psych 441)

**Neuroscience Connections**
Neuroscience of Music Comprehension (INTDS 310)
Neuroscience of the Visual Arts (INTDS 311)
Neuroscience of Dance and Movement (INTDS 312)
Neuroscience of Language and Communication (INTDS 313)
History of Neuroscience (INTDS 315)

**Neuroscience Junior Seminar**

*Neuroscience electives with no pre-requisites*
When advising a student interested in Philosophy, please note:

The core requirements for all Philosophy majors include Philosophy 130, 140, 165, and minors are to take two of those, so they’re natural ones to start with.

200-level courses should be accessible without prior preparation to entering first-year students with stronger than average writing and reading skills.

The Major
The major in Philosophy leads to the Bachelor of Arts degree. It requires completion of at least 42 semester credit hours, with distribution as outlined below:
Two introductory courses from Philosophy 130, 140 and 165. It is recommended, but not required, that these courses be taken before courses above the 100 level.

- Philosophy 220
- Philosophy 230 or 240
- Philosophy 227 or 260 or 270 or 350
- Philosophy 310
- Philosophy 580
- Philosophy 600 and 610

Two elective courses in philosophy or cognate courses from another discipline. By consulting with faculty, students may use electives to create an emphasis in a specific area of philosophy.

Philosophy majors are required to have a GPA of at least 2.0 in the major at graduation. All department courses taken at Allegheny on a letter-grade basis are included in that calculation, with the exception of repeated courses for which only the most recent grade counts. No more than two Philosophy courses may be taken Credit/No Credit to count toward the major; one of these must be Philosophy 600, which is only offered Credit/No Credit.

Minors in Philosophy:

Minor Requirements/Concerns:
Two courses from among Philosophy 130, 140, 165 and 220.
- Philosophy 310
- Philosophy 580
Two electives to bring the total to 24 credits.

Philosophy minors are required to have a GPA of at least 2.0 in the major at graduation. All department courses taken at Allegheny on a letter-grade basis are included in that calculation, with the exception of repeated courses for which only the most recent grade counts. No more than one Philosophy course that is taken Credit/No Credit will count toward the minor.
PHYSICS MAJORS

- **There are two different sequences of introductory physics**, each consisting of two courses. A student can take Physics 110 and Physics 120, or Physics 101 and Physics 102. The Physics 110/120 sequence starts in the Fall semester and is usually taken by Physics, Chemistry, and Biochemistry majors in the first or second year. The Physics 101/102 sequence starts in the Spring semester. A student can still major in physics after taking the Physics 101/102 sequence in place of Physics 110/120. While a student may still complete the Physics major in four years without taking any physics courses during their first year, scheduling is easier when starting with physics in the first year.

- **Students who are considering Physics as a major and placed into Math 160** are strongly recommended to take Physics 110 and Math 160 in the Fall, followed by Physics 120 and Math 170 in the Spring. If scheduling does not permit taking Physics 110 in the Fall, students can take Physics 101 in the Spring semester of the first year.

- **Students who are planning on majoring in Physics, Chemistry, or Biochemistry and placed into Math 159** are advised to take Math 159 in their first semester. These students can take Physics 101 in the spring, concurrently with Math 160, and Physics 102 the following fall, concurrently with Math 170. **Note: Math 157 isn’t an appropriate starting point for Physics majors, as it’s not a good transition course to Math 160, which is necessary for Math 170.**

- Students considering a cooperative program in engineering should start taking physics in their first or second year.

- **Physics 110 is restricted to first and second year students.** Juniors and seniors may not take Physics 110.

- **It is very important that Pre-Health students begin Physics 101 by Spring semester of the second year, so that they can have taken Physics 102 before the MCATs.**

- **Well-prepared students with AP credit in physics** (with a grade of 4 or 5) may skip Physics 110 (or 101) but should consider starting with Physics 120 (or 102) in their first year.

- **Well-prepared students with AP credit in physics who place into Math 170 should consult with a physics department faculty member before registering for physics courses.**

- Some students may take Math 210 and 280 in place of Mathematical Physics (Physics 272); please consult with physics faculty when considering this option.

### Suggested Schedules for Physics Majors placing in Math 159:

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<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
<td>FS 101&lt;br&gt;Math 159</td>
<td>FS 102&lt;br&gt;Math 160&lt;br&gt;Chem 120</td>
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<td><strong>Sophomore</strong></td>
<td>Physics 110&lt;br&gt;Math 170</td>
<td>Physics 120&lt;br&gt;Physics 280</td>
<td>Chem 122 or Phys 260</td>
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<td><strong>Junior</strong></td>
<td>Physics 210&lt;br&gt;FSPhys 201&lt;br&gt;Physics 272</td>
<td>Physics 580&lt;br&gt;Physics 3XX&lt;br&gt;Phys 3XX or Phys 4XX</td>
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<tr>
<td><strong>Senior</strong></td>
<td>Physics 600&lt;br&gt;Physics 3XX</td>
<td>Physics 610</td>
<td>Phys 3XX or Phys 4XX</td>
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<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Semester</td>
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<td><strong>First Year</strong></td>
<td>FS 101</td>
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<td>Math 159</td>
<td>Math 160</td>
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<td>Physics 101</td>
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<td><strong>Sophomore</strong></td>
<td>Physics 102</td>
<td>Physics 280</td>
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<td>Math 170</td>
<td>Chem 122 or Phys 260</td>
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<td>Chem 120</td>
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<td><strong>Junior</strong></td>
<td>Physics 210</td>
<td>Physics 580</td>
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<td>Physics 3XX</td>
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<td>Physics 272&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>Chem 120</td>
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<td><strong>Senior</strong></td>
<td>Physics 600</td>
<td>Physics 610</td>
<td>Phys 3XX or Phys 4XX</td>
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<td>Physics 3XX</td>
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Suggested Schedule for Physics Majors **placing in Math 160:**

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<td><strong>First Year</strong></td>
<td>FS 101</td>
<td>FS 102</td>
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<td></td>
<td>Physics 110</td>
<td>Physics 120</td>
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<td>Math 160</td>
<td>Math 170</td>
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<tr>
<td><strong>Sophomore</strong></td>
<td>Physics 210</td>
<td>Physics 280</td>
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<td>Physics 272</td>
<td>Physics 3XX</td>
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<td>Chem 120</td>
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<td><strong>Junior</strong></td>
<td>Physics 3XX</td>
<td>Physics 580</td>
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<td><strong>Senior</strong></td>
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<td>Phys 3XX or Phys 4XX</td>
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Suggested Schedule for Physics Majors **placing in Math 170:**

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<td>Physics 110</td>
<td>Chem 120</td>
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<td>Physics 210</td>
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<td>Phys 272</td>
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<td>FSPhys 201</td>
<td>Chem 122</td>
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<td><strong>Junior</strong></td>
<td>Physics 3XX</td>
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<td>Phys 260</td>
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<td><strong>Senior</strong></td>
<td>Physics 600</td>
<td>Physics 610</td>
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<td>Physics 3XX</td>
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**Physics Minors**

Students planning on minoring in Physics must take a minimum of 20 credits in the Physics Department, including Physics 110, 120 (or 101, 102) and Physics 210. Four credits must be at the 300 or 400 level. A minimum of 8 credits must be taken at Allegheny.

**Astronomy Minors**

Students planning on minoring in Astronomy must take a minimum of 22 credits.

Requirements:

1. MATH 158 - Calculus II for Social/Life Sciences OR MATH 160 - Calculus I
2. PHYS 101 - Fundamentals of Physics I OR PHYS 110 - Core Concepts in Physics I
3. PHYS 129 - Fundamentals of Astronomy (OR, with permission of department, PHYS 020 - Introductory Astronomy)
4. PHYS 320 - Astrophysics
5. PHYS 420 - Current Topics in Astrophysics (2 credits)
6. One of the following courses or course sequences:
   - CHEM 120 - Principles of Chemistry 1 AND CHEM 122 - Principles of Chemistry 2
   - GEO 110 - Physical Geology
   - PHIL 230 - Science in Its Cultural Setting
   - PHYS 102 - Fundamentals of Physics II OR any higher-level Physics course
When advising a student interested in Political Science, please note:

- For the major, two introductory courses are required and three may count toward the major (110, 120, 130, 140). First year students should begin by taking both introductory courses, one in each semester of the first year.
- For a minor, one introductory course is required (110, 120, 130, 140).
- High scores on AP exams in American or Comparative Government may substitute for one of the introductory courses (i.e., PS110, Introduction to American Politics or PS120 Introduction to Comparative Politics).
- The Department is divided into five subfields: Culture and Politics, Globalization and Transnational Politics, Institutions and Processes, Policy Studies, and Problems in Democracy.
- A first year student may begin to complete three courses in two categories listed above. 200-level courses are open to first year students. In general, introductory courses should be taken before 200-level courses.
- Please see Professor Mattiace for more information about the major and minor in Political Science.
- Students interested in graduate programs should take the Department’s course in Statistics and Data Analysis.
- Students interested in an international career are encouraged to continue foreign language study and take the 120 and 130 introductory courses.
- Pre-Law students may consult the Pre-Law section of the Advisor’s Handbook or contact the Gateway.
- We encourage first year students to attend the many programs sponsored by the Center for Political Participation (CPP) and consider applying to the Law and Policy program, run out of the C.P.P.

Suggested Schedule for Political Science Majors:

<table>
<thead>
<tr>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
</tr>
<tr>
<td>FS 101</td>
<td>FS 102</td>
</tr>
<tr>
<td>One intro class (110, 120, 130, 140)</td>
<td>One intro class (110, 120, 130, 140) and one 200-level class if desired.</td>
</tr>
</tbody>
</table>
When advising a student interested in Psychology, please note the following:

- Entering students may take any 100-level course.
- Psychology 110 is required for both the major and the minor.
- FSPSY201 is not required for the major.
- Psych 206 is required for minors and majors; Psych 207 is required for majors. It is best if the student begins the Statistics and Research Design sequence (206/207) in the Sophomore year.
- Three upper level courses (300 or 400) are required for majors, one of which must be designated as Structures of Power and Privilege (SPP) course.
- Junior Seminars are signature courses, so students should decide which seminar they wish to take late in their Sophomore year and then speak to the professor who is teaching that course, even if it is planned for the spring of the Junior year.
- Students can begin independent studies (Psych 590) as early as their sophomore year. To determine what opportunities are available, students should contact professors doing research in the department or attend the bi-weekly Psychological Science Brown Bag to find out more. Contact Professor Knupsky or Professor Jackson to be added to the Psychological Science Brown Bag email list.
- Internships are usually taken Junior or Senior year. Psychology 540 is a co-requisite for all clinical internships.

Suggested Course Sequence for a Major in Psychology

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Either Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>FS 101</td>
<td>FS 102</td>
<td>Two 100-level courses (PSY110 and one core course)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Psych 206</td>
<td>Psych 207</td>
<td>At least 1 core course FSPSY 201 (optional)</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td>Complete core course requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>At least 1 advanced topics course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Jr. Sem</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
<td>Complete advanced topics requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psych 600/610 or 620</td>
</tr>
</tbody>
</table>

Minors in Psychology:

Minor Requirements: 20 credits, including
- PSY110
- Psychology 206
- One course from each of two Core Area categories (150s, 160s, 170s)
- One course from those numbered in the 300s or 400s
When advising a student interested in Religious Studies, please note the following:

**The minor in Religious Studies** consists of at least 20 credit hours, including one course above the 100 level and another above the 200 level and two of five different religious traditions described below.

**The major in Religious Studies** is required to complete a minimum of 42 credit hours, and he/she must take at least one course in each of the following “approaches”:

- **Text**: 115, 130, 150, 160, 200, 222, 229, 230, 275, 350, 440
- **Context**: 117, 120, 140, 142, 144, 146, 147, 150, 160, 165, 170, 180, 200, 210, 224, 240, 250, 260, 375
- **Ideas**: 175, 185, 188, 212, 215, 224, 227, 341, 360, 365, 370, 375, 440, 475

In addition, students must take one course in three of the five religious traditions below:

- **Judaism**: 120, 147, 185, 188, 224, 229, 341
- **Christianity**: 130, 185, 200, 240, 250, 260, 350
- **Islam**: 140, 142, 144, 146, 188, 215, 222, 275, 370, 375
- **India/China/Japan**: 150, 160, 165, 170, 212
- **Ancient Mediterranean World**: 115, 117

Required for all majors: 580, 600, 610 and two courses above the 100 level and an additional course above the 200 level.

**Students can't go wrong with any 100 level course and 200-level courses should be accessible without prior preparation to entering first-year students with stronger than average writing and reading skills.**
When advising a student interested in Women's, Gender, and Sexuality Studies (WGSS), please note the following:

- WGSS is an interdisciplinary major and minor program administered by a director and steering committee.
- A WGSS minor can be presented with any major for graduation.
- WGSS 100 is offered every semester; WGSS 210 and 211 are offered in alternate years.
- Elective course offerings are posted on the WGSS website each semester.
- WGSS 100 and WGSS 210 or 211 are prerequisites for WGSS 300 and WGSS 400; electives for the program may require prerequisites from the particular discipline in which they are offered.

**Majors in WGSS:**
A major in Women’s, Gender, and Sexuality Studies requires the completion of 40 semester credit hours. It includes WGSS 100, 210 or 211, 300, 400, 580, 620 and 16 credits selected from approved electives of three types: program, discipline-focused, and related. **Program Courses** are electives carrying the WGSS prefix and course number. **Discipline-Focused Courses** generally address the study of women, gender, and sexuality within the context of a particular discipline. **Related Courses** give substantive attention to feminist frameworks that explore the intersections of gender, race/ethnicity, sexuality, class, and nationality, but such issues may not be the primary focus of the class.

**Minors in WGSS:**
A minor in Women’s, Gender, and Sexuality Studies requires the completion of 24 semester credit hours. It includes WGSS 100, 210 or 211, 300, 580 and eight credits selected from approved electives (see description of electives above). As an interdisciplinary minor, WGSS may be combined with majors from any division: humanities, natural sciences, or social sciences.

Students are encouraged to consult with the director of WGSS regarding planning for the major or minor.
When advising a student interested in the Art and the Environment, please note the following:

ART 156 Introduction to Studio Art: Art and the Environment and ENVSC 110 Introduction to Environmental Science and must be taken at the outset. Additional courses are to be chosen from each of three categories, including Scientific Perspectives, Social Issues and Creative Arts. The synthesis course ARTEN*301 Envisioning Environmental Futures must be taken as the culminating experience. A minimum of 24 credits is required for the minor. When appropriate, alternative courses may be used to fulfill the requirements below and must be negotiated in consultation with the student’s advisor and the minor steering committee. Potential substitutions should be negotiated before they are undertaken. Ideally students should take Art 156 in advance of declaring the minor.

Because this minor is interdivisional, students may complete any major to satisfy the college requirement that the major and minor be in different divisions.

The following are requirements for completion of the minor:

- Art 156 (offered once per year; typically in fall semester)
- Environmental Science 110 (offered each semester)
- One course from each of the three following categories (Note: Special topics classes may be appropriate and students may petition the minor coordinator for relevant substitutions. All petitions must provide a rational that states how the course will fit the goals of the minor and must be done in advance of taking the class. Petitions should be directed to Amara Geffen ageffen@allegheny.edu):
  - Scientific Perspectives
    - Bio 045, 220, 330, 332, 335, 344, 346
    - ES 210, 250, 332, 335, 344, 346
    - Geo 110, 120
  - Social Issues
    - Community & Justice Studies 160
    - Communication Arts 120
    - Econ 238, 240, 256
    - English 209
    - ES 250, 305, 350, 352, 360, 380,
    - GHS 130
    - History 571
    - Phil 140, 230, 285
    - Psych 375
    - RS 360
  - Creative Arts
    - Art 151, 165, 171, 261, 281, 285
    - Comm Arts 202, 230, 277
    - English 205, 206, 210
- CAPSTONE: ArtEn 301 (generally offered every other year). ES110 and Art 156 are required for enrollment in ArtEn301, which should be taken as the final course for the minor. Alternatives for ArtEn301 can be designated in years when the course is not scheduled as needed. Most typically this will be Art 583.
Black Studies is a 22-credit minor that requires the following:

- Black Studies 100, *Introduction to Black Studies*
- At least one of the following: Black Studies/English 204, Black Studies/History 255, or Black Studies/History 257
- At least one of the following: Black Studies 225, Black Studies 322, History 571, Environmental Science 352, or Environmental Science 427
- Related courses: either Community and Justice Studies 260, Community and Justice Studies 460, English 324, English 460, English 321, History 269, History 345, History 361, History 261, History 324, History 563, Political Science 303, WGSS 210, WGSS 255, WGSS 275, WGSS 310, Philosophy 210, Religious Studies 146
- Black Studies capstone experience: BLKST 480 *Capstone Seminar* (2 credits)
- At least one course must be at the 300-level or higher.
- **Black Studies is an interdivisional minor and so may be combined with any other program on campus as a major.**

If a student has questions, please refer them to the Black Studies coordinator, Professor Eric Boynton.
Chinese Studies

Professors Wu (Program Coordinator), Shi, Wesoky

An interdivisional minor examining the religion, politics, history, and language of China. The minor includes coursework in Chinese language, Religious Studies, History, and Political Science. Through this minor, students will acquire an understanding of Chinese culture, history, society, and contemporary politics. A minimum of 24 credits are required for the minor. When appropriate, other courses—such as for example, Special Topics or FS 201 courses in relevant subjects—may be substituted for approved electives to bring the total credits to at least 24. All substitutions of alternatives for approved courses must be approved by the minor coordinator, and students must discuss any potential course substitutions prior to enrolling in the course. With the approval of the coordinator, appropriate EL Seminars to China may be substituted. Students who study abroad should take a minimum of 12 credits at Allegheny and consult with the coordinator about the course selection in the foreign institution of higher education.

Because this minor is interdivisional, students may complete any major to satisfy the college requirement that the major and minor be in different divisions. Students should be aware, however, they still must complete eight credits in each of the divisions of the College to complete the College distribution requirement.

The Chinese Studies Minor

The minor in Chinese Studies requires:

1. Linguistic and Cultural Perspectives requirement: at least 12 credits selected from the list below.
2. Historical and Political Perspectives requirement: at least 12 credits selected from the list below.
3. Advanced coursework requirement: at least one course from each section for the minor must be at the 300-level or above.

Linguistic and Cultural Perspectives Courses Approved for the Chinese Studies Minor:

CHIN 110 Beginning Chinese I
CHIN 120 Beginning Chinese II
CHIN 200 Chinese Civilization (in English)
CHIN 215 Intermediate Chinese
CHIN 225 Chinese Readings, Films, and Composition
CHIN 305 Advanced Chinese Language and Culture
CHIN 355 Modern Chinese Literature in Translation (in English)
CHIN 385 Contemporary Chinese Cinema (in English)
RELST 160 Buddhism
RELST 170 Religions of China

Historical and Political Perspectives Courses Approved for the Chinese Studies Minor:

HIST 165 Pre-Modern China
HIST 167 Modern China, 1800-2000
HIST 272 Socialism and Post-Socialism in PRC
HIST 353 Women and Revolution in China through Fiction and Film
HIST 355 Modern Chinese Warfare
HIST 573 Mao's Cultural Revolution
POLSC 228 Government and Politics of China
POLSC 336 Politics and Culture in the Asia-Pacific
POLSC 386 Chinese Political Thought: From Confucius to the New Left
The Classical Studies minor provides a broad-based introduction to ancient Greek and Roman civilization which includes components of Latin language study, history and cultural studies. Students gain familiarity with diverse aspects of the ancient world and learn how to formulate original arguments based on primary sources, both material and literary. The minor requires 20 credits and counts as either a humanities or social sciences minor depending upon the course selection. Social science minors must take at least three history courses.

**Course Requirements**

1. Latin language requirement (eight credits). Take at least eight credits of Latin language courses, which must be independent of any Latin courses used to satisfy any other requirements (i.e., no "double-counting" of Latin courses).

2. Classical history requirement (four credits). Take one of the following:
   - History 101, The Greek World, 1184-323BCE
   - History 103, The Roman World, 753BCE-180CE

3. Advanced course requirement (four credits). Take one of the following:
   - History 551, Orality and Literacy in Ancient Greece
   - History 554, Dreaming in Greece and Rome
   - Latin 315, Advanced Latin

4. Elective (four credits). Take one of the following elective courses to bring the total credits for the minor to at least 20:
   - Art 110, Survey of Art History I
   - Art 213, Art of Ancient Greece and Rome
   - History 101, The Greek World, 1184-323BCE
   - History 103, The Roman World, 753BCE-180CE
   - Latin 215, Intermediate Latin
   - Literature In Translation (LITRN) 270, Greek Mythology
   - Philosophy 260, Ancient Greek Philosophy
   - Religious Studies 117, Religion in the Ancient Greco-Roman World

Students who take both History 101 and 103 may count one of them toward the elective requirement. Other appropriate courses may be included in the minor with the permission of the minor coordinator. Students are strongly encouraged to discuss any potential course substitutions prior to enrolling in the course.
**Education Studies**

Education Studies is an interdisciplinary minor designed to prepare students interested in the field of Education. When advising these students, please note:

Education Studies is a 24-credit minor that requires the following:

- EDUC 100: Introduction to Education Studies
- A Culture & Education, Practice, or Policy ("CEPP") course (check the 2017-18 Academic Bulletin for the list)
- EDUC 542: Internship Seminar
- EDUC 585: Education Capstone Seminar
- Two Electives (8 credits) from the following list:
  - EDUC/COMJ 310: Multicultural Education
  - EDUC 150: Foundations of Special Education
  - EDUC 160: Teaching English Language Learners
  - EDUC 270: Literacy Practicum
  - ENGL 350: Children’s Literature*
  - ENGL 385: Cultural History of the English Language*
  - ENVSC 250: Environmental Education
  - ENVSC 415: Environmental Health
  - MATH 135: Elementary School Mathematics
  - PSYCH 106: Educational Psychology
  - SOCAN 201: Introduction to Sociology
- Either the CEPP requirement or one of the electives should be at the 300 or 400 level.

*(courses marked with an asterisk have a prerequisite)*

Please note:

- EDUC 100 is **not** a prerequisite for any of the electives on the above list, so students may begin with an elective if scheduling requires they do so
- A student’s choice of electives will be shaped by his/her post-graduate plans (that is, whether he or she is pursuing early childhood education, elementary education, secondary education, or education policy).
- For incoming first-year or transfer students, beginning with EDUC 100, EDUC 150, EDUC 160, PSYCH 106, or SOCAN 201.

**Education Studies is an interdivisional minor and thus may be combined with any other program on campus as a major.**

Suggested Schedule for an Education Studies minor:

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>EDUC 100</td>
<td>Elective</td>
<td>EDUC 100 may also be taken in the sophomore year</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Elective</td>
<td>CEPP Course</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>EDUC 542</td>
<td></td>
<td>May be taken either semester</td>
</tr>
<tr>
<td>Senior</td>
<td>EDUC 585</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Important: Teacher Preparation Programs (4-1)

Allegheny students interested in pursuing a career in education can earn teacher certification and a Master’s degree through one of Allegheny’s partner institutions: Columbia University Teachers College, University of Pittsburgh, or Xavier University (Cincinnati, OH). Under each program, students complete four years at Allegheny with a major and a minor in academic disciplines and then complete their teacher preparation at the graduate level at one of the partner institutions. Applicants to the programs must maintain a minimum overall grade point average while at Allegheny and meet the admission requirements of each graduate school. Thus, a student may need to complete additional coursework while at Allegheny to fulfill those admission requirements. (Please note that EDUC minors are not limited to these partner institutions. Allegheny EDUC minors have chosen to attend numerous 1-year MA/certification programs at excellent institutions across the country or have chosen alternative paths to certification, such as Teach For America.)

Students who are interested in any of these programs should contact Kirsten Peterson in The Allegheny Gateway office of Pre-Professional Studies early in their academic careers for information about graduate institution requirements. For academic advising in Education Studies, students should contact Susan Slote, Education Studies Program Director.
French Language Requirement

Take at least eight credits of French, including FRNCH 301 - Contemporary French Society and Culture. (Note: students may need to take additional coursework in French to achieve the needed proficiency to take FRNCH 301, but no more than 12 credits in French language may be counted toward the French Studies minor).

Arts and Culture Requirement:

Take two of the following (at least one of these must be an art history course):

- ART 215 - Medieval Art: Glorious Visions Credits: 4
- ART 241 - 19th-Century European Art: From Academy to Atelier Credits: 4
- ART 247 - 20th-Century Art: Images of the Avant-Garde Credits: 4
- FRNCH 225 - Exploring Genre: Poems, Prose, Plays Credits: 4
- FRNCH 310 - From Romance to Revolution Credits: 4
- FRNCH 320 - Romanticism, Realism, and Modernism Credits: 4
- FRNCH 330 - “The Empire Writes Back” Credits: 4
- FRNCH 350 - Comedy and Tragedy Credits: 4
- FRNCH 360 - Stories and Storytelling Credits: 4
- FRNCH 370 - Writing and Society Credits: 4

Social and Political Contexts Requirement:

Take two of the following:

- HIST 105 - Europe in the Age of Popes and Princes, 476-1400 Credits: 4
- HIST 107 - Europe in the Age of Recovery and Reformation, 1400-1648 Credits: 4
- HIST 109 - Europe in the Age of Modernization and Revolution, 1648-1914 Credits: 4
- HIST 110 - Europe in the Age of Dictatorship and Democracy, 1914-Present Credits: 4
- HIST 119 - West African Civilizations Credits: 4
- HIST 157 - History of Modern France, 1789-Present Credits: 4
- HIST 306 - Enlightenment and Absolutism Credits: 4
- HIST 308 - The French Revolution and Napoleon Credits: 4
- HIST 310 - Europe at the Turn of the Century, 1880-1917 Credits: 4
- HIST 556 - The French Revolution Credits: 4
- POLSC 226 - Government and Politics of Western Europe Credits: 4
- POLSC 329 - Islam, Migration & Race in Western Europe Credits: 4
- POLSC 427 - The European Union Credits: 4
**JOURNALISM IN THE PUBLIC INTEREST**

The minor requires a minimum of 20 semester credit hours. Students must have at least a 2.0 GPA in the minor. The minor requires: two journalism synthesis courses; at least two applied journalism courses; and a third applied journalism course or a practicum. Because this minor is interdivisional, students may complete any major to satisfy the college requirement that the major and minor be in different divisions.

**Requirements (20 credits minimum):**

1. **Applied journalism courses.** Take both of the following:
   - JOURN 100 News Writing
   - JOURN 300 Multimedia Journalism

2. **Journalism in the Public Interest synthesis courses.** Take both of the following:
   - JOURN 200 Journalism and Democracy in the United States
   - JOURN 550 Jr Seminar: Exposé and Reform: Case Studies in Investigation

3. Take at least one of the following three options:
   - JOURN 320 Topics in Journalism, or
   - JOURN 501 Internship with *The Campus* I, and JOURN 502, Internship with *The Campus* II, or
   - JOURN 500 Internship with *The Meadville Tribune*
Latin American and Caribbean Studies

Contacts Professors Hernandez, Caballero, Dantán, K. Haywood, Herrera, Mattiace, Riess, N. Smith

Requirements (24 credits):

1. 12 credits from the Social Science Division (a minimum of two departments; and two courses taken at or above the 300-level):
   - HIST 116 Colonial Latin America
   - HIST 117 Modern Latin American History
   - HIST 169 The History of Mexico
   - HIST 365 Conquest! Latin America 1492–1600
   - HIST 366 Dictators and Development in Latin America
   - HIST 577 Inventing Mexico: Nationalism and National Identity in a Global Context
   - POLSC 242 Immigration and Citizenship
   - POLSC 261 U.S.–Latin American Relations
   - POLSC 332 Government and Politics of Latin America

2. 12 credits from the Humanities Division:
   - SPAN 110 Beginning Spanish I
   - SPAN 120 Beginning Spanish II
   - SPAN 130 Accelerated Beginning Spanish
   - SPAN 215 Intermediate Spanish
   - SPAN 220 Issues in Contemporary Spanish and Spanish American Culture
   - SPAN 225 Hispanic Texts
   - SPAN 230 Imperial Cultures
   - SPAN 245 Spanish for Heritage Speakers
   - SPAN 315 Advanced Spanish Language Study
   - SPAN 320 Stories and Storytelling
   - SPAN 330 Topics in Hispanic Popular Culture
   - SPAN 360 Contesting Authority
   - SPAN 385 Introduction to Hispanic Culture through Film
   - SPAN 420 Nationalisms
   - SPAN 430 Race, Gender and Power
   - SPAN 440 Narrating Selves: Hispanic Literature in Contemporary Cultural Context
   - SPAN 445 Topics in Hispanic Film
   - SPAN 485 Hispanic Film, From Text to Screen
Medieval and Renaissance Studies is an interdivisional minor that examines the history, religion, art, and literature of the medieval and Renaissance period, intended to foster a sympathetic understanding of an age very different from our own, as well as a better sense of the roots of the modern era. 24 credits are required for the minor. A minimum of eight credits each must be in the Social Sciences and the Humanities divisions. Students must have a GPA of at least 2.0 in the minor. Courses not on the list, such as those taken during study abroad, may be counted toward the minor with prior approval of the minor coordinator. Because this minor is interdivisional, students may complete any major to satisfy the college requirement that the major and minor be in different divisions. Students should be aware, however, they still must complete eight credits in each of the divisions of the College to complete the College distribution requirement.

The Medieval and Renaissance Studies Minor

Requirements (24 credits):

1. Take one of the following:
   - MEDRN 180 1189: Conflict and Creativity in the Time of the Third Crusade
   - MEDRN 181 1381: Princes and Paupers
   - MEDRN 182 1600: The Man-Made Self

2. Take three of the following courses, including courses in at least two different departments:
   - ART 215 Medieval Art: Glorious Visions
   - ART 225 Art of the Italian Renaissance
   - ART 231 Art of the Northern Renaissance
   - ENGL 201 Studies in Early British Literature
   - ENGL 212 Shakespeare (prerequisite: ENGL 110 Reading Literature)
   - HIST 105 Europe in the Age of Popes and Princes, 476–1400
   - HIST 107 Europe in the Age of Recovery and Reformations, 1400–1648
   - HIST 151 History of Medieval England, 1066–1485
   - MUSIC 104 Music of the Renaissance
   - PHIL 230 Science in Its Cultural Setting (prerequisite: One course in philosophy or one course in natural science, or permission of the instructor)
   - RELST 250 Medieval and Reformation Christianity

3. Take two of the following courses, including courses in two different departments:
   - ART 330 The Renaissance Woman (prerequisite: 200-level Art History course or instructor’s permission)
   - ENGL 311 Chaucer (prerequisite: ENGL 110 Reading Literature; ENGL 201 recommended)
   - ENGL 385 Cultural History of the English Language (prerequisite: ENGL 110 Reading Literature, one of ENGL 201–ENGL 204)
   - ENGL 415 Topics in Literature of the Middle Ages (prerequisite: ENGL 110 Reading Literature, one of ENGL 201–ENGL 204 [ENGL 201 recommended])
   - ENGL 425 Topics in Renaissance Literature (prerequisite: ENGL 110 Reading Literature, one ENGL 201–ENGL 204)
   - ENGL 426 Topics in Shakespeare (prerequisite: ENGL 110 Reading Literature, one of ENGL 201-204)
   - HIST 300 The Crusades
   - HIST 301 Chivalry
   - HIST 303 The Calamitous 14th Century
   - HIST 305 The Italian Renaissance
Medieval and Renaissance Studies Courses

Note: For current students, any of the new MEDRN courses (MEDRN 180, MEDRN 181, or MEDRN 182) may be substituted for the old INTDS 180 course.

MEDRN 180 1189: Conflict and Creativity in the Time of the Third Crusade
An interdisciplinary, team-taught examination of a “slice of life” in the year 1189. This introductory class focuses on the events surrounding the Third Crusade by examining documentary texts (literature, artwork, medicine, law) in their historical, religious, and social context, including the ways that Arabic and European cultures were both at odds and in concert in such areas as medicine, art, and literature. Students develop critical and analytical skills through reading, writing about, and discussing significant texts and artworks that emerged from Arabic and European cultures and their contact.

MEDRN 181 1381: Princes and Paupers
An interdisciplinary, team-taught examination of a “slice of life” in the year 1381. This introductory class focuses on the events surrounding the Peasants’ Revolt by examining documentary texts (literature, artwork, medicine, law) in their historical, religious, and social context. We explore the social consequences of the Black Death, class struggle, princely privilege, heretical movements, and women’s roles. Students develop critical and analytical skills through reading, writing about, and discussing significant texts and artworks that have defined the culture of the late 14th century. Students also learn the methodologies appropriate to such interdisciplinary study.

MEDRN 182 1600: The Man-Made Self
An exploration of the emerging sense of subjectivity and individuality in the Early Modern period, culminating in the year 1600. We study the challenges to medieval notions of social class and economic hierarchies, gender and sexuality, and Church authority as well as the new political pragmatism, burgeoning interest in classical civilizations and humanist education, and new theories of knowledge. Drawing from material across various disciplines and cultures from all over Europe, we explore how a new conception of selfhood – a man-made self – emerged from challenges to traditional social and political structures and from the shattering of traditional beliefs and ways of knowing.
Middle East and North African Studies

Professors Hilal and Kirschner (Program Coordinator), Asmi, Holland, Krone, Miller, Mirza, Onyeiwu, Reeck

An interdivisional minor examining the history, politics, religion, culture, and economics of the Middle East and North Africa (“MENA”). Through this minor, students will gain an in-depth understanding of the region and the contexts through which we understand it. See also the Middle East and Northern Africa track in the “International Studies” major.

Middle East and North African Studies Learning Outcomes

Students who successfully complete a minor in Middle East and North African studies will be able to:

- Recognize the historical, cultural, social, and political traditions that influence the Middle East and North Africa;
- Understand how to counteract reductionist and ethnocentric estimations of the peoples of the Middle East and North Africa;
- Locate, critically analyze, interpret, and discuss cultural and religious texts and political and social forces;
- Express and apply concepts and knowledge to engage in informed conversations about important issues related to the region;
- Apply skills, knowledge, and nuanced perspectives that are necessary for effective global citizens actively engaging in an increasingly interconnected world.

The Middle East and North African Studies Minor (“MENA”)

The minor in Middle East and North Africa (“MENA”) Studies is an interdivisional program examining the history, politics, religion, culture, and economics of the region. Through this minor, students will gain an in-depth understanding of the MENA region and the contexts through which we understand it. One of these courses must be at or above the 300 level, and students must have at least a 2.0 GPA in the minor. Students petitioning to include classes not listed below must provide a course syllabus. The minor requires a minimum of 24 semester credit hours, and no more than 12 credits of foreign language study may be included in the 24-credit minimum.

Because this minor is interdivisional, students may complete any major to satisfy the college requirement that the major and minor be in different divisions.

When appropriate, other courses – for example, courses taken during study abroad – may be substituted for any of the requirements. All substitutions of alternatives for required courses must be approved by the minor coordinator, and students are strongly encouraged to discuss any potential course substitutions prior to enrolling in the course.
Requirements (24 credits). Courses marked with an asterisk (*) have prerequisites.

1. Introductory Survey (4 credits). Take one of the following:
   - HIST 123 A History of the Ottoman Empire, 1300-1918
   - HIST 124 A History of the Modern Middle East, 1839-present
   - POLSC 232 Government and Politics of the Middle East
   - RELST 144 Modern Islamic Movements

2. Language requirement (12 credits). Students must demonstrate proficiency in Arabic equivalent to three semesters of college-level study as demonstrated by the successful completion of at least one Arabic language course numbered 215 or above. With the approval of the minor coordinator, transfer credit or demonstrated proficiency in a regional language (e.g., Arabic, Hebrew, Kurdish, Turkic languages, Persianate languages) may also be used to satisfy this requirement. If a student completes fewer than 12 credits of language they should select additional electives from the list below to bring the total number of credits presented for the minor to 24.

3. Electives. Take additional courses from among those listed above to bring the total credits for the minor to at least 24.
   - ARAB 250 Modern Arabic Novel in Translation
   - ART 212 Art of Ancient Egypt and the Mediterranean
   - ENGL 415* Topics in Literature of the Middle Ages
   - FRNCH 330* "The Empire Writes Back"
   - HIST 123 A History of the Ottoman Empire, 1300-1918
   - HIST 124 A History of the Modern Middle East, 1839-present
   - HIST 280 Bodies, Bloodletting, and Bile
   - HIST 358 Migrants and Refugees in the 20th Century
   - HIST 360 Middle East Nationalisms
   - POLSC 232 Government and Politics of the Middle East
   - POLSC 330 Megacities
   - POLSC 354* War and Peace in the Middle East
   - POLSC 355* The Arab-Israeli Conflict
   - POLSC 459* Civil Wars
   - POLSC 587* Seminar in Comparative Politics
   - RELST 115 Religion in the Ancient Near East
   - RELST 120 The Faith of Ancient Israel
   - RELST 140 Islam: Faith, History, and Culture
   - RELST 144 Modern Islamic Movements
   - RELST 147 Judaism
   - RELST 171 Islam and Other Religions
   - RELST 188 Encountering the Other: Judaism’s Relations with Christianity and Islam
   - RELST 215 Marriage and Sexuality in Islam
   - RELST 222 The Qur'an
   - RELST 226 Religion, Education, and Gender in the Middle East and North Africa
   - SOCAN 200 Introduction to Cultural Anthropology
When advising a student interested in Pre-Legal Education, please note the following:

- There is no “pre-law major” although the five most common undergraduate majors for law students are History, Political Science, Economics, English and Psychology. Students should be encouraged to choose a major that is challenging and interesting, one that compels him/her to develop skills and abilities beyond their current level.

- For intended practice in international law, students are strongly advised to develop fluency in at least one foreign language.

- Internships and job shadowing in the legal field are available in Meadville and through various programs in Washington, D.C. as well as in locations where alumni work and serve as attorneys.

- The basic skills of lawyering include: analysis, synthesis, advocacy, negotiation, writing, counseling/advising, and speaking.

- There is a pre-law club on campus that co-sponsors programs with Career Education as well as a competitive Mock Trial Team advised and coached by a local attorney.

- The Pre-Law Library is housed within The Allegheny Gateway’s library. Information on the LSAT/law school application process is also available within The Allegheny Gateway.

- For more information contact Career Education 814.332.2381.

A law student requires three basic qualities:

**Skill in the use of language:**
Courses such as English 200, 208, 209, 305, intermediate level courses in literature, rhetoric, and Communication Arts 235 (Communicating in Public) all contribute to the development of this skill.

**Knowledge of human institutions and values:**
Courses such as Political Science 110, Economics 100-level, and Economics 160 are strongly recommended. Psychology courses such as Human Social Behavior, Justice and Research Design are also valuable.

**Creative power in thinking:**
Economics, computer science, logic, and math are all beneficial
Advising for the Dual Degree Cooperative (3-2) Engineering Program

Contact: Prof. Daniel R. Willey, Cooperative Engineering Coordinator
Ph.: 814-332-5368
Email: dwilley@allegheny.edu
Office: Carr 127

Allegheny College does not offer an engineering major. However, through cooperative arrangements with other universities students may obtain a Bachelor’s degree in engineering and a Bachelor’s degree in their Allegheny major; hence the title, Dual Degree, often referred to as a 3-2 program. Students who participate in this program will complete their first three years at Allegheny. After their junior year, they enter the engineering program of one of the cooperating schools. Once they have completed the requirements of the engineering school, which typically takes two years, they will receive Bachelor’s degrees from Allegheny and from the engineering school. (Neither degree is granted until the requirements of both Allegheny and the cooperating university have been met.)

Cooperating Schools

- University of Pittsburgh
- Case-Western University (Cleveland)
- Columbia University (New York)
- Washington University (St. Louis)

Requirements

Allegheny Requirements

During their three years at Allegheny students must complete the College’s graduation requirements, with the exception of the Senior Project. This includes completing a major, a minor and distributive and FS requirements.

Engineering School Requirements

To meet the engineering school requirements students must take specific math and science courses and maintain a specified grade point average (overall and in the required courses) that varies from school to school. While the required courses vary slightly among the cooperating universities and may also depend upon what field of engineering the student chooses to pursue, they all include 3-5 math courses, depending on first-year placement; 2 physics courses (Phys 110 & 120); a chemistry course (Chem 120); and a computer programming course (Cmpsc 111 or Phys 280). For more specific requirements students need to consult with the Cooperative Engineering Coordinator.

Advising for entering first-year students interested in engineering:

Incoming first-year students interested in engineering should enroll in either Math 159, 160, or 170, depending on placement. (Note: they should NOT enroll in Math 110, 157 or 158.) If they placed in either Math 160, 170, or above, they should also take Phys 110 their first semester. If they placed into Math 159 they might consider also taking Cmpsc 111.
FAQ

What courses should students in the dual degree program take their first year?

As students need to complete the cooperating school’s requirements during their first three years it is important that they begin taking the required courses as soon as possible. **This means that it is essential that students interested in the program enroll in the math class recommended by the placement exam, either Math 159, 160, or 170, in the fall semester of their first year. The Math 157/158 sequence is NOT appropriate for students who plan to pursue engineering.** Students placing in Math 160 or higher should also enroll in Physics 110 in the fall. Otherwise they should register for 120. Second semester students should continue to the next math and physics courses. Any questions regarding course selection should be directed to the Cooperative Engineering Coordinator.

Can students declare a "pre-engineering" major?

No, this is not an option at Allegheny. Students must declare and complete an approved Allegheny major during their three years here.

What is the best major for the dual degree program?

The cooperating schools do not require a particular major, only that you complete the required courses and maintain the specified GPA. However, given the overlap between the program requirements and departmental major requirements, it is generally easier to complete certain majors. In particular, students considering civil, mechanical, aeronautical, or electrical engineering should consider majoring in either physics or mathematics. Those interested in chemical engineering should consider chemistry as a major. Note: Students are not required to declare a major and minor until the end of their second year.

When does a student have to commit to the dual degree program?

Students begin formal application to the program during the fall or spring of their junior year, but there is no actual commitment until the student enrolls in the cooperating school’s engineering program. However, students interested in engineering should meet with the Cooperative Engineering Coordinator during their first semester and as needed after that.

What if a student is unable to complete some of Allegheny’s graduation requirements before the end of their junior year?

With careful planning students should be able to complete their Allegheny requirements in three years. However, if major, minor or distributive requirements have not been met by the end of the junior year, arrangements can usually be made to take equivalent courses at the cooperating school. These arrangements must be made BEFORE the student begins the engineering program.

Are there any options for students who desire an engineering degree but wish to complete their four years at Allegheny?

Yes, in addition to the 3-2 cooperative agreements, Allegheny also has a 4-2 cooperative agreement with Columbia University and Washington University which, like the 3-2 program, lead to a BS in engineering, with an **option** of an accelerated MS program for qualified students. Students who choose this option must complete all of Allegheny’s graduation requirements, including the Senior Project. Also, students who graduate from Allegheny with a BS in Math, Physics or Chemistry have a good chance of being accepted into a MS program in engineering at any school to which they apply. Consult with the Cooperative Engineering Coordinator for details.
First-Year Course Registration Advice for Students Interested in the Health Professions

Students interested in health professions (human medicine, dentistry, veterinary medicine, nursing, PT, OT, pharmacy, etc.) have many curricular options. Although there are certain courses students must take to prepare for the MCAT exam or to be considered for admission to health science post-graduate programs, pre-health students can major in any discipline, not just the natural sciences. Detailed information about pre-health programs and the support Allegheny provides for pre-health students can be found at http://sites.allegheny.edu/health. Students interested in pre-health professions should arrange to meet with the pre-health advisor in the Allegheny Gateway early in their first year to discuss their specific interests.

If you are a pre-health student, you should enroll in courses that are intrinsically interesting to you while adhering to the following guidelines:

1. **Math courses:**
   a. If you place into Math 160 or higher, take Math 160 or the higher level course into which you have placed.
   b. If you place into Math 159 or lower, and if you are interested in majoring in biochemistry, chemistry, computer science, geology, mathematics, or physics, take Math 159 in the fall followed by Math 160 in the Spring. Note that you must earn a C or higher in Math 159 in order to take Math 160. If you are not interested in one of those majors, Math 157 followed by Math 158 in the spring is a good alternative. Math 157-158 meets requirements for a biology, neuroscience, or environmental science major, but it will not prepare you for a major in mathematics, computer science, or the physical sciences: biochemistry, chemistry, geology, and physics. Note that you must earn a C or higher in Math 157 in order to take Math 158.

2. **Introductory Chemistry:**
   a. If you place into Math 160 or higher and are considering a major in biology, biochemistry, neuroscience, or chemistry, take introductory chemistry in the fall (Chem 120). If you are not interested in majoring in these areas and there are other fall courses that interest you more, you may defer Chem 120 to the spring semester.
   b. If you place into Math 159 or 157, it is recommended that you take Chem 119 during the second half of the fall semester to be sure that you are prepared for Chem 120.

3. **Biology:** If you are planning to major in Biology, you should begin taking biology classes as soon as you have completed the chemistry pre-requisite (Chem 120). If you plan to major in another discipline, then take the biology courses as your schedule allows.

4. **English Literature:** English literature is a requirement for medical professional schools, and we recommend that you complete it as soon as your schedule allows, and no later than the end of your sophomore year. Many first and second year students find that a literature course (English 110 is the most common) provides welcome variety to their schedule, which is often heavily weighted in the sciences.

5. **Psychology:** The current MCAT includes a behavioral science section. Additionally, behavioral science courses are required for some professional school programs. Our students have found Psych 162 (Human Social Behavior) to be especially helpful in preparing for the MCAT. Other helpful courses for the MCAT include Psych 110 and Psych 172.
<table>
<thead>
<tr>
<th>Pre-Health Students beginning in Math 157</th>
<th>Fall of First-Year</th>
<th>Spring of First Year</th>
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<tbody>
<tr>
<td></td>
<td>FS 101</td>
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<td>Math 157</td>
<td>Math 158</td>
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<td>Chemistry 119</td>
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<td>Elective*</td>
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<tr>
<th>Pre-Health Students beginning in Math 159</th>
<th>Fall of First-Year</th>
<th>Spring of First Year</th>
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<td>FS 101</td>
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<td>Math 159</td>
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<td>Chemistry 119</td>
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<td>Elective*</td>
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<tr>
<th>Pre-Health Students placing in Math 160—biochem., chem., math, physics, geo. majors</th>
<th>Fall of First-Year</th>
<th>Spring of First-Year</th>
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<tr>
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<td>FS 101</td>
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<td>Math 160</td>
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<td>Chemistry 120</td>
<td>Chemistry 122</td>
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<td>Elective*</td>
<td>Biology 220 or elective</td>
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<tr>
<th>Pre-Health Students placing in Math 160—biology major</th>
<th>Fall of First-Year</th>
<th>Spring of First-Year</th>
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<tbody>
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<td>FS 101</td>
<td>FS 102</td>
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<td>Math 160</td>
<td>Chemistry 122</td>
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<td></td>
<td>Chemistry 120</td>
<td>Biology 220</td>
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<td>Elective*</td>
<td>Elective</td>
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<tr>
<th>Pre-Health Students placing in Math 160—all other majors</th>
<th>Fall of First-Year</th>
<th>Spring of First-Year</th>
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<td></td>
<td>FS 101</td>
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<td></td>
<td>Math 160</td>
<td>Chemistry 120</td>
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<td></td>
<td>Elective (or start CHEM 120)</td>
<td>Elective (CHEM 122 if CHEM 120 was taken 1st semester)</td>
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<td>Elective</td>
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*Consider taking English 110
The Registrar is responsible for maintaining academic records, candidate certification for bachelor's degree, record distribution, grade reports, ordering diplomas, registration and course schedules. You should visit the Registrar's Office, located on the second floor of Bentley Hall, if you need:

- Add/Drop Cards
- Credit/No Credit Cards
- Official or Unofficial Transcripts
- Major/Minor Forms

**Academic Performance Reports**

**When Should An Instructor/Advisor Submit an APR?**

Course instructors and academic advisors are expected to submit academic performance reports (APRs) to the Learning Commons when they have concerns about a student in one of their courses, or about one of their advisees. The Learning Commons partners with the student’s advisor(s) to respond appropriately.

Please send an APR if you observe any of the following behaviors:

- Two or more class absences within the space of two or three weeks.
- Failure to attend class for ill-defined reasons (e.g., “I didn’t feel well so stayed in bed”), suggesting that a student is having other difficulties.
- Poor performance (C- or below) on tests, essays, assignments, or in class activities.
- Failure to submit assignments.
- Sudden negative changes in the quality of a student’s work.
- Disengagement from the course or other behaviors, suggesting that the student may be in need of assistance.

Please note that you can submit more than one APR for the same student. If you have already submitted an APR for a student in your course and then have further reason for concern (for example, failure of a second major examination or continued class absences), please submit a second APR, or a third, or a fourth! The information in APRs is an important tool in our efforts to retain students and support student success at Allegheny.

Please send an APR by September 30 in the Fall semester for any student who is consistently completing less than C level work.

It is important for first-year students in particular that they receive feedback about their academic performance within the first four to six weeks of their first semester, and APRs are an appropriate means to share your feedback with students and the Learning Commons should concerns arise. You may elect to take a “wait and see” approach early in the semester so as not to unnecessarily alarm the student with an APR, and in those cases an APR with the “FYI only” option checked, or an e-mail or phone call to the Learning Commons to discuss the situation may be helpful.

Another important deadline is the deadline for a student to request a Student-Initiated Withdrawal (“X”) from a course. Please speak directly with students who are unlikely to pass your course prior to this deadline and then follow up with an APR. Please allow enough time for the student to have additional conversations with their advisor(s) and/or Learning Commons counselor.
How Do You Submit an APR?

To submit an APR for a student in one of your classes:
- Log into WebAdvisor
- Select “Class Roster”
- Select the course for which the student is registered
- Find the student in the roster listing and click the “Submit APR” link in the far-left column
- Fill out the form and click SUBMIT

To submit an APR for an advisee:
- Log into WebAdvisor
- Select “My Advisees: Acad Records”
- Select the current semester from the drop-down menu and click SUBMIT
- Locate the student in your advisee list and select “Submit Advisor APR” from the drop-down menu for the student
- Fill out the form and click SUBMIT

What Happens When You Send an APR?

Assuming you have checked the appropriate option, the student receives a generic e-mail from the Learning Commons letting them know that you have expressed concern about their performance in your course (or as their academic advisor) by submitting an APR.

- If you do not check the box next to “Send Email to Student Concerning Need for Academic Support,” then the student WILL NOT receive any notification. This is often not the appropriate choice, but that depends on the circumstances. A student who has not been notified does not necessarily know there is any cause for concern.
- If you do check the box next to “Send Email to Student Concerning Need for Academic Support,” then the student will be sent an e-mail. The student does not receive any comments or additional feedback that you may have entered on the form; that information goes to the Learning Commons and other administrators/staff assigned to the student (e.g. co-advisors and/or athletic coaches). i.e., all the student knows is that you have concerns; you will need to make sure to express those concerns to the student separately, via e-mail or an in-person meeting.
- If you check the box “FYI only,” no e-mail will be sent to the student even if you have checked the “Send Email to Student Concerning Need for Academic Support” box.
- If you check the box “Referral to Gateway and/or Dean of Students,” no e-mail will be sent to the student even if you have checked the “Send Email to Student Concerning Need for Academic Support” box. Please use the comment box to specify what sort of referral you would like to make and the Learning Commons staff will pass the message along to the appropriate office or individual.

This is the e-mail the student will receive from a course APR: Prof. XXX, your instructor in XXX, believes you may need additional support to be successful in this class. We encourage you to meet with your instructor as soon as possible to talk about this. Your advisor or a member of the Learning Commons will also reach out to talk about other resources and options you have.

This is the e-mail the student will receive from an advisor APR:

“Your advisor believes you may benefit from additional support to be more successful at Allegheny. We encourage you to meet with your advisor as soon as possible to talk about other resources and options available to you. A member of the Learning Commons may also follow up with you, but you don’t need to wait for us to email or call. Our email is learningcommons@allegheny.edu and our phone number is 814-332-2898. We’re here to help. -The Maytum Learning Commons.”
As students receive APRs, they are assigned to a staff member in the Learning Commons who then reaches out to the student to address the situation. Interventions vary for each student: the staff member may communicate with the student via e-mail, schedule a face-to-face meeting, or work directly with the instructor (and/or advisor) to address the situation by other means.

When submitting APRs, it is important to include specific information such as the student’s current estimated grade, the results of any graded exams or assignments, attendance habits, and any other relevant concerns. The Learning Commons and advisors will use this information to inform their conversations with the student and develop a plan for improvement. Please be sure to note whether you have discussed any issues with the student prior to submitting the APR. Submitting an APR with no comments is less useful than an APR submitted with comments.

APR notifications are sent to students as you hit “submit.” To the extent that is feasible, please be aware of timing as you send APRs. For example, if you send an APR at 9:00 pm on a Friday evening, there is nothing a student can do about it until the following Monday morning. . . . except worry.

The exception to this is that APR notifications to students are TURNED OFF COMPLETELY after the last day of classes, so that students are not sent APRs after the point at which it is too late for them to do anything about the concerns being expressed.

How Should Advisors Respond to APRs?

APRs are an indication that there is cause for concern about a student’s academic performance. Hopefully, the scale and nature of that concern will be conveyed by the APR comments. How an advisor responds depends on the nature of the circumstances, what the advisor knows about the student, and what the instructor suggests as a recourse. Having said that, there are several guidelines that we ask advisors to please observe.

- First-year students probably need more direct attention than upper-class students (please see below).
- Students who are on Academic Warning, Academic Probation, or Poor Academic Standing probably need more direct attention than students who are in Good Academic Standing with the College.
- Students who appear to not be communicating with their instructor(s) or the Learning Commons probably need more direct attention than those who are communicating, but in those cases, e-mail is unlikely to be effective.
- If a student is receiving multiple APRs, either in multiple classes, or in the same class, they probably need more direct attention than a student who receives a single APR.
- Please make sure to copy the student’s Learning Commons counselor on your e-mail messages, so that everyone is having the same conversation.
- If you see the student regularly, in class or in some other setting, a personal interaction is often more effective than an e-mail. However, those personal conversations still need to be briefly documented so that everyone is having the same conversation.

In every case, these are suggestions, not strict rules. Again, how an advisor responds depends on the nature of the circumstances, what the advisor knows about the student, and what the instructor suggests as a recourse.

APR Response for New Students

FS instructors/advisors are in a unique position to talk with first year and new transfer students when the student receives a first APR. To bring advisors more actively into the APR advising process and to provide a more personal response to this first APR, the following change in APR protocol (new for Fall 2017) is outlined below.

- In the Fall semester when first years and transfers receive their first APR the FS instructor/advisor should have the initial conversation with the student. This might include a discussion of what an APR is,
what it means and appropriate steps a student could take (such as go talk with your instructor, go to drop-in tutoring).

- When the Learning Commons receives those first Fall APRs, the Director will assign a professional staff contact. This person will NOT reach out to the student or enter anything into Colleague unless the advisor requests follow up by the Learning Commons.

- If it seems that time management, motivation, reading, or possible learning issues are the issue, the advisor will e-mail the Director of the Learning Commons to request follow up.

- Documentation of the advisor’s conversation with the student will go into the student’s advising folder.

**Additional APRs for first years and transfers** (even it is a first APR if in a different subject) will be addressed by the Learning Commons staff member previously assigned to student. The staff member will e-mail student and copy the student’s advisor on the communication. Documentation of the interaction will be entered into Colleague.

**If a student receives their first APR in the Spring Semester**, the Learning Commons staff member will e-mail the student and will copy the advisor on the communication.

All other APRs will be responded to by the assigned LC professional staff member who will always copy the advisor. We ask that advisors copy LC staff on e-mails if they reach out first.

There is one major EXCEPTION to the rule that an advisor responds to the first Fall APR for a first-year or transfer student. If the student fails to show up to the first meeting of the FS 101 class, the Monday before the semester begins, instructors should submit an APR and the Learning Commons will follow up.

**APRs That Suggest a Student “X” a class**

- When any student receives an APR recommending the student take a Student-Initiated Withdrawal (“X”) in the class, the advisor (rather than the Learning Commons) should follow up since the advisor will need to sign the “X” card and is responsible for monitoring a student’s academic progress toward graduation.

- Before approving a Student-Initiated Withdrawal, the advisor should consider the following:
  - is the student a senior?
    - check the Degree Audit to see if the student needs this particular course or the credits to graduate
  - is the student on any type of academic warning or probation? Check the terms of their warning. Will dropping this course affect this?
  - will the X drop a student below 12 credits (full-time status)?
    - athletic eligibility is based on full-time status
    - financial aid is NOT recalculated mid-semester

- Please make sure you copy the appropriate Learning Commons counselor on your message to the student, so that everyone is in the loop.

**End-of-Semester APRs**

End-of-semester APRs can be vitally important. You should submit an APR for each student who earns the following grades in one of your courses: C-, D+, D, F, or NC.

You should also submit an APR for every grade of Incomplete (IN) and for every instance in which you granted a “Withdrawal for Extenuating Circumstances” (W). For grades of IN, you should report the grade to which the
record will default if the student fails to complete the work. For grades of IN and W, you should briefly report the circumstances that lead you to award that grade.

For those students who are facing Academic Suspension or Dismissal, the APR record is included in the materials reviewed by the Academic Standards and Awards Committee. It is vitally important, therefore, that APRs for students be submitted NO LATER than one week after the final grading deadline for the semester.

APR notifications to students are TURNED OFF COMPLETELY after the last day of classes, so that students are not sent APRs after the point at which it is too late for them to do anything about the concerns being expressed.

Record Keeping and Student Privacy

If a student changes advisors for any reason, the new advisor will not have access to prior APRs. Please print out the APR and place it, with records of your follow-up conversations/e-mails, in the student's advising file.

APRs are a part of a student's educational record and are subject to FERPA. The contents of APRs are confidential and should not be shared outside the circle of school officials with a legitimate educational interest to know the information. Students do not receive a copy of the instructor's comments and you should not share the verbatim comments with them. It is acceptable to paraphrase, but instructors may include notes for professional staff that are not for students. HOWEVER, please be aware that a student has the right to inspect their educational record so long as they follow published guidelines, so please write in the knowledge that a student COULD one day read what you write. Instructor comments and observations should be kept to academic and associated matters.

What APRs cannot do

The APR is a useful tool, but it has limitations. It sends one pre-set message to students, a message which conveys a sense of concern to the student about their performance in class. APRs that you intend to be positive will not initially seem so unless your comments are shared with the student. Direct e-mail or a conversation with the student would be preferable in those cases. APRs also go to Learning Commons personnel (and coaches where applicable) only. They do not go directly to the Dean of Students and Residence Life, the Counseling Center, the Registrar, Career Education, etc. Learning Commons staff reroute matters of concern as appropriate.

Level of Urgency

In the Summer of 2017, the APR form was substantially revised. You now have the option to indicate the level of urgency of the APR. If you have serious concerns about a student’s well-being, please check “High” as the level of urgency and the Learning Commons will take the appropriate steps.

Professional staff working with the Learning Commons to help students receiving APRs:

Erin O'Day-Frye, Director of the Learning Commons, eoday@allegheny.edu
John Mangine, Director of Disability Services, jmangine@allegheny.edu
Carly Masiroff, Associate Director of the Learning Commons, cmasiroff@allegheny.edu
Jennifer Franz, Learning Specialist/TESOL instructor, jfranz@allegheny.edu
Ian Binnington, Registrar & Associate Dean of Academics, ibinning@allegheny.edu

The Learning Commons may have an intern or a faculty member assisting with APR responses.
Academic Performance Report

Note:
Information may be shared with the student if the advisor and Learning Commons staff believe it will assist them in making progress towards their goals. All information entered on an APR is part of the student’s Educational Record and could be subject to disclosure.

Course
Instructor
Student
Advisor

Communication
Send Email to Student Concerning Need for Academic Support: Please use this option if you believe the student would benefit from additional supports and will receive follow-up communication from an advisor and the Learning Commons.
Professor XXX, your instructor in XX, believes you may benefit from additional support to be successful in this class. We encourage you to meet with your instructor as soon as possible to talk about this.
Your advisor or a member of the Learning Commons will also reach out to talk about other resources and options you have.
The Maryland Learning Commons

File Copy: Please use this option if you are working with the student, do not need assistance from the Learning Commons at this time, but will need to be copied. The student will not receive notification of the APR and will not be contacted by anyone receiving the APR.

Referral for Specialized Advising: Please use this option to make a referral for specialized advising. This could include academic, personal, or other issues. The student will receive notification of the referral and will be contacted by the Learning Commons.

Final Grade: Enter the student’s final grade.

Grade:

Level of Urgency
High (Concern about student well-being)
Normal (additional academic support suggested)
Information only

Reason for this APR
Two or more absences within the space of two or three weeks
Failure to attend classes for ill-defined reasons (e.g., I don’t feel well so I stayed in bed), suggesting that a student is having other difficulties
Poor performance (C- or below) on tests, essays, assignments, or in class activities
Failure to submit assignments
Substantive negative changes in the quality of the student’s work
Disengagement from the course or other behaviors, suggesting that the student may be in need of assistance
Other (please elaborate below)

Steps taken so far:
I have discussed the situation with the student.
I have encouraged the student to contact the Learning Commons for assistance.
I have attempted to communicate with the student but have not received a response.
Other (please elaborate below)

Recommended Action - Student may benefit from:
Instructors’ office hours
Drop-in tutoring
Individual subject tutor
Writing consultant
Speech consultant
Meeting with a Learning Commons professional for academic coaching
Referral to other campus office (please elaborate below)
Study partner (for international students only)
Other (please elaborate below)

Comments:

1