

# Chestnut Hill College

School of Continuing and Professional Studies Catalog



**ACADEMIC YEAR**

2011-2012

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## SCPS ACADEMIC CALENDAR – 2011 - 2012

### Fall 1 (August 22, 2011 - October 15, 2011)

August 21	Add Period Ends
August 22	Fall 1 Classes Begin
August 22 – August 27	80% Withdrawal Refund
August 29 – September 3	60% Withdrawal Refund
September 5	Labor Day Holiday (No Classes)
September 6 – September 10	40% Withdrawal Refund—No refund after this date
September 17	Last day to withdraw from a course without academic penalty
September 24	Last day to make up incomplete grades from Summer 2
October 10	Late Registration Fee for Fall 2 Begins
October 14	Exit Interviews for December Graduates must be completed online
October 15	Fall 1 Classes End

### Fall 2 (October 17, 2011 - December 10, 2011)

October 16	Add Period Ends
October 17	Fall 2 Classes Begin
October 17 – October 22	80% Withdrawal Refund
October 24 – October 29	60% Withdrawal Refund
October 31	Registration begins for Spring I and 2, 2012
October 31 – November 5	40% Withdrawal Refund—No refund after this date
November 12	Last day to withdraw from a course without academic penalty
November 19	Last day to make up incomplete grades from Fall 1
November 23 – November 26	Thanksgiving Holiday (No Classes)
December 5	Late Registration Fee for Spring 1 Begins
December 10	Fall 2 Classes End

### Spring 1 (January 2, 2012 - February 25, 2012)

January 2	Christmas Break Continues (No Classes-Add Period Ends)
January 3	Spring 1 Classes Begin
January 3 – January 7	80% Withdrawal Refund
January 9 – January 14	60% Withdrawal Refund
January 16 – January 21	40% Withdrawal Refund—No refund after this date
January 28	Last day to withdraw from a course without academic penalty
February 4	Last day to make up incomplete grades from Fall 2
February 17	Exit Interviews for May Graduates must be completed online
February 20	Late Registration Fee for Spring 2 Begins
February 25	Spring 1 Classes End

### **Spring 2 (February 27, 2012 - April 21, 2012)**

February 26	Add Period Ends
February 27	Spring 2 Classes Begin
February 27 – March 3	80% Withdrawal Refund
March 5 – March 10	60% Withdrawal Refund
March 12	Registration begins for Summer 1 and 2, 2012
March 12 – March 17	40% Withdrawal Refund—No refund after this date
March 24	Last day to withdraw from a course without academic penalty
March 31	Last day to make up incomplete grades from Spring 1
April 5 – April 9	Easter Holiday (No Classes)
April 16	Late Registration Fee for Summer 1 Begins
April 21	Spring 2 Classes End

### **Summer 1 (April 23, 2012 - June 16, 2012)**

April 22	Add Period Ends
April 23	Summer 1 Classes Begin
April 23 – April 28	80% Withdrawal Refund
April 30 – May 5	60% Withdrawal Refund
May 7 – May 11	40% Withdrawal Refund—No refund after this date
May 12	Graduation (No Classes)
May 25	Exit Interviews for August Graduates must be completed online
May 19	Last day to withdraw from a course without academic penalty
May 26	Last day to make up incomplete grades from Spring 2
May 28	Memorial Day Holiday (No Classes)
June 11	Late Registration Fee for Summer 2 Begins
June 16	Summer 1 Classes End

### **Summer 2 (June 18, 2012 - August 11, 2012)**

June 17	Add Period Ends
June 18	Summer 2 Classes Begin
June 18 – June 23	80% Withdrawal Refund
June 25 – June 30	60% Withdrawal Refund
July 2 – July 7	40% Withdrawal Refund – No refund after this date
July 4	Independence Day Holiday (No Classes)
July 9	Registration begins for Fall 1 and 2, 2012
July 14	Last day to withdraw from a course without academic penalty
July 21	Last day to make up incomplete grades from Summer 1
August 6	Late Registration Fee for Fall 1 Begins
August 11	Summer 2 Classes End

No Friday classes scheduled during Summer 1 & 2.

**The instructor will determine and incorporate alternative class time/class work (extended hours, etc.) where official holidays are scheduled on the Academic Calendar**

## **INTRODUCTION**

### **Non-Discrimination Statement**

Chestnut Hill College does not discriminate on the basis of race, color, sex, age, religion, national origin, or disability in any admissions, education program, activities or employment practices. This policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. It does not discriminate on the basis of race, color, national and ethnic origins, sex, disability or age or on the basis of any other criteria which is inconsistent with state or local laws in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs. Chestnut Hill College endeavors to present an accurate overview of its curricular and co-curricular programs, facilities and fees in this publication. The information contained herein is current as of July 1, 2011. As growth and changes are inevitable, Chestnut Hill College reserves the right to alter any program, facility or fee described in this publication without notice or obligation. Failure to read this catalog and other sources of regulation governing academics and student life at Chestnut Hill College does not excuse the student from the requirements and regulations discussed herein.

### **MISSION**

The mission of Chestnut Hill College is to provide students with holistic education in an inclusive Catholic community marked by academic excellence, shared responsibility, personal and professional growth, service to one another and to the global community, and concern for the earth. Chestnut Hill College, founded by the Sisters of Saint Joseph in 1924, is an independent, Catholic institution that fosters equality through education. Faithful to its strong liberal arts tradition, Chestnut Hill College offers academic programs of excellence in the areas of undergraduate, graduate, and continuing studies. True to its Catholic heritage, Chestnut Hill College espouses the beliefs and values inherent in the Judeo-Christian tradition while it respects the contributions made by other faith traditions in the development of the whole person. The College nurtures a sense of integrity, spirituality, and social justice in all. The College community dedicates itself to four purposes in fulfilling this mission. It seeks:

- To provide avenues for students to achieve academic excellence and to pursue research in their major field or in interdisciplinary studies. The College encourages students to explore and experience diverse curricula and to participate in exchange programs with other institutions of higher education.
- To initiate links between the world of learning and the world of work through curricular planning, technological opportunities, and career preparation. The College guides students in applying theoretical learning through experiential education designed collaboratively by faculty and students.
- To uphold an atmosphere of communal respect in which all may clarify and articulate personal values and beliefs while exploring the ethical and moral dimensions underlying all relationships. The College encourages inter-faith opportunities by acquainting all students with Catholicism, its theology and its Judeo-Christian roots, and by engaging in dialogue with women and men of other beliefs.

- To create local and global connections that enable students to respond to the needs of others through service-oriented enterprises. The College educates students to identify and to address issues of social justice and to work toward systemic change.

*Approved by the Chestnut Hill College Board of Directors October 7, 2002.*

## **CORE VALUES**

### **We Value Personal and Professional Growth throughout the Community.**

We Strive To Live This Value By:

- maintaining a lively forum for intellectual and artistic pursuits on campus;
- promoting intellectual sharing and development through inter-disciplinary programs and the encouragement of mentoring relationships;
- exploring avenues for growth and learning outside the campus boundaries.

### **We Value Academic Excellence.**

We Strive To Live This Value By:

- offering a rigorous and challenging academic program with a global emphasis;
- expecting students to take active responsibility for their education;
- fostering close student-teacher bonds;
- ongoing assessment of academic programs.

### **We Value Ethical Principles.**

We Strive To Live This Value By:

- including ethics across the curriculum;
- practicing fairness to all;
- living according to ethical standards and codes of behavior;
- addressing appropriately breaches of ethical standards.

### **We Value Catholic Intellectual Tradition, History, and Legacy.**

We Strive to Live This Value By:

- keeping alive the mission and charisma of the Sisters of Saint Joseph\*;
- offering sacramental preparation through campus ministry;
- providing opportunities to participate in Catholic liturgy;
- inviting dialogue on issues pertaining to human dignity, social, and economic justice, and stewardship of the environment;
- promoting on-going interpretations of core theological values and contemporary needs.

### **We Value Spirituality.**

We Strive To Live This Value By:

- embracing the ideal of spiritual growth and expression;
- exploring the spiritual domain of human existence and integrating this into the totality of our experience;
- seeking to explore and to understand the world's religious traditions.

**We Value Service.**

We Strive To Live This Value By:

- fostering an attitude of generosity in service;
- providing opportunities for experiential and holistic community service on campus and in the broader community.

**We Value Concern for the Earth.**

We Strive To Live This Value By:

- keeping informed and educated about environmental issues;
- being mindful of the impact that we, as individuals and as a community, have on the environment;
- continuing to work to preserve and enhance the natural environment of the campus;
- accepting our responsibility as stewards of the earth and its resources.

**We Value Holistic Pursuit of Truth, Integrity, and Justice.**

We Strive To Live This Value By:

- reflecting these virtues in our everyday lives;
- applying these virtues as guides to our decision-making individually and as a community.

**We Value Inclusive Community.**

We Strive To Live This Value By:

- affirming human dignity as an absolute value;
- celebrating one another's potential and achievements, both great and small;
- fostering a friendly and open atmosphere, where all are welcome;
- exhibiting respect for all members of the global community.

*\*We live and work so that all people may be united with God and with one another. The mission of unity rests on the charism of reconciliation.*

**Student Learning Outcomes**

In the spirit of our Mission and Core Values, and with a commitment to life-long learning, the Chestnut Hill College community has adopted these learning outcomes to promote, guide and assess learning in all the College's programs. Believing, as did our founder Sister Maria Kostka Logue, that our students are "here to learn to make a living because [they] must, but [they] are here to learn to live," we set forth these outcomes as standards in all academic and co-curricular areas.

**Information Literacy:**

Students will demonstrate the ability to know when there is a need for information and to access, organize, interpret, evaluate and utilize information from a variety of sources in an ethically appropriate manner.

**Communication:**

Students will demonstrate clear and effective communication in a variety of modes and styles in and out of the classroom, specifically the ability to read, write, speak, listen and employ various media effectively, and use quantitative data to communicate. Students will be encouraged to use critical and creative forms of expression.

**Critical and Creative Inquiry:**

Students will demonstrate an understanding of and an ability to use critical analysis to develop innovative and imaginative methods of inquiry and problem-solving. Students will be encouraged to use critical thinking skills as a guide to multiple modes of inquiry, challenging conventional wisdom and stereotypes.

**Leadership and Collaboration:**

Students will demonstrate the ability to communicate, cooperate and collaborate in a range of situations, such as goal-setting, team building, leadership development, and group facilitation.

**Integrative Learning:**

Students will demonstrate the ability to transform information and experience into knowledge and knowledge into judgment resulting in action. Students will be encouraged to make connections within and among academic disciplines, co-curricular activities and pursuits beyond the campus boundaries.

**Civic Engagement:**

Students will demonstrate knowledge of societal issues in the analysis of contemporary and historical challenges. Students will be provided with opportunities to engage issues of social justice, to serve with and for others, to engage in reflection and to participate in their roles as citizens in local and global contexts.

**Ethical Reasoning:**

Students will be provided with opportunities to develop ethical awareness of societal issues, to exercise moral, intellectual and personal responsibility and to recognize that ethical decision making and reflection on various consequences are the elements of an on-going discernment process.

Students will demonstrate ethical reasoning skills based on critical analysis that is grounded in reason and governed by diverse values.

**Knowledge of Self and Others:**

Students will be provided with opportunities to reflect on their strengths, explore their assumptions, develop their athletic/physical potential and foster an understanding of their complex identities (connecting habits of mind, heart and body). They will be encouraged to explore a diversity of individuals, groups, and cultures so that they may grow in empathy and respect for the values of others.

Students will demonstrate knowledge of the breadth of human diversity as well as the ability to examine and challenge their own beliefs when confronted with the views of others.

**Intentional Learning:**

Students will be provided with opportunities to cultivate intellectual agility and creativity, purposeful learning, self-assessment, health awareness, self-confidence and the ability to manage change. Students will be encouraged to continue lifelong holistic development personally, professionally, aesthetically and physically through self-reflection, feedback from others and new learning experiences.

**Spiritual Growth:**

Students will be guided to explore their own spiritual tradition, to understand the commitment involved in the practice of a faith, to engage in the common search for wisdom and to appreciate their place and role in a context larger than themselves. They will be encouraged to explore the meaning of a spiritual perspective on life, including an understanding of how this perspective shapes and guides decisions. They will be provided with opportunities to gain knowledge of world religions, to experience inclusive Catholic tradition, and to absorb the legacy of the Sisters of St. Joseph, all within the context of the diversity of human beliefs.

*Ratified by the Chestnut Hill College Community in 2010.*

## PHILOSOPHY

Chestnut Hill College's ACCELERATED Degree Program in the School of Continuing and Professional Studies offers evening and weekend fast-track degrees to working adults. This alternative degree delivery model provides the opportunity for women and men to earn college degrees by delivering courses in a continuous eight-week format. Majors are related to business, education and social services. All degrees require a core liberal arts education.

Chestnut Hill College is committed to preparing students for living and working in a global community by offering undergraduate degree programs grounded in the liberal arts. The purpose of the educational experience is to:

- Educate students for their roles as responsible citizens in a global community.
- Provide links between the world of learning and the world of work, the liberal arts and professional studies.
- Affirm the concept of lifelong learning; and
- Uphold the ideals of social justice and the values inherent in the Judeo-Christian tradition.

## Accreditation and Memberships

Chestnut Hill College holds institutional accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104. Institutional accreditation does not imply specialized accreditation of the programs offered.

Chestnut Hill College holds membership in the Association of American Colleges, the America Council on Education, the National Catholic Education Association, the American Association of University Women, the Council of Independent Colleges and Universities, the College Entrance Examination Board, Association of Catholic Colleges and Universities, Association of Colleges of the Sisters of St. Joseph, Association of Independent Colleges and Universities, Association of Governing Boards of Universities and Colleges, National Association of Independent Colleges and Universities, and numerous other educational groups and learned societies.

Chestnut Hill College belongs to the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE), a group of eight independent higher education institutions in the Greater Philadelphia region. The members of SEPCHE engage in collaborative approaches to the challenges of higher education and work together to promote quality and efficiency of academic programming, student access, and community outreach through sharing a range of activities, services, technology and information.

The College is authorized by the Commonwealth of Pennsylvania to offer graduate programs and to confer the Doctor of Clinical Psychology, and Master of Arts, Master of Education, and Master of Science degrees in disciplines defined in their catalog.

The Doctoral program in Clinical Psychology (Psy.D.) is accredited by the American Psychological Association (APA). For general information about APA accreditation or specific information on the accreditation status of Chestnut Hill College, please contact: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 or 202/336-5979. The Instructional I/II, Specialist, and Principal certification programs offered through the

Education Department are approved by the Pennsylvania Department of Education. The Montessori certification program is accredited by the American Montessori Society.

The School of Continuing and Professional Studies holds individual memberships in The Association for Continuing Higher Education (ACHE), The Council for Adult and Experiential Learning (CAEL) and the National Academic Advising Association (NACADA).

## **ADMISSIONS**

Admission is open to women and men. Individuals can obtain admission and course registration information directly from the ACCELERATED Degree Program Office, by contacting the Office of Admissions at [chcaadm@chc.edu](mailto:chcaadm@chc.edu) or by visiting the College's website at [www.chc.edu](http://www.chc.edu).

### Steps to Apply

- Attend an Information Session to learn about the program or
- Meet individually with the Director of Admissions to discuss the program.
- Submit an Application for Admission (with \$40.00 application fee).
- Submit an official high school transcript or GED certificate.
- If transferring credits from another institution, request that official transcript(s) from those institutions be forwarded directly to:

Chestnut Hill College  
School of Continuing and Professional Studies  
9601 Germantown Avenue  
Philadelphia, PA 19118

### International Students

International students follow all admission requirements as stated in the Admission section of this catalog. A TOEFL score of 550 (paper-based test) or 213 (computer-based test) is required; in addition, a financial statement indicating ability to pay must accompany application materials. The I-20 needed to obtain an F-1 visa is sent to the student upon receipt of these materials. (See International Student Services.) *All persons born outside the United States need to meet with the Director of International Student Services when applying for admission.*

## **THE ACCELERATED DEGREE PROGRAM OFFERINGS**

Chestnut Hill College's ACCELERATED Degree Program offers the opportunity to complete associate or baccalaureate degrees in an accelerated eight-week format. In the degree program schedule, the calendar year is divided into six, eight-week sessions, and students may enter any session. Students attend classes one (M-F) or two (M/W or T/TH) evenings during the week; Friday afternoons; Saturday mornings; or Saturday afternoons. Students may take two courses every eight weeks, for a total of six credits per session. This arrangement makes it possible for students to be enrolled full-time for financial aid purposes and hold a full-time job.

## Dual Majors

If students wish to major in two areas, they need to have maintained a cumulative GPA of 3.50 or better after having completed fifteen credits at Chestnut Hill College and are responsible for completing the degree requirements for each major. Application must be made before completing ninety credits towards the degree program. An academic advisor and the Director of the ACCELERATED Degree Program must approve the student's program of study, designating one area as the official major, which determines the degree (B.A. or B.S.). The degree will be awarded only in the primary major. If interested in a dual major, consult an academic advisor for detailed information on curriculum requirements. Both degrees will be listed on the official transcript.

## DEGREE PROGRAMS

The Chestnut Hill College ACCELERATED Degree Program offers the Associate of Science (A.S.), the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.) degree. A student may obtain an undergraduate degree by pursuing one of the following majors:

- Accounting and Business (A.S.) or (B.S.)
- Business Administration (A.S.) or (B.S.)
- Business Communications (A.S.) or (B.S.)
- Childcare Management (A.S.) or (B.S.)
- Criminal Justice (A.S.) or (B.S.)
- Early Childhood and Elementary Education (B.S.) (CURRENT STUDENTS ONLY)
- Pre-K to 4 Education (B.S.)
- Healthcare Management (A.S.) or (B.S.)
- Human Resources Management (A.S.) or (B.S.)
- Human Services (A.S.) or (B.S.)
- Liberal Studies (B.A.)
- Marketing (A.S.) or (B.S.)

## SECOND DEGREE

Chestnut Hill College will grant a second baccalaureate degree to students with a baccalaureate degree from Chestnut Hill College or another accredited institution, and who wish to earn a degree in a different major.

The student must satisfy the requirements of the ACCELERATED Degree Program's core liberal arts studies and the requirements of the major. At least ten courses toward the second degree must be completed at Chestnut Hill College; at least five of these courses must be in the major field of study. A minimum cumulative grade-point average of 2.0 is required in the major field of study. A maximum of 75 transfer credits can be accepted and applied.

## ARTICULATION AGREEMENTS

Chestnut Hill College has curricular and transfer partnerships with several two-year institutions, including but not limited to Community College of Philadelphia, Manor College, Delaware County Community College, Montgomery County Community College, The Prism Institute, Reading Area Community College and the Philadelphia Police Academy. Please call the Director of Admissions at 215.248.7062 or the Off-Site and Transfer Manager at 215.242.7704 for updates on transfer partnerships, and for detailed

information about dual admissions, core-to-core and program-to-program transfer opportunities, and discounts for transfer students.

## **ACADEMIC POLICIES AND PROCEDURES**

*It is the responsibility of the student to know and comply with the academic policies, procedures, and regulations of the College as outlined in this Catalog. Such policies, procedures and regulations may change without prior notice.*

## **ACADEMIC ADVISING**

All course registrations require the approval of an ACCELERATED Academic Advisor. It is further recommended that students meet with an ACCELERATED Academic Advisor specifically to review academic records and progress. This review serves to avoid conflict in academic scheduling and misunderstanding of program requirements. Students are responsible for meeting the requirements of the degree or certificate and prerequisites for courses in which they are enrolled. It is strongly recommended that if a student is planning to graduate within the year or has at least ninety credits, she/he should have a graduation audit completed with an Academic Advisor. The ACCELERATED Degree Program Academic Advising Center is located in Fournier Hall Room 11A.

## **ACADEMIC PROBATION/DISMISSAL**

An academic probation letter serves as a precaution to an ACCELERATED student who is in danger of not attaining the necessary cumulative GPA to graduate in the School of Continuing and Professional Studies. Students placed on academic probation must meet with the Director of the ACCELERATED Degree Program for academic advisement prior to registering for the next session(s). While on academic probation, student's future enrollment is limited to one course per session. A student who falls below the required GPA may be at risk of losing his/her financial aid. Probationary status is automatically withdrawn after a student's cumulative GPA reaches acceptable standing. A student who does not make academic progress and who continuously fails to raise the cumulative GPA may be dismissed from the ACCELERATED Degree Program. Probationary and academic dismissal status is reported on the student's official transcript. A dismissed student remains responsible for all tuition and fees. In addition violations to institutional regulations, including but not limited to plagiarism and cheating, sexual harassment, violence (both verbal and physical), firearms, theft, and alcohol and drug use may result in dismissal from the ACCELERATED Degree Program.

## **ACADEMIC AMNESTY (FORGIVENESS)**

Undergraduate students who seek readmission to the School of Undergraduate Studies or the School of Continuing and Professional Studies following a four-year consecutive absence from Chestnut Hill College may petition their respective Dean to have their Career GPA reset at the time of readmission. Students are afforded one opportunity for Academic Amnesty. Upon successful petition, the Career GPA will be reset to 0.00 and the notation of "Academic Amnesty" will be recorded on the student's transcript. Once enacted, the reset GPA cannot be reversed. All prior courses and grades will remain on the student's academic record and transcript. Just as Chestnut Hill College reviews transfer courses in which a grade of "C" or higher has been earned for application towards the degree, Chestnut Hill College courses completed prior to readmission with a grade of "C-" or above will be reviewed by the appropriate

department to determine if and how the credits should be applied. Grades earned in these courses will not be calculated into the Career GPA. Students must complete a minimum of 45 credits post Academic Amnesty to be eligible for graduation.

### **ACADEMIC HONORS AND AWARDS**

A student who receives the following cumulative grade point average upon completion of the degree requirements will be recognized at graduation: 3.60 *cum laude*; 3.75 *magna cum laude*; 3.90 *summa cum laude*. The final cumulative GPA and corresponding honors are recorded on the student's permanent record. Other academic honors awarded to ACCELERATED students include:

### **DEAN'S LIST**

Effective in the Fall semester of 2011, the Dean's List for full-time students (those taking a minimum of 12 credits that earn quality points) is published three times each academic year following the fall, spring, and summer semesters. Eligibility for inclusion is based upon two criteria: the completion of at least 12 academic credits for the semester with a GPA of 3.60 or higher, and the student's not being held responsible for violations of academic integrity during that semester.

The Dean's List for part-time students is published once every September. To be eligible, part-time students must have completed a minimum of 12 credit hours during the preceding 12 months. Eligibility for inclusion is based upon two criteria: a GPA for the 12 months of 3.6 or higher, and the student's not being held responsible for violations of academic integrity during that 12-month period.

### **HONOR SOCIETIES/AWARDS**

#### **ALPHA SIGMA LAMBDA HONOR SOCIETY**

In 1987, Chestnut Hill College was given approval to establish a chapter (Epsilon Sigma) of Alpha Sigma Lambda. This National Honor Society, founded in 1946, recognizes adult students (24 years of age or older) in higher education who have achieved academic excellence and leadership while fulfilling the many responsibilities of family, work and community service. Potential inductees must be matriculated at Chestnut Hill College and have a minimum of thirty graded semester credits, fifteen of which must be in the liberal arts and outside the student's major. Members shall be selected only from the highest ten percent of the adult population and have a minimum cumulative GPA of 3.60 on a 4.00 scale.

#### **Delta Epsilon Sigma Honor Society**

This is the national scholastic honor society for graduating students of Catholic colleges and universities. Delta Epsilon Sigma established its Chestnut Hill College chapter, Alpha Upsilon, in 1941. Eligibility for election to membership is limited to students with a cumulative GPA of 3.60.

#### **Kappa Gamma Pi Honor Society**

Kappa Gamma Pi is the national Catholic college graduate honor society. Membership, which is limited to no more than 10 percent of the graduating class, is based on scholarship, leadership, and service. Members are selected in recognition of past accomplishments and also in anticipation of future service.

### **Psi Chi Psychology Honor Society**

Psi Chi, the national honor society in Psychology, is an affiliate of both the American Psychological Association and the American Psychological Society. Membership in the local chapter requires a major or minor in Psychology; a ranking in the top 35% of the class; a Career GPA of 3.20; a Psychology GPA of 3.50; Junior standing; and the completion of 4 or more Psychology courses.

### **SIGMA BETA DELTA**

Sigma Beta Delta, the national honor society that encourages and recognizes scholarship and accomplishment among students of business, management, and administration, established its chapter at Chestnut Hill College in 2006. Eligibility for election to membership is limited to those students who rank in the upper 20 percent of their class and have achieved an overall GPA of 3.50 at the time of invitation to membership following completion of at least one-half of the degree program in which they are enrolled. Transfer students who meet the qualifications for membership may be inducted after they have completed a minimum of 12 credits in the ACCELERATED Degree Program.

### **SCHOLASTIC ACHIEVEMENT AWARD**

The Chestnut Hill College Scholastic Achievement Award is presented to a School of Continuing and Professional Studies graduate in recognition of academic excellence, leadership and community involvement.

### **THE ST. MARIE EUGENIE MILLERT AWARD**

This award is given to a graduate in Chestnut Hill College's School of Continuing and Professional Studies who best exemplifies the educational traditions of the Religious of the Assumption. A person of Dignity, Character, Passion, Humility, Intelligence and Vision.

### **SAINT CATHERINE MEDAL**

The St. Catherine Medal for Student Achievement is an annual award for presentation at colleges and universities affiliated with Kappa Gamma Pi, the National Catholic College Graduate Honor Society. Kappa Gamma Pi offers the St. Catherine medal to honor a student who represents the high ideals of a Catholic college education.

### **SISTER MATTHEW ANITA MACDONALD, SSJ, PHD OUTSTANDING CONTINUING EDUCATION STUDENT AWARD**

This award is given to a graduating student in the School of Continuing and Professional Studies for academic achievement and community leadership.

### **ACADEMIC INTEGRITY AND RESPONSIBILITY POLICY**

Academic integrity, which is essential to the mission of Chestnut Hill College, consists of responsibility and honesty in the fulfillment of academic duties and is vital to the Chestnut Hill College community of scholars. Academic integrity promotes trust, mutual respect, cooperation, and the advancement of learning.

Academic integrity requires of students:

- Careful and thorough preparation for classes, including reading, completion of assignments, finding required background material, and reflecting on relevant issues.
- Regular and prompt attendance for the entire class session unless there is a serious reason for absence.
- Effort to maintain careful and focused attention during class.
- Participation in class discussion by both speaking and listening.
- Consistent attendance at lectures, events, study groups, and/or conferences with the instructor, as required or suggested by the instructor.
- Asking questions and seeking appropriate assistance from peers, academic support staff, and instructors, as needed.
- Respect for instructors and students.
- Careful and thorough preparation for and complete honesty in fulfilling assignments, writing papers, citing sources, and taking tests and examinations.
- Speaking to any student observed in violation of academic integrity, to discourage such violation. If this is not successful, reporting the violation to the appropriate academic authority.

### **CHEATING AND PLAGIARISM**

Cheating and plagiarism destroy the trust and mutual respect that are essential to a community of learning. These behaviors violate the deepest convictions of the College community and are infractions of academic integrity. Plagiarism is defined as the submission of work (written work, art work, musical composition, oral presentation, software program, experimental design, etc.) that incorporates ideas from another individual (student, teacher, author, etc.) and presents these ideas as one's own without adequate acknowledgement of the source.

The following acts are examples of cheating, though the list is not exhaustive:

- Using materials not specifically allowed by the instructor during the taking of an examination, test or quiz, such as material written by another student during the taking of an examination, test or quiz, either with or without his or her knowledge; crib notes; texts and /or supplementary marginal notations in texts; notes written on any object in the room in which examination is being taken; unauthorized calculators or any other unauthorized aids.
- Collaborating during an in-class examination, test or quiz, either in the giving or receiving of information, or improper collaboration on a take-home examination, test or quiz, or laboratory report.
- Stealing, using or transmitting verbally or otherwise, actual examinations, tests, quizzes or portions thereof, or other likewise confidential information before or during the time of the exam. Once an exam has been given it becomes part of the public domain.
- Submitting for a grade in one class any material previously or simultaneously submitted for a grade in another class without documented authorization from both instructors.
- Taking an examination by proxy.

- Falsifying laboratory or research data or results; or falsifying or inventing bibliographical entries for research papers.
- Withholding knowledge of an incident of cheating or plagiarism from the individual instructor to whom the work is submitted.
- Knowingly participating in another student's act of cheating or plagiarism.

The following acts will be deemed acts of plagiarism, though the list is not exhaustive:

- Presenting published or unpublished work prepared by others, or dictated by others, as your own, including papers purchased or borrowed from any person or organization.
- Presenting, as your own, reports or exercises copied from or dictated by others.
- Incorporating formal lecture notes or information from textbooks into your own work without acknowledgement and thus presenting them as one's own.
- Presenting as your own, a computer solution developed by someone else.
- Copying the ideas, and/or speculations, and/or language of any other person or persons, without acknowledgement, and presenting this as one's own original work.

## **PENALTIES**

Faculty members are responsible for determining when a violation of academic integrity has occurred, as well as for reporting and providing penalties for this violation. Because consequences may differ when multiple infractions have occurred, all violations must be reported to the Dean of the School of Continuing and Professional Studies. The Dean's Office is responsible for keeping track of the number of times a student is reported.

Penalty levels:

- Remediation/written warning
- Assignment of additional work
- No credit for the test or assignment
- Failure of the course
- Suspension from participating in optional College activities such as SGA, athletics, honor societies and programs, etc.
- Dismissal from the College

A faculty member may impose any of the penalties A through D at his/her discretion; however, the faculty member should first check with the Dean to determine whether the student has previous infractions of Academic Integrity. When imposing a penalty, a faculty member must send a report to the Dean's Office, including the name of the student and a description of the violation and the penalty imposed. Forms are available in the Office of the Dean of the School of Continuing and Professional Studies and in the Faculty Manual.

Penalty E is enacted by the Dean of the School of Continuing and Professional Studies when the violation is severe or when the student has multiple infractions. Penalty F can only be enacted by the President in consultation with the Dean. Even a first offense, if severe, may incur these penalties.

### **APPEAL OF ACADEMIC INTEGRITY VIOLATION**

A student who is reported to the Dean for a violation of academic integrity may appeal the charge according to the following procedure:

1. Academic integrity cases should first be addressed between the faculty member and the student in an effort to reconcile their differences. If the faculty member decides to pursue the case, he or she will complete the appropriate form, obtain the student's signature, and submit the form to the Director of the ACCELERATED degree program.
2. If the student disagrees with the charge, he or she will have three weeks to present an appeal in a signed letter to the Dean. It is the charge that is in question, not the penalty. All participants in the hearing must have three working days notice of the hearing.
3. In the SCPS, the appeals board will be composed of four members: the Dean, the Chair of Academic Standards committee, one other faculty member and a student, both appointed by the Dean. The Dean will moderate the discussion but will not vote.
4. If the case is brought to the Appeals Board, both student and faculty member will present relevant evidence. If more than one student is involved, each will have a separate hearing. No attorneys are to be present at this hearing. Only individuals approved by the Dean may be present.
5. The Appeals Board will pronounce on the charge, not the penalty. If the student is found innocent, the sanction is lifted. Otherwise it remains as imposed. The decision of the Board is final. The Dean will communicate the decision to the student within ten working days of the hearing.

### **ACCEPTABLE ACADEMIC STANDING**

An ACCELERATED Degree Program student is said to be in acceptable academic standing if she/he earns the minimum applicable cumulative GPA of 2.00. (Accounting and Business requires a cumulative GPA of 2.50 in the major. Education majors must maintain a cumulative GPA of 3.0.) Failure to maintain the applicable cumulative GPA may result in a change of major or academic dismissal from the ACCELERATED Degree Program.

### **ALCOHOL AND DRUG POLICY**

Chestnut Hill College expects from each student a mature recognition of her/his responsibilities regarding the use of alcoholic beverages. No student is permitted to possess or use alcoholic beverages on campus. Each student is responsible for knowledge of the Pennsylvania statutes that prohibit the serving, possessing, consuming or selling of alcoholic beverages to persons less than twenty-one years of age. Students may not use, possess, distribute, or offer for sale narcotics or dangerous drugs, including marijuana or any hallucinogenic agents. Possession of and merchandising drugs is a serious offense that may result in expulsion. The use of drugs is a violation of the law, and Chestnut Hill College cannot and will not protect

students from prosecution under the federal and state laws. Possession of, or consumption of drugs or alcohol, or misconduct resulting there from is a serious offense which may be subject to penalties up to and including, suspension or expulsion, depending on the seriousness and the extent of the offense.

### **ATTENDANCE POLICY**

Regular, timely attendance is an essential part of every student's course work. Students must attend all classes as scheduled. Students who fail to attend the first two classes in any session will NOT be allowed in the class and will be withdrawn at the 60% refund rate. Attendance is taken and recorded at each class meeting, including labs (if applicable). Instructors will announce their course requirements, policies on participation, and methods of assigning grades at the beginning of the session. An instructor may ask a student to justify excessive absences, early departures or lateness. Permission to make up assignments, quizzes, announced tests, or examinations may be granted only at the discretion of the instructor. Excessive absences, early departures or lateness may result in a failing grade or dismissal from a class. The U.S. Department of Education requires attendance records for federal financial aid programs. Excessive absence may result in loss of financial aid eligibility.

### **AUDIT AND CULTURAL ENRICHMENT**

Chestnut Hill College's ACCELERATED Degree Program actively encourages members of the community who seek self-improvement or desire educational enrichment to participate in courses of special interest. If students wish to audit or take classes for cultural enrichment, the following regulations apply: no attendance is recorded for auditing students; no assignments or papers are corrected; no examinations are taken; and no credit is given. A record of the audit is kept in the Office of the Registrar. A course audited or taken for cultural enrichment may not be used for credit. Tuition for audit is the same as for credit.

### **CANCELLATION OF COURSES/PROGRAMS**

Chestnut Hill College or the School of Continuing and Professional Studies reserves the right to cancel courses due to insufficient enrollment, staffing difficulties, or other unforeseen contingencies. In such cases, students will be informed as soon as possible so that other courses may be selected. Occasionally, majors or certificate programs may be terminated. Reasonable efforts will be made so that students who have matriculated will be able to complete those programs.

### **CANCELLATION OF CLASS DUE TO INCLEMENT WEATHER (SNOW, FLOODING, ETC.)**

Because of the accelerated sessions and the year-round academic program, the ACCELERATED Program does its best to avoid cancelling classes and/or examinations. Should a severe weather or other emergency happen, cancellation of ACCELERATED Degree Program classes will be announced on KYW-AM 1060 radio after 3 pm. If an emergency announcement becomes necessary, it will be identified as cancellation of Chestnut Hill College ACCELERATED Degree Program classes. The closing number for the ACCELERATED Degree Programs is 1094. Closing messages will also be recorded on the College's phone 215.248.7009 and published on the College homepage at [www.chc.edu](http://www.chc.edu). Students are encouraged to enroll in Chestnut Hill College's campus emergency notification service at [http://www.chc.edu/emergency\\_notification\\_service](http://www.chc.edu/emergency_notification_service). Instructors have the responsibility of rescheduling and making up missed time and course work for any cancelled classes. Students are expected to complete all

supplemental course work or meetings assigned to offset missed class time as required by individual instructors.

### **Change of Address**

To signal a change of address, telephone number, place of employment, or other contact information, students should submit a Change of Address Form to the Assistant to the Registrar. Change of Address forms are available in the ACCELERATED Office. Students are responsible for ensuring that all communications are directed to their proper addresses.

### **Change of Major**

Students who wish to change their major must complete a Change of Major Form and have it signed by an Academic Advisor. Changing a major requires a re-evaluation of all credits and may require additional courses beyond the minimum credits required for graduation. Change of Major Forms are available in the ACCELERATED Office.

### **Change of Registration**

Students may change their course schedules at any time prior to session start dates. A student may change his/her registration online or may obtain a Change of Registration Form from the ACCELERATED Office. All Change of Registration forms must be signed by an Academic Advisor. A \$40.00 fee may be applied. This fee applies only to withdrawals.

All course withdrawals must be done in writing. A fax or e-mail is acceptable only in the case of course withdrawals provided the faxed or e-mailed request contains all pertinent information, including student name, student ID number, course name, course number, and date of request. Students should consult the Academic Calendar for the last day to withdraw from courses without academic penalty. If a student withdraws before the last day to withdraw, she/he will be given a grade of "W." Withdrawal after the designated withdrawal date results in Withdrawal Failure ("WF"). Any course withdrawal that is submitted on or after the first day of the session in question will be subject to partial tuition charges. The withdrawal refund policy is shown on the Tuition and Fees schedule and the Academic Calendar.

***Please note: Not attending class or notifying the instructor does not constitute an official withdrawal; such action will result in a failing grade ("F") for the course in which the student was enrolled and full tuition charges.***

### **Classification of Students**

- A *first-year student* is a student with fewer than twenty-four credits.
- A *sophomore* is a student who has satisfactorily completed twenty-four credits with a minimum cumulative GPA of 2.00.

- A *junior* is a student who has satisfactorily completed fifty-four credits with a minimum cumulative GPA of 2.00.
- A *senior* is a student who has satisfactorily completed eighty-four credits with a minimum cumulative GPA of 2.00.

*Full-time status* refers to a course load of twelve credits across two sessions in the fall, spring, or summer. This designation is applicable to financial aid requirements only. Those who are classified as a School of Continuing and Professional Studies ACCELERATED Degree Program student qualify for the ACCELERATED part-time tuition rate, and are therefore classified by Chestnut Hill College as part-time students.

### **Closed Courses**

Students will not be permitted to enroll in courses at maximum enrollment (“closed” courses). Exceptions to this policy can only be made by the Director of ACCELERATED Program and the Assistant to the Registrar when a student graduating at the end of the current session needs the specific course in order to complete her/his degree requirements. Closed course lists are updated frequently and are available at [my.chc.edu](http://my.chc.edu).

### **Commencement Exercises**

Chestnut Hill College confers baccalaureate degrees three times a year: August, December and May. All graduates are encouraged to march in the annual commencement procession in May, including those who received diplomas in August or December of the same academic year. Students who have not completed their academic program will not be permitted to participate in commencement. It is the student’s responsibility to make certain all graduation requirements are successfully completed.

### **Course Overload**

Two courses per session is considered within load. An overload of one course (9 credits total) per session may be permitted to students in good academic standing, with the approval of an Academic Advisor or the Director of the ACCELERATED Degree Program. A student in good academic standing, in this context, is defined as one who has completed at least 15 credits at CHC and who maintains a cumulative GPA of 3.2 or better. ACCELERATED Degree Program students are not permitted to enroll in more than nine credits per session for any reason, at any time.

### **Course Registration**

Students are responsible for reviewing course prerequisites and determining the appropriateness of their academic preparation in consultation with an Academic Advisor. When possible, students should register for two sessions at a time: Fall 1 and Fall 2; Spring 1 and Spring 2; or Summer 1 and Summer 2. No

registration will be processed until all financial obligations to the College have been met. (See Financial Information for billing policies.)

## **Course Registration Procedures**

Registration information is sent via CHC email to students three times each academic year: for Fall, Spring and Summer Registration. Registration can be done online at my.chc.edu. All registration requests must be approved by an academic advisor. Prior approval may be needed for certain courses. Academic advisors are available for course selection and planning.

## **Course Syllabi**

Faculty members are expected to state on their syllabi at the beginning of each session policies on such matters as academic integrity, class attendance, frequency of examinations, use of notes and textbooks during examinations, submission and grading of written assignments and papers, their grading scale, and the basis for determining the final grade. College policies as published in this Catalog also apply. It is the student's responsibility to carefully review this information.

## **Degree Candidacy**

It is the student's responsibility to see that all graduation requirements are fulfilled. The minimum credit hour requirement for graduation is 120 credits and the minimum course requirement is 40 courses. A candidate for graduation must also satisfy the following:

- Achieve a minimum cumulative GPA of 2.00 for all courses presented for the degree;
- Achieve a minimum cumulative GPA of 2.00 for courses required in her/his major and offered by the major;
- If majoring in Accounting and Business, achieve a minimum cumulative GPA of 2.50 in the major;
- If majoring in Education, achieve a minimum overall cumulative GPA of 3.0;
- Achieve a grade of "C-" or above for all courses required in the major area of study;
- If a transfer student, complete a minimum of forty-five credits (fifteen courses) at Chestnut Hill College;
- If a transfer student, complete half the courses required in the major at Chestnut Hill College.

## **Disabilities Policy Statement**

Consistent with Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Act of 1990, students with documented disabilities may seek relevant, reasonable, academic or housing accommodations or auxiliary aids. Chestnut Hill College is committed to providing equal educational opportunities for qualified students. The College is in compliance with applicable federal and state laws. Disclosure of a disability is voluntary and confidential. To access services, students must submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act(ADA) of 1990.

Documentation must state the nature of the disability and provide adequate information to support accommodations. Accommodations will be determined on a case-by-case basis. The College reserves the right to request additional information if necessary, especially in cases where re-certification of a disability is warranted.

Students should contact Leslie Wilson, MA, Director of Learning Services at 215.248.7013 or [wilsonL4@chc.edu](mailto:wilsonL4@chc.edu). She will advise faculty and administrators on appropriate accommodations for students with disabilities.

## **Exit Interviews and Application for Graduation**

Each student's program is subject to degree requirements as outlined in the dated catalog at the time of the student's initial enrollment in the program. When planning to graduate, students should contact the Assistant to the Registrar to request an audit of their academic record. *Pending graduates must request the audit at least two months prior to graduation. The last day to request the audit is published in the Academic Calendar.* Exit interviews are done via the CHC email system. Students must complete all course requirements, pay a graduation fee, and remove all financial indebtedness to Chestnut Hill College prior to receipt of degree and/or participation in graduation.

## **Family Education Rights and Privacy Act**

This act protects the privacy of educational records, establishes the rights of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate or misleading data through formal or informal appeals. Currently enrolled students may withhold disclosure of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold information regarding educational records, a currently enrolled student must give written notification to the Assistant to the Registrar's office within two weeks after the first class meeting of any course.

Disclosure to the following parties, however, is specifically excepted by the Privacy Act from this rule:

- administrative and academic personnel within the institution who have a legitimate educational interest;
- officials of the institution in which the student seeks to enroll;
- persons or organizations to whom the student is applying for financial aid;
- certain federal and state government officials;
- organizations conducting studies relating to tests, student aid program, instruction;
- appropriate persons where a health or safety emergency affecting the student exists;
- any person where the disclosure is required for compliance with a judicial order to proper subpoena.

Copies of The Family Education Rights and Privacy Act are available in the Registrar's office, third floor, St. Joseph Hall.

The Chestnut Hill College ACCELERATED Degree Program staff will not disclose a student address or telephone number to another student. Students may request withholding information from directories by written notification to the Assistant to the Registrar's Office.

The Chestnut Hill College ACCELERATED Degree Program staff will not disclose a faculty address or telephone number to any student. Student requests will be left in the mailbox of faculty presently teaching or mailed to faculty not teaching in the current session.

### **Firearms Policy**

The Chestnut Hill College policy concerning the possession and use of firearms conforms with the Pennsylvania Uniform Firearms Act. Firearms are not permitted in any College building.

### **Grade Appeal**

A student must appeal a final course grade before the end of the session immediately following the session in which the grade was assigned. The student must initiate the process by first appealing in writing (e-mail is not acceptable) to the instructor who has given the grade, providing the instructor with any relevant material/evidence in support of appeal. If requested by the student, the instructor should provide within one week of the request a written statement to the student detailing the reasons for the grade.

If consultation with the instructor does not lead to a resolution satisfactory to the student, the student may, within five days of the instructor's response, appeal in writing (e-mail is not acceptable) to the Chair of the appropriate department or program stating the reasons for the disagreement and presenting evidence in support of appeal (course syllabus, copies of assignments and exams, etc.)

If the decision of the Chair remains unsatisfactory to the student, the student may, within five days of the Chair's written response, request that the Dean of the School of Continuing & Professional Studies form an *ad hoc* committee (consisting of the Dean and three faculty members other than the instructor and department Chair) to review the issue. As part of the request, the student must supply 4 copies of relevant supporting documentation arranged in chronological order. The *ad hoc* committee will convene as soon as possible. The Dean of the School of Continuing and Professional Studies will forward all relevant material to the *ad hoc* committee in sufficient time for it to be reviewed prior to the meeting. The student and instructor will present their arguments before the *ad hoc* committee in one another's presence. The student and instructor will answer questions from the committee. The *ad hoc* committee, deliberating in private, will review the evidence and reach a decision. The Dean of the School of Continuing and Professional Studies will notify the student of the final decision.

## Grade Changes after Submission

After submitting a final grade, an instructor may change it only under the following conditions:

- The change must be submitted on the official Grade Change form via the CHC email system, within two weeks into the next semester or session of the school in which the course was taken.
- The instructor must state the reason for the change, which must be due only to serious extenuating circumstances.
- The instructor may not assign nor accept any additional work after submitting the final grade.

Please refer to other College policies regarding grade appeal by the student, or incomplete grades.

## Grade Point Average (GPA)

In addition to passing all courses, the student is required to maintain a specific cumulative GPA in order to be in acceptable academic standing, to maintain financial aid eligibility (See Financial Information section) and to graduate. Only courses for which a letter grade is given and that are presented for the degree are computed into the cumulative GPA. The cumulative GPA is calculated in the following way: The quality points per course are determined by multiplying the number of semester credits (3, 6, 9, etc.) by the number of quality points assigned to the grade received (e.g., "A" = 4.0 quality points). The sum of the quality points received for all courses is then divided by the number of semester credits earned.

Quality points per course = semester credits multiplied by quality points.

Grade-point average (GPA) = sum of the quality points of all courses divided by the number of semester credits earned.

## Grading System

Faculty members have the right to use other grading scales and are required to report their scale of use on all course syllabi.

A	=	97-100	C+	=	77-80
A-	=	93-96	C	=	73-76
B+	=	89-92	C-	=	69-72
B	=	85-88	D+	=	65-68
B-	=	81-84	D	=	60-64
			F	=	59 and lower

Grade +N indicates the course is non-academic and the credits earned do not factor in the Career Total (Examples: UEMA 100 – Developmental Math – B+N)

Academic achievement is designated by the following letters on student transcripts:

A	=	4.0	I = Incomplete
A-	=	3.7	P = Pass
B+	=	3.3	F = Failure
B	=	3.0	NR = Not Recorded
B-	=	2.7	W = Withdrawal during approved time period

C+	=	2.3	WF = Withdrawal Failure after approved time period
C	=	2.0	AU = Audit
C-	=	1.7	* CL = CLEP
D+	=	1.3	CR = Credit
D	=	1.0	PA = Portfolio Assessment
F	=	0.0	

\* *Minimum grade required in all courses in the major.*

- A/A- indicates mastery of the course content accompanied by evidence of exceptional achievement in critical, independent thought masterfully expressed.
- B+/B/B- indicates a good grasp of course content accompanied by evidence of a marked achievement in critical, independent, and creative thought competently expressed.
- C+/C/C- indicates an adequate grasp of course content accompanied by an average achievement in critical, independent, and creative thought and the capacity to express it.
- D+/D indicates a limited grasp of course content and evidence of minimal achievement in critical, independent, and creative thought. (A grade of “D” or “D+” is not acceptable in the major and must be repeated.)
- F indicates an insufficient grasp of course content with evidence of an unacceptably low achievement in critical, independent, and creative thought.
- I indicates an Incomplete. (See Incomplete Grades below)
- P/F indicates a pass/fail grade. Internships are graded on a pass/fail basis. A grade of “P” (pass) is not computed in the cumulative GPA. The grade of “P” indicates that the student has received full credit for the internship toward graduation; the grade of “F” indicates that the student has failed the internship, and receives no academic credit and it is computed into the cumulative GPA.

## Graduate Course Enrollment

A Chestnut Hill College ACCELERATED Degree Program student may begin graduate work in the School of Graduate Studies at Chestnut Hill College while fulfilling the requirements of an undergraduate degree if the student’s academic performance and promise justify such action. Credits earned in excess of those required for the undergraduate degree may be applied toward an advanced degree. Students must have senior status, a cumulative grade-point average of 3.00 and permission of the Dean of the School of Continuing and Professional Studies and Dean of the School of Graduate Studies. Graduate Course Permission forms are available in the ACCELERATED Office and in the Academic Advising Center. Registration is completed through the ACCELERATED Degree Program. Undergraduate students who register for graduate courses pay graduate tuition, unless enrolled in select combined degree programs.

## Incomplete Grades

An incomplete grade can be given only in an emergency situation when a student is unable to complete the course before the end of the session. Approval from the Dean of the School of Continuing and Professional Studies and permission from the instructor is required. An Incomplete Grade Request Form must be completed by the faculty member, signed by the student, and submitted to the Dean for approval *prior to the last class meeting*. If approved, all required work must be completed and submitted to the instructor prior to the fifth week of the next session. An incomplete grade will automatically change to an “F” if all work is not completed by five weeks into the next session. (See Academic Calendar for specific dates.)

## Independent Study

Permission of the Dean of the School of Continuing and Professional Studies is required to study independently. A petition in writing is required and permission will be granted only in exceptional circumstances.

## Internships

An internship is a Major Elective option for all majors and is offered on a pass/fail basis. (Practicum is a graded requirement for Education majors.) Three academic credits are awarded for each internship/practicum. Criteria for internships are available from the Coordinator of Experiential Learning. Requests for letter grades must be submitted in writing prior to the beginning of the internship.

## LATE REGISTRATION

Registration during the last full week before a session begins is accompanied by a \$55 fee. Students may not add a course after the class has met. Sessions start with published session dates on the Academic Calendar, *not the date of the student's first scheduled class*. Exceptions to regularly published dates are posted on all ACCELERATED bulletin boards. Please check for holiday schedules on the Academic Calendar.

## Math Placement Examination

The Math Placement Examination is designed to encourage strong academic performance in mathematics courses, and courses for which mathematics is a prerequisite. Workshops are available to help prepare for the Math Placement Exam. ACCELERATED students must take a Math Placement Exam prior to their registration in a mathematics course.

Examination is waived when a student has transferred in from another collegiate institution mathematics courses equivalent to all mathematics courses required for the chosen CHC degree, or the equivalent of the first mathematics course required in the major curriculum track (ie: *UEMA 104 Math for Business I*, or *UEMA 153 Mathematics: Basic Mathematical Theory and Applications I*).

Students will be placed in mathematics courses based on their placement exam results. These results may indicate that students need to take one or more prerequisite courses prior to those mathematics courses

specified for their major. Therefore, the number and sequence of courses students will complete in mathematics will be determined by their test results and major requirements. Students may not enroll in any mathematics course for which they are not qualified. Students need not re-take the placement exam before every course.

Placement exams are administered online in the Math Center on the third floor of Saint Joseph Hall. Students will receive their exam scores and associated placement by mail within three weeks of completing the exam. A copy of this letter will be filed with the School of Continuing and Professional Studies to support informed academic advisement. Students should schedule a placement exam at least six weeks prior to course registration. Students can sign up for the Math Placement Exam by calling the Math Center at (215) 248.7088. Students must provide picture ID at the test site.

### **Online Learning**

Chestnut Hill College's ACCELERATED Degree Program offers courses that may be partially completed away from the traditional classroom with the aid of Internet technologies. Hybrid courses will enhance and integrate classroom lectures with the use of computers, e-mail, the Internet, and Blackboard.com. The instructor will give students a syllabus on the first night of class concerning specific hardware/software requirements. Additional online learning opportunities are offered via a special consortium relationship coordinated by Regis University.

### **Prior Learning Assessment (PLA)**

The ACCELERATED Degree Program will give a written evaluation of all courses according to credit transfer guidelines. The original signed evaluation form, which is placed in the student's permanent file, will show how many courses and credits apply to her/his degree requirements. Successful completion of certain training programs may apply as transfer credits.

**Credit by Examination Options** include the following:

- **Advanced Placement**

Students may obtain credit through examinations given by the College Entrance Board each May. Credit and/or advanced placement will be given to students who score three or higher on the Advanced Placement Examination. Only the results of the first administration of each examination will be considered as a basis for granting credit, i.e., students may not re-take exams to achieve a satisfactory score. All examination results to be considered for advanced placement and/or credit need to be submitted prior to completing six credits in the ACCELERATED Degree Program.

- **College-Level Examination Program (CLEP)**

The ACCELERATED Degree Program recognizes fifteen approved CLEP credits at the ACE recommended level. Each CLEP examination is equivalent to one three-credit course. Credit for CLEP will be given after a) having earned fifteen credits in the ACCELERATED Degree Program, and b) prior to registration for the final fifteen credits required for the degree. CLEP credits are recorded on the academic transcript as transfer credits and not calculated in the cumulative GPA.

### • Challenge Examination

ACCELERATED Degree Program students may challenge up to twelve credits in four approved courses after the successful completion of fifteen credits in the ACCELERATED Degree Program with a cumulative 3.50 GPA. Students may not challenge a previously failed course, computer courses, or Mathematics for Business I and II. All Challenge Examinations must be completed prior to registration for the final fifteen credits required for the degree. Challenge Examinations are credits earned at Chestnut Hill College's ACCELERATED Degree Program and grades are calculated in the cumulative GPA; a grade of "C" or above must be achieved for credit to be awarded.

Other prior learning experiences are evaluated based on the recommendations and/or accreditations of the following national organizations or programs:

- (ACT/PEP) American College Testing's Proficiency Examination Program
- (DANTES) Defense Activity for Non-Traditional Education Support – Training and education offered through the Armed Services is evaluated by the American Council of Education (ACE)
- (ACE/CREDIT) Program on Noncollegiate Sponsored Instruction

### Portfolio Assessment

Adults who have acquired knowledge through prior experience may apply for credit through portfolio assessment. Designed for the highly self-directed learner, this process demands rigorous self-assessment, critical analysis of the level of learning acquired, work samples and/or exhibits, third-party verification, and other documentation. Well documented college-level learning can earn up to fifteen college credits after the successful completion of fifteen credits in the ACCELERATED Degree Program with a cumulative 3.50 GPA and prior to the last fifteen credits required for the degree. Students who wish to apply for portfolio assessment should contact the Coordinator of Experiential Learning.

### Release of Grades

Collection and reporting of ACCELERATED course grades is the purview of the Assistant to the Registrar's Office. Grade reports are available to current students via the My CHC Portal – [my.chc.edu](http://my.chc.edu). Former students and alumni wishing to view their grades must request an official transcript.

### Repeat Course Policy

If a student fails a course and then repeats it with a passing grade, both the original failure and the repeated grade appear on the transcript, but only the higher grade is used in the calculation of the cumulative grade point average. If a student fails a course that she/he has failed before, only one failure is calculated on the transcript. Ordinarily, students may repeat a course only once, but in case a student twice fails a course required for graduation, the student may petition the Dean of the School of Continuing and Professional Studies for approval to take the course a third time.

Any course in which a “D” or “D+” was recorded may be repeated once with the permission of an Academic Advisor. Both grades will be recorded on the transcripts but only the higher grade will be used in the calculation of the cumulative grade-point average. Any course in which a grade of “C-” or higher was recorded may not be repeated to raise the cumulative GPA.

## **CHESTNUT HILL COLLEGE POLICY ON SEX DISCRIMINATION, SEXUAL HARASSMENT AND SEXUAL VIOLENCE**

Please Note: This policy was modified in April 2011 to ensure that Chestnut Hill College procedures are in compliance with the guidance issued by the Office for Civil Rights on April 4, 2011 relating to college and universities' obligations under Title IX to respond appropriately to allegations of sexual harassment and sexual violence. Sexual harassment and sexual violence are forms of sex discrimination prohibited by Title IX.

### **Policy Statement**

It is the policy of Chestnut Hill College that while employed or enrolled at Chestnut Hill College no administrator, faculty member, staff member or student shall be subject to discrimination based upon sex, which includes sexual harassment or sexual violence, by another member of the College community. This policy is referred to as the College’s Policy on Sexual Harassment and Sexual Violence. Included within this Policy is the College’s commitment to protect the individuals who are involved in an investigation of a potential violation of this Policy against retaliation from any member of the College community. Such retaliation will be deemed a separate basis for violating the College’s Sexual Harassment Policy and Sexual Violence.

### **Policy Rationale**

Chestnut Hill College values appropriate relationships, respect for all and shared responsibility. Therefore, Chestnut Hill College is committed to fostering an educational and working environment that is free from sexual harassment and from sexual violence. In recognition of and respect for the dignity of all at Chestnut Hill College, sexual harassment in any form, cannot be tolerated. This policy directly supports our mission in the areas of shared responsibility, social justice, and communal respect. The last decade has witnessed a heightened awareness in our society of the various forms of sexual misconduct; and a deep and sincere concern for the entire College community prompts us to form a Policy on Sexual Harassment and Sexual Violence.

The College is dedicated to compliance and cooperation with applicable laws and programs of the United States of America. The following policy has been adopted to carry out the intent of laws, to inculcate Chestnut Hill College values into daily professional lives and to integrate the Chestnut Hill College Mission Statement into college policy. The purpose of this policy is:

- To educate the community on the definitions of sexual harassment,
- To outline the steps necessary to deal most effectively with cases involving allegations of sexual harassment, and
- To define the rights and responsibilities for members of the Chestnut Hill College community.

### **Legal Definition**

Discrimination or harassment on the bias of sex is a violation of Section 703 of Title VII of the 1964 Civil Rights Action and Title IX of the Educational Amendments of 1972. Unwelcome sexual advancements, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's employment or academic advancement;
- Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual: or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive educational, living or working environment.

Sexual violence means physical acts perpetrated against a person's will or where an individual is incapable of giving consent. A number of acts fall within this category, such as, rape, sexual assault, sexual battery and sexual coercion.

The definition of sexual misconduct can take many forms:

**Rape/Date Rape/Acquaintance Rape:** Sexual intercourse or penetration (vaginal, oral or anal), with any object, accomplished by force or without consent

**Non-Consensual Sexual Contact/Sexual Assault:** Sexual touching or fondling by force or without consent

**Sexual Exploitation:** Any act involving sexual behavior which places a person in a degrading, exploitative, abusive or humiliating situation (eg. posting photographs of a sexual nature online)

### **Scope of Policy**

This policy and the procedures set forth herein apply to and cover all members of the College community without exception. The College community includes all administrators, faculty, staff, and students. Title IX protects students from sexual harassment in a school's educational programs and activities.

Employees are protected from sexual discrimination in all phases of their employment including applications, job performance and salary and promotions.

Members of the College community who are traveling abroad on College business or due to a College course, are expected to comply with this policy regardless of local laws and/or customs.

Title IX also prohibits gender based harassment based upon sex or sex-stereotyping.

### **To Report a Complaint**

All members of the College community, as defined above under Scope of Policy, who believe they may have been subject to sexual harassment or sexual violence, herein Complainants, shall submit their complaint to a Designated Complaint Officer. Designated Complaint Officers, (herein Complaint Officer(s)), are:

- The Assistant to the President for Administration and Special Projects
  - 215.248.7167
- The Vice President for Financial Affairs
  - 215.248.7084
- The Vice President for Academic Affairs
  - 215.248.7022
- The Vice President for Student Life
  - 215.248.7030

Statements may also be made to any security officer, administrator or faculty member who will assist the complainant in contacting the appropriate Designated Complaint Officer.

The Complaint Officer will notify the President of all complaints. The College will follow the procedures set out in this Policy and promptly begin its investigation of the facts presented.

### **Responsibilities**

All members of the College community are responsible for ensuring that their conduct does not sexually harass any other member of the College community. This same responsibility extends to employees of third parties who are either doing business with the College or are on the College campus and to other campus visitors. Further, all members of the College have the responsibility of preventing and eliminating sexual harassment. If administrators and supervisors know sexual harassment is occurring, receive a complaint of sexual harassment or obtain other information indicating possible sexual harassment, they must take immediate steps to inform a Complaint Officer to ensure the matter is addressed even if the problem or alleged problem is not within their area of oversight. Faculty, staff, and students likewise must inform a Complaint Officer if they have reason to believe sexual harassment, in any form, is occurring. Individuals who believe that they have been subject to sexual harassment are responsible for informing a Complaint Officer in a prompt and timely manner. The effective investigation of possible incidents and early resolution of complaints cannot be effectively accomplished when individuals fail to come forward with their complaint within a reasonable time period. It is the responsibility of each member of the campus community to ensure that such incidents do not go unreported. In internal proceedings, the College in general will not be sympathetic to a defense based on consent when the situation is such that the Accused had the power to affect the Complainant's employment status or future prospects.

### **Confidentiality**

Chestnut Hill College requires that, in all cases, claims of sexual harassment and sexual violence be kept confidential by the person bringing the claim, by any witness interviewed, as well as the person alleged to be the harasser. In all cases, we will advise the complaining employee or student and the accused of the outcome of the investigation.

## Reporting Sexual Harassment or Violence in Any Form

If you have been subjected to sex discrimination, or an act of sexual misconduct, which includes sexual harassment or sexual violence, you are urged to immediately report the incident. You may also want to report the event to a close friend, roommate, Resident Assistant, staff, faculty, family member, etc. who can support you through the initial medical treatment (if necessary) and reporting of the events. If you have been the victim of sexual violence you are urged to immediately report the incident to the police.

If you have been the victim of an act of sexual misconduct you may be wondering what to do next. Here are some of your options:

- Get to a place where you feel physically and emotionally safe.
- Contact someone you trust to stay with you for moral support.
- Immediately report the incident to the appropriate College personnel.
- Immediately report the incident to the police by calling 911.
- It is important to seek medical care so you can be treated for injuries and tested for pregnancy and sexually transmitted diseases. The following area hospitals have Rape Crisis Centers: Abington Hospital, Thomas Jefferson University Hospital, Episcopal Hospital and Bryn Mawr Hospital. These locations have staff that are specially trained to provide medical attention to victims of sexual assault. If you need transportation it can be arranged through Security or a member of the Student Life staff. Addresses and phone numbers are included below.
- Avoid showering, bathing, douching or cleaning in any other way to help preserve medical evidence if you chose to prosecute. Any clothes, sheets or other items that may be considered evidence should be stored in paper (not plastic) bags. If you are still wearing the clothes you had on at the time of the assault be sure to bring a change of clothes with you to the hospital.

To make a report of an act of sexual misconduct on campus you may contact Security, the Vice President for Student Life, the Assistant to the President for Administration and Special Projects, or seek out another member of the College community with whom you feel comfortable (this may include a coach, advisor, etc.). You may also decide to make a report directly to the police and you can do so by dialing 911. You will have to make a decision whether you want to cooperate with the police in their investigation of the incident. Here are some helpful numbers:

**Security:** 215.242.7777

**Police:** 911

**Vice President for Student Life:** 215.248.7030

**Dean of Student Life:** 215.248.7142

**Assistant to the President for Administration and Special Projects:** 215.248.7167

**Counseling Center:** 215.248.7104

**Campus Ministry:** 215.248.7095

**Health Services:** 215.248.7011

## **External Resources**

### **Medical Care for Sexual Assault:**

#### **Abington Hospital Rape Crisis Center**

215.481.2000 120 Old York Road, Abington, PA 19001

#### **Thomas Jefferson University Hospital Rape Crisis Center**

215.955.6763 239 Thompson Building 1020 Samson Street, Philadelphia, PA 10107

#### **Episcopal Hospital**

215.481.2000 100 E. Lehigh Ave., Philadelphia, PA 19125

#### **Bryn Mawr Hospital**

610.526.3000 130 S. Bryn Mawr Ave., Bryn Mawr, PA 19010

### **24 Hour Hotlines:**

Women Organized Against Rape 215.985-3333\*

Women Against Abuse 215.386.7777\*

RAINN (Rape, Abuse & Incest National Network) 800.656.4673\*

### **Sexual Harassment:**

Women's Law Project 215.928.9801

Philadelphia Commission on Human Relations 215.686.4692

### **Prosecution:**

Special Victims Unit 215.685.3251

Police Sex Crimes Unit 215.685.1180/81/82

Rape Prosecution Unit 215.686.8083

*Please note that these resources are in Philadelphia. For locations outside of Philadelphia*

\*These resources are confidential

You may choose to pursue the incident through the College's hearing process, you may choose to prosecute through the police, you may choose to do both or you may choose to file a police report and not follow through with any College action. Once the matter is reported to the College, the College will investigate the situation even if you chose not to cooperate with the College. You should not feel pressured into any option; you may want to consult with your family before making a decision. If you do choose to have the case handled through the College, you can expect the following things:

## **CAMPUS RESPONSE TO INFORMATION OF SEXUAL HARASSMENT OR SEXUAL VIOLENCE**

In order to assure a prompt and equitable resolution to the complaint, you will be asked to provide an initial Statement reporting the specifics of your incident, names of individuals, date, time, place, specifics which occurred, witnesses to the events described, etc. This Statement will start the College's investigation of the events reported.

- An investigation will be conducted once a Statement is filed; Statements may be filed by you (the impacted individual), by a parent or by a third party.
- If requested, every effort will be made to investigate the incident confidentially. The College cannot promise complete confidentiality. Information can only be shared within the College if there is a “legitimate educational need.” In order for information to be shared outside of the College, a complainant would need to give explicit permission or that information would need to be subpoenaed. It should be noted that the College’s ability to thoroughly investigate and resolve incidents of sexual misconduct may be limited should the complainant not want his or her name or any identifiable information shared.
- The person who makes the report is the complainant and the individual named in the report is the respondent.
- The respondent will be asked to provide their version of the events. The complainant’s statement will be shared with the respondent.
- The respondent's statement will be shared with the complainant,
- In the event there is little or no dispute between the versions of the events, and the respondent admits the conduct, the matter may be resolved without a hearing at the discretion of the Complaint officer or designated investigator. The appropriate discipline may be imposed by the College based upon the facts admitted during the investigation. If the complainant concurs with the College’s resolution, the matter is concluded without the need for a hearing.
- Even when there is significant difference in the facts related by the complainant and respondent, the College may impose interim measures on the respondent.
- If the facts are in dispute, and the Complaint Officer or investigator concludes there is a basis to move forward, a private disciplinary hearing will be held where the complainant and respondent will each be treated without prejudice or bias and where each will only be asked to answer questions relevant to the specific misconduct under consideration. The hearing officer will be appointed consistent with the Hearing and Appeal Procedures described hereafter.
- The College will use its best efforts to complete its investigation within 14 business days of the date it receives the Statements and to schedule a disciplinary hearing within another 7 business days.
- The parties may mutually agree to extend these time periods.
- This hearing will not be, and may not be, taped; all parties are expected to keep the information from the hearing confidential or they may face disciplinary action.
- Every effort will be made to expedite College hearings (pending necessary investigation of fact).
- The respondent may face interim suspension from the College prior to the hearing, during the hearing or during deliberation.

- Both parties need to submit any additional documentation to the hearing officer at least 48 hours prior to the hearing; the hearing officer will share this information with the respective parties. Both parties will be shown a copy of the Statements provided by the other party; this includes Statements from any witnesses of fact.
- At least 72 hours notice will be given to appear at the hearing and a written decision, complete with sanctions, will be received within 10 business days after the hearing.
- If desired, the complainant will be permitted to attend the entire hearing. If the complaint chooses not to attend the hearing, he or she will be offered the opportunity to submit a written statement of fact to be read at the hearing. If the respondent fails to appear he or she may submit a written statement of fact to be read at the hearing. If either party declines to participate, the hearing will move forward and no adverse inference will be drawn.
- Once the original Statement has been filed, the College will use its best efforts to process the incident (this includes investigation of facts, hearing notification, the hearing, deliberation, notification of the outcome of the hearing and the appeal process) within 60 business days.
- Character witnesses are not permitted at the hearing. In determining a remedy, the College may take into consideration the prior disciplinary history of the respondent.
- The College utilizes preponderance of evidence as the standard of proof in disciplinary proceedings; this standard is met if the proposition is more likely to be true than not true. Preponderance of evidence is the acceptable standard for civil cases.
- The complainant and respondent will be notified of the outcome of the hearing; this notification will be made in writing and will occur as concurrently as possible.
- The process will terminate if the respondent is no longer a student or employee.
- The College will cooperate to the extent permitted by law with criminal proceedings.
- The College does not condone retaliation towards the respondent or the complainant. Any claims of retaliation will be investigated and those individuals will be subject to disciplinary action.
- Mediation will not be used to resolve sexual violence complaints.
- Both parties have the right to appeal. A letter of appeal should be addressed to the Vice President for Student Life (if the appellee is a student) or to the Assistant to the President for Administration and Special Projects (if the appellee is an employee) within 3 business days of receipt of decision. This letter should include fact based reasoning for appeal, such as failure to abide by existing procedures, failure to consider relevant information, etc. The parties will receive written notice of an appeal decision within 10 business days. Additional details about the Appeal Process are described below.

### **Hearing and Appeal Process**

Upon receipt of a Statement involving a student or students, the Vice President for Student Life may assign a designee to investigate the matter. Hearings will be adjudicated by the Residence Coordinators, Assistant Director of Residence Life, Director of Residence Life, Dean of Student Life or the Vice President for Student Life. In reports of sexual violence, hearings will be handled by the Dean of Student Life or a designee from the Vice President for Student Life.

Upon receipt of a Statement involving faculty members or employees of the College, the Assistant to the President for Administration and Special Projects will investigate the matter or assign a designee to do so. Impartial hearing officer(s) will be appointed by the President to conduct the hearing.

Following the conclusion of the hearing, respondents will receive written notice of a decision, including sanctions if applicable, within 10 business days. When determining sanctioning, the following factors will be taken into account: severity of the incident, past judicial record, attitude and willingness to make amends.

A party wishing to appeal a hearing decision must do so in writing within 3 business days of receipt of the decision. A letter of appeal should be addressed to the Vice President for Student Life; or the Assistant to the President for Administration and Special Projects, as appropriate. This letter should include fact based reasoning for appeal, this may include evidence of improper or inadequate procedure, prejudicial conduct and/or disproportionate penalty.

Appeals will go to the College Appeal's Board. The College Appeal's Board will consist of faculty, staff, administrators or students as appointed by the President. The non-appealing party will be notified that the appeal has been filed. Once it is formed, the Appeal's Board will notify the parties if additional documentation is requested and the time period for its submission. Both parties will receive written notice of the appeal decisions within 10 business days after the Appeal's Board has received any additional documentation it may request. Sanctions, such as interim suspension from College housing or from the College itself, may be imposed during the appeals process at the decision of the Vice President for Student Life or the Assistant to the President for Administration and Special Projects.

### **Title IX Coordinator**

The College designates Michele Mocarisky, Director of Human Resources (215.248.7036), as its Title IX coordinator. Any questions or complaints regarding the College's Policy or its implementation should be promptly brought to the attention of the Title IX coordinator.

### **Record Keeping**

After a matter is concluded, the individual who conducted the investigation shall prepare a written summary of the matter. The purpose of the summary is (1) to insure the College is aware of repeat incidents by the same individual and (2) for record keeping purposes so the College can evaluate the

effectiveness of its anti-harassment policy and procedures. This summary will be kept in a separate file which may be consulted for the two purposes stated.

## **The Sisters of St. Joseph Association of Colleges Student Exchange Program**

Chestnut Hill College offers students the opportunity to enrich their educational experience by studying for a semester or a year at one of seven other colleges founded and/or operated by the Sisters of St. Joseph: Avila College (Kansas City, MO); Elms College (Chicopee, MA); Fontbonne College (St. Louis, MO); Mount St. Mary's College (Los Angeles, CA); Regis College (Weston, MA ); The College of St. Catherine (St. Paul, MN); and the College of St. Rose (Albany, NY).

## **Student Concerns**

Chestnut Hill College has procedures for resolving student concerns. Issues about, for example, expectations outlined on a course syllabus, faculty performance, or final grades should be discussed directly with the faculty member. If the situation is not resolved, a written letter (not an e-mail) to the Director of ACCELERATED Program may be submitted, or a student may utilize the recommendations section of the Course Evaluation form distributed at the end of each course. A student appealing a grade should follow the Grade Appeal Policy. Concerns about institutional policies or procedures should be directed in writing to the Director of ACCELERATED Program.

## **Student/Institution Relationship**

A student's enrollment at Chestnut Hill College is a voluntary decision that involves acceptance of the responsibility to meet academic requirements, adhere to policies and procedures and to act in ways consistent with the mission of the College and civil law. Conduct that threatens or endangers the health or safety of any person on college premises, verbal or written harassment, intentional obstruction or disruption of teaching, administration or other college activities may result in dismissal from the program. Students remain responsible for all tuition and fees.

## **Study Tours**

The ACCELERATED Degree Program sponsors annual study tours for the purpose of experiential learning. In the past, students and faculty have traveled in the United States and to France, England, Germany, Italy, Ireland, Greece, and Russia for intensive cultural experience. On these trips, students have the option of earning up to six credits.

## **Student Participation in Assessment Research**

Ongoing assessment of student learning is expected of all colleges and universities. Assessment projects search for evidence of the effectiveness of various instructional techniques and educational experiences by using such tools as surveys, interviews, focus groups, and/or samples of student work. Student participation in assessment surveys, interview, and /or focus groups is voluntary. All work submitted by a student in fulfillment of course and/or program requirements is considered available for assessment

research purposes, unless the student specifically requests otherwise. Along with the work, written notice of this request must be submitted to the course instructor. Students will never be individually identifiable in any assessment report.

## **Transfer Policies and Procedures**

With the exception of those students who enter through a partnership agreement, students who transfer to Chestnut Hill College's ACCELERATED Degree Program must complete forty-five credits and half of the major courses at Chestnut Hill College in order to be awarded the College's degree. Students may transfer courses in which they have achieved at least a grade of "C" (a minimum cumulative GPA of 2.00) and which are applicable to a curriculum offered by the ACCELERATED Degree Program (Core Liberal Arts, Major Requirements and Free Electives). These courses are evaluated on an individual basis; only the credit is transferred and grades for these courses are not calculated into the cumulative GPA.

CHC will accept up to 75 credits completed at an accredited institution within ten (10) years prior to admission. Transfer credits will be awarded for those courses in which a grade of "C" or better was earned. An additional review is required for any course taken more than ten (10) years prior to admission. Some departments may require review if courses were taken fewer than 10 years prior to CHC admission. The individual department will make all final decisions regarding the allocation of credits. Students may be required to provide course descriptions and/or syllabi.

Students who have successfully completed ENG 101 & 102 at another institution will be required to submit a writing sample to determine placement. Once matriculating in the program, students are expected to complete all course work at Chestnut Hill College. Matriculating students are not permitted to take courses at other institutions.

The ACCELERATED Degree Program will provide a written evaluation of all courses according to credit transfer guidelines. An official transcript from each institution from which transfer credit is being requested is required. Transcript(s) must be sent directly from the other institution to the Chestnut Hill College's School of Continuing and Professional Studies.

Catalog(s) from the other institution(s) containing course descriptions may need to be presented. Applicants may need to provide course descriptions for certain courses for which transfer credit is being requested. Transfer guides listing specific courses and their equivalencies are available for a number of community colleges and may be obtained by contacting the ACCELERATED Office. International students need to submit a complete set of academic credentials in English translation.

## **Withdrawal on Probation**

Students who are on academic probation may apply in writing to the Dean of the School of Continuing and Professional Studies for permission to withdraw voluntarily from the program. Permission will ordinarily be given if the student has resolved all financial indebtedness to Chestnut Hill College. If a student has withdrawn on probation and wishes to return to Chestnut Hill College's ACCELERATED Degree Program, she/he must apply in writing to the Dean of the School of Continuing and Professional Studies.

## FINANCIAL INFORMATION

### OFFICE OF STUDENT ACCOUNTS

Students may make payments on their account and receive information about their account in the Student Accounts Office, located on the first floor of St. Joseph Hall. The Student Accounts Office hours are as follows:

Monday	9:00 a.m. to 6:00 p.m.
Tuesday	9:00 a.m. to 6:00 p.m.
Wednesday	9:00 a.m. to 6:00 p.m. (Summer Hours 9:00 a.m. to 6:00 p.m.)
Thursday	9:00 a.m. to 6:00 p.m.
Friday	9:00 a.m. to 4:00 p.m. (Summer Hours 9:00 a.m. to 3:00 p.m.)

Students may also contact the office by phone from 9:00 to 5:00, Monday through Friday or by e-mail any time. Student Accounts Office 215.248.7116 or [Accounts@chc.edu](mailto:Accounts@chc.edu).

### Payment of Bills

By act of registration, students accept responsibility to pay the charge for the entire session of enrollment, regardless of the method or source of payment. Payment for courses and related fees in the ACCELERATED Degree Program is due before the start of each session. Chestnut Hill College accepts cash, money order, Visa, MasterCard, Discover and AMEX as forms of payment. Payments may be mailed to the following address:

Chestnut Hill College  
PO Box 8500 #9986  
Philadelphia, PA 19178-9986

Please include the student ID number on all payments.

All students who have not fully satisfied their tuition and fees by the start of the session, including those who have applied for financial aid that has not been credited to their account, are asked to complete a Student Financial Responsibility Agreement. This agreement defines various payment options that may be used by students to settle their full balance in a timely manner.

Chestnut Hill College offers an interest-free Monthly Payment Plan (MPP); there is a \$65 enrollment fee for the MPP. Students may pay the semester balance in up to three payments. More information about the MPP is available in the Monthly Payment Plan section of this catalog. Failure to make a payment on schedule will result in the total balance becoming due immediately with a late payment fee and/or a service charge of 1.5% of the outstanding balance added per month.

Students may defer payment of the portion of their tuition reimbursable under their employers' program until thirty days following the end of classes each semester. See the *Employer Assisted Deferred Payment Plan* section for details or contact the Student Accounts Office.

**Important:** Students who do not pay or make suitable payment arrangements for their semester bill will be placed on Business Hold and will not be allowed to register for class until payment or satisfactory

arrangements have been made at the Student Accounts Office. A late payment fee and/or a service charge will be charged for all past due accounts.

### Tuition

The Tuition charge is uniform for all ACCELERATED Degree Program students, regardless of the major being pursued. Tuition for 2011-2012 is \$475. per credit.

### Course Fees

Additional operating costs involved in offering certain courses require that a course fee be charged. In general, course fees are charged on a per course basis and are charged as follows:

Art Studio courses \$75-115 per course.

### Parking Permit

All students attending classes, workshops, seminars, and special sessions are required to purchase and display a valid parking permit while parking on the campus of Chestnut Hill College. All students parking on campus are required to purchase a parking permit regardless of the number of semester hours they may be taking per semester. Each parking permit runs from September 1 through August 31 of the following year. The purchase of a parking permit does not guarantee a parking space on campus, but it does permit students to park in authorized areas on a first-come, first-served basis.

**Permit Costs:** The fee for the 2011-2012 parking permit is \$135.00 plus a \$5.95 handling fee. Permits can be obtained online at [www.chc.edu](http://www.chc.edu), click on Student Services and Resources, Parking and [www.thepermitstore.com](http://www.thepermitstore.com). Enter “Chestnut Hill College” as the parking destination and follow the directions (Note: You will need your car registration.).

It is the student’s responsibility to be aware of and comply with all parking policies and procedures as reflected in the parking brochure. Students are responsible for any and all fines that result from parking in an unauthorized area, as defined by the parking brochure, or from not displaying or obtaining a parking permit. The College reserves the right to withhold registration materials, transcripts, diplomas, and all other information regarding the record of any student who is in arrears in the payment of tuition, fees, or any other amounts due the College. This includes unpaid parking fines.

### Other Charges

Returned (NSF) Check Charge .....	\$35.00 each time
Late Payment Charge .....	1.5% of balance per month (automatically charged to student account if session bill is not paid by the Payment Due Date)
MPP Deferred Payment Plan Fee .....	\$65.00 per semester (2 sessions)
Changed Registration .....	\$40.00 each time
Late Payment Fee (MPP) .....	\$20.00 per each payment
New Student Application Fee .....	\$40.00 one time only (non-refundable)

Graduation Fee .....	\$250.00 one time only (charged in last session; does not include cap and gown)
Transcript Fee .....	\$5.00 per transcript
Challenge Examinations .....	\$210.00 per credit
Evaluation of Experiential Learning: Portfolio Assessment Charge .....	\$210.00 per credit

### Employer Assisted Tuition Deferred Payment Plan

Students in the ACCELERATED Degree Program may request to defer payment of that portion of their tuition reimbursable under their employer’s program until thirty days following the end of classes each term. Providing employer’s policy is to mail payments directly to CHC upon remittance of a CHC tuition invoice.

Students must provide a guarantee of payment in the form of a credit or debit card account to be charged if in the event the students employer does not pay by the deferred due date. To be eligible to participate in this plan, the student must complete and submit the attached application by the due date shown on the billing statement, along with proof of employment, and a copy of the employer’s education assistance plan.

Tuition amounts not covered under the employer education assistance plan or the employer’s policy is for the student to pay in full and then be reimbursed by the employer. If this is the case all payments are due by the original due date. All applicable late fees and interest will be applied and/or collection actions will be taken if the tuition and fees are not paid in full and on time.

The student is personally obligated for any and all financial obligations made to the College, regardless of employment status or the length of time it will take their employer to process their reimbursement.

The College reserves the right to withhold registration materials, transcripts, diplomas and all other information regarding the record of any student who is in arrears in the payment of tuition, fees or any other amounts due the College. A student may be dismissed from the College for continued delinquency of financial obligations. Unpaid bills will be turned over to a collection agency. Collection costs and/or other finance charges must be paid by the student, in addition to the unpaid amount, before the College will release grades or transcripts.

### Refund Policy

Students who officially withdraw from all classes at the College (See *Change of Registration*) are eligible for refunds of tuition according to the schedule below. Fees and other charges are non-refundable after the first day of classes; permits are non-refundable. Students who withdraw from the College may also have to return a portion of the Federal Financial (Title IV) Aid they received. (See *Return of Financial Aid Policy* in the Financial Aid Section below). *For purposes of calculating refunds, the calendar week begins as of the first scheduled class time of each session, regardless of the individual student’s individual course start date.* For more information on the Refund Policy, contact the Office of Student Accounts at 215.248.7116. Questions regarding Financial Aid, please call the Financial Aid Office at 215.248.7182.

- Prior to the first day of session 100% refund
- Within the first calendar week 80% refund
- Within the second calendar week 60% refund
- Within the third calendar week 40% refund
- Weeks thereafter **No Refund**

## **Business Hold**

Students with delinquent accounts are placed on business hold and are prevented from registering for future classes, receiving course grades, receiving copies of official or unofficial transcripts, or participating in commencement ceremonies until they have made satisfactory arrangements to satisfy their accounts. A student may be dismissed from the College for continued delinquency of financial obligations. Students on business hold should contact the Office of Student Accounts immediately to satisfy their remaining balance. A student may be placed on business hold at:

- Beginning of Session – For failure to make payment in full or to make satisfactory arrangements to pay the semester’s bill. Students in this category cannot attend classes until the Office of Student Accounts approves financial arrangements for the session.
- During Session – For defaulted or late payment on terms arranged at the beginning of the session. Students in this category cannot register for the following session, receive grades or transcripts and may be prevented from taking tests, attending classes or graduating. Students should contact the Office of Student Accounts immediately if they have not met their financial obligations as agreed upon at the beginning of the session.

Students will be removed from business hold when their bills are fully paid or addressed in a satisfactory manner, as agreed upon and approved by the Office of Student Accounts. Written confirmation of removal from business hold must be provided to the ACCELERATED office before an appointment can be scheduled with an advisor.

## **FINANCIAL AID**

### **Financial Aid Office**

The Office of Financial Aid can assist in the process of applying for financial aid. While financial assistance, from your employer, or from federal, state and other sources may help to pay a large portion of your tuition and fees, the responsibility for the remaining portion of the unpaid fees remains with the student.

## Financial Aid Office Hours

Monday	9:00 a.m. to 6:00 p.m.
Tuesday	9:00 a.m. to 6:00 p.m.
Wednesday	9:00 a.m. to 6:00 p.m.
Thursday	9:00 a.m. to 6:00 p.m.
Friday	9:00 a.m. to 4:00 p.m.

To schedule an appointment with the Financial Aid Office, please call 215.248.7182 or e-mail [finaid@chc.edu](mailto:finaid@chc.edu).

## Financial Aid Status for ACCELERATED Students

ACCELERATED Degree Program sessions are: Fall 1, Fall 2; Spring 1, Spring 2; Summer 1 and Summer 2. The traditional Fall semester is the equivalent of ACCELERATED sessions Fall 1 and Fall 2. The traditional Spring semester is the equivalent of ACCELERATED sessions Spring 1 and Spring 2. The traditional Summer semester is the equivalent of ACCELERATED sessions Summer 1 and Summer 2.

In order to be considered a full-time student for *federal financial aid purposes*, a student must be enrolled in a minimum of 12 credits per semester (through a combination of sessions Fall 1 and Fall 2; and/or Spring 1 and Spring 2; and/or Summer 1 and Summer 2). In other words, to be considered for full-time federal financial aid, students must enroll in two classes each eight-week session during both Fall sessions; and/or both Spring sessions; and/or both Summer sessions.

Enrolling in nine, ten or eleven credits per semester (both Fall sessions; and/or both Spring sessions; and/or both Summer sessions) attains 3/4 time status. Enrolling in six, seven or eight credits per semester attains 1/2 time status for financial aid purposes. Generally, students must take a minimum of six credits per semester to be eligible for federal financial aid. Part-time federal financial aid is available for qualified students taking classes at 3/4 and 1/2 time status.

Please note that financial aid is based on the number of credits taken for each semester, as defined above. Failure to enroll for the number of credits, as indicated on the Chestnut Hill College Institutional Financial Aid Application, will result in a reduction in financial aid and could result in the required return of Title IV aid, as described below. Students should contact the Financial Aid Office with any questions regarding changing the number of credits enrolled per semester.

## Applying for Financial Aid

Students interested in applying for financial aid must complete the Free Application for Federal Student Aid (**FAFSA**) each academic year by **April 15**. The FAFSA can be submitted by completing a paper FAFSA, FAFSA Renewal Application, or through the Internet by using FAFSA on the web ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)). Students must indicate Chestnut Hill College's federal school code (003245) on the FAFSA to ensure proper disclosure of students' FAFSA information to the Financial Aid Office.

In addition to the FAFSA, students must complete a Chestnut Hill College Institutional Financial Aid Application each academic year.

Any student that is interested in obtaining a Federal Stafford Loan must also complete a Master Promissory Note (MPN). The MPN is a multi-year promissory note that can be used for an entire collegiate career. This means that once a student completes the MPN, another MPN is not required for borrowing in future years. This process is designed to eliminate paperwork and simplify the process of applying for a Federal Stafford Loan.

### **Financial Aid for Summer Sessions**

ACCELERATED students may take courses year-round. A number of financial aid options are available to finance summer enrollment expenses.

- 1. Stafford Loan Three-Disbursement Option** - Stafford loans can be disbursed in three installments. If a student chooses the three-disbursement option, one-third of Stafford loans will be disbursed during each of the following semesters: fall, spring, summer. If a student plans to register for courses during the summer sessions, we strongly recommend requesting three disbursements. This option will reserve funds for the cost of summer registration. If a student continues to have Stafford loans disbursed twice during the academic year, one-half of Stafford loans will be disbursed during each of the fall and spring semesters. When choosing this option, funds will not be available from Stafford loans during the summer sessions. Arrangements for summer tuition cost payment should be made through the Student Accounts Office. Choice of disbursement is requested on the Chestnut Hill College Institutional Financial Aid Application.
- 2. PHEAA Summer State Grant** - PHEAA Summer State Grant applications are available in the College Financial Aid Office. Applications can be requested by calling the Financial Aid Office. Eligibility requirements are outlined on the back of the grant application. The completed grant application must be returned to PHEAA for processing. PHEAA notifies students directly concerning Summer State grant eligibility. In order to qualify for a PHEAA Summer State grant, students must enroll in a minimum of six credits during the summer semester (6 credits over 2 summer sessions).
- 3. Private Education Loans/Alternative Education Loans** - Various alternative loan programs are available from private lenders to help students with educational expenses throughout the academic year. Most of these loans are credit based and may require a cosigner depending on credit history. A variety of alternative loan applications are available in the Financial Aid Office. If you want to apply for an alternative loan or if you require additional information, please contact the Financial Aid Office.

### **Return of Unearned Federal Financial Aid (Title IV)**

A student who received federal Title IV financial aid, as defined previously, and who withdraws from all classes at Chestnut Hill College, will be required to return some or all of the federal Title IV funds. The amount of federal financial aid to be returned will be the largest amount as determined by using the Federal Refund Policy (except for first-time students who use the Pro-Rata Refund Policy which

follows), which is calculated by dividing the total Title IV funds (less work-study earnings) by the student's total aid package and applying this fraction to the Chestnut Hill College refund. The resulting amount is the amount of funds to be returned to the Title IV programs. The Pro Rata Refund Policy is used only for the first-time students withdrawing before 60% of the term is completed. Charges are prorated depending on the student's date of withdrawal.

Federal regulations require Chestnut Hill College to return unearned aid in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal PLUS Loan
4. Federal Perkins Loan
5. Federal Pell Grant
6. Federal Pell Grant
7. Other Title IV programs
8. Other federal sources of aid
9. Other state, private or institutional aid
10. The student

### **STANDARDS OF ACADEMIC PROGRESS**

In order to continue to receive Federal and Institutional financial aid, all students must successfully complete 66% of all credits attempted. In addition, all students are required to achieve a minimum Career GPA:

- Students with 1 to 24 earned academic credits must achieve a Career GPA of 1.65.
- Students with 25 to 59 earned academic credits must achieve a Career GPA of 1.85.
- Students with 60+ earned academic credits must achieve a career GPS of 2.0.

### **MAXIMUM TIME FRAME**

The maximum time frame for completion of undergraduate programs cannot exceed 150% of the published program length for a full-time student. For undergraduate students, the minimum credits needed for graduation is 120. Therefore, a student would have a maximum time frame of 180 attempted credits to complete the program before the student would lose eligibility for financial aid.

### **MEASUREMENT OF PROGRESS**

Academic progress for each student will be measured at the end of each academic year. If a student does not meet the satisfactory standards of academic progress, he/she will be notified in writing regarding the cancellation of financial aid funding.

### **APPEALS**

Appeals may be based on extenuating circumstances. The student must be able to demonstrate that the extenuating circumstance had a direct impact on the student's academic performance. The student must put the request in writing and submit it to the Director of Financial Aid. The student may be asked to provide supporting documentation of the situation.

If an appeal is approved, an academic waiver will be granted. This will allow the student's financial aid to be reinstated for one academic year only (except the PHEAA State Grant). The student must comply with any and all conditions attached to the waiver of the academic policy.

## **STANDARDS OF ACADEMIC PROGRESS FOR THE PHEAA STATE GRANT**

Pennsylvania Higher Education Assistance Authority (PHEAA) requires recipients of the PHEAA State Grant to complete a minimum of 24 credits for every two semesters of full-time grant assistance received or a minimum of 12 credits for every two semesters of half-time grant assistance received. No academic waivers will be granted for the PHEAA state grant program by Chestnut Hill College. A student may appeal directly to PHEAA concerning extenuating circumstances.

## **VETERAN'S BENEFITS/SCHOOL CERTIFYING OFFICIAL (SCO)**

Marie Scheetz, Assistant to the Registrar - Fournier Hall, Room 15  
Telephone: 215.248.7064. Fax: 215.242.7707. Email: ScheetzM@chc.edu.

The Pennsylvania State Approving Agency has determined that Chestnut Hill College meets all of the criteria for approval for Veterans Education under the provisions of Title 38, United States Code, Section 3675.

**The Post-9/11 GI Bill** reimburses your tuition & fees to your school and makes housing and other payments directly to you. Chestnut Hill will receive a percentage, as determined by your length of active duty service.

Through Chestnut Hill's **Yellow Ribbon Program**, fully qualified veterans/dependents can attend tuition free each year. The Department of Veterans Affairs (VA) matches dollar-for-dollar the contributions a participating institution (i.e. CHC) makes toward your costs (tuition, mandatory fees). Therefore, qualified college students can attend Chestnut Hill College for little to no cost. You must have 100% eligibility to qualify for the Yellow Ribbon Program. To be considered, qualifying students must be accepted for enrollment to a degree program or be currently enrolled in that degree program at the College as verified in the submitted Certificate of Eligibility provided by the College's SCO.

Questions about eligibility for the Post 9/11 GI Bill or the Yellow Ribbon Program should be addressed at either the local VA Regional Office or the Department of Veterans Affairs at [www.gibill.va.gov](http://www.gibill.va.gov).

## **STUDENT SERVICES AND FACILITIES**

### **Academic Advising**

Academic advisors with advanced degrees and experience in curriculum, education, and academic counseling are available to meet with students during the day or evening. They can help students choose majors, select courses, transfer credits, schedule classes and set goals. Students are encouraged to review their course schedules with academic advisors prior to course registration in order to support academic progress. To schedule an appointment with an academic advisor, contact the ACCELERATED Office at 215.248.7063. The Academic Advising Center is located in Fournier Hall, room 11A.

### **ACADEMIC RESOURCES: THE MATH CENTER AND THE WRITING CENTER**

The Math Center provides assistance with math courses and administers mathematics placement exams. For an appointment, call 215.248.7088.

The Writing Center offers assistance with academic writing. For an appointment, call 215.248.7114.

The Resource Centers are accessible during the fall, spring, and summer sessions. Hours are posted for each Center.

### **ACADEMIC COMPUTER SERVICES**

The Academic Computer Center is located on the ground floor of Saint Joseph Hall. IBM-compatible PCs are available for student use on a walk-in basis during posted daytime and evening hours. Students may take advantage of major state-of-the-art software for purposes such as word processing, statistical analysis, graphics, desktop publication, database manipulation, web browsing over the Internet and e-mail. Laser printers are available for high quality printed work.

The Academic Computer Center also maintains three teaching labs, three for IBM-compatible PCs and one primarily for Macintoshes. These four computer labs are available for classroom instruction ranging from computer software application basics to sophisticated programming languages, and are not generally available for use by students on a walk-in basis. The computer labs are also available for use by faculty for the integration of technology in education. The Devlin Video Production Suite in Martino Hall is an extension of the Computer Center and houses state-of-the-art video editing systems and a well-equipped television studio.

The Academic Computer Center is open to Chestnut Hill College students only. Matriculated students may receive a personal account on the College network, giving them an Internet e-mail address and access to the Internet from on campus. All students requesting personal accounts are required to agree to the College's acceptable use policy and to the rules and policies regulating the use of College computer resources. The computer center hours which follow show the typical schedule during the fall and spring semesters:

### **COMPUTER CENTER LAB HOURS**

Monday through Thursday 9:00AM to 11:00PM

Friday 9:00AM to 6:00PM

Saturday 9:00AM to 5:00PM

Sunday 1:00PM to 11:00PM

Hours are subject to change due to holidays and other scheduling considerations.

### **CAMPUS BOOKSTORE**

St. Joseph Hall, Lower Level, Telephone: 215.248.7150. Fax: 215.248.7156. Email: 0719mgr@fhcg.follet.com

### **CAREER DEVELOPMENT OFFICE**

Third Floor, St. Joseph Hall

Telephone: 215.248-7109. Fax: 215.248.7155. Email: ndachill@chc.edu.

Career Development is an on-campus resource available to all students. Programs enable students to obtain knowledge and skills needed to plan careers and develop an effective job search. Personal

interviews, special seminars, and career planning workshops assist the student in assessing abilities, choosing an occupational field and selecting an entry position.

**Resources include the following:**

- Full-time, part-time and summer job listings
- GRE, GMAT, LSAT, MCAT applications
- Literature on various careers as well as graduate programs
- Participation in the Annual Chestnut Hill College Job Fair
- *Senior Career Services* Newsletter
- Registry in credential service
- Job search workshops
- Critique of resume/personal interviews

**FOCUS** is a self-paced, online career and education planning tool for use by college students. It will enable the student to self-assess career-relevant personal qualities and explore career fields and major areas of study that are most compatible with the assessment results. Students who use FOCUS make better decisions about their goals and plans and learn how to self-manage their careers. Career planning with FOCUS leads to the following advantages for students: While in college: More goal focused and motivated - Higher academic achievement - Fewer transfers and switching of majors - Graduate on time; After Graduation: Better entry job with higher income - More satisfied, more productive in their career - Less career change, faster advancement.

Students with Blackboard accounts can access the Career Development virtual site on Blackboard. This site offers information about career planning, job/internship searching, resume writing, graduate school applications, and upcoming events.

## **Childcare**

Childcare is not provided on campus. Children may not be left unattended in any college building or anywhere on campus, including Logue Library, the Student Life Center, or other public lounge areas. Children are not permitted in classrooms, even when attended by parent or guardian.

## **COUNSELING CENTER**

St. Joseph Hall, 3<sup>rd</sup> Floor, Room 56.  
Telephone: 215.242.7104. Email: [kennedys@chc.edu](mailto:kennedys@chc.edu)

The Counseling Center offers free, short- and long-term therapy to students in the Schools of Undergraduate, Graduate and Continuing and Professional Studies during the academic year. Counseling staff can also consult with students and members of their families. Workshops are offered to address students' interests and needs. Students may use the Counseling Center at all times they are enrolled at the College.

The Counseling Center is completely confidential, except in cases of life-threatening emergency (the threat or attempt of suicide, and the threat of seriously injuring another person, for example). Concerned, trained clinicians work under the supervision of a licensed psychologist.

Students may seek counseling for a wide variety of reasons and should feel free to schedule a preliminary appointment to determine if therapy would be helpful for a particular issue. Students who have received treatment in the past are also welcome to return to the Counseling Center as needed.

Office hours are posted at the Counseling Center, as well as in central locations on campus. Appointments can be arranged by calling the office, or stopping by and scheduling an appointment in person.

### **STUDENT LEARNING SERVICES CENTER**

St. Joseph Hall, 3rd Floor  
Telephone: 215.248.7013. Email: [wilsonL4@chc.edu](mailto:wilsonL4@chc.edu).

The Student Learning Services Center offers techniques to maximize study time by learning effective and efficient college study strategies in addition to tutoring for subjects not covered by a dedicated Resource Center. Requests for tutoring may be made in the office or by emailing [tutor@chc.edu](mailto:tutor@chc.edu). Contact Leslie Wilson, Director of the Student Learning Services Center for more information.

### **Food Services**

The Dining Hall is located on the first floor of Fournier Hall. Meals may be purchased on a cash basis. A retail café, The Griffin's Den, is located on the ground floor of Fournier Hall. Hours and prices are listed at both locations, or call 214.248-7015 for information. Vending machines are located on the lower level walkway between St. Joseph and Fournier Hall and the third floor of St. Joseph Hall. The Bookstore also sells an assortment of drinks and snacks.

### **HEALTH SERVICES**

Fitzsimmons Hall, 1st Floor, just behind the Security Desk.  
Emergencies: 7777 (on-campus) or 215.242.7777 (off-campus).  
Telephone: 215.248.7111.

The College Health Office is an integral part of the College community providing care to students during illness, making recommendations for health maintenance and providing programs throughout the year on health related issues. Hours of operation are posted outside the Health Services Office. For emergency assistance dial 911.

### **Swimming/Fitness Center**

Lower Level, Fournier Hall  
Emergencies: 7777 (on campus) or 215.242.7777 (off campus)  
Telephone: 215-248.7040

Students, staff and faculty with an official Chestnut Hill College ID may use the pool and fitness center during the posted hours. Swimming is permitted only when a lifeguard is on duty.

## **INTERNATIONAL STUDENT OFFICE**

James McLaughlin, Director of International Student Services.  
Fournier Hall, Room 12.  
Telephone: 215.242.7989. Fax: 215.248.7082. Email: mclaughlinja@chc.edu.

The Office of International Student Services coordinates the College's international contacts and seeks to provide assistance to all international students and non-native speakers on campus (The School of Undergraduate Studies, the School of Continuing and Professional Studies, and the School of Graduate Studies). The Director advises students about academic procedures, expectations and requirements of Chestnut Hill College, and offers information about the U.S. educational system. Assistance is provided on U.S. Tax Laws, extension of stay and transfer of schools. Information about health care and medical insurance is also offered. International students must contact this office before admission and registration.

## **Lost and Found**

Fournier Hall, 1st Floor Front Desk 215.248.7090

Students are personally responsible for the safekeeping of their valuables and belongings. Therefore, necessary precautions should be taken to guard against loss. All found articles are to be turned over to the Office of Security and Safety. For Lost and Found inquiries, check with the Information Desk located on the first floor of Fournier Hall. All articles will be kept for a period of 30 days. If not claimed, the articles will be disposed of.

## **Posting Policy**

1. Individuals (including faculty and staff) and/or groups are responsible for hanging and removing posters and/or flyers. This means making sure all rules are adhered to.
2. Poster Specifications
  - a. Name of sponsoring groups must appear on poster
  - b. Specific date(s) must be clearly stated
  - c. No reference to alcohol may be made in any way
  - d. Poster must be in good taste as judged by CHAT or SGA
  - e. Tape should not be visible. It should be placed in rolls on the back of the poster.
3. Posters may not be attached to paneling or directly to painted walls.
4. Masking tape is the only kind of tape to be used to hang a poster. Cellophane/scotch tape and adhesive gum may never be used.
5. Posters may not appear more than two (2) weeks prior to an event and must be removed within 48 hours after the event.
6. All materials being posted must bear the Chestnut Hill Activities stamp of approval. Items to be posted must be taken to the Activities Office or Student Affairs Office to obtain approval.
7. No event should be publicized until the necessary scheduling, reservation and approval procedures have been completed as appropriate to the event.

## **LIBRARY/LIBRARY SERVICES**

Logue Library, Main Campus on the Circle.  
Telephone: 215.248.7050. Fax: 215.248.7056. Email: Librarians@chc.edu.

The Logue Library houses 140,000 volumes on three floors of open stacks. In addition to the circulating materials, there are 550 periodicals and a reference collection in the Alumnae Reference Room on the main floor, as well as an extensive electronic research center. Among the electronic resources are ERIC, PsychINFO, Lexis-Nexis, JSTOR, Ebscohost Elite, and Project Muse. Students may access the catalog and electronic resources via internet at [www.chc.edu/library](http://www.chc.edu/library). Passwords for databases are available to registered students in the library.

Along with a rare books collection that features British literary works and early Catholic liturgical music, Logue Library houses an Irish Collection specializing in Irish history; and The Brimmer Collection, a Curriculum Library holding children's literature and curriculum materials for grades K-12. The main collection is classified according to the Library of Congress Classification System, while the Curriculum Library uses the Dewey Decimal System.

To borrow books or reserve materials all students MUST have a current College ID with a library bar code sticker attached. Bar codes may be obtained at the circulation desk.

## **STAFF AND HOURS**

Monday to Thursday - 8:00 am to 12:00 midnight

Friday - 8:00 am to 9:00 pm

Saturday - 9:00 am to 5:00 pm

Sunday - 10:00 am to 12:00 midnight

Library hours during the summer sessions and breaks are subject to change. Operating hours are posted on the library door, the web site [www.chc.edu/library](http://www.chc.edu/library); at the paging desk, and announced on the library voice mail at 215.248.7050.

## **REGISTRAR**

The Office of the Registrar prints official transcripts for students in any school, and diplomas for undergraduate and graduate alumni. Transcripts and diploma reprints or duplicates must be requested in writing and there is a fee associated with either request. The Office of the Registrar does not issue unofficial transcripts. A business, health services, library, or athletic hold will prevent the release of either document. These obligations must be satisfied before transcripts or a diploma will be issued.

To make a request, print the applicable request from [www.chc.edu/registrar](http://www.chc.edu/registrar) and either bring it to the office, fax, or mail in with required payment as outlined on the request form. Transcripts usually take 7 – 10 days for processing; diplomas take 2 – 3 weeks.

## ENROLLMENT/GPA VERIFICATION

Chestnut Hill College is a member of the *National Student Clearinghouse*, a non-profit organization that updates federal loan agencies with Full- or Part-time status information for all currently enrolled students. However, if a paper enrollment or GPA verification is needed, it may be obtained in the office. There is no fee for this service, but a signature is required for the release of the information and processing will take 7 – 10 days.

## CURRICULUM

### Curriculum Overview

The Chestnut Hill College ACCELERATED Degree Program design focuses on the adult learner and provides a holistic overview of components required in pursuit of a liberal arts degree. Chestnut Hill College's ACCELERATED Degree Program encourages shared responsibility within a flexible framework. The courses of study provide the student with a background in the fine arts and humanities, knowledge of science and a keen awareness of the social problems of our day, as well as intensive, in-depth study in a major field. The degrees offered respond to the needs of adult students seeking practitioner's majors in areas of career interest.

All ACCELERATED Degree Program curricula are reviewed and approved by the faculty of Chestnut Hill College. The academic work required in all courses is equivalent to Chestnut Hill College's fifteen-week semester. The curriculum adheres to the Mission of the College and provides academic excellence in shorter eight-week sessions.

The completion of the degree requires 120 credits (40 courses). Depending on the major of study, the required number of credits vary in either the Core Liberal Arts, Major Requirement, Major Elective, or Free Elective courses.

Students who have successfully completed ENG 101 & 102 at another institution will be required to submit a statement of professional goals as a writing sample. The goal statement will be evaluated based on overall presentation, organization and mechanics of writing. Students who score less than 6 on the writing sample will be required to take UEEN 212, Creative Writing.

The Core Liberal Arts courses are designed to encourage critical thinking and processes of intellectual activity. The courses answer the following questions:

- What information is important?
- How are data processed?
- What conclusions can be reached?
- What are the values and limitations of the discipline?

These courses develop an appreciation for human culture and intend to diversify the student's educational experience. The cultural studies component exposes students to snapshots of foreign culture through literature and to the practitioner's application of foreign language for the workplace.

Global Awareness Seminar (UEGS 201)– This course explores the economic, political, social, environmental, and cultural roots of global conflicts, the risk of catastrophic confrontations, and the potential of peaceful resolutions. Topics in this course vary depending on the expertise of the teaching faculty and the world situation.

Religious Studies courses evaluate human action and decisions and encourage moral choices and the associated responsibilities.

Major Requirement and Major Elective courses are designed to offer a systematic study of a subject area and provide an integrated grasp of its contents and methodologies.

Free Elective Courses are designed to strengthen courses in the major, provide opportunities for learning in academic areas of special interest, supplement academic areas where a student’s background is deficient, and provide additional required courses in preparation for graduate study.

**Course Designations** (Descriptions of courses are in alphabetical order in Course Description section.) The following letter designations preceded by UE are assigned to courses given in these areas:

AB	Accounting and Business	HM	Healthcare Management
BA	Business Administration	HR	Human Resources Management
BC	Business Communications	HS	Human Services
BI	Biology	LS	Liberal Studies
CH	Chemistry	MA	Mathematics
CJ	Criminal Justice	MG	Management
CM	Childcare Management	MK	Marketing
EC	Economics	MU	Music
ED	Education	PL	Philosophy
EN	English	PH	Physics
FA	Fine Arts	PO	Political Science
FL	Foreign Language	PS	Psychology
FN	Finance	RS	Religious Studies
HI	History	SO	Sociology

## Minors

The School of Continuing and Professional Studies currently offers minors in Religious Studies and Psychology. Each minor consists of six courses (18 credits). Each of the minors follows the requirements of the School of Undergraduate Studies and is available to students in any major. Interested students must complete a “Minor Studies Permission” form to receive proper credit. Transfer credits applied to the minor will be limited to two courses (six credits). See an academic advisor for more information.

## Certificates

### Computer Forensics and Electronic Discovery

The Computer Forensics and Electronic Discovery Certificate program teaches students to search a computer's memory for hidden or deleted files as evidence for investigation or a court case, and teaches the legal context for the investigation and prosecution of cyber crime. The Certificate curriculum is designed to serve two purposes:

- to develop understanding of regulations and legislation surrounding criminal investigations, in the context of computers and digital technologies; and
- to develop technical knowledge of computer and digital forensics to support active investigation of evidence.

The courses required for the Computer Forensics Certificate are:

Intro to Digital Forensics and Cyber Crime  
Digital Forensics in the Lab I  
Digital Forensics in the Lab II  
Electronically Stored Information: Civil and Constitutional Issues I  
Electronically Stored Information: Civil and Constitutional Issues II  
Obtaining Electronically Stored Information in Criminal and Civil Cases: Practical Applications

## ASSOCIATE OF SCIENCE

The Associate of Science (AS) degree at Chestnut Hill College ACCELERATED Degree Program develops a strong core program and provides an academic concentration, so that an Associate degree student, in addition to benefiting from a planned liberal arts exposure, also has an opportunity to select a major. The major ensures focused preparation for varied careers and permits one to move smoothly into a baccalaureate program with no loss of credits. The AS is available in nine programs of study offered through the School of Continuing and Professional Studies ACCELERATED Degree Program.

The AS is incorporated within the ACCELERATED baccalaureate degree program. This affords students the advantage of ACCELERATED Degree Program faculty, the challenge of intermediate level courses, the expertise of a supportive staff experienced with academic counseling and advising and the interaction not only with other associate students but with the baccalaureate student as well.

### Program Requirements

The Associate of Science degree is awarded to an ACCELERATED Degree Program student who completes satisfactorily the requirements of the curriculum. To qualify for a degree, students earn a minimum of 60 credits (at least 30 of which are earned at Chestnut Hill College), have a cumulative grade-point average of 2.00, a grade of "C" or above in all major courses, and comply with the standards of the College.

Core Liberal Arts include 9 courses (27 credits). The major curriculum is structured to prepare students for an entry-level position in a specialized field. The program provides a solid foundation for continued studies toward a baccalaureate degree.

### **Associate Degree Curriculum**

#### **Accounting and Business (AB)**

In addition to the Core Liberal Arts Studies, the following 33 credits are required:

- Introduction to Computer Applications OR Advanced Software Applications
- Principles of Management
- Principles of Marketing
- Mathematics for Business I
- Principles of Microeconomics
- Legal Environment of Business
- Financial Accounting
- Managerial Accounting
- Intermediate Accounting I
- Intermediate Accounting II
- Human Resources Management

#### **Business Administration (BA)**

In addition to the Core Liberal Arts Studies, the following 33 credits are required:

- Introduction to Computer Applications OR Advanced Software Applications
- Principles of Management
- Principles of Marketing
- Principles of Finance
- Mathematics for Business I
- Principles of Microeconomics
- Financial Accounting
- Managerial Accounting
- Legal Environment of Business
- Psychology of Leadership
- Operations Management

#### **Business Communications (BC)**

In addition to the Core Liberal Arts Studies, the following 33 credits are required:

- Introduction to Computer Applications OR Advanced Software Applications
- Web Page Development
- Desktop Publishing and Graphic Design
- Principles of Management

Principles of Marketing  
Legal Environment of Business  
Introduction to Mass Communications  
Business Writing and Communications  
Public Speaking  
Public Relations  
Survey of Math

### **Childcare Management (CM)**

In addition to the Core Liberal Arts Studies, the following 33 credits are required:

Introduction to Computer Applications OR Advanced Software Applications  
Principles of Management  
Principles of Marketing  
Mathematics for Business I  
Financial Accounting  
Introduction to Psychology  
Psychology of Child Development  
Foundations of Education  
Designing an Early Childhood Environment I  
Designing an Early Childhood Environment II  
Administration of Children's Programs

### **Criminal Justice (CJ)**

In addition to the Core Liberal Arts Studies, the following 33 credits are required:

Introduction to Computer Applications OR Advanced Software Applications  
Introduction to Sociology  
Introduction to Psychology  
Social Problems  
Criminal Law  
Introduction to Criminal Justice  
Criminal Investigations  
Juvenile Justice  
Criminology  
Corrections  
Survey of Math

### **Healthcare Management (HM)**

In addition to the Core Liberal Arts Studies, the following 33 credits are required:

Introduction to Computer Applications OR Advanced Software Applications

Principles of Management  
Principles of Marketing  
Principles of Microeconomics  
Mathematics for Business I  
Financial Accounting  
Introduction to the American Healthcare Systems  
Healthcare Management  
Legal Issues in Healthcare  
Risk and Insurance  
Human Resource Management

### **Human Resources Management (HR)**

In addition to the Core Liberal Arts Studies, the following 33 credits are required:

Introduction to Computer Applications OR Advanced Software Applications  
Mathematics for Business I  
Principles of Management  
Principles of Marketing  
Principles of Microeconomics  
Legal Environment of Business  
Financial Accounting  
Human Resources Management  
Compensation and Benefits  
Employer Relations  
Employee Training and Development

### **Human Services (HS)**

In addition to the Core Liberal Arts Studies, the following 33 credits are required:

Introduction to Computer Applications OR Advanced Software Applications  
Public Welfare Policy  
Introduction to Psychology  
Introduction to Sociology  
Human Development  
Diversity Issues  
Social Problems  
Introduction to Human Services  
Human Behavior in the Social Environment  
Administration of Human Services  
Survey of Math

## Marketing (MK)

In addition to the Core Liberal Arts Studies, the following 33 credits are required:

Introduction to Computer Applications OR Advanced Software Applications  
Principles of Management  
Principles of Marketing  
Mathematics for Business I  
Principles of Microeconomics  
Financial Accounting  
Managerial Accounting  
Legal Environment of Business  
Consumer and Buyer Behavior  
Marketing Strategy and Planning  
Business Writing and Communications

## BACHELOR'S DEGREES

### I. Core Liberal Arts

Introduction to Computer Applications BC **or**  
Advanced Software Applications BC  
Communications and Thought I EN  
Communications and Thought II EN

One course in each general area.

Literature	EN
Natural Science	BI, CH, PH
Philosophy	PL
Cultural Studies	FL
Political Science	HI, PO
Art OR Music	FA or MU
Upper Level Literature	EN
Global Awareness Seminar	GS
Religious Studies	RS (2 courses)

**II. Major Requirement and Major Elective Courses** are designed to offer a systematic study of a subject area and provide an integrated grasp of its contents and methodologies.

**III. Electives** are designed to strengthen courses in the major, provide opportunities for learning in academic areas of special interest, supplement other academic areas, and provide additional required courses in preparation for graduate study.

## MAJOR REQUIREMENTS

### Accounting and Business (AB)

Chestnut Hill College's ACCELERATED Degree Program offers a Bachelor of Science in Accounting and Business designed to:

- Develop women and men who can draw upon their liberal arts education and technical business training in order to deal with business problems in an informed, socially sensitive manner;
- Equip students with the technical skills necessary to pursue successfully careers in public or private accounting, finance, banking and management;
- Prepare students for graduate study in business and/or accounting.

In addition to the Core Liberal Arts, 57 credits are required *in the major*.

The Major Requirements are:

Principles of Management  
Principles of Marketing  
Mathematics for Business I  
Mathematics for Business II  
Probability and Statistics  
Principles of Macroeconomics  
Principles of Microeconomics  
Financial Accounting  
Managerial Accounting  
Legal Environment of Business  
Financial Management  
Intermediate Accounting I  
Intermediate Accounting II  
Cost Accounting  
Advanced Accounting  
Auditing  
Senior Seminar

Major Electives: Any two (2) of the following courses:

Tax Accounting I  
Special Topics  
Internship  
International Business  
Government and Business

Students planning to sit for the Uniform Certified Public Accounting (CPA) examination are advised to contact the State Board of Accountancy for specific educational and experience requirements mandated by that state.

### **Business Administration (BA)**

Chestnut Hill College ACCELERATED offers a Bachelor of Science in Business Administration designed to:

- Develop women and men who can draw upon their liberal arts education and technical business training to deal with business problems in a socially sensitive, ethical manner;
- Prepare students to properly analyze both qualitative and quantitative variables in decision-making as required of business professionals;
- Equip students with the skills necessary to successfully pursue their careers;
- Prepare students for graduate study in business and/or management.

In addition to Core Liberal Arts, 54 credits are required in the major. The Major Requirements are:

Principles of Management  
Principles of Marketing  
Principles of Finance: Money and Banking  
Business Writing and Communications  
Principles of Macroeconomics  
Principles of Microeconomics  
Mathematics for Business I  
Mathematics for Business II  
Probability and Statistics  
Financial Accounting  
Managerial Accounting  
Legal Environment of Business  
Operations Management  
Financial Management  
Human Resources Management  
Senior Seminar

Major Electives: Any two (2) of the following courses are required:

Psychology of Leadership  
Entrepreneurship  
Risk and Insurance  
International Business  
Special Topics  
Internship  
Managing Non-Profit Organizations

## Business Communications (BC)

Chestnut Hill College ACCELERATED offers a Bachelor of Science in Business Communications designed to:

- Provide students with major communication and technical skills, graphics and information sciences necessary for effective participation in the workplace;
- Emphasize the functions of management, the corporate legal process, fundamental marketing procedures and interpretation of financial information;
- Enable graduates to obtain positions in print and non-print media, as production managers, editors or communication directors; or to function in the public relations field.

In addition to Core Liberal Arts, 51 credits are required in the major. The Major Requirements are:

Survey of Math  
Introduction to Mass Communications  
Web Page Development  
Public Speaking  
Business Writing and Communications  
Desktop Publishing and Graphic Design  
Public Relations  
Techniques of Professional Presentations  
Grant Writing  
Principles of Management  
Principles of Marketing  
Legal Environment of Business  
Human Resources Management  
Senior Seminar

Major Electives: Any three (3) of the following courses are required:

Introduction to Computer Applications  
Information Systems for Organizations  
Intermediate Business Communications  
Journalism  
Managing Non Profit Organizations  
Mathematics for Business I  
Mathematics for Business II  
Financial Accounting  
Principles of Microeconomics  
Special Topics  
Internship

## Childcare Management (CM)

Chestnut Hill College ACCELERATED offers a Bachelor of Science (B.S.) in Childcare Management designed to:

- Equip students with administrative skills necessary in the management of a day care center;
- Prepare students to work with children and to create and maintain a healthful, safe environment;
- Provide an educational component conducive to intellectual, social, and emotional development;
- Facilitate effective communication and interaction with parents and community;
- Prepare students for graduate studies in the field of education.

In addition to Core Liberal Arts, 57 credits are required in the major. This program, by itself, does not fulfill the requirements for State Teaching Certification. The Major Requirements are:

Psychology of Child Development  
Designing an Early Childhood Environment I  
Designing an Early Childhood Environment II  
Administration of Children's Programs  
Early Literacy  
Introduction to Special Education  
Family, School and Community  
Principles of Management  
Principles of Marketing  
Human Resources Management  
Principles of Microeconomics  
Financial Accounting  
Mathematics for Business I  
Financial Management  
Practicum  
Senior Seminar

Major Electives: Any three (3) of the following courses:

Foundations of Education  
Introduction to Psychology (recommended)  
Educational Psychology  
Grant Writing  
Child Advocacy and U.S. Policy  
Managing Non-Profit Organizations  
Principles of Macroeconomics  
Introduction to Human Services  
Special Topics

## **Criminal Justice (CJ)**

Chestnut Hill College ACCELERATED offers a Bachelor of Science in Criminal Justice designed to:

- Provide students with knowledge about the criminal justice system and its impact on society;
- Encourage students to be contributors in society and to meet the challenges of a diverse, global society;
- Prepare students for job opportunities in the field, for graduate school, or for law school.

In addition to Core Liberal Arts, 54 credits are required in the major. The Major Requirements are:

Survey of Math  
Introduction to Sociology  
Introduction to Psychology  
Criminology  
Juvenile Justice  
Introduction to Criminal Justice  
Criminal Law  
Criminal Procedure  
Diversity Issues  
Corrections  
Criminal Investigations  
Research Methods  
Senior Seminar

Major Electives: Any five (5) of the following courses:

Criminalistics  
Major Global Problems  
Juvenile Delinquency  
Social Problems  
Public Welfare Policy  
Gender and the Law  
Civil Liberties  
Law Enforcement  
Special Topics  
Internship

## **Education (ED)**

Chestnut Hill College offers a Bachelor of Science in Education with certification, approved by the Pennsylvania Department of Education, in Elementary Education and in Early Childhood Education. (Note Early Childhood Education and Elementary Education degree requirements must be completed by August, 2013).

The Teacher Education Program combines a sound liberal arts background with specific training in educational and child psychology, in curriculum methods and materials, and involves extensive fieldwork.

The program is approved by the Pennsylvania Department of Education (PDE). Students accepted into the teacher education program must have a cumulative grade point average (GPA) of 3.0. Students are required to take statewide competency tests that are in place at the time of application. Following the successful completion of coursework and testing, the student can apply for the Pennsylvania Instructional I Certificate. Applicants for certification must comply with PDE directives in place at the time of their application. (The year following graduation is called the Induction Year, and the new teacher will teach in a school district with an approved induction plan.)

In addition to Core Liberal Arts, 48 credits are required in the major. The Major Requirements for Elementary Education are:

- Foundations of Education
- Introduction to Special Education
- Educational Psychology
- Psychology of Child Development
- Reading/Children's Literature
- Writing/Rubrics
- Elementary Methodology I
- Elementary Methodology II
- Practicum
- Educational Technology
- Strategies for Teaching Mathematics
- Student Teaching (6 credits)
- Student Teaching Seminar
- Senior Seminar

Major Elective: Any one (1) of the following courses:

- Early Literacy
- Family, School and Community
- Child Advocacy and U.S. Policy

In addition to Core Liberal Arts, 48 credits are required in the major.

The Major Requirements for Early Childhood Education are:

- Foundations of Education
- Introduction to Special Education
- Educational Psychology
- Psychology of Child Development
- Reading/Children's Literature
- Writing/Rubrics
- Designing an Early Childhood Environment I
- Designing an Early Childhood Environment II
- Administration of Children's Programs

Practicum  
Educational Technology  
Strategies for Teaching Mathematics  
Student Teaching (6 credits)  
Student Teaching Seminar  
Senior Seminar

The following courses are program prerequisites for both Elementary Education and Early Childhood Education:

Mathematics: Theory and Application 1 (or equivalent)  
Mathematics: Theory and Application 2 (or equivalent)  
Communication and Thought I or II (Composition I or II)  
American or British Literature  
American History Survey I or II  
Introduction to Sociology  
Introduction to Psychology

Requirements for field experience can be satisfied through a supervised practicum in one of the following ways: two (2) full-week experiences or ten (10) single-day experiences. The selected format must be completed within a single 16-week period. A supervised practicum completed at another collegiate institution may be eligible for transfer. Supervised student teaching takes place during the first semester of a student's senior year, and incorporates observation, participation, and actual teaching in an assigned public or private elementary school.

### **Certification Program Admissions Requirements**

Candidates for Elementary Education or for Early Childhood Education should apply for formal acceptance to the certification program after completion of 60 credits, with at least 12 credits completed at Chestnut Hill College (CHC). *A 3.0 cumulative grade point average (GPA) and two (2) letters of recommendation are required.* Praxis I tests must be completed successfully prior to acceptance into certification program. Praxis II tests must be completed successfully prior to certification.

### **Portfolio Development**

During the course of their undergraduate studies, students will also compile a portfolio(s) containing: summaries of classroom observations and fieldwork completed before student teaching; evidence of computer skills; unit plans designed to accommodate diverse populations; examples of cooperative learning strategies; a statement of philosophy; photographs; anecdotal records; and other miscellaneous documentation considered critical for pre-service teachers. Academic advisors and/or education faculty are available to guide each student toward successful portfolio development.

## **Exit Program Competencies**

All students must be able to cognitively and physically meet competencies organized by the following three categories: Knowing the Content; Performance; and Professionalism. Each student will present a comprehensive portfolio that contains materials prescribed by the department attesting to the mastery of the competencies.

## **Healthcare Management (HM)**

Chestnut Hill College ACCELERATED offers a Bachelor of Science in Healthcare Management designed to:

- Equip students with administrative and managerial skills necessary for professional careers in hospitals, clinics, long-term and short-term healthcare facilities, and health departments;
- Emphasize an interdisciplinary program that provides a comprehensive foundation in health issues, health systems, sociological influences, and legal and ethical concerns;
- Facilitate effective communication and interaction with physicians, administrators, patients and families;
- Prepare students for graduate studies in the field of healthcare.

In addition to Core Liberal Arts, 54 credits are required in the major. The Major Requirements are:

Principles of Management  
Principles of Marketing  
Introduction to the American Healthcare System  
Healthcare Management  
Legal Issues in Healthcare  
Human Resources Management  
Mathematics for Business I  
Probability and Statistics  
Financial Accounting  
Managerial Accounting  
Principles of Microeconomics  
Risk and Insurance  
Financial Management  
Senior Seminar

Major Electives: Any four (4) of the following courses:

Principles of Finance: Money and Banking  
Diversity Issues  
Social Problems  
Public Welfare Policy

Principles of Macroeconomics  
Business Writing and Communications  
Psychology of Leadership  
Grant Writing  
Special Topics  
Internship

### **Human Resources Management (HR)**

Chestnut Hill College ACCELERATED offers a Bachelor of Science in Human Resources Management designed to:

- Demonstrate how organizations can achieve success through their employees by strategically managing HR functions;
- Present current issues and practices relating to state-of-the art human resources management, organizational research, and staff training and development;
- Build the skills and competencies necessary to pursue and advance their careers in the field;
- Prepare students for graduate study in Business.

In addition to Core Liberal Arts, 54 credits are required in the major. The Major Requirements are:

Principles of Management  
Principles of Marketing  
Principles of Microeconomics  
Mathematics for Business I  
Probability and Statistics  
Financial Accounting  
Managerial Accounting  
Financial Management  
Legal Environment of Business  
Psychology of Leadership  
Human Resources Management  
Employee Development and Organizational Training  
Compensation and Benefits  
Employer Relations  
Senior Seminar

Major Electives: Any three (3) of the following courses:

Principles of Macroeconomics  
Diversity Issues  
Business Writing and Communications  
Risk and Insurance

Government and Business  
Special Topics  
Internship

### **Human Services (HS)**

Chestnut Hill College ACCELERATED offers a Bachelor of Science in Human Services designed to:

- Prepare students for careers working with children and youth, juvenile delinquents, the poor, individuals with physical and/or developmental disabilities, the mentally ill, the elderly and related populations;
- Emphasize a broad-based curriculum for opportunities in a variety of other careers requiring a social science background;
- Offer students an opportunity to pursue graduate work in a professional field.

In addition to Core Liberal Arts, 57 credits are required in the major. The Major Requirements are:

Survey of Math  
Introduction to Sociology  
Introduction to Psychology  
Diversity Issues  
Social Problems  
Introduction to Human Services  
Abnormal Psychology  
Human Development  
Human Behavior in the Social Environment  
Public Welfare Policy  
Theory & Practice of Counseling  
Administration of Human Services  
Human Service Methods  
Research Methods  
Senior Seminar

Major Electives: Any four (4) of the following courses:

Social Gerontology  
Aging & Adoptions for Wellness  
Gender and the Law  
Health Psychology: the Mind/Body Connection  
Introduction to the American Healthcare System  
Juvenile Delinquency  
Psychology of Child Development

Managing Non Profit Organizations  
Business Writing and Communications  
Grant Writing  
Special Topics  
Internship

### **Combined BS Human Services/MS Administration of Human Services Program**

The combined BS/MS program provides an excellent opportunity for qualified Human Services majors in the School of Continuing Studies to complete a MS degree in Administration of Human Services in the School of Graduate Studies.

#### **Admissions**

Students majoring in Human Services in the School of Continuing and Professional Studies are eligible to apply to the program once they have completed 90 credits. Each student is expected to complete the admissions requirements of the School of Graduate Studies. (Formal acceptance will be granted upon receipt of a transcript verifying successful completion of the undergraduate degree program).

The requirements are as follows:

- Interview with the Program Coordinator;
- Complete an application form;
- Request all official college transcripts;  
(NOTE: Because of the nature of this program, a 3.0 overall GPA is required.)  
(Transfer students must take a minimum of 15 credits at Chestnut Hill College and earn a 3.0 overall GPA in these courses)
- Submit three (3) letters of recommendation – (1 professional and 2 academic);  
(NOTE: Letters written by family members or friends are not acceptable)
- Earn acceptable GRE or MAT scores (test taken at or near completion of 90 credits);
- Submit a Statement of Professional Goals.  
(Content and quality of writing evaluated for evidence of satisfactory graduate writing ability.)

In addition, international students must:

- Interview with the Director of International Student Services
- Earn acceptable TOEFL scores

It is recommended that applicants have experience in human services or a related field. This experience may include volunteer work, internships, or employment.

## **The Program**

Students in the combined program are able to select two core courses from the following three (3) graduate course options:

- AHSG 510 Organization Management in Human Services
- AHSG 550 Public Policy
- AHSG 570 Human Diversity in Human Services

In addition, students accepted into the combined program can select two (2) graduate electives to satisfy courses in either the Major Elective or Elective category of the undergraduate degree program. (Credits earned would apply to the undergraduate degree program.)

## **Liberal Studies (LS)**

Chestnut Hill College ACCELERATED offers a Bachelor of Arts in Liberal Studies designed to:

- Develop students' critical and constructive communication skills through an ability to organize and present ideas effectively;
- Provide students with the ability to access and effectively incorporate a variety of authoritative sources in their presentation of ideas;
- Provide students with the ability to integrate material from various areas of study in exploration of a topic;
- Prepare students to recognize and discuss movements and major trends in the discipline of their minor specialization.

In addition to 45 credits in Core Liberal Arts, 54 credits are required in the major. The Major Requirements are:

Survey of Math  
Creative Writing  
Literature (3 credits)  
History or Political Science (3 credits)  
Philosophy (6 credits)  
Religious Studies (3 credits)  
Foreign Language (6 credit sequence)  
Fine Arts (6 credits)  
Senior Seminar

As part of their Major Requirements, students must select a minor specialization. The following are Minor Specializations Requirements:

### **English**

Shakespeare I or II (3 credits)  
American Literature Survey (3 credits)  
English Literature Survey (3 credits)  
English Electives (9 credits)

## **History**

Topics in Global History, or  
American History I or II (3 credits)  
History or Political Science Electives (6 credits)  
History Electives (9 credits)

## **Political Science**

American Federal Government (3 credits)  
International Studies (3 credits)  
Political Science or History Electives (6 credits)  
Political Science Electives (6 credits)

## **Religious Studies**

Courses from within the following theological areas:

Religious Traditions (3 credits)  
Scripture Studies (3 credits)  
Morality and Justice (3 credits)  
Doctrine and History (3 credits)  
Liturgy and Spirituality (3 credits)  
Religious Studies Elective (3 credits)

Students may select up to two minors.

## **Marketing (MK)**

Chestnut Hill College ACCELERATED offers a Bachelor of Science in Marketing designed to:

- Develop women and men who can draw upon their liberal arts education and technical business training to deal with business problems in an informed, socially sensitive manner;
- Give students an in-depth understanding of the role of marketing in its relation to the other management functions and the goals of business and public service organizations;
- Provide students with the skills essential to fill responsible positions in marketing;
- Prepare students for graduate study in business and/or marketing.

In addition to Core Liberal Arts, 51 credits are required in the major. The Major Requirements are:

Principles of Management  
Principles of Marketing  
Mathematics for Business I  
Mathematics for Business II  
Probability and Statistics  
Principles of Macroeconomics

Principles of Microeconomics  
Financial Accounting  
Managerial Accounting  
Legal Environment of Business  
Financial Management  
Consumer and Buyer Behavior  
Marketing Research  
Marketing Strategy Planning and Organization  
Senior Seminar

Major Electives: Any two (2) of the following courses are required:

International Business  
Government and Business  
Business Writing and Communications  
Public Relations  
Intermediate Business Writing  
Special Topics  
Internship

### **COURSE DESCRIPTION**

ACCELERATED undergraduate degree programs are structured to promote the liberal arts, and effective discipline specific learning. The courses below offer a variety of options suited to individual career preferences. Consultation with an academic advisor is essential to ensure completion of course requirements, when selecting optional courses, ACCELERATED undergraduate degree programs are structured to and in determining the sequence in which these courses should be taken.

### **Course Numbering System**

Courses are numbered 100, 200, 300 and 400 to provide an informal guideline for course rotation.

- 100 and 200 Level: Courses designed to familiarize, broaden and apply the student's knowledge of a field.
- 300 and 400 Level: Advanced courses designed to further broaden and deepen the student's knowledge and allow the student to synthesize and apply this knowledge. Generally, these courses imply junior or senior level status.

### **Accounting and Business (AB)**

#### **UEAB 217 Financial Accounting** 3 credits

A study of the basic accounting cycle and financial statement preparation as applied to service and merchandising enterprises. Analyzes the accounting system of a small business.

**UEAB 219 Managerial Accounting** 3 credits

Interpretation and use of accounting data for management decisions; financial statement analysis, the statement of cash flows and manufacturing costs. The accounting systems of partnerships and corporations are compared and contrasted. *Prerequisite: UEAB 217.*

**UEAB 301 Intermediate Accounting I** 3 credits

An in-depth study of the theory and application of accounting topics including the accounting cycle, financial statements, assets, and liabilities. *Prerequisite: UEAB 219.*

**UEAB 302 Intermediate Accounting II** 3 credits

A continuation of UEAB 301. Topics include stockholders' equity, revenue recognition, leases, pension, cash flows, and financial statement analysis. *Prerequisite: UEAB 301.*

**UEAB 321 Cost Accounting** 3 credits

An examination of the principles of cost accounting, concentrating on the use of cost data for management planning and control. Examines job order and process cost systems along with budgeting procedures, standard cost systems, and various managerial applications of cost accounting information. *Prerequisite: UEAB 219.*

**UEAB 322 Tax Accounting I** 3 credits

An introductory study of the principles and concepts of federal income taxation of individuals, small businesses and corporations. Students will be familiarized with tax research procedures and will acquire a broad base of tax knowledge for responsible action as accountants, businesspersons, and citizens. Tax compliance is covered through the use of either tax compliance software or IRS forms. *Prerequisite: UEAB 219.*

**UEAB 323 Tax Accounting II** 3 credits

A study of the Federal Income Tax Law concentrating on taxes relating to individuals and corporations. Topics include income, deductions, tax credits, and property transactions. *Prerequisite: UEAB 322.*

**UEAB 372 Legal Environment of Business** 3 credits

A study of the legal process and how the law affects the internal and external relationship of business organizations. The course is designed to identify the restraints placed on the actions taken by business organizations and how they affect business decisions. An introduction to the law of contracts, agency, torts, and business organizations is included.

**UEAB 400 Special Topics** 3 credits

Provides an opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in other business and accounting courses. *Prerequisite: UEAB 217.*

**UEAB 450 Advanced Accounting** 3 credits

A detailed study of accounting topics including business combinations, consolidated financial statements, and intercompany transactions. *Prerequisite: UEAB 302.*

**UEAB 451 Auditing** 3 credits

An introduction to auditing theory and application with emphasis on specific procedures used when examining financial statements. Examines professional ethics, types of audits, internal control, statistical sampling, and reporting obligations. *Prerequisite: UEAB 302.*

**UEAB 453 Senior Seminar** 3 credits

An interdisciplinary capstone course that deals with special problems and ethical and topical issues affecting organizations in a business environment. Case studies, research and a paper will be presented for class discussion. *Prerequisite: Senior status and completion of all course work required in the major.*

**UEAB 460 Internship** 3 credits

Fieldwork with approved business firms where meaningful assignments are performed with appropriate training, instruction and supervision. *Prerequisite: junior or senior status.*

**Biology (BI)****UEBI 106 Ecology and Environmental Issues** 3 credits

Specifically designed for the non-science major. Emphasizes the interdisciplinary nature of environmental issues. Basic scientific concepts of ecological theory are related to economic, political, and philosophical factors that influence environmental problems and their solutions.

**UEBI 117 Essentials of Human Cancer** 3 credits

An overview and perspective of both the scientific and clinical aspects of cancer. Emphasizes cellular and molecular/genetic models of cancer development in humans. Topics include: cancer epidemiology, basic concepts of malignant process, TNM classification, modern advances in tumor biology and molecular biology including the effects of a variety of agents (chemical, radiation, viruses, oncogenes) that cause human cancer. Examines major types of cancer as well as present methods of cancer prevention and treatment.

**UEBI 118 Biotechnology** 3 credits

An introduction to molecular biology and genetic engineering. Topics include structure and function of DNA, plasmid and viral vectors, cloning and expression of genes, human genome project, genetic diseases, gene therapy, DNA fingerprinting.

**UEBI 119 Nutrition** 3 credits

An overview of the science of nutrition and its relationship to health will be taught with an emphasis on the functions of nutrients in the human organism, nutrient needs at various stages of life, and the effect nutrient inadequacies and excesses on health. Other related issues such as contemporary controversies in diet plans, American trends in food consumption, the effects of famine physically, economically and socially; developing self sustaining agricultural programs to feed people in underdeveloped countries; meal programs, and providing meals to low income families in the US will also be addressed.

**UEBI 120 Developmental Biology** 3 credits

Classical embryology and biochemical, molecular biology and evolution of animal development. Topics include fertilization, cleavage, gastrulation, cell differentiation, induction, positional information, organ and pattern formation.

**UEBI 400 Special Topics** 3 credits

Provides an opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in other biology courses.

**Business Communications (BC)****UEBC 101: Professional Practices Seminar** 3 credits

This introductory course provides students with an opportunity to become knowledgeable about concepts and processes in higher education; develop educational goals; and integrate their professional, personal, and academic experiences into a comprehensive learning framework and a tool for applying knowledge gained in the classroom into the student's work environment. The course draws on student motivation, critical reflection, oral and written communication, and analytical skills to help students become active and successful in the learning process.

**UEBC 105 Introduction to Computer Applications** 3 credits

The course provides an overview of business software and applications for non-technical majors and provides grounding in the technology, operating systems and programs specific to the PC platform. Particular attention is given to the component programs of Microsoft Office, including Word, Excel, and PowerPoint as well as e-mail and Internet usage.

**UEBC 130 Introduction to Mass Communications** 3 credits

An introduction to the various media of mass communications: newspapers, radio, film, television, and their impact on American life, with attention to the larger ethical, cultural, political, economic, and social context.

**UEBC 145 Advanced Software Applications** 3 credits

The course covers advanced topics in MS Word, Excel, Power Point, and beginning to intermediate topics in Access. Additional topics relating to the use and operation of computer systems are discussed. *Prerequisite: Proficiency in Word, Excel and PowerPoint.*

**UEBC 155 Web Page Development** 3 credits

Students examine current web design techniques and learn how to create effective web pages using web-authoring suite, such as Adobe Dreamweaver. The course also includes an on-going discussion regarding site composition, acceptable color use, font use and viewer friendly graphics. Upon the completion of this course students should be prepared to take the Adobe ACA examination for Dreamweaver. *Prerequisite: Internet proficiency and UEBC 105 or UEBC 145.*

**UEBC 201 Public Speaking** 3 credits

Practice in writing and presenting speeches of information and other forms of public speaking. Explores the psychology of audience response and appeal. Students develop skill in using PowerPoint presentations.

**UEBC 206 Business Writing and Communications An in-depth study** 3 credits

An in-depth analysis of the basic dynamics of communication in business and technology. Students develop proficiency in fundamental forms such as letters and memos, simple reports and visuals, preparation, instruction writing. Students also prepare resume packages and letters of applications, and learn interview techniques. *Prerequisite: UEBC 105 or UEBC 145.*

**UEBC 210 Desktop Publishing and Graphic Design** 3 credits

Students learn the theory and techniques of desktop publishing. The software program used for this course is Adobe InDesign, a leading layout and design software program for print media. The course also includes appropriate discussions on the properties of good page design. An introduction to thematic approaches to books, magazines, brochures, letterheads, etc. is also discussed. *Prerequisite: UEBC 105 or UEBC 145.*

**UEBC 223 Journalism** 3 credits

Introduces students to the principles and methods of journalistic writing. Students learn how to write for major types of news media: newspaper, in both print and on-line versions, radio and television. *Prerequisites: UEEN 104.*

**UEBC 230 Information Systems for Organizations** 3 credits

An introductory course in computer information systems. Topics range from the consideration of local information exchange through global networking, including teleconferencing and interactive global dialogues. Additional topics incorporate the study of communications hardware and software, database management systems, expert systems, and the ethical and moral issues emanating from the communications explosion. *Prerequisite: UEBC 105 or UEBC 145.*

**UEBC 255 Public Relations** 3 credits

Study of principles and techniques used in communication between an organization and any individual or audience. Examines media and press releases, promotions and trade shows, community and customer relations. Students plan and present a public relations campaign.

**UEBC 305 Intermediate Business Writing and Communications** 3 credits

This course includes the fundamentals of proposal design and manual preparation. After studying considerations of audience and style, students prepare a pre-proposal, a formal proposal, and a manual. Graphics, questionnaire construction, and interviewing techniques are also included. *Prerequisite: UEBC 206.*

**UEBC 306 Techniques of Professional Presentations** 3 credits

A review of oral communication dynamics for professionals. Students will continue to develop audience analysis skills so they can deliver technical and non-technical material in effective oral presentations. The use of visuals, nonverbal communication strategies, accurate and discriminating listening ability, and intercultural sensitivity will also be stressed. *Prerequisites: UEBC 105 & UEBC 201.*

**UEBC/MK 325 Advertising and Promotional Communication** 3 credits

Covers advertising objectives, research, creative execution, media selection, legal and ethical requirements and budgeting. Students design and present an advertising campaign.

**UEBC 355 Grant Writing** 3 credits

Examines resources for funding, developing relationships with funding agencies, and writing the grant proposal, with attention to both narrative and budget sections. Issues of collaboration, social change, community development, and authorship are also addressed.

**UEBC 400 Special Topics** 3 credits

Provides an opportunity to pursue, in a structured setting, a topic of interest or specialized focus not available in other business communications courses.

**UEBC 453 Senior Seminar** 3 credits

An interdisciplinary capstone course that deals with special problems and ethical and topical issues affecting organizations in a business environment. Case studies, research and an in-depth paper will be presented for class discussion. *Prerequisite: Senior status and completion of all course work required in the major.*

**UEBC 460 Internship** 3 credits

Field work for the qualified student in the working environment of business, corporate and professional communication. *Prerequisite: junior or senior status.*

**Chemistry (CH)**

**UECH 106 Introduction to Forensic Science** 3 credits

Focuses on the application of science in the criminal justice system. Emphasis will be placed on the common items of physical evidence encountered at crime scenes. The techniques of forensic analysis as well as procedures and practices relating to the proper collection and preservation of evidence will be studied.

**UECH 109 Chemistry and Public Policy** 3 credits

An introductory course for non-science majors who have little or no background in Chemistry and minimal mathematical background. The chemical basis of environmental issues, nutrition, and genetic engineering will be discussed in their socioeconomic and political context. Laboratory exercises are designed to give students knowledge of scientific measurements and the reasoning required for interpreting experimental data. Emphasis will be on applying knowledge of chemistry to current public policy issues.

## Certificate in Computer Forensics and Electronic Discovery

### **UECJ 410 Introduction to Digital Forensics and Cyber Crime**

This course introduces students to cyber crime and criminal and civil investigations, covering topics that include the history of cyber crime, digital forensics and on-line investigation.

### **UECJ 412 Digital Forensics in the Lab I**

This course is a continuation of UECJ 410. It provides hands-on instruction, storage concepts and recovering residual data on Windows Systems. Prerequisite UECJ 410.

### **UECJ 414 Digital Forensics in the Lab II**

This course is a continuation of UECJ 412. It provides hands-on instruction in bit-stream imaging and advanced data recovery in both criminal and civil context. Students are introduced to case management in digital and electron context. Prerequisite UECJ 412.

### **UECJ 416 Electronically Stored Information: Civil and Constitutional Issues I**

This course explores the powers of the various branches of federal and state government and the source of those powers. It also covers both the manner in which courts interpret statutory and constitutional provisions, and the federal and state constitutional provisions regarding search and seizure of electronic evidence.

### **UECJ 418 Electronically Stored Information: Civil and Constitutional Issues II**

This course is a continuation of UECJ 416. It explores in greater depth federal and state constitutional provisions regarding search and seizure of electronic evidence, the statutory protections of the privacy of electronically stored information (ESI) and how they are overcome. It also examines federal rules pertaining to civil discovery of ESI. Prerequisite UECJ 416.

### **UECJ 420 Obtaining Electronically Stored Information in Criminal and Civil Cases: Practical Applications**

In this course, students will apply information presented in all previous courses. It is done through writing reports, applications to obtain ESI from Internet Service Providers, Search Warrants and Civil Discovery demands, responses and motions. Prerequisite UECJ 418.

## Criminal Justice (CJ)

### **UECJ 122 Introduction to Criminal Justice 3 credits**

An examination of law enforcement, the administration of justice and the correctional system in the United States. Includes some international comparison.

**UECJ/PO 203 Civil Liberties** 3 credits

Examines the evolution of civil liberties in America from the adoption of the U.S. Bill of Rights through some of the most recent Supreme Court decisions. Emphasis will be focused on human rights' issues in a historical context.

**UECJ 212 Gender and the Law** 3 credits

An historical-sociological treatment of the gender issues in the American legal system. Explores the successful and sometimes failed challenges mounted by advocates in the areas of political and civil rights, domestic and reproductive issues, employment opportunities, criminal justice and education.

**UECJ 220 Juvenile Justice** 3 credits

A study of the American juvenile justice system from historical, legal and policy perspectives. Topics will include juvenile court, United States Supreme Court cases, juvenile probation, restorative justice, and rehabilitation and prevention programs.

**UECJ 224 Criminal Investigations** 3 credits

Principles and practices for getting the maximum amount of information to solve a crime. Proper procedure in the handling of witnesses, informants, suspects, and surveillants. Methods for discovering, interpreting and preserving the physical evidence left at the crime scene.

**UECJ 225 Criminalistics** 3 credits

An introduction to the use of forensic chemistry, photography, and modern laboratory instrumentation in the scientific investigation of crime. Laboratory techniques and methodology in Police Sciences is included.

**UECJ 250 Criminology** 3 credits

A study of the biological, psychological and sociological theories of crime. Classical theories, contemporary research and policy applications will be considered.

**UECJ 260 Law Enforcement** 3 credits

A survey of the law enforcement components of the criminal justice process. Topics considered include history, powers, limitations, liability, management, and organization.

**UECJ 280 Corrections** 3 credits

Examines prisons and punishment. Topics to be covered include: philosophies of corrections, the development of prisons, institutional issues, penal reform and alternatives to incarceration.

**UECJ 353 Juvenile Delinquency** 3 credits

An historical and contemporary study of youth crime. Topics will include: theoretical analysis, programs, and policy, and current problems such as youth violence, drugs, and gangs.

**UECJ/SO 350 Research Methods** 3 credits

An introduction to basic social research methods. Students consider problem identification and stating; research design; and data gathering, analysis, interpretation, and presentation. Pre-requisite: junior status

**UECJ 364 Criminal Law** 3 credits

An exploration of the basic concepts and issues in substantive criminal law. Appellate case analysis will include definitions of crime, defenses to crime and contemporary controversial issues.

**UECJ 365 Criminal Procedure** 3 credits

An exploration of the constitutional areas of the criminal procedure. Appellate case analysis will explore such issues as search and seizure, arrest, confessions, right to counsel. Recent Supreme Court decisions will be considered. *Prerequisite: UECJ 364.*

**UECJ 400 Special Topics** 3 credits

Provides an opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in other criminal justice courses.

**UECJ 453 Senior Seminar** 3 credits

An interdisciplinary capstone course that considers special problems and ethical and topical issues affecting social systems. The preparation and presentation of a paper of significant length and considerable breadth and depth is required. *Prerequisite: Senior status and completion of all course work required in the major.*

**UECJ 460 Internship** 3 credits

Field placement in law enforcement, adult or juvenile judicial or correctional agencies or community criminal justice groups related to the student's interest is supervised by a field supervisor employed by the agency, and a faculty liaison. *Prerequisite: junior or senior status.*

**Economics (EC)**

**UEEC 109 Principles of Macroeconomics** 3 credits

A study of the fundamental determinants of economic activity, measurement and determination of national output and income, employment, inflation, interest rates, money supply, and growth of output and income. Monetary, banking and fiscal institutions are considered in relation to their role in contemporary public policies designed to cope with problems on a macroeconomic level. *Prerequisite:UEMA104.*

**UEEC 110 Principles of Microeconomics** 3 credits

A study of the principles underlying the functioning of individual economic units such as consumers, households, firms, and industries. Focuses on the determination of the price of products and productive inputs in framework of a capitalist economy. *Prerequisite:UEMA104.*

## Education (ED)

### **UEED 150 Designing an Early Childhood Environment I** 3 credits

This course examines programs for young children (0-6 years), including designing and furnishing a classroom, planning and implementing a developmentally-appropriate curriculum, classroom management, and incorporating a multicultural perspective. Observations of classrooms, lesson and unit planning will be required.

### **UEED 151 Designing an Early Childhood Environment II** 3 credits

This course examines programs for young children (3-6 years), including issues of planning math, social studies, science, and art and music curriculum. (*Pre-requisite UEED 150*)

### **UEED/PS 202 Educational Psychology** 3 credits

Involves the application of psychological principles concerned with the processes of growth and development, thinking, learning and motivation to the problems of education. Principles of social psychology and mental hygiene are applied to educational problems in the home, school, and community. *Prerequisite: UEPS 109.*

### **UEED/PS 203 Psychology of Child Development** 3 credits

This course explores the psychological theories of emotional, social, cognitive, and physical development from the prenatal period through childhood. It contains an experiential component through personal research on cognitive transitions that occur during middle childhood. *Prerequisite: UEPS 109*

### **UEED 210 Teaching Reading with Trade Books** 3 credits

Presents the theoretical base for how children acquire literacy-reading, writing, speaking, and listening as processes for constructing meaning. A primary focus of the course is to present instructional programming and teaching strategies best designed to accomplish this goal. A second emphasis is an exploration and appreciation of varying genres of children's literature. The two strands of the course are interwoven as students apply their growing knowledge on methodology to literature in the development of instructional units.

### **UEED 211 Writing/Rubrics** 3 credits

Students develop instructional strategies in process writing and writing-to-learn, as integral parts of the language arts curriculum in the elementary classroom. The use of literacy portfolios as tools for documenting literacy development is explored from the perspective of current research.

### **UEED 216 Elementary Methodology I** 3 credits

Examines all aspects of planning for instruction including materials, curricular organization, and textbook utilization. A thematic approach to unit planning will be emphasized which emphasizes the integration of all subjects with emphasis on Art and Music strategies. Classroom management strategies will be discussed including motivation, grouping, physical layout, climate and discipline. This course examines the

opportunities to extend learning through homework, utilizing community resources, parental involvement and the library. Emphasizes effective student assessment through the use of standardized test interpretation, formative and summative evaluations, portfolios and anecdotal records. Creating a multicultural classroom, understanding gender differences and celebrating diversity will be included. Effective utilization of school support staff will be explored. Multiple Intelligence Theory will be correlated to lesson planning and activities.

**UEED 217 Elementary Methodology II** 3 credits

Emphasis on two strands: the first will emphasize social studies education; the second will emphasize science education in the elementary classroom. Students will incorporate a thematic approach when planning a unit or lesson as well as integrating Art and Music teaching strategies throughout. It is expected that students will utilize the objectives presented in UEED 216 in all activities and assessments in this course. *Prerequisite: UEED 216.*

**UEED 222 Foundations of Education** 3 credits

Students explore the historical, philosophical, and social foundations of education and their relationship to the present day. Additionally, the course provides a framework and tools to analyze, synthesize, and evaluate current issues, practices and procedures related to teachers and the factors that influence their teaching.

**UEED 225 Administration of Children's Programs** 3 credits

Focuses on the administration of programs in early childhood education. Deals with methods of parent orientation and provides guidelines and strategies for parental involvement, professional recruitment, relevant legal issues for administrators of early childhood programs, techniques of supervision, observation of staff and evaluation of children. Students will examine, analyze and develop general administrative procedures. Also incorporates after school and summer programming.

**UEED 230 Early Literacy** 3 credits

This course is an introduction to emergent literacy research, practice, and programs, including intersections between print and numeracy, performance, art, and music. It addresses whole language, phonics, and balanced literacy pedagogies and policy debates. It also introduces children's texts and research on responding to literature. Discusses standards movement and literacy measures.

**UEED 246 Educational Technology** 3 credits

Introduces students to applications, games, simulations and resource software to enrich and enhance the curriculum including the arts. Students develop their own criteria and strategies for the selection and uses of technology across the curriculum and across grade levels.

**Introduction to Special Education** 3 credits

Designed to provide a complete overview of Special Education and the children who receive special education services. Areas of concentration include classifications and definitions, patterns of learning, description of assessment and intervention strategies, legislation, and inclusion. To obtain a broader, more comprehensive perspective, students will conduct research through journal articles, Internet searches, classroom observations and interviews of parents and/or teachers.

**UEED 300 Student Teaching** 6 credits

The culminating field experience consisting of observation, participation and actual teaching. Assigned to an elementary school, either public or private, student teacher is supervised and rated by a cooperating teacher within the school as well as by the college supervisor. *Prerequisites: Senior status, completion of course work in education and approval by department, a cumulative GPA of 3.0 and a 3.0 GPA in the major. Students who have not passed the PPST Test will not be admitted to Student Teaching.* UEED 300 and UEED 301 must be taken simultaneously.

**UEED 301 Student Teaching Seminar** 3 credits

This seminar, in support of the field experience, includes weekly conferences to correlate general skills and principles of teaching and learning with the student teaching experience. This course addresses the identification and analysis of problems facing student teachers, and includes workshops on selected target areas. Students will compile their final portfolio according to the exit competencies. *Prerequisites: Senior status, completion of course work in education and approval by department, a cumulative GPA of 3.0 and a 3.0 GPA in the major. Students who have not passed the PPST Test will not be admitted to Student Teaching.* UEED 300 and UEED 301 must be taken simultaneously.

**UEED 305 Strategies for Teaching Mathematics** 3 credits

In this course, students explore the structure of mathematics, sets and numbers, systems of numeration, problem solving and skill development. The content of elementary school mathematics and the development of strategies for effective teaching of mathematics concepts in K-6 classrooms are emphasized. Students will examine the NCTM Curriculum and Evaluation Standards and Professional Teaching Standards to evaluate curriculum requirements, manipulatives, activities and computer software for the elementary school classroom.

**UEED 344 Family, School and Community** 3 credits

Presents both theory and practice on ways to integrate parents and community into the educational program of their children. Emphasizes effective ways of communicating for all parties. Investigates relationships between community goals and those of its agencies and schools. Highlights resources and services available in the community.

**UEED 352 Child Advocacy and U.S. Policy** 3 credits

History of children's rights in U.S. and current status of legislation and public policy affecting children and families. Policies in other countries will also be studied. Addresses confidentiality rights of children as well as well as other advocacy issues.

**UEED 460 Practicum** 3 credits

Observation and limited instruction of education activities in a K-3 or grades 4-6 classroom. Student will explore multicultural implications of the setting and will design a plan to accommodate various learning styles. State requirements for field experience can be satisfied through a supervised practicum accomplished in one of the following ways: a) two (2) full-week experiences; or b) ten (10) single-day experiences. The selected format must be completed within a single 16-week period.

**UEED 453 Senior Seminar** 3 credits

Explores areas of current interest and research in education not included in structured courses. Employs group discussions, independent study and research. Students demonstrate their research in an oral presentation and written paper. Students register for this course upon approval of the academic advisor.  
*Prerequisite: Senior status and completion of all course work required in the major.*

**Education (P4)**

**UEP4 107 Movement for Children** 2 credits

**UEP4 201 Development/Early Years** 3 credits

Presents future teachers with the study of child development from conception to pre-adolescence. It is designed for the students to learn about all aspects of human development: physical, emotional, social, cultural and cognitive. The course aims to introduce a holistic view of human development as integrated into particular social and cultural context by presenting contemporary theories of child development, research methods in the study of development and in particular aspects of healthy human psychological development that are relevant in learning and education.

**UEP4 202 Educational Psychology/Early Years** 3 credits

Presents comprehensive multidisciplinary array of theories, facts and practical knowledge in early child development through a variety of materials and media designed to create an Early Child Education curriculum in line with the Pennsylvania Department of Education Prek-4 guidelines and NAEYC standards. The course goals, components, topics and assignments are designed to promote teachers' awareness and sensitivity to the interdependence of individual development and local cultural environments and to give professional knowledge to help them create opportunities for healthy development of children from birth to 4th grade relative to their individual needs.

**UEP4 203 Early Education Foundations** 3 credits

Presents an analysis of the content, methods, and materials in the design and implementation of PreK-4 curricula in line with the Pennsylvania Department of Education PreK-4 guidelines and NAEYC standards. All program goals, program components, and field assignments in planning locally and culturally sensitive curricula and environments will promote opportunities for healthy development in young children relative to their individual needs. This course contains a field component. Students enrolled in this course will spend 20 hours observing young children in early education settings.

**UEP4 204 Early Education Methods** 3 credits

Presents an analysis of the content, methods, and materials in the design and implementation of PreK curricula in line with the Pennsylvania Department of Education PreK-4 guidelines and NAEYC standards. All program goals, program components, and field assignments in planning locally and culturally sensitive curricula and environments will promote opportunities for healthy development in young children relative to their individual needs in the content areas of math, science, social studies and early literacy. This course contains a field component. Students enrolled in this course will spend 20 hours observing young children in early childhood settings.

**UEP4 207 Early Literacy** 3 credits

Designed to establish the foundations of early literacy development of children in Pre-K, Kindergarten, and First Grade, with respect to reading, writing, speaking and listening and is based on the premise that language development is the basis of all literacy learning. This course outlines a Balanced Literacy Framework that scaffolds instruction through teacher read aloud, shared, guided and independent reading and writing with time set aside for word study. An Explicit Instructional Model is used as the basis of all instruction. Students will demonstrate and apply their understanding of content knowledge, child development and researched-based practices as they develop and implement micro teaching lessons. They will further develop their teaching styles and build confidence through practice presenting these lessons.

**UEP4 210 Teaching Reading With Trade Books** 3 credits

Designed to address the following essential questions: How is print different from spoken language? What is reading for? How do children make meaning from print? What must be balanced in balanced literacy instruction? How do we organize classrooms for literacy development? When, why and how do we assess children's reading skills? In answering these questions students will acquire the knowledge base identified by the Pennsylvania State Standards for certification in Early Education. Specifically, students shall learn to assess students' literacy instructional needs, and address those needs, using a variety of methods and texts.

**UEP4 301 Health and Safety Methods** 3 credits

Presents an analysis of the content, methods, and materials in the design and implementation of health and safety standards in early education programs. A short list of topics to be covered in this course are as follows: Child care health advocacy, quality in early care and education, preventive health care, cultural

competence and health, preventing and managing infectious diseases in early learning and school age children, communication, problem solving and professional development.

**UEP4 311 Writing Methods** 3 credits

Presents an analysis of the content, methods, and materials in the design and implementation of PreK to K early literacy curricula in line with the Pennsylvania Department of Education PreK-4 guidelines and NAEYC standards. All program goals, program components, and field assignments in planning locally and culturally sensitive curricula and environments will promote opportunities for healthy development in young children relative to their individual needs in the content areas of math, science, social studies and early literacy. This course will present research, methods, and materials in the design and implementation of writing instruction and assessment for students in grades PreK-4.

Research-based pedagogy appropriate to children in PreK-4 will be utilized.

**UEP4 314 Creative Arts Methods** 3 credits

Designed to increase knowledge of the research that supports teaching using integrated strategies, particularly those that promote teaching through the arts. The course will increase pre-service teachers' ability to plan and implement lessons that integrate content area and arts area standards. It will increase their understanding of critical and creative thinking as primary ways to achieve real-world problem solving across the disciplines. The course is supported with state and national standards, Pennsylvania Department of Education PreK-4 guidelines, NAEYC and applicable ACEI program standards. Candidates will apply the national standards developed by the Consortium of National Arts Education Associations to articulate priorities for high quality, meaningful arts experiences in PreK-4 across a developmental continuum.

**UEP4 315 Math Methods/Assessment** 3 credits

Addresses the needs of Kindergarten and Elementary School Mathematics Educators in conjunction with the NCTM and Pennsylvania State Standards. Course topics include an examination of educational trends and the impact of technology upon mathematics instruction. This course will focus upon the mathematical content taught in K through fourth grade and will include an analysis of teaching strategies and methodologies. This course will cover communication and math, relating math to the real world while using a variety of math skills and tools to solve problems. Students will discuss key mathematical concepts as well as evaluate textbooks, materials, and relevant documents. Utilizing an inquiry-based child-centered focus, students will be actively involved in utilizing a wide variety of manipulative materials and representations that they will be able to apply to their teaching of mathematics while developing an appreciation of the diversity of school populations in the state of Pennsylvania.

**UEP4 316 Social Studies Methods/Assessment** 3 credits

Presents an analysis of the content, methods, and materials in the design and implementation of social studies methods for students in grades K-4. Research-based pedagogy appropriate to the young elementary-level child will be utilized. Students will experience a range of hands-on, inquiry-based lessons implementing the PA social studies standards, which will have direct application for teaching social studies in a K-4 classroom.

**UEP4 317 Science Methods/Assessment** 3 credits

Addresses an analysis and application of methodology and instructional techniques in the content area of science. Developmental, constructive, and process skills approaches will be emphasized. Students will experience a hands-on, inquiry-based format with direct application for teaching science.

**UEP4 318 Family and Community Partners** 3 credits

Presents an analysis and practice of the need for a comprehensive approach to increasing engagement of parents and the community in the education and development of young children. The course will be in line with the Pennsylvania Department of Education PreK-4 guidelines and NAEYC standards. All program goals, program components, and field assignments in planning locally and culturally sensitive curricula and environments will promote opportunities for healthy development in young children relative to their individual needs.

**UEP4 320 PreK-4 Assessment** 3 credits

Designed to prepare teacher candidates with the knowledge and skills, practice, and the application of assessments to design effective planning and teaching for student learning and differentiated instruction, essential PreK-4 teaching skills. Teacher candidates will learn how to develop, administer, and interpret assessments and data with informal and formal measurements. They will learn how to use systematic observation and documentation to monitor student learning and to practice communicating the integrated assessment results in a mock parent/teacher conference. The teacher candidate will distinguish among the types of assessments and its purpose, develop evaluation reporting skills, and demonstrate the use of ethical practices.

**UEP4 321 Classroom Mgmt/Applied Instruction** 3 credits

Seminar portion of the first Stage II Pre-Student Teaching for PreK-4 candidates. During the seminar, students will apply the theories and practices learned in earlier subject matter and assessment courses in a 75 hour K-1 or 2-4 classroom setting.

**UEP4 420 Student Teaching PreK-4** 6 credits

Student teaching provides qualified students with a semester of practical teaching experience in a real-life classroom environment. It is expected students will integrate the knowledge gained in education courses. Students will spend each day of the fourteen weeks in the semester at a school site. Co-Requisite: UEP4-421. Pre-Requisites: completion of coursework in Education; approval of the Department; an overall GPA of 2.8 and a GPA of 3.0 or higher in the major.

**UEP4 421 Student Teaching Seminar PreK-4** 3 credits

The Seminar experience affords students the opportunity to share teaching insights, concerns and research with peers and supervisors. Students should be able to synthesize theories learned with what is occurring in actual practice. Students should be able to make critical judgments about theory application into practice as well. Co-Requisite: UEP4-420. Pre-Requisites: completion of coursework in Education; approval of the Department; an overall GPA of 2.8 and a GPA of 3.0 or higher in the major.

**UEP4 490 Independent Study in Education** 3 credits

Research project jointly designed by student and faculty advisor; topic area to be determined.

**UEP4 498 Senior Seminar in Early Education** 3 credits

In seminar format, students explore areas of current interest and research not included in structured courses. The course is structured to include group discussions, independent study and research. Students present their research in an oral presentation and a written paper. Students register for this course upon approval of the academic advisor. *Prerequisite: Senior status and completion of all course work required in the major*

**Education (SP)**

**UESP 312 Reading Interventions/Diverse Learners** 3 credits

Examines the process of identifying reading deficits and selecting interventions to address those deficits. Research based reading practices for all readers, but especially for struggling readers will be presented. Students will demonstrate mastery of the process of assessment, familiarity with various available instructional approaches for struggling readers and strategies for selecting and adapting instructional approaches in a case-study approach.

**UESP 340 Introduction to Special Education** 3 credits

Focuses on the foundation of special education and is designed to provide a comprehensive review of what has been called “Special Education”. As future teachers, students will come to understand the history of special education, including how children and adolescents are assessed, labeled, and provided services under the existing and past federal and state laws; what constitutes general patterns of learning and behavior of children needing special services; intervention strategies, both within the regular education setting and separate from the regular classroom; how past and present laws and litigation influences services for children needing special education; how community, state and federal programs interact to support schools and families of children needing special services; how cognitive, physical, social, and behavioral skill development shapes children and delineate how individuals acquire and process information.

**UESP 345 Assessment and Adaptations** 3 credits

Introduces to pre-service teachers the research, skills and strategies necessary to enhance the learning of students with disabilities in inclusive classrooms. Pre-service teachers are introduced to a developmental, sequenced approach and research-based methodologies of curricular accommodations and modifications. They develop a broad view of interventions and innovative practices related to curricular methods, materials and media in a variety of learning environments. This course incorporates collaboration, ethical practices, Pennsylvania Standards, Council for Exceptional Children Standards, learning strategies, and individualized education as they apply to the academic, physical, emotional, cognitive and behavioral needs of learners with diverse needs and abilities in inclusive settings.

**UESP 355 Instruction/Inclusive Environments** 3 credits

Practicum designed for undergraduate students to have some responsibility for the instructional, behavioral and other appropriate needs of school-aged students with both high and low incidence disabilities. This experience provides an opportunity to apply knowledge, which was developed throughout all the coursework in special education as well as during the practicum seminar. Includes 75 hours of fieldwork.

**UESP 390 ESL Foundations and Methods**

The primary goal of this course is to prepare students to teach English Language Learners (ELLs) in a mainstream classroom setting. The course will examine the English language learner through children's literature and authentic student voices. Participants will also be provided a wealth of research-based teaching strategies that will promote oral language, reading, and writing development in English for this student group. In addition, there will be an emphasis on content area instruction and ways to differentiate lessons to make the content comprehensible to ensure student success. Class meetings have been carefully developed to take theory into action through a series of hands-on and meaningful activities presented by the instructor. Ownership of the content will then be demonstrated by students through authentic products.

<b>English (EN)</b> <b>(E)</b> <i>Courses satisfy literature requirement for Education majors.</i>
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**UEEN 103 Communications and Thought I** 3 credits

An intensive development of the communications skills required for college learning: thinking, reading, speaking, listening, researching and most especially, academic writing and the essay form. This course is a prerequisite for all other English courses. A grade of C- or better is required.

**UEEN 104 Communications and Thought II** 3 credits

A continuation of UEEN 103. Emphasis is on writing the academic essay, critical interpretation of scholarly writing and information literacy, including citation strategies and issues of intellectual property and plagiarism. *Prerequisite: UEEN 103.*

**UEEN 110 An Introduction to Poetry** 3 credits **(E)**

An introduction to the reading and interpretation of poetry and to writing about imaginative literature, with an emphasis on British and American authors.

**UEEN 112 An Introduction to Drama** 3 credits **(E)**

An introduction to the reading and interpretation of drama and to writing about imaginative literature, with an emphasis on British and American authors.

**UEEN 120 Literature into Film** 3 credits

A study of the transformation of literary texts into film texts that focuses on the technical, cultural and political aspects of adaptation and the different capacities and limitations of each medium.

**UEEN 142 Images of Women in Literature** 3 credits

A study of some images of women, and the cultural and literary implications of these images. Studies male and female authors in poetry, fiction, and plays.

**UEEN 175 The Short Story** 3 credits (E)

An investigation of the short story as a formal genre within prose fiction using readings from international and American authors. Attention is given to the limits and possibilities created by brevity of form.

**UEEN 201 Shakespeare I** 3 credits (E)

A study and in-depth analysis of ten plays including histories, tragedies and comedies. Attention to dramatic art, language, and characters. *Prerequisite: UEEN 103 or equivalent.*

**UEEN 203 Shakespeare II** 3 credits (E)

A study of the sonnets and ten plays not included in Shakespeare I. *Prerequisite: UEEN 103 or equivalent.*

**UEEN 205 American Poetry** 3 credits (E)

A study of the spirit and form that makes poetry by Americans “American.” Readings from early American poets to the present with attention to conventions of the genre. *Prerequisite: UEEN 103 or equivalent.*

**UEEN 212 Creative Writing** 3 credits

Students improve their writing by analyzing themes and techniques of major writers. Students submit their own stories, plays or poems to the class to critique. (Writing Intensive).

**UEEN 233 English Romantic Writers** 3 credits (E)

Readings in major poetry and prose of the period covering 1790-1820, with attention to the origins of the “romantic” movement and the aesthetic and social concerns of the first and second generation of Romantic writers. Authors include Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and Mary Shelley. *Prerequisite: UEEN 103 or equivalent.*

**UEEN 238 Victorian Literature** 3 credits (E)

Readings in major works written during the reign of Victoria (1837-1901) with attention to the religious, scientific, social, and aesthetic “questions” of the time. Authors may include Tennyson, Browning, Arnold, Mill, Ruskin, Morris, Rossetti, Dickens, Bronte, and Hopkins. *Prerequisite: UEEN 103 or equivalent.*

**UEEN 240 The Comic Spirit** 3 credits

Masterpieces of comedic literature from around the world. Attention to classical and modern theories of comedy. Includes drama, poetry and fiction. *Prerequisite: UEEN 103 or equivalent.*

**UEEN 245 The American Theater** 3 credits (E)

A study of plays from O'Neill to the present. Attention given to the history of early drama in America, with intensive reading of modern plays. *Prerequisite: UEEN 103 or equivalent.*

**UEEN 261 American Literature Survey I: Irving to Whitman** 3 credits (E)

A survey of American writers from Washington Irving to Walt Whitman. *Prerequisite: UEEN 103 or equivalent.*

**UEEN 271 Gothic Tradition in Literature** 3 credits (E)

This course explores the nature and evolution of Gothic literature in the 19th and 20th centuries, with attention to the artistic and political roots of horror fiction. Includes Frankenstein, Dracula, and American literary offspring. *Prerequisite: UEEN 103 or equivalent.*

**UEEN 285 Contemporary Literature** 3 credits (E)

A study of important works from Britain and America written since 1970, with emphasis on changing literary forms and issues.

**UEEN 286 Topics in English Renaissance Literature** 3 credits (E)

Provides an opportunity to explore in more depth some aspects of English Renaissance literary history. The course may focus on a theme, a genre, a writer or a group of writers, a literary or cultural movement, or some aspect of English history or culture as it is reflected, explored, and influenced by English writers of the sixteenth and seventeenth centuries.

**UEEN 287 Eighteenth Century British Literature** 3 credits (E)

A study of eighteenth century English literature, by such writers as Pope, Swift, Johnson, DeFoe, Fielding, Sterne, Richardson, Burney, and Austen.

**UEEN 288 Topics in American Literature** 3 credits (E)

Provides an opportunity to explore in more depth some aspect of American literary history. The course may focus on a theme, a genre, a writer or a group of writers, a literary or cultural movement, or some aspect of American history or culture as it is reflected, explored, and influenced by American writers.

**UEEN 400 Special Topics** 3 credits

Provides an opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in other English courses.

**UEEN 404 Study Tour** 3 credits

Provides an opportunity to pursue a topic of current interest or specialized focus in an off-site setting. Fees for buses, lodging and admission (if applicable) are required.

## Finance (FN)

### **UEFN 220 Principles of Finance: Money and Banking** 3 credits

This course deals with the nature and functions of money, financial institutions, monetary system and credit, and central banking. Interest rate determination and the effects of money supply on interest rates and economic activities are examined. Classical, Keynesian, and Monetarist models are fully examined and evaluated. Current issues affecting financial markets are stressed. *Prerequisite: UEEC 109.*

### **UEFN 342 Risk and Insurance** 3 credits

This course covers the function of insurance and risk management in the business enterprise. Risk management techniques as well as the use of specific insurance contracts to cover pure risk exposures in life, health, property, liability and selected topics are analyzed. The role of government insurance and the regulation of the insurance industry are fully examined.

### **UEFN 441 Financial Management** 3 credits

This course covers the role of financial management in the business enterprise, financial analysis, planning needs for short-term and long-term funds, planning for profits, capital budgeting/cost of capital, leverage, internal management of working capital and income, and raising funds to finance growth of business enterprises. *Prerequisites: UEAB 219; UEEC 110.*

## **Fine Arts (FA)** *Music (MU) courses will also satisfy Fine Arts requirements. Art studio courses require a fee.*

### **UEFA 110 Ceramics** 3 credits

An introductory course developing a variety of hand building techniques in clay. Explores both functional and sculptural forms and covers fundamentals of glazing and kiln operation. *Studio Fee.*

### **UEFA 113 Historical Survey of Women Artists** 3 credits

An introduction to the role of women who produced art in the history of western painting.

### **UEFA 114 Art of the Ancient and Primitive Worlds** 3 credits

A study of the architecture, painting, and sculpture of the ancient and primitive people of the Americas, Africa, Asia, and Western Europe from the Paleolithic era through Imperial Rome. Of particular concern is the interrelationship between art and religious belief and ritual. Included is an exploration of world mythologies and their images as seen in art.

### **UEFA 115 Book Arts** 3 credits

The history of book making as well as the book as an art form will be explored. Starting with the simplest traditional books, the student will develop a technical competence in the more advanced techniques and conceptual ideas of book making. The arts of decorating paper and of using simple printing techniques will also be examined. *Studio Fee*

**UEFA 117 Post-Impressionism** 3 credits

The course will examine the paintings, artists, aesthetic values and cultural influences of Post-Impressionism. Beginning in Paris in the 1880s with Cezanne, Seurat, Van Gogh, and Gauguin, painters up to the 1920s including Matisse and Picasso, as well as the distinct styles of The Nabis and The Fauves. In-class image lectures will be supplemented by a field trip to a local museum.

**UEFA 202 Field Study of Art in Galleries and Museums** 3 credits

On-site study of primary visual art resources in selected areas. Guided, lecture-tour visits to current exhibitions as well as permanent collections in the various museums and galleries. Fee for buses and museum entrances required.

**UEFA 203 Art of the Middle Ages** 3 credits

A study of painting, sculpture, and architecture of Western Europe and the Middle East from the Fall of the Roman Empire to the end of the Gothic era. Emphasis will be given to art as an expression of Christian beliefs and practices. The influence of cultural, political, and geographical diversity on artistic expression will be explored.

**UEFA 204 Art of the United States** 3 credits

A study of the art and architecture of the United States from colonial days to the present. Art is seen in light of what makes our culture uniquely American as expressed by the Federalist style and the changes wrought by the Civil War and the World Wars.

**UEFA 400 Special Topics** 3 credits

Provides an opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in other fine arts courses.

**UEFA 404 Study Tour** 3 credits

Provides an opportunity to pursue a topic of current interest or specialized focus in an off-site setting. Fees for buses, lodging and admission (if applicable) are required.

**Foreign Language (FL)**

**UEFL 101 Introduction to the French Language** 3 credits

This course will focus on French in a global perspective, as an international tool for communication in North America, Europe, Africa, and Asia. Students will learn the basic communication skills and structures of the language from a perspective oriented to the career world. Audio-visual and technological materials will be incorporated, along with practical readings. Intended for those beginning the language or for intensive review.

**UEFL 102 Introduction to the Spanish Language** 3 credits

This course will focus on Spanish in a global perspective, as an international tool for communication in North, Central, and South America, and Europe. Students will learn the basic communication skills and structures of the language from a perspective oriented to the career world. Audio-visual and technological materials will be incorporated, along with practical readings. Intended for those beginning the language or for intense review.

**UEFL 104 Introduction to Italian** 3 credits

Introduction to the Italian language for students with little or no previous experience. Oral and written exercises, reading and conversation. Includes audio-visual materials and Internet resources.

**UEFL 105 Italy Today** 3 credits

The goal of this course is to expose students to the contemporary Italian culture. The events of the 20th century have shaped the modern character of this nation unlike other European countries. This modern European culture whose democratic constitution was ratified on January 1, 1948 struggles to maintain its unique multicultural traditions which are being assaulted by the pressures of Europeanization, globalization and immigration.

**UEFL 112 Intro to Spanish II** 3 credits

For students with a basic knowledge of Spanish. Grammar review, pronunciation and introduction to Hispanic authors, with development of reading, writing, speaking and listening skills. *Pre-requisite UEFL 102*

**UEFL 250 Latin American Literature in Translation** 3 credits

This course will study texts of Latin American Literature encompassing poetry, short story and the novel. Class discussions on the readings of the course will be complemented by explorations into the dynamics of Latin American culture and the practice of critical methods in the evaluation of literary texts. Some of the authors to be included are Gabriel Garcia Marquez, Pablo Neruda, Octavio Paz, and Jorge Luis Borges.

**UEFL 251 Masterpieces of European Literature in Translation** 3 credits

Begins with the ancient Greeks and Romans and focuses on great works in the novel, poetry, short story, and drama from the major countries of continental Europe. Student discussion will be an integral part of the course.

**UEFL 400 Special Topics** 3 credits

Provides an opportunity to pursue, in a structured setting, a topic of interest or specialized focus not available in other foreign language courses.

## Global Studies (GS)

### **UEGS 201 Global Awareness Seminar** 3 credits

This course explores the economic, political, social, environmental, and cultural roots of global conflicts, the risk of catastrophic confrontations, and the potential of peaceful resolutions. Topics in this course vary depending on the expertise of the teaching faculty and the world situation.

## Healthcare Management (HM)

### **UEHM 202 Healthcare Management** 3 credits

Examines critical issues currently affecting the delivery of healthcare in the United States and other countries. Topics include financing and delivering these health services as well as current developments in managed care.

### **UEHM 372 Legal Issues in Healthcare** 3 credits

This course examines the legal aspect of administering health care facilities, programs, accrediting and regulatory issues. Topics include medical malpractice and patient's rights.

### **UEHM 400 Special Topics** 3 credits

Provides an opportunity to pursue, in a structured setting, a topic of current interest or specialized focus not available in other healthcare management courses.

### **UEHM 453 Senior Seminar** 3 credits

This capstone course integrates the contents and experiences of other courses in the healthcare management major. It considers social problems and ethical issues affecting healthcare. Areas of current interest and in-depth research not included in structured courses are explored through group discussions and research. Students demonstrate their research in an oral presentation and a written paper. *Prerequisite: Senior status and completion of all course work required in the major.*

### **UEHM 460 Internship** 3 credits

Fieldwork with approved health care organization where meaningful assignments are performed with appropriate training, instruction and supervision. *Prerequisite: junior or senior status.*

## History (HI) (H) Courses satisfy history requirement for Education majors.

### **UIHI 104 Topics in the Modern World History** 3 credits (H)

An analysis and comparison of revolution and political upheaval in modern world history. Topics for study will include the communist revolutions of China and Russia. Emphasis will be placed upon the causes of revolution and political upheaval, how they changed the nations in which they occurred, as well as their global impact on international economics, politics, and balance of power. Course objectives may be increased or decreased to adjust for extenuating circumstances.

**UIHI 110 History of East Asia** 3 credits

A multidisciplinary approach to the study of the history, peoples, and cultures of East Asia with particular emphasis on China and Japan. Topics include: Western Imperialism in East Asia, political and social revolution in China, the rise of Japan, World War II, decolonization, the present role of East Asia in modern global society, and the effects of tradition and Westernization on the social structure and economy in the region.

**UEHI 141 American Survey I** 3 credits (H)

An exploration of the major movements, events, persons, and ideas of American history from the colonial period to the aftermath of the Civil War. Includes the European background to American History, colonial life, the American Revolution and Constitution, the evolution of the Supreme Court, political developments, comparisons of the enlightenment and romanticism, territorial expansion, growth of technology and the economy, important aspects of American material, intellectual, and popular culture, the Civil War and its legacies. Highlights American history from colonial days to present.

**UEHI 142 American Survey II** 3 credits (H)

An exploration of the major movements, events, persons, and ideas of American history from the end of the Civil War to the present day. Includes the Industrial Revolution and growth of cities, progressive reform, the nation's rise to world power, World War I, and the Roaring Twenties, the Great Depression and New Deal, World War II, the Cold War, the Sixties counterculture, civil rights and the gender revolution, the decline of presidential power, the evolution of political parties, the role of the Supreme Court, the importance of science and technology, major ideas of the late nineteenth and twentieth centuries, material and popular culture.

**UEHI 210 Twentieth Century Europe** 3 credits

A survey of Europe from the Belle Epoque through the end of the Cold War. Topics include: the Great War, the Russian Revolution, the women's movement, totalitarianism, World War II, post-war reconstruction, decolonization, European Economic Community, and the break-up of the Soviet Union.

**UEHI 214 Twentieth Century Germany** 3 credits

The history of Germany and the German-speaking lands in the twentieth century. Topics discussed: the era of Kaiser Wilhelm II, the First World War, the Weimar Republic, the rise of Adolf Hitler and National Socialism, the Second World War, the Holocaust and Anti-Semitism, West and East Germany in the age of the Cold War and the EEC, and the re-unified German nation.

**UEHI 220 The Rise and Fall of the Soviet Union** 3 credits

Examines the history of Russia in the 20<sup>th</sup> century from the 1905 revolution through the break-up of the Soviet Union. Topics include: the old czarist regime, Lenin and the Bolshevik seizure of power, the Civil War, Stalin and the Five Year Plans, Soviet society, the "new woman," the Gulag experience, de-

Stalinization, the Gorbachev experiment, the “new” Russia under Vladimir Putin, and the age of free market reform.

**UEHI 226 Survey of Women’s History** 3 credits

A general survey of the history of women in Western Civilization from antiquity to the present. Special emphasis will be given to the study of women’s roles, their work and their place in Society. Students will view a variety of films which illustrate the changing roles of women over time. While the course will focus on Europe and America, women’s experiences globally will also be considered.

**UEHI 233 America and the Two World Wars** 3 credits **(H)**

Describes and analyzes the many ways in which World War I and World War II changed the United States, including the country’s role in world affairs, wartime mobilization, the expansion of government, the revolution in manners and morals, the great depression, the Baby Boom, the GI Bill, the expansion of higher education, civil rights, the role of women in American life, the Cold War, scientific research, the nuclear age, and much more.

**UEHI 234 The American Presidency: A History** 3 credits **(H)**

Considers the evolving scope of the American presidency from the Constitutional Convention of 1787 to the present day. Stress is placed upon the growing power of the presidency, the shifting contours of presidential elections and the lives of important presidents, within the wider context of American and world history.

**UEHI 235 American Business History: 1789 to the Present** 3 credits

The course will closely follow Alfred Chandler’s and Thomas McCraw’s Harvard Business School casebook. The course includes the following topics: the Federalist Financial Revolution, the Transportation Revolution, the Market Revolution, the Industrial Revolution, the Managerial Revolution, the Business Merger Revolution, the Second Industrial Revolution and the development of corporation finance, accounting, marketing, and information management. Also covered will be case studies of important businessmen like J. P. Morgan, theorists like Alexander Hamilton and Frederick Taylor, and innovators like Thomas Edison and Henry Ford. Finally, the course will introduce students to business concepts like information asymmetry and non-price credit rationing.

**UEHI 240 Twentieth Century America: Part I** 3 credits **(H)**

An assessment of the close of a tumultuous century. Topics will include American imperialism, immigration, progressive reform, progressive education, the Social Gospel, the Arts and Crafts Movement, the Colonial Revival, the growth of cities, rural and urban culture, women’s suffrage, World War I, prohibition, the revolution in manners and morals, automobiles, movies and the radio, the Great Depression, the New Deal, the New York World’s Fair of 1939, the rise of the welfare state, World War II, and the nation’s emergence as a world power.

**UEHI 241 Twentieth Century America: Part II** 3 credits **(H)**

The last fifty years of the last century. Among the topics considered will be the Cold War, the decline of cities and the rise of suburbs, the Baby-Boom generation, the civil rights movement, the women's rights movement, the sexual revolution, "the sixties," Vatican II, Vietnam, Watergate, the imperial presidency, greater longevity, the end of the Cold War, television, the computer revolution, political correctness, immigration, ethnicity and racism, politics and religion, and the new conservatism.

**UEHI 243 The Civil War and American Life** 3 credits **(H)**

Examines the great tragic epic of American life, the Civil War of 1861-1865. This terrible conflict between the North and South finished the work of the Revolution, freed the slaves, made the United States into a true nation, and cleared the way for massive industrialization and urbanization in the decades just ahead. Students will examine the roots of the Civil War, the major issues of the conflict, life during the War (in the military as well as on the home front), the reason for Northern victory and Southern defeat, and the many important legacies of this seminal time in the nation's history.

**UEHI 245 The 1960s and Its Legacies** 3 credits

Examines the great upheavals in American life during the 1960s and early 1970s, and the continuing consequences of these tumultuous years. Among the topics to be considered are the Baby Boom, hippies, the counterculture, the New Left, the sexual revolution, women's liberation, changing family patterns, civil rights, the revival of ethnic consciousness, the Vietnam War, suburbanization, political correctness, multiculturalism, the renewal of conservatism, the Moral Majority, casual dress, the reassertion of Congressional authority, and fears of American decline.

**UEHI 247 African Americans During the Age of Slavery** 3 credits **(H)**

This course examines the development and experiences of the African-American community during the age of slavery. We will focus on the development of African American culture and an in-depth examination of the slave community, family, and religion. The course considers the growth of the free black community and the creation of black political, social, and economic ideologies and institutions. Particular topics include the struggle against slavery, slave insurrections, the abolitionist movement, and the Civil War.

**UEHI 248 African Americans Since Emancipation** 3 credits **(H)**

Examines the development of the African American community in the United States since emancipation. We will chronologically and thematically explore the process of reconstruction, segregation, disenfranchisement, migration, and urbanization and the rise of African American protest organizations, black nationalism, the Harlem Renaissance, and the modern day civil rights movement. Special attention will be given to the social, economic, political, religious, and cultural forces inside and outside of the African American community that have helped the course of African American history.

**UEHI 270 History of Chestnut Hill** 3 credits

A history of the Chestnut Hill section of Philadelphia with an emphasis on its social development over the past century. Students will also be introduced to basic techniques in researching and writing local history. The course will include field trips, slide lectures, and student presentations.

**UEHI 275 Film and History** 3 credits

Examines the relationship between film and history. Emphasizes the historical and aesthetic concerns at work upon particular directors. The format consists of weekly film showings, lectures, and discussion. Students read critical historical works. Among the directors to be studied are: Einstein, Chaplin, Capra, Welles, Renoir, Bergman, Truffaut, Hitchcock, Fellini, Kurosawa, Satyajit Ray, and Bunuel.

**UEHI 400 Special Topics** 3 credits

Provides an opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in other history courses.

**UEHI 404 Study Tour** 3 credits

Provides an opportunity to pursue a topic of current interest or specialized focus in an off-site setting. Fees for buses, lodging and admission (if applicable) are required.

**Human Resources Management (HR)**

**UEHR 305 Human Resources Management** 3 credits

Focuses on effective human resource management in support of organizational goals and objectives. Blends theory and practice to assist students in understanding the impacts of HR management on the organization. This course covers such topics as HR planning and strategies, selection and placement, performance appraisal, training and development, employee and labor relations, legal and social environments, diversity and cross-cultural issues of organizational behavior, compensation and benefits, and health and safety.

*Prerequisite: UEMG 201.*

**UEHR 306 Employee Training and Development** 3 credits

This course is designed to develop an in-depth understanding of the current issues facing organizations in supporting employee development. Topics include needs assessments, development and implementation of training programs, and learning principles focusing on the adult learner. The student will gain not only an understanding of these principles but will be presented with the opportunity to practice the theories through in-class activities and assignments.

**UEHR 307 Compensation and Benefits** 3 credits

This course is an examination of the design and administration of financial and non-financial reward systems in an organization. Students will gain an understanding of how compensation links to the overall HR strategy of the company. Topics covered include pay equity, pay for performance and incentives, benefits, family-friendly policies, pension plans and legal implication and requirements. *Prerequisite: UEHR 305.*

**UEHR 309 Employer Relations** 3 credits

This course examines current management practices and strategies used in dealing with both labor and employee relations. Today more than ever organizations must balance employee concerns for fair dealings with the pressures of competing in a world economy. Topics covered will include changes in the labor force, collective bargaining, grievance and alternative dispute resolution, labor law and government policy, employee work teams and labor management cooperation.

**UEHR 453 Senior Seminar** 3 credits

An interdisciplinary capstone course that deals with special problems and ethical and topical issues affecting organizations in a business environment. Case studies, research and an in-depth paper will be presented for class discussion. *Prerequisite: Senior status and completion of all course work required in the major.*

**UEHR 400 Special Topics** 3 credits

An opportunity to pursue, in a structured setting, a topic of current interest or specialized focus not available in other human resources management courses.

**UEHR 460 Internship** 3 credits

Fieldwork with approved business firms where meaningful assignments are performed with appropriate training, instruction, and supervision. *Prerequisite: junior or senior status.*

**Human Services (HS)****UEHS 205 Introduction to Human Services** 3 credits

Designed to introduce students to the role of the human service professional. Students will examine the development of social welfare institutions, philosophies, practices and policies in diverse human settings. A systems approach and generalist practice perspective will assist students in the development of core competencies necessary for problem solving and planned social change and advocacy efforts.

**UEHS/PS 308 Theory and Practice of Counseling** 3 credits

Presents an introduction to and overview of the practice and profession of counseling. It will emphasize the counseling process, professional preparation, ethical and legal issues, assessment and diagnosis, counseling from a multicultural perspective, research and evaluation, major theorists, as well as counseling with families, children and adolescents and groups. Approaches with families, married couples, and those working directly with the mentally ill are explored. *Prerequisite UEPS 109.*

**UEHS 345 Human Service Methods** 3 credits

Analyzes methods, processes, and practices used in the human services. Skills needed for competent practice are studied. Interviewing, assessment, support systems, goal planning, empathy, brokering, professional ethics, and advocacy are considered. *Prerequisite: UEHS 205.*

**UEHS 399 Administration of Human Services** 3 credits

The functions/roles of human service organization management including: organization theory and structure, program planning and evaluation, human resource management, fiscal accountability and legal issues will be the focus of the overview course.

**UEHS 400 Special Topics** 3 credits

Provides an opportunity to pursue in a structured setting a topic of current interest or specialized focus not available in other criminal justice courses.

**UEHS 453 Senior Seminar** 3 credits

Each student will engage in independent research, and write a scholarly paper, and give a professional presentation to the department college community. Topics are approved by the instructor and provide an opportunity to carefully examine a current issue in Human Services. The Senior Seminar is usually taken in either the Fall or Spring of the student's senior year. Students register for this course upon approval of the academic advisor. *Prerequisite: Senior status and completion of all course work required in the major.*

**EHS 460 Internship** 3 credits

An educational and practical experience with a public agency or private organization. The experience is monitored through faculty and professional supervision and requires the student to apply knowledge of various disciplines to the realities confronted in the intern experience. *Prerequisite: junior or senior status.*

**Liberal Studies (LS)**

**UELS 453 Senior Seminar** 3 credits

Explores areas of current interest and research in liberal studies education not included in structured courses. Employs group discussions, independent study and research. Students demonstrate their research in an oral presentation and written paper.

**Management (MG)**

**UEMG 201 Principles of Management** 3 credits

Provides an in-depth examination of the functions performed by the human resources department in an organization. It will also examine organizational behavior as it relates to the management of people at work. Topics include: human resources planning, recruitment and selection, training and development, compensation and benefits, equal employment opportunity, and the fair and ethical treatment of employees. It will also examine the various theories relating to motivation, leadership and culture.

**UEMG 303 Psychology of Leadership** 3 credits

Focuses on characteristics of effective leadership; dilemmas of leadership; organizational structure and leadership; motivation of people; effecting change; theories of leadership and leader's personality. Also included is a study of leadership function in small group settings.

**UEMG 310 Entrepreneurship** 3 credits

Designed to give the student a basic understanding of the planning, organization, and management of an enterprise. This will be achieved through the use of case studies and insights into operational functions and decisions of management. The course includes a study of the characteristics of strategic decision-making, as applied to the basic organizational functions of operations, marketing and finance. Open to Juniors and Seniors only. *Prerequisite: UEEC 110.*

**UEMG 321 Managing for Non-Profit Organizations** 3 credits

An overview of management from the perspective of diverse not-for-profit organizations will be the focus of this course. The not-for-profit manager must explore strategic initiatives designed to meet mission needs while improving efficiency and quality. By contrasting management for profit and not-for-profit organizations, the course will cover: social responsibility, budgeting, volunteerism, employment, stakeholders, legal obligations, mission accountability, and community relations. *Prerequisite: UEMG 201, junior status.*

**UEMG 325 Operations Management** 3 credits

Through lectures and case studies the student will learn how the following key elements fit into operation management plans: work-force management and productivity, project management, forecasting, product design, quality assurance, process strategy, capacity determination, plant location/layout strategies, inventory control, quantitative models used in solving management problems will also be examined. *Prerequisites: UEMG 201, UEMA 111.*

**UEMG 340 International Business** 3 credits

An introduction to the most important aspects of international business, including factors influencing the environment of international business, the strategies, structure and control systems of multinational companies, and the nature of management systems, and practices in different cultures. *Prerequisites: UEEC 109, UEMG 201, UEMK 201.*

**UEMG/PO 350 Government and Business** 3 credits

An in-depth examination of the complex and expanding role of government activity in the private business sector. The history of intergovernmental aid programs, the growth of public/private economics partnerships and the pros and cons of government regulation and tax structures will be explored in detail, giving students the background necessary for understanding current government policies.

**UEMG 400 Special Topics** 3 credits

An opportunity to pursue, in a structured setting, a topic of current interest or specialized focus not available in other management courses. *Prerequisite: UEMG 201.*

**UEMG 453 Senior Seminar** 3 credits

An interdisciplinary capstone course that deals with special problems and ethical and topical issues affecting organizations in a business environment. Case studies, research and an in-depth paper will be presented for class discussion. *Prerequisite: Senior status and completion of all coursework required in major.*

**UEMG 460 Internship** 3 credits

Fieldwork with approved business firms where meaningful assignments are performed with appropriate training, instruction and supervision. *Prerequisite: junior or senior status.*

**Marketing (MK)**

**UEMK 201 Principles of Marketing** 3 credits

Examines environmental variables marketing managers should consider before designing strategy with emphasis in buyer characteristics and competitive activity. Marketing strategy options are considered for product, distribution, pricing, and promotion.

**UEMK 220 Consumer and Buyer Behavior** 3 credits

Explores psychological and sociological variables marketing managers should examine in order to understand the needs of potential buyers including motivation for purchase, attitudes and values, cultural background, and social class. Analyzes the adjustment of marketing strategy to satisfy needs of different market segments.

**UEMK 400 Special Topics** 3 credits

Provides an opportunity to pursue, in a structured setting, a topic of current interest or specialized focus not available in other marketing courses. *Prerequisite: UEMK 201.*

**UEMK 410 Marketing Research** 3 credits

Applies the scientific method, (i.e., problem definition, hypothesis formation, data collection and analysis), to marketing decision making. Students conduct a market research study and present their own findings. *Prerequisites: UEMK 201, UEMA 111.*

**UEMK 450 Marketing Strategy, Planning and Organization** 3 credits

An advanced marketing management course emphasizing ethical goal setting, planning and evaluation of marketing objectives, policies, strategies, and tactics in an increasingly global environment. Cases are used as vehicles for decision making involving marketing mix variables and may be supplemented with a marketing simulation. *Prerequisite: UEMK 201.*

**UEMK 453 Senior Seminar** 3 credits

An interdisciplinary capstone course that deals with special problems and ethical and topical issues affecting organizations in a business environment. Case studies, research and an in-depth paper will be presented for class discussion. *Prerequisite: Senior status and completion of all coursework required for major.*

### **UEMK 460 Internship** 3 credits

Fieldwork with approved business firms where meaningful assignments are performed with appropriate training, instruction and supervision. *Prerequisite: junior or senior status.*

## **Mathematics (MA)**

### **UEMA 100 Developmental Math** 3 credits

A fundamental course in basic mathematical skills, designed for students who are, for any reason, inadequately prepared for college level mathematics. UEMA 100 includes a study of the real number system and basic concepts of algebra. UEMA 100 may be required as a result of the Mathematics Proficiency Exam.

**Credits from this course are not applicable toward a degree.**

### **UEMA 101 Precalculus I** 3 credits

First course in a two-course review and development of topics needed for the further study of mathematics, including calculus and mathematics for management. Includes: algebraic operations, equations and inequalities, algebraic functions, analytic geometry and graphing. UEMA 101 is not open to students who have successfully completed a mathematics course beyond the 100 level or whose mathematics proficiency level is 1. Students who earn a grade of “C” or better in UEMA 101 fulfill the mathematics requirement for graduation. Students who successfully complete UEMA 101 and who are planning a major in business or science are strongly advised to take UEMA 102 before enrolling in mathematics courses required for their major. *Prerequisite: UEMA 100 or Math Proficiency Level*

### **UEMA 102 Precalculus II** 3 credits

Second course in a two-course review and development of topics needed for the further study of mathematics, including calculus and mathematics for management. Includes: functions and inverse functions, exponential, logarithmic and trigonometric functions, analytic geometry and graphing. UEMA 102 is not open to students whose mathematics proficiency level is 1. Students who earn a grade of “C” or better in UEMA 102 fulfill the mathematics proficiency requirement (at Level 2) for graduation. Students who successfully complete UEMA 102 and who are planning a major in business or science are strongly advised to take UEMA 102 before enrolling in mathematics courses required for their major. *Prerequisite: UEMA 101 or Math Proficiency Level.*

### **UEMA 103 Survey of Mathematics** 3 credits

A study of mathematics using an analytical approach incorporating topics such as sets and logic, elementary number theory, basic algebra, geometry, and trigonometry. Includes problem solving and applications. An emphasis will be placed on developing an appreciation of the way mathematicians think and work, how mathematics contributes to understanding the world, and the role of technology in the study of mathematics. Satisfies the MOT/Mathematics requirement. *Prerequisite: UEMA 100 or Math Proficiency Level.*

**UEMA 104 Mathematics for Business I** 3 credits

Algebraic functions and their graphs, mathematical modeling, systems of linear equations and inequalities, matrices, linear programming, mathematics of finance. Applications to business, management and the life sciences. Credit by examination is not available. *Prerequisite: UEMA 102 or Math Proficiency Level*

**UEMA 105 Mathematics for Business II** 3 credits

Basic concepts and techniques of differential and integral calculus with applications to business, management and the life sciences. Credit by examination is not available. *Prerequisite: UEMA 104.*

**UEMA 111 Probability and Statistics** 3 credits

Quantitative methods for decision-making. Topics include: descriptive statistics, elementary probability theory, discrete and continuous probability distributions, random sampling, correlation and regression, confidence intervals and tests of hypothesis. *Prerequisite: UEMA 104.*

**UEMA 153 – 154 Basic Mathematical Theory and Applications I and II** 3 credits each

A development of basic mathematical concepts and skills needed by students in education and related fields. Emphasis on mathematical reasoning, problem solving, and connecting mathematics, its ideas, and its applications. Topics include: real number system; sets and logic; patterns, relations and functions; elementary number theory; geometry; measurement; probability and statistics. *Prerequisite for UEMA 153: UEMA 101 or Math Placement Exam recommendation of UEMA 153. Prerequisite for UEMA 154: UEMA 153.*

**Music (MU)**

**UEMU 101 Music in Western Culture** 3 credits

A chronological survey of the development of music, its styles and characteristics from the Middle Ages to the contemporary period. No musical background required.

**UEMU 124 Music in Twentieth Century America** 3 credits

A panoramic survey of the streams of American music in the twentieth century. Encompasses ethnic, folk, religious, and popular music; jazz and its forerunners and a brief history of Rock and Roll. No musical background necessary.

**UEMU 221 Music in the Medieval, Renaissance and Baroque Periods** 3 credits

A chronological in-depth study of the styles, features and aspects of Medieval, Renaissance and Baroque music.

**UEMU 222 Music in the Classical and Romantic Periods** 3 credits

A chronological in-depth study of the styles, features and aspects of Classical, Romantic, Twentieth-and Twenty First-Century music.

**UEMU 400 Special Topics** 3 credits

Provides an opportunity to pursue, in a structured setting, a topic of current interest or specialized focus not available in other music courses.

**Philosophy (PL)** *Each of the philosophy courses listed below may be taken as an introduction to the discipline of philosophy. There are no prerequisites. Each course introduces the student to the nature and methodology of philosophy in addition to exploring a specific philosophical topic.*

**UEPL 109 Philosophical Thinking** 3 credits

Introduces the student to the study of reasoning, emphasizing the structure of arguments. It is a basic introductory course that explores philosophy as a human activity. It focuses upon the processes used by philosophers as they examine questions such as: What is reason? What is real? What ought we do? Is there a God? Students not only experience major philosophers at work on human issues, but also participate in the activity by developing their own skills for creative thinking, rational agreement and responsible judgment. The course is designed to help students develop analytical skills for understanding how arguments work, how they are structured, and how they are to be evaluated. This course will also help students develop composition skills for constructing arguments and defending claims which will help develop and enhance their ability to express themselves articulately and persuasively. These skills are crucial for both making a civilized impact on the world and for serious and honest internal reflection.

**UEPL 110 Ethics** 3 credits

A consideration of the ethical dimension of human action, with a focus on the value systems which function as ultimate determinants of what a person does and, therefore, of what a person will become. Analysis of the rational psychological nature of values, their place in ethical systems, and their role in the human decision-making process.

**UEPL 125 Logic and Argument** 3 credits

An examination of systems of logic, fallacies, strategies of logical persuasion and propaganda and theories of meaning and truth. The goal of the course is twofold: that students gain an appreciation of the manifold character of “everyday” reasoning, and that they develop sensitivity to the possibilities and pitfalls of persuasive discourse.

**UEPL 130 Ethics and the Environment** 3 credits

A study of major Western ethical theories and their application to perennial and contemporary ethical issues, with special focus on environmental concerns in both discussion and writing assignments. Emphasis on critical analysis, the relation between ethics and culture, the significance of virtue-based ethical analysis and the connections between environmental ethics and other ethical issues.

**UEPL 135 Business Ethics** 3 credits

Considers how and why certain business practices are good and others bad. Of particular concern are areas where the profit motive seems to conflict with moral standards. The various ethical issues facing business today, such as the effects of advertising and workers' rights, form the final part of the course.

**UEPL 140 Introduction to Non-Western Philosophy** 3 credits

An introduction to some of the main traditions of India and Asia through a reading of a central primary text in each. Focus is on the Hindu, Buddhist, and Taoist traditions as an attempt to appreciate the range and thematic unity of these perspectives.

**Physics (PH)**

**UEPH 104 Astronomy** 3 credits

An introduction to the sky, the solar system, stellar evolution, deep space objects and cosmology as well as the tools used by astronomers to study the universe. Laboratory activities as well as the use of a 14" Celestron telescope and a planetarium instrument enhance the course material.

**UEPH 108 Physics for Life** 3 credits

A course which introduces the non-science major to the basic physical principles of the natural world. Topics include motion, energy, heat, wave motion and sound, electricity and magnetism and light.  
*Prerequisite: minimum high school algebra.*

**Political Science (PO)**

**UEPO 103 American Federal Government** 3 credits

An analysis of the basic principles of the Federal Constitution, political parties, the electoral process and the political character and behavioral pattern of the American voter. The structure and processes of the Congress, the presidency and judiciary are examined.

**UEPO 104 International Studies** 3 credits

An analysis of the relationship among politics, economics, and culture in selected nations from different regions of the world. Emphasis is placed on an examination of how different nations approach such issues as economic development, political organization, the distribution of wealth, environment, health care, and child welfare.

**UEPO 201 Classical Political Thought: Constitutionalism and Human Rights** 3 credits

An analysis of the development of Western constitutionalism and its protection of human rights, from the Greek philosophers, the Roman lawyers, and medieval theologians to the British and American constitution. Artistic and literacy aspects of Western civilization are considered in this analysis.

**UEPO 202 Modern Political Thought: Totalitarianism and Human Rights** 3 credits

An analysis of the development of the totalitarian idea from the Renaissance through the Enlightenment to its actualization in contemporary regimes which systematically abuse human rights. A broad cultural overview of these periods is provided.

**UEPO/CJ 203 Civil Liberties** 3 credits

Examines the evolution of civil liberties in America from the adoption of the U.S. Bill of Rights through some of the most recent Supreme Court decisions. Emphasis will be focused on human rights issues in a historical context.

**UEPO 330 Constitutional Law and Public Policy** 3 credits

An examination of the impact of constitutional law on the formation of American public policy. The debate on the proper policy role of the judiciary is examined. Leading Supreme Court decisions in the areas of intergovernmental relations, commerce, and civil rights and liberties are analyzed.

**UEPO/MG 350 Government and Business** 3 credits

An in-depth examination of the complex and expanding role of government activity in the private business sector. The history of intergovernmental aid programs, the growth of public/private economics partnerships and the pros and cons of government regulation and tax structures will be explored in detail, giving students background necessary for understanding current government policies.

**Psychology (PS)**

**UEPS 109 Introduction to Psychology** 3 credits

An overview of psychology that emphasizes how psychologists function as scientists. Topics include research methods, psychobiology, motivation, perception, consciousness, learning, cognition, development, personality, psychology and health, psychological disorders, psychotherapy, and social relationships.

**UEPS/ED 202 Educational Psychology** 3 credits

Involves the application of psychological principles concerned with the processes of growth and development, thinking, learning and motivation to the problems of education. Principles of social psychology and mental hygiene are applied to educational problems in the home, school and community.

*Prerequisite: UEPS 109.*

**UEPS 203 Psychology of Child Development** 3 credits

Explores the psychological theories of emotional, social, cognitive, and physical development from the prenatal period through childhood. Contains an experiential component through personal research on cognitive transitions that occur during middle childhood. *Prerequisite: UEPS 109.*

**UEPS 217 Abnormal Psychology** 3 credits

Focuses on the study of abnormal behavior, classification of psychological disorders as well as possible causes, treatment options, prevention and prognosis. Examines the major theoretical perspectives in abnormal behavior.

**UEPS 240 Human Development** 3 credits

An overview of human development from conception to death. Special attention is given to the effects of psychological and social factors on development. *Prerequisite: UEPS 109.*

**UEPS 245 Health Psychology: The Mind/Body Connection** 3 credits

What is the relationship between the mind and the body? Can psychological stress result in a physical disease? Explores the relationship between psychobiological factors and health through a didactic method as well as experiential group exercises. A holistic approach to wellness is presented, including such topics as nutrition, exercise, environment and lifestyle. Various stress-related disorders are studied in light of current research on personality, lifestyle and coping style.

**UEPS 267 Drugs and Behavior** 3 credits

Covers theories and experimental evidence regarding the mechanisms of action and effects of drugs on the brain and behavior. In addition, it covers the impact of drugs on society and the implications of drug usage on clinical practice. Students engage in debates about topics relevant to drug usage and legalization.

**UEPS 280 Psychology of Aging** 3 credits

Traces human development from early adolescence, through adulthood to death. It focuses on the cognitive, physical, social/emotional development and changes that humans undergo throughout the mature lifespan. *Prerequisite UEPS 109.*

**UEPS/HS 308 Theory and Practice of Counseling** 3 credits

Presents an introduction to and overview of the practice and profession of counseling. It will emphasize the counseling process, professional preparation, ethical and legal issues, assessment and diagnosis, counseling from a multicultural perspective, research and evaluation, major theorists, as well as counseling with families, children and adolescents and groups. Approaches with families, married couples, and those working directly with the mentally ill are explored. *Prerequisite UEPS 109.*

**Religious Studies (RS)**

**Religious Traditions**

**UERS 104 Religion and Culture** 3 credits

This course is designed to invite students to reflect upon and examine the dynamic relationship between religious experience and culture. Emphasis is placed on the historical, theological, and sociological dimensions of the many cultures and religions of North America. Faith stories from people representing a multicultural cross-section of the major world religions are studied emphatically and critically.

**UERS 106 World Religions** 3 credits

Examines humanity's evolving relationship with the supernatural. Studies primitive, archaic, and historic periods in the development of religion as background to modern religious systems and traditions. Explores several of the world's religions, including their belief statements; sacred writings; moral codes; relationship to other religions.

**UERS 107 Contemporary Christian Living** 3 credits

Probes the possibilities of "meeting Jesus again for the first time" by examining his life as compassionate prophet and wisdom teacher from an historical-critical perspective. The course will raise new questions not only about the meaning of Christ but also about our own lives in light of contemporary issues and concerns.

**UERS 108 Roman Catholicism** 3 credits

An overview of both the contemporary Catholic milieu and the factors which have contributed to the current state of the Church. Covers the major components of Catholicism: revelation, theology of God, Christology, Ecclesiology, Sacramentology, and Morality. Topics are investigated from the position of traditional belief and of modern scholarship.

**UERS 200 Introduction to the Bible** 3 credits

Examines the formation of selected sections of the Bible in light of modern biblical scholarship. Major themes includes: creation; covenant; the prophetic movement; Wisdom literature; the person and message of Jesus; the Synoptics and Fourth Gospel; Pauline theology; and apocalyptic literature.

**UERS 209 Old Testament Studies** 3 credits

Explores the Old Testament in the light of modern biblical scholarship. Areas of concentration include creation material; covenant and roots of Israelite worship; the prophets; Wisdom literature; and apocalyptic literature.

**Morality and Justice**

**UERS 216 Fundamental Moral Theology** 3 credits

Examines the moral decision-making process in light of biblical and Christian principles. Areas of study include the human act, conscience, moral development, and various ethical systems. Uses selected contemporary issues for discussion.

**UERS 218 Biomedical Moral Issues** 3 credits

Examines questions related to human life and death, including artificial insemination, genetic manipulation, surrogacy, abortion, euthanasia, and removal of life support.

## **Doctrine and History**

### **UERS 241 Women in the Christian Tradition** 3 credits

A timely exploration of Church teachings on the nature of women and women's roles. Considers New Testament foundations, historical developments, and the tradition of theological reflection. Includes study of representative writing by and about Christian women.

### **UERS 244 Global Theology and The Cry for Justice** 3 credits

Explores core aspects of the Christian theological tradition in light of emerging global concerns. By means of case studies, the voices of the marginalized peoples of the world are highlighted for the ethical challenges in their urgent cries for justice, peacemaking, and reconciliation. Provides opportunities to reflect on the radical nature of the call to Christian discipleship.

## **Liturgy and Spirituality**

### **UERS 222 Marriage and the Family** 3 credits

Examines the nature and evolution of the marriage covenant through scripture and history. Explores issues such as human development, interpersonal relationships, communication, and lifestyle choices. Discusses contemporary challenges to marriage, such as career choices, finances, child care, and gender roles.

### **UERS 226 The Meaning of Death and Dying** 3 credits

Examines approaches to caring for the sick and dying. Explores the physical, psychological, sociological and theological aspects of the dying process. Discusses the role of religious ideals and values in enabling people to deal with dying and death. Considers rituals of death and the grieving process.

### **UERS 234 Sacraments and Spirituality** 3 credits

Explores the relationship between the sacramental/liturgical life of the Church and Christian spirituality. Attention is given to the reciprocal relationship between intimacy with God (prayer) and intimate life events (sacraments), as sacred moments when we encounter God with particular intimacy: birth, adolescence, conversion and reconciliation, friendship and marriage, common and ministerial priesthood, sickness and death, and Eucharistic-centered living.

### **UERS 235 Christian Spirituality: A Life Journey** 3 credits

Through critical reflection, the student is drawn into an examination of gospel values, examines central themes of spirituality, such as images of God; church; the self-in relationship; it underscores the need for stories and symbols; for solitude and community; for contemplation and action in the context of the faith maturation process.

## Sociology (SO)

### **UESO 101 Introduction to Sociology** 3 credits

An invitation to the study of sociology. An analysis of the nature of human society and groups, cultural factors and social institutions. Areas covered include: stratification, socialization, family, gender, deviance, work and social change.

### **UESO 106 Aging and Adaptation for Wellness** 3 credits

Living longer increases the probability that we will have to respond to change. This course investigates adaptations that will enhance the overall quality of life of the aged. Topics include myths about aging and the effects of biological aging on psychological and sociological aspects of aging. Healthy lifestyle choices including fitness, nutrition, stress management, and drug and alcohol use will be explored.

### **UESO 114 Social Gerontology** 3 credits

An introduction to the physical, cognitive and psychosocial aspects of aging. Students will be introduced to aging issues by examining the demographic characteristics of this group. The course will focus on how these characteristics impact attitudes about older persons and aging, the provision of services to older adults as well as the development of aging policy issues.

### **UESO 127 Diversity Issues** 3 credits

Examines the diversity issues in American society including race, ethnicity, gender, age, religion, and ability. Lifestyles, adaptations, and problems of identity are studied. Assimilation, prejudice, discrimination, and differential success of varying groups are among the topics to be studied.

### **UESO 203 Social Problems** 3 credits

Examines and explores the various social problems in American society and how they affect and are affected by societal attitudes. Theoretical perspectives will be applied to such problems as poverty, substance abuse, violence, sexism, racism, ageism, environmental problems and terrorism. Service learning may be incorporated.

### **UESO 204 Major Global Problems** 3 credits

A study of several selected problems facing the world community today including the inequality of individuals, groups, and nations, world hunger, population growth, environmental issues, and war and peace.

### **UESO 215 Sociology of Death** 3 credits

A global study of life, death, and dying from historical and contemporary perspectives. Topics include the social meaning of death, grief and mourning practices, hospice programs, suicide, euthanasia, and megadeath.

**UESO 250 Human Behavior in the Social Environment** 3 credits

An introduction to the social systems model and theory and the study of human interaction in families, small groups, organizations, and other social institutions. Special emphasis is given to ways the model can be used to explain and predict human behavior in the social context.

**UESO 256 Public Welfare Policy** 3 credits

Analyzes public welfare policy in the United States and the role played by public welfare agencies in the delivery of services. Special attention is given to welfare policy as it relates to the problems that confront urban America.

**UESO 270 Introduction to the American Healthcare System** 3 credits

Covers the background and development of the healthcare system in this country in relation to economic, political and social factors. The philosophical view of health and wellness, the changing roles of health professionals, health planning, and the voice of the consumer are examined.

**UESO 312 Elder Law Issues** 3 credits

An examination of the legal issues concerning aging members of society. Some topics to be considered are age discrimination, pensions and retirements, health care benefits, the right to die, living wills, guardianship issues and elder abuse. Actual cases will be studied.

**UESO/CJ 350 Research Methods** 3 credits

An introduction to basic social research methods. Students consider problem identification and stating; research design; and data gathering, analysis, interpretation, and presentation. Prerequisite: junior status

**UESO 400 Special Topics** 3 credits

Provides an opportunity to pursue, in a structured setting, a topic of current interest or specialized focus not available in other sociology courses.

## CONTACT INFORMATION

### IMPORTANT Phone Numbers

#### *Chestnut Hill College ACCELERATED*

Main Office .....	215.248.7063
<i>Dean of the School of Continuing and Professional Studies</i>	
Elaine R. Green, Ed.D. ....	215.248.7063
<i>Director of ACCELERATED Degree Program</i>	
Walter C. Childs, M.B.A. ....	215.753.3644
<i>Director of Admissions</i>	
Mary Esther Lee, SSJ, M.A. ....	215.248.7062
<i>Assistant to the Registrar</i>	
Marie Scheetz, A.S. ....	215.248.7064
<i>Offsite and Transfer Manager</i>	
April Fowlkes, M.S. ....	215.242.7704
<i>Admissions Counselor/Academic Advisor (Liberal Studies/Undeclared)</i>	
Sharon Ward, M.S. ....	215.242.7711
<i>Coordinator of Experiential Learning/Academic Advisor (Business)</i>	
Victoria Lee, M.A. ....	215.242.7708
 <i>Education Department Liaison</i>	
Carolyn Gardner, M.A. ....	215.753.3653
<i>Academic Advisor (Education)</i>	
Susan Niescier, M.Ed. ....	215.242.7986
<i>Academic Advisor (Human Services)</i>	
Bridget Rineer, M.S. ....	215.242.7710
<i>Data Input Specialist</i>	
Mary Ann Borek, B.S. ....	215.242.7706
<i>Administrative Assistant</i>	
Anne Harkin, SSJ, M.A. ....	215.248.7063
<i>Administrative Support Specialist/Academic Advisor (Criminal Justice)</i>	
Maryanne Galbally, M.S. ....	215.753.3606
<i>Evening Receptionist</i>	
Deborah Green.....	215.248.7063

### College Phone Numbers

Campus Book Store .....	215.248.7150
Career Services .....	215.248.7048
Computer Center .....	215.248.7195
Financial Aid .....	215.248.7182
Library .....	215.248.7050
Math Resource Center .....	215.248.7088
Security Paging Desk .....	215.248.7090
Student Accounts Office .....	215.248.7116
Writing Center .....	215.248.7114

# CHESTNUT HILL COLLEGE

## OFFICE OF THE PRESIDENT

### PRESIDENT

Executive Assistant to the President  
Assistant to the President for Administration and Special Projects  
Assistant to the President for Mission and Ministry  
Chaplain  
Director of Campus Ministry  
Assistant Director of Campus Ministry

Carol Jean Vale, SSJ, PhD  
Regina Bernhardt, AS  
Kathryn Miller, SSJ, PhD  
Mary Darrah, SSJ, MA

Mindy Welding, IHM, MA, MS  
Michelle Leshner, SSJ, BA

## OFFICE OF FINANCIAL AFFAIRS

### SENIOR VICE PRESIDENT FOR FINANCIAL AFFAIRS and CHIEF OF STAFF

Executive Assistant to the Senior Vice President for Financial Affairs  
and Chief of Staff  
Controller  
Manager of Student Accounts  
Director of Human Resources  
Director of Financial Aid  
Associate Director of Financial Aid  
Associate Director of Financial Aid  
Director of Facilities

Lauri Strimkovsky, MBA

Marjorie Keenan, SSJ, MA

Michael Gavanus, MBA  
Jacqueline Kendis, BBA  
Michele Mocarsky, BA, PHR  
Nicholas Flocco, MBA  
Kristina Wilhelm-Nelson, MS  
Melissa Dunn, MS  
Mark McGrath

## OFFICE OF ACADEMIC AFFAIRS

### VICE PRESIDENT FOR ACADEMIC AFFAIRS and DEAN OF THE FACULTY

Executive Assistant to the Vice President for Academic Affairs  
and Dean of the Faculty  
Dean of the School of Undergraduate Studies  
Assistant to the Dean of the School of Undergraduate Studies  
Administrative Assistant to the Dean of the School of  
Undergraduate Studies  
Director of Academic Advising  
Director of Music  
Director of Student Learning Services  
Department Chairs  
Chair of Religious Studies and Philosophy  
Chair of History and Political Science  
Chair of Education  
Chair of Sociology, Human Services and Criminal Justice  
Acting Chair of Business Administration  
Chair of Foreign Language and Literature  
Chair of Physical Education  
Chair of Natural Sciences and Biology  
Chair of English and Communications  
Chair of Art, Art History, and Music  
Chair of Computer Science and Information Technology  
and Information Technology  
Coordinator of Undergraduate Education  
Coordinator of Interdisciplinary Honors Program and Physics  
Coordinator of Undergraduate Psychology  
Coordinator of Communications  
Coordinator of Writing Program

Kenneth J. Soprano, PhD

Kathleen Letts, SSJ, MS, MEd

Cecelia J. Cavanaugh, SSJ, PhD

Susanne Harkins  
Gale Carlin, MS  
Kathleen McCloskey, SSJ, MEd  
Leslie Wilson, MA

Marie Conn, PhD  
Lorraine Coons, PhD  
Carol Pate, PhD  
John Kovach, PhD  
Garry Flower, MBA, CPA  
Mary Helen Kashuba, SSJ, DML  
Janice Kuklick, MEd  
Joseph Kulkosky, PhD  
Barbara Lonquist, PhD  
Kathleen McCloskey, SSJ, MEd  
Yefim Kats, PhD  
Lisa Olivieri, SSJ, PhD  
Jessica Kahn, PhD  
Kathleen Duffy, SSJ, PhD  
Meredith Kneavel, PhD  
Kimberly Leahy, PhD  
Keely McCarthy, PhD

## OFFICE OF ACADEMIC AFFAIRS (continued)

Department Chairs (continued)	
Director of Chemistry and Physics and Vice Chair of the Division of Natural Sciences	Kelly Butler, PhD
Coordinator of Mathematical Sciences	Merilyn Ryan, SSJ, PhD
Coordinator of Global Studies and Political Science	Jacqueline Reich, PhD
Coordinator of ILA	Kathleen Szpila, SSJ, PhD
Coordinator of Art and Art History	Suzanne Conway, MA
Dean of the School of Continuing and Professional Studies	Elaine R. Green, EdD, HS-BCP
Director of ACCELERATED Programs	Walter Childs, MBA
Dean of the School of Graduate Studies	Steven Guerriero, PhD
Assistant to the Dean of the School of Graduate Studies	MaryBeth R. O'Neill, MS, HS-BCP
Graduate Programs	
Chair, Division of Psychology and Director of the PsyD Program	Joseph A. Micucci, PhD, ABPP
Chair, Education	Carol M. Pate, EdD
Chair, Holistic Spirituality Programs	Marie A. Conn, PhD
Coordinator, Holistic Spirituality and Spiritual Direction	Carolynne Ervin, MA
Practicum	
Coordinator, Administration of Human Services	Barbara Hogan, PhD
	and Elaine R. Green, EdD, HS-BCP
Coordinator, Masters Program in Clinical & Counseling	David Borsos, PhD
Psychology	
Coordinator, Instructional Technology	Yefim Kats, PhD
Dean for Library and Information Resources	Mary Josephine Larkin, SSJ, MS
Registrar	
Assistant Registrar for Academic Data Integrity	Deborah A. Ebbert, MA, MS
Assistant Registrar	Brian Hagermann, BA
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Assistant Registrar, School of Undergraduate Studies	Ann McAdams, SSJ, MEd
Assistant to the Registrar, School of Continuing & Professional	Michael Reig, JD
Studies	Marie Scheetz, AS
Director of Institutional Research	Patricia O'Donnell, SSJ, PhD
Director of Campus Store	Robert Hughes

## OFFICE OF STUDENT LIFE and ATHLETICS

### VICE PRESIDENT FOR STUDENT LIFE

Assistant to the Vice President for Student Life	Lynn Ortale, PhD
Dean of Student Life	Christina Hopely, MS
Director of Student Activities	Krista Bailey Murphy, MA
Assistant Director of Student Activities	Emily Schademan, BA
Director of Parent and Family Relations	Megan Cranney, BS
Director of Residence Life	Alma Rose Schlosser, SSJ, MM
Assistant Director of Residence Life	Jennifer Thorpe, MS
Resident Coordinator	Kerry Rusak, MS
Resident Coordinator	Anthony Powell, BA
Resident Coordinator	Katherine Bolger, BA
Resident Coordinator	Rachel Mingle, BA
	Eric Drinks, BS

## OFFICE OF STUDENT LIFE and ATHLETICS (continued)

Director of Career Development  
Assistant Director of Career Development  
Director for Service Learning  
Student Life Assistant  
Student Life Assistant  
Director of Health Services  
Director of the Counseling Center  
Counselor  
Counselor  
Director of Safety and Security  
Director of Dining Services  
Director of Housekeeping  
Coordinator of Facilities Rental

### ATHLETICS

Director of Athletics and Recreation  
Assistant Director of Athletics/SWA/Compliance  
Assistant Director of Athletics, Head Men's & Women's Tennis Coach  
Assistant Director of Athletics, Head Men's Basketball Coach  
Assistant Director of Athletics for Community Engagement  
and Academic Success  
Head Athletic Trainer  
Assistant Athletic Trainer  
Athletics Communication Coordinator  
Director of Fitness and Recreation/Head Coach  
Fitness Center Monitor/Head Women's Basketball Coach  
Head Men's Lacrosse Coach/Event Management

Nancy Dachille, MEd  
Ashley Reichenbach, MA  
Ryan P. Murphy, MS  
MacKenzie Lovell, BA  
Shane McCarthy, BA  
Shannon Roberts, RN, BS  
Sheila Kennedy, SSJ, PhD  
Lisa Johnson, PsyD  
Sandra Bumgardner, PsyD  
Ray Hallman, MBA  
Patrick Flanagan  
Frank Davis  
Ursula Lavin

Lynn Tubman, MEd  
Denise Wisniewski, MEd  
Albert Stroble, MEd  
Jesse Balcer, BS  
Nicole Lockhart, MA

Erin Fidler, MEd, ATC  
Mindi D'Auria, MA, ATC  
Gregory Gornick, BS  
Sandy Dickson, MS  
Laura Pruitt, MEd  
Brian Dougherty, BS

## OFFICE OF ENROLLMENT MANAGEMENT

### VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

Director of Technology for College Enrollment and Financial Aid  
Director of Admissions, School of Undergraduate Studies  
Director of Admissions, School of Continuing and Professional  
Studies  
Director of Admissions, School of Graduate Studies  
Director of PsyD Admissions and Assistant to the Chair  
Director of International Student Services  
Marketing Manager

Jodie Smith, MS  
Brian O'Neill, BS  
Lori Boccuzzi, MS  
Mary Esther Lee, SSJ, MA

Jayne Mashett, BA  
Eileen Webb, BA  
James McLaughlin, MS  
Gillian Chapline, BS

## OFFICE OF INFORMATION TECHNOLOGY

### VICE PRESIDENT FOR INFORMATION TECHNOLOGY and CHIEF INFORMATION OFFICER

Help Desk Coordinator/Administrative Assistant to the Vice President  
Director of Technical Services

George P. McKenna, PhD  
Kristen Dittrich, MS  
Paul Suarez, MA

## OFFICE OF INSTITUTIONAL ADVANCEMENT

### VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Executive Assistant to the Vice President for Institutional Advancement  
Director of Advancement Services  
Director of Alumni Relations  
Director of Development  
Director of Planned Giving  
Director of Communications  
Associate Director of Development

Kenneth M. Hicks, MBA  
Barbara Reiter, MS  
Joseph A. Martino, MBA  
Patricia M. Canning, MA  
Catherine E. Quinn, MA  
Mary Theresa Shevlard, SSJ, MA  
Kathleen M. Spigelmyer, BS  
Nicole Minardi, BA

It is easy to reach Chestnut Hill College from the Pennsylvania Turnpike (Rt. 276), from Route 309, from the Blue Route (Route 476), from the Schuylkill Expressway (Rt. 76) and from Germantown Pike (Rt. 422).

#### **FROM THE PENNSYLVANIA TURNPIKE**

Exit 333 (Germantown Pike). Bear right and proceed four miles east on Germantown Pike to the College entrance, which is on the left immediately after the light at Northwestern Avenue.

#### **FROM ROUTE 309**

Proceed South on 309 to Paper Mill Road. Bear right onto Paper Mill Road and continue straight on to Stenton Avenue. Follow Stenton to Northwestern. Turn left onto Northwestern and proceed to Germantown Avenue. Turn left onto Germantown Avenue. Entrance is on your left.

#### **FROM THE BLUE ROUTE (Rt. 476)**

Exit at Germantown Pike-East (Exit 19). Turn right at end of exit ramp onto Germantown Pike and proceed four miles to the College. Entrance is on the left, immediately after the light at Northwestern Avenue.

#### **FROM PHILADELPHIA INTERNATIONAL AIRPORT**

Take I-95 South to Rt. 476 North (Blue Route) and follow instructions above from the Blue Route.

#### **FROM WILMINGTON/WEST CHESTER**

Take Rt. 202 North to 76 East to Rt. 476 (Blue Route) and follow as above.

#### **BY TRAIN**

Chestnut Hill College is also accessible by train. Both the Chestnut Hill East (R7) and the Chestnut Hill West (R8) Lines service Chestnut Hill from Center City and 30th Street Station. Chestnut Hill East (R7) also provides service from Trenton, NJ, and Northeast Philadelphia. If using the R7 (Chestnut Hill East), walk two blocks west on Chestnut Hill Avenue to Germantown Avenue. Take the L bus marked Plymouth Mall one mile west to the College

Directions to our offsite campuses are available in the ACCELERATED Office.