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# Academic Calendar

## Fall 1 (August 22, 2016 – October 15, 2016)
- **August 22**: Fall 1 Classes Begin
- **August 22 – August 28**: 80% Withdrawal Refund
- **August 29 – September 4**: 60% Withdrawal Refund
- **September 5**: Labor Day Holiday (No Classes)
- **September 6 – September 11**: 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
- **September 26**: Last Day for On-line Exit Interview for December Graduates
- **October 15**: Fall 1 Classes End
- **October 19**: Fall 1 Grades Due

## Fall 2 (October 17, 2016 – December 10, 2016)
- **October 17**: Fall 2 Classes Begin
- **October 17 – October 23**: 80% Withdrawal Refund
- **October 24 – October 30**: 60% Withdrawal Refund
- **October 31**: Registration begins for Spring I and 2, 2017
- **October 31 – November 6**: 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 10**: Fall 2 Classes End
- **December 14**: Fall 2 Grades Due

## Spring 1 (January 9, 2017 - March 4, 2017)
- **January 9**: Spring I Class Begin
- **January 9 – January 15**: 80% Withdrawal Refund
- **January 16 – January 22**: 60% Withdrawal Refund
- **January 23 – January 29**: 40% Withdrawal Refund—No refund after this date
- **February 4**: Last day to withdraw from a course without academic penalty
- **February 11**: Last day to make up incomplete grades from Fall 2
- **February 6**: Last Day for On-line Exit Interview for May Graduates
- **March 4**: Spring 1 Classes End
- **March 8**: Spring 1 Grades are Due
### Spring 2  (March 6, 2017 – April 29, 2017)

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 6</td>
<td>Spring 2 Classes Begin</td>
</tr>
<tr>
<td>March 6 – March 12</td>
<td>80% Withdrawal Refund</td>
</tr>
<tr>
<td>March 13 – March 19</td>
<td>60% Withdrawal Refund</td>
</tr>
<tr>
<td>March 20</td>
<td>Registration begins for Summer 1 and 2, 2017</td>
</tr>
<tr>
<td>March 20 – March 26</td>
<td>40% Withdrawal Refund — No refund after this date</td>
</tr>
<tr>
<td>April 1</td>
<td>Last day to withdraw from a course without academic penalty</td>
</tr>
<tr>
<td>April 8</td>
<td>Last day to make up incomplete grades from Spring 1</td>
</tr>
</tbody>
</table>

**April 13– April 17**  
Easter Holiday (No Classes – Offices Closed)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 29</td>
<td>Spring 2 Classes End</td>
</tr>
<tr>
<td>May 3</td>
<td>Spring 2 Grades Due</td>
</tr>
</tbody>
</table>

### Summer 1  (May 1, 2017 – June 24, 2017)

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1</td>
<td>Summer 1 Classes Begin</td>
</tr>
<tr>
<td>May 1 - May 7</td>
<td>80% Withdrawal Refund</td>
</tr>
<tr>
<td>May 8 – May 14</td>
<td>60% Withdrawal Refund</td>
</tr>
<tr>
<td>May 15 – May 21</td>
<td>40% Withdrawal Refund — No refund after this date</td>
</tr>
</tbody>
</table>

**May 13**  
Graduation (No Classes)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 27</td>
<td>Last day to withdraw from a course without academic penalty</td>
</tr>
</tbody>
</table>

**May 29**  
Memorial Day Holiday (No Classes)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3</td>
<td>Last day to make up incomplete grades from Spring 2</td>
</tr>
<tr>
<td>June 12</td>
<td>Last Day for On-Line Exit Interview for August Graduates</td>
</tr>
<tr>
<td>June 24</td>
<td>Summer 1 Classes End</td>
</tr>
<tr>
<td>June 28</td>
<td>Summer 1 Grades Due</td>
</tr>
</tbody>
</table>

### Summer 2  (June 26, 2017 - August 19, 2017)

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 26</td>
<td>Summer 2 Classes Begin</td>
</tr>
<tr>
<td>June 26 – July 2</td>
<td>80% Withdrawal Refund</td>
</tr>
<tr>
<td>July 3 – July 9</td>
<td>60% Withdrawal Refund</td>
</tr>
</tbody>
</table>

**July 4**  
Independence Day Holiday (No Classes)

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 10 – July 16</td>
<td>40% Withdrawal Refund – No refund after this date</td>
</tr>
<tr>
<td>July 17</td>
<td>Registration begins for Fall 1 and 2, 2017</td>
</tr>
<tr>
<td>July 22</td>
<td>Last day to withdraw from a course without academic penalty</td>
</tr>
<tr>
<td>July 29</td>
<td>Last day to make up incomplete grades from Summer 1</td>
</tr>
<tr>
<td>August 19</td>
<td>Summer 2 Classes End</td>
</tr>
<tr>
<td>August 23</td>
<td>Summer 2 Grades Due</td>
</tr>
</tbody>
</table>

No Friday Evening Classes Scheduled during Summer 1 and 2

**No Classes Scheduled Week of August 21 to August 26, 2017**

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

**Fall 1, 2017 - Begin August 28 – End October 21 , 2017**

**Fall 2, 2017 – Begin October 23 – End December 16 , 2017**
Non-Discrimination Policy

Chestnut Hill College, founded by the Sisters of Saint Joseph, is committed to an active inclusive love of all people without distinction. Therefore, it is the policy of Chestnut Hill College that no person will be discriminated against by Chestnut Hill College in admission to or participation in any educational program and, moreover, no person will be discriminated against in employment, including recruitment, hiring, promotion, termination, or forms of compensation or on any other terms of employment. Discrimination on the basis of any of the following is prohibited: race, ethnicity, color, religion, sex, sexual orientation, gender identity, national origin, age, marital status, familial status, disability, or status as a veteran. Chestnut Hill College follows the June, 2011; Fair Practices Ordinance of the City of Philadelphia (9-1100) as well as other local, state, and federal laws. Retaliation against complainants, alleged victims or witnesses is also prohibited by this Policy.

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, 2016. 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

The 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.
\textit{We Strive To Live This Value By:}
\begin{itemize}
  \item fostering an attitude of generosity in service;
  \item providing opportunities for experiential and holistic community service on campus and in the broader community.
\end{itemize}

We Value Concern for the Earth.
\textit{We Strive To Live This Value By:}
\begin{itemize}
  \item keeping informed and educated about environmental issues;
  \item being mindful of the impact that we, as individuals and as a community, have on the environment;
  \item continuing to work to preserve and enhance the natural environment of the campus;
  \item accepting our responsibility as stewards of the earth and its resources.
\end{itemize}

We Value Holistic Pursuit of Truth, Integrity, and Justice.
\textit{We Strive To Live This Value By:}
\begin{itemize}
  \item reflecting these virtues in our everyday lives;
  \item applying these virtues as guides to our decision-making individually and as a community.
\end{itemize}

We Value Inclusive Community.
\textit{We Strive To Live This Value By:}
\begin{itemize}
  \item affirming human dignity as an absolute value;
  \item celebrating one another’s potential and achievements, both great and small;
  \item fostering a friendly and open atmosphere, where all are welcome;
  \item exhibiting respect for all members of the global community.
\end{itemize}

\textit{*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.

\textit{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.

\textit{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 Adult 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 from the Middle States Commission on Higher Education, 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 American 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).

Admission

Individuals can obtain admission and course registration information directly from the Accelerated Adult Degree Program Office, by contacting the Office of Admissions at chcaadm@chc.edu or by visiting the College’s website at 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 an official transcript(s) 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 Adult Degree Program

Chestnut Hill College’s Accelerated Adult 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, 8-week sessions, and students may enter at the beginning of 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 Adult 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
Chestnut Hill College’s Accelerated Adult Degree Program offers the Associate of Arts (A.A.), 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 (B.S.)
- Business Administration (B.S.)
- Business Communications (B.S.)
- Childcare Management (B.S.)
- Criminal Justice (B.S.)
- Early Childhood Studies (non-certification)
- Early Education (Pre-K to 4) Currently not admitting new students.
- Healthcare Management (B.S.)
- Human Resources Management (B.S.)
- Human Services (B.S.)
- Liberal Studies (B.A.)
- Marketing (B.S.)
- Social Gerontology (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 (current) requirements of the SUS/SCPS core curriculum and the major. For students who have already earned a baccalaureate degree at Chestnut Hill College, at least 30 new credits beyond the original degree and toward the second degree must be completed at Chestnut Hill College; at least 15 of these credits must be in the field of study. For students who have already earned a baccalaureate degree elsewhere, a minimum of 45 credits toward the second degree must be completed at Chestnut Hill College; at least 15 of these credits must be in the major field of study. Moreover, all Chestnut Hill College graduation requirements (e.g., GPA requirements) must be met.

Articulation Agreements and Transfer Partnerships
Chestnut Hill College has curricular and transfer partnerships with several two-year institutions, including but not limited to Bucks County Community, Community College of Philadelphia, Manor College, Delaware County Community College, Harcum College and Montgomery County Community College.). Please call the Director of Admissions 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, discounts for transfer students and tuition discount partnerships.
• City of Philadelphia employees, their spouses and dependents
• Philadelphia Housing Authority employees and employees of its subsidiaries, their spouses and dependents
• SEPTA employees, their spouses and dependents
• Independence Blue Cross employees, their spouses and dependents
• Wawa associates, their spouses and dependents
• Veterans, their spouses and dependent children
• Police Officers
• Correction Officers
• PJA/Prism Graduates
• Einstein Health Center employees
• Eagleville Hospital employees
• SSJ institutional employees
• The Progressions Companies, Inc. employees, their spouses and dependents
• AlliedBarton Security Services employees, their spouses and dependents
• TriCounty Community Network organizational member employees, their spouses and dependents

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 Academic Advisor. It is further recommended that students meet with an 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 Adult Degree Program Academic Advising Center is located in Clement Hall 111A.

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 Adult Degree Program for academic advisement prior to registering for the next session(s). While on academic probation, a student is limited to registering for 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 Adult 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 Adult 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 academic credits) 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 3.6 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 Phi Sigma*
Alpha Phi Sigma recognizes the academic excellence of undergraduate criminal justice students. Its mission is to promote analytical thinking; rigorous scholarship and lifelong learning; to keep abreast of the advances in scientific research; to elevate the ethical standards of the criminal justice professions and to sustain in the public mind the benefit and necessity of education and professional training. Membership in the Alpha Phi Sigma chapter at Chestnut Hill college requires all of the following: a major in Criminal Justice, a ranking in the top 35% of the senior class and have achieved an overall GPA of 3.2; and a
GPA of 3.2 in the major. A minimum of four graded courses of the above course work shall be in the criminal justice field.*

**Alpha Sigma Lambda**

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 all of the following: a minimum of thirty graded semester credits. Members shall be selected only from the highest 10% of the senior class and have a minimum cumulative GPA of 3.6.*

**Delta Epsilon Sigma**

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 in the top 20% of the class with a minimum cumulative GPA of 3.6.

**Kappa Delta Epsilon**

The National Honor Society for Education promotes the cause of education by fostering a spirit of fellowship, high standards of scholastic attainment, and professional ideals among its members. Organized on March 25, 1933, Kappa Delta Epsilon admitted Chestnut Hill College’s Delta Beta Chapter in 1999. The society requires a cumulative GPA of 3.0 at the time of invitation. Education majors are eligible for nomination into the society upon completion of 84 or more semester hours and must have passed two of three PAPA examinations.*

**Kappa Gamma Pi**

Kappa Gamma Pi is the national Catholic college graduate honor society. Membership, which is limited to no more than 10% 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**

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 all of the following: a minor in Psychology; a ranking in the top 35% of the senior class; a Career GPA of 3.2; a Psychology GPA of 3.5; 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 top 20% of the senior class and have achieved an overall GPA of 3.5 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 Adult Degree Program.*
Tau Upsilon Alpha

Tau Upsilon Alpha, the National Honor Society for Human Services, is an affiliate of the National Organization for Human Services. Membership in the Tau Alpha chapter at Chestnut Hill College requires all of the following: a major in Human Services, a ranking in the top 35% of the senior class and have achieved an overall GPA of 3.25. Recipients must exemplify the leadership and ethical characteristics of the Ethical Standards of Human Services Professionals. Transfer students who meet the qualifications for membership may be inducted after they have completed a minimum of 12 credits in the Accelerated Adult Degree Program.*

*Class ranking, GPA and class will be determined after the Fall 2016 semester.

Scholastic Achievement Award

The Scholastic Achievement Award is presented to a School of Continuing and Professional Studies graduate in recognition of academic excellence, leadership and community involvement. This award is given to the SCPS graduate with the highest earned overall GPA.

Distinguished Service Award

The Distinguished Service Award is presented to the School of Continuing and Professional Studies graduate who has overcome adversity and has persevered to complete his/her educational goals.

The Saint Marie Eugenie Milleret 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

The award was created in 1992 in honor of the conclusion of the 12-year term of the fifth president of the College, who was also a member of the Class of 1960 and Director of Continuing Education from 1975 to 1980. The award is given to a 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:

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

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 Adult 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 Adult Degree Program student is said to be in acceptable academic standing if she/he earns the minimum applicable cumulative GPA of 2.0. (Accounting and Business requires a cumulative GPA of 2.5 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 Adult 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 dropped at the 60% refund rate. Attendance is taken and recorded at each class meeting, including labs (if applicable). Students enrolled in a hybrid class will be considered absent if they fail to log into Blackboard and/or my.chc.edu and submit assignments associated with the class session. 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 Adult 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 Adult Degree Program does its best to avoid cancelling classes and/or examinations. Should a severe weather or other emergency happen, cancellation of Accelerated Adult 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 Adult Degree Program classes. The closing number for the Accelerated Adult 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. SCPS classes scheduled at off-site locations will be cancelled if CHC and/or the off-site locations close. If the College is open, faculty, staff and students are expected to report to campus. However, due to regional differences in weather conditions, your safety and welfare are paramount. Please take appropriate precautions when necessary.

Students are encouraged to enroll in Chestnut Hill College’s campus emergency notification service at 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 email any changes to the Assistant Registrar at scheetzm@chc.edu. 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 submit their request in writing to the Accelerated Office. Changing a major requires a re-evaluation of all credits and may require additional courses beyond the minimum credits required for graduation.

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 send an email to the Assistant Registrar at scheetzm@chc.edu. All registration changes must be approved by an Academic Advisor. A $40.00 fee may be applied.

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.

Military Students
Chestnut Hill College requires all students to adhere to the same academic policies and procedures. However, the College does recognize the unique circumstances involved in military services. Please contact the Office of the Registrar at 215-248-7005 or email at registrar@chc.edu for specific questions regarding disruption of your academic program (e.g. deployment), change of registration, course withdrawal or incompletes.

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 Adult 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 the Accelerated Adult Degree Program and the Assistant 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.

**Commencement Exercises**

Chestnut Hill College confers baccalaureate degrees three times a year: August, December and May. All graduates are encouraged to participate 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. Students with a business or library hold will not be permitted to participate in commencement exercises, receive their degree or transcript until the hold is lifted. See the current academic calendar for Degree conferral dates.

**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 Adult 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 Adult 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.)

Registration information is sent via CHC email to students three times each academic year: Fall, Spring and Summer. Students may register 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 help with 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 Kristen Tracy, MA, MEd, CRC, Director of Disabilities Resource Center at 215.753.3655 or tracyk@chc.edu.

**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 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 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 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 Adult Degree Program staff will not disclose a student’s address or telephone number to another student. Students may request withholding information from directories by written notification to the Assistant Registrar’s Office.

**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**

Students who feel there has been an error in grading may pursue a grade appeal. This process must begin 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 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 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 and 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>59 and lower</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>0.0</td>
</tr>
<tr>
<td>Grade+N</td>
<td>Non-academic course</td>
</tr>
</tbody>
</table>

Courses with a grade of F, WF or Grade+N are calculated in the Term and Career GPAs as well as Attempted Credits, but any credits passed are not calculated in Earned Credits. (Example: UEMA 100-Developmental Math-B+N)

- **I** = Incomplete
- **P** = Pass
- **NR** = Not Recorded
- **W** = Withdrawal during the approved time period
- **AU** = Audit
- **CL** = College Level Examination Program (CLEP)
- **CR** = Credit
- **PA** = Portfolio Assessment

**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 Adult 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 3.2 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 Adult 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 by 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. Permission will be granted only in exceptional circumstances such as the course is needed for graduation and is not scheduled.

**Internships**

An internship is a Major Elective option for most majors and is offered on a pass/fail basis. Three academic credits are awarded for each internship. Criteria for internships are available from Dana Morici, Esq., Assistant Professor of Sociology, Criminal Justice and
Human Services. 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 may be 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 Adult Degree Program students must take a Math Placement Exam prior to their registration in a mathematics course.

Examination is waived when a student has transferred 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 (i.e.: 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.

Computer-based placement exams are administered in the Math Center on the third floor of Saint Joseph Hall. Students will receive their exam scores and associated placement by e-mail within three weeks of completing the exam. 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 photo ID at the test site.

**Online Learning**
Chestnut Hill College’s Accelerated Adult Degree Program offers courses that may be partially completed away from the traditional classroom. 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 on a limited basis through a special consortium relationship coordinated by Regis University.

**Prior Learning Assessment (PLA)**
The Accelerated Adult Degree Program offers several options for students to earn credit for prior learning. These include the following:
**Portfolio Assessment**

Students 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 Adult 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 Dana Morici, Esq., Assistant Professor of Sociology, Criminal Justice and Human Services.

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

**Advanced Placement**

Students may receive transfer credit for Advanced Placement Exams that were previously taken.

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

The Accelerated Adult 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 Adult 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 Adult Degree Program students may challenge up to twelve credits in four approved courses after the successful completion of fifteen credits in the Accelerated Adult Degree Program with a cumulative 3.50 GPA. Students may not challenge a previously failed course, computer application 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 in Chestnut Hill College’s Accelerated Adult 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

**Permission to Take Courses at Another Institution**

Students who wish to take courses at other colleges or universities must have the courses approved by The Dean of the School of Continuing and Professional Studies. Transfer credits will be awarded for only those courses in which a grade of C or better has been earned. All transferred courses are recorded with a grade of TR-Transfer. It is the
student’s responsibility to ensure that a final, official copy of the transcript is received in the Assistant Registrar’s Office. No credit will be given for any course unless the final, official transcript is received. Students are not permitted to take courses to replace a failed course.

Release of Grades
Collection and reporting of Accelerated Adult Degree Program course grades is the purview of the Assistant Registrar’s Office. Grade reports are available to current students via the My CHC Portal – 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 the Director of the Accelerated Adult Degree Program. 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.

Policy on Sex Discrimination, Sexual Harassment and Sexual Violence

Please Note: This policy was originally 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. In addition to sexual violence, this policy addresses any discrimination or harassment based on gender, sexual orientation, gender identity, or gender expression. This policy was subsequently modified in August 2014 and August 2015 to ensure that Chestnut Hill College is in compliance with the VAWA amendments, Campus SaVE Act, the April 2014 Questions and Answers on Title IX and Sexual Violence from the Office for Civil Rights, and guidance issued under The White House Document, Not Alone.

While this policy speaks specifically to harassment based on sexual discrimination, all incidents involving harassment under protected classifications as outlined in the College’s Non-Discrimination Policy, will follow the same procedures for investigation, hearing and appeal.

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 can include acts of sexual violence, sexual harassment, domestic violence, dating violence and stalking, by another member of the College community. Chestnut Hill College expects all members of the campus community to conduct themselves in a manner that does not
infringe upon the rights of others; the College believes in a zero tolerance policy for gender-based or sexual misconduct.

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 Policy on Sex Discrimination, Sexual Harassment and Sexual Violence. For the purposes of this policy, sex discrimination, sexual harassment and sexual violence all fall under the category of sexual misconduct.

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 sexual violence. In recognition of and respect for the dignity of all at Chestnut Hill College, sexual misconduct in any form, cannot, and will not, 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 Sex Discrimination, Sexual Harassment and Sexual Violence.

The purpose of this policy is:

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

Scope of Policy

- This policy and the procedures set forth herein apply to and cover all members of the College community in all three Schools 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.
- The College also contracts a number of vendors on campus. These individuals are also protected from all forms of discrimination and are held accountable to policies and procedures outlined by their respective employers. If a vendor is accused of misconduct against a member of the College community, the College will work collaboratively with the individual’s employer. At the request of the College these individuals may also be subject to interim measures (outlined below) while an incident is investigated and resolved.
- Employees are protected from sexual discrimination in all phases of their employment including applications, job performance, 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 harassment based upon sex or sex-stereotyping.
- Members of the College community are protected from being retaliated against for filing a claim or for cooperating in an investigation.
This policy and the procedures cover all members of the College community in all three Schools for claims of discrimination, harassment or retaliation under any other protected category as outlined in the College’s Non-Discrimination Policy.

**Legal Definition**

Discrimination or harassment on the bias of sex is a violation of Section 703 of Title VII of the 1964 Civil Rights Act 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 constitute 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.

**Title IX Coordinator**

Chestnut Hill College designates Krista Bailey Murphy, Dean of Student Life, as the Title IX Coordinator. The Title IX Coordinator oversees the College’s centralized review, investigation, and resolution of reports of sexual misconduct. The coordinator also coordinates the College’s compliance with Title IX. The Title IX coordinator is:

- responsible for oversight of the investigation and resolution of all reports of sexual misconduct;
- knowledgeable and trained in relevant state and federal laws and College policy and procedure;
- available to advise any individual, including a complainant, a respondent, or a third party, about the courses of action available at the College, both informally and formally;
- available to provide assistance to any College community member regarding how to respond appropriately to reports of sexual misconduct;
- responsible for monitoring full compliance with all requirements and timelines specified in the complaint procedures; and
- responsible for compiling annual and semi-annual reports.

**SEXUAL MISCONDUCT OFFENSES INCLUDE, BUT ARE NOT LIMITED TO:**

- Sexual Harassment
- Sexual Assault
  - Non-Consensual Sexual Contact (or attempts to commit same)
  - Non-Consensual Sexual Intercourse (or attempts to commit same)
- Sexual Exploitation
- Stalking
- Intimate Partner Violence: Domestic Violence or Dating Violence
Bullying or Intimidation

Detailed definitions and examples of these forms of misconduct are included in the Supplemental Materials section of this Policy.

Reporting Sexual Misconduct in Any Form

If you have been subjected to an act of sexual misconduct, you are urged to report the incident immediately. You may also want to discuss the event with 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 report the incident to the police immediately.

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.
  - This could include a Resident Assistant (RA), Campus Safety and Security, the Title IX Coordinator, or another individual whom you trust.
- Immediately report the incident to the police by calling 911.
- If you were a victim of sexual violence, it is important to seek medical care so you can be treated for injuries and tested for pregnancy and sexually transmitted diseases. Philadelphia has created the Philadelphia Sexual Assault Response Center (PSARC). PSARC is located at 300 E. Hunting Park Avenue, Philadelphia, PA 19124 and can be reached via phone at 215-685-3251.
  - PSARC has specially trained and certified Sexual Assault Nurse Examiners (SANE) to assist in the medical process related to forensic exams. Forensic evidence can be collected up to 96 hours after an assault has occurred.
  - A forensic exam, completed by a medical practitioner, is the process through which physical evidence is collected. This evidence could be used in a judicial case, if the victim chooses to pursue charges. Physical evidence can include photo documentation of injuries, collection of fluids (blood, semen, urine, saliva) and other identifiable objects (hair, clothing with potential DNA). Forensic exams are free of charge to victims of assault and will not be billed to the victim or the insurance company.
  - Avoid showering, bathing, douching or cleaning in any other way to help preserve medical evidence if you choose 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 File A Complaint with the College

To make a report of an act of sexual misconduct, we encourage you to seek out another member of the College community with whom you feel comfortable (this may include a friend, coach, advisor, etc.). Campus Security (215-242-7777) can be reached 24 hours a day should you wish to file a complaint or need immediate assistance. Campus Security can also assist you in contacting the police if you would like to file a report with the police. All reports of sexual discrimination, harassment and violence will be reported to Krista Bailey Murphy, the College’s Title IX
Coordinator. Individuals should be advised that the Title IX Coordinator is obligated to act on any report of alleged misconduct. The College does not limit the timeframe for filing a report of misconduct. Reports can be submitted at any time following an incident, although the College’s ability to take any action may be negatively affected by the length of time between the alleged incident and the report.

You may choose to pursue the incident through the College’s hearing process; you may choose to prosecute through the police; or you may choose to do both. Once the matter is reported to the College, the College may have a responsibility to 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.

Types of On Campus Reports/ Confidentiality of Reports

The College encourages victims of sexual misconduct to talk to somebody about what happened – so victims can get the support they need, and so the College can respond appropriately. Different employees on campus have different abilities to maintain a victim’s confidentiality.

- Some individuals are required to maintain complete confidentiality; talking to them is sometimes called a “privileged communication.” These individuals have a legal and professional obligation not to reveal information shared with them in the scope of performing their duties.
- Other employees may talk to a victim in confidence, and generally only report to the College that an incident occurred without revealing any personally identifying information, such as the victim’s name. Disclosures to these employees will not trigger a College investigation into an incident against the victim’s wishes.
- All other College employees are designated as responsible employees and are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to the Title IX coordinator. A report to these employees constitutes a report to the College – and generally obligates the College to investigate the incident and take appropriate steps to address the situation.
  - By virtue of their responsibilities in the residence halls, Resident Assistants (RAs) and Resident Coordinators (RCs) are considered responsible employees.

A. Privileged and Confidential Communications

Professional, licensed counselors and pastoral counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) and nurses in the Health Center are not required to report any information about an incident to the Title IX coordinator without a victim’s permission.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheila Kennedy, SSJ, Ph.D.</td>
<td>Director, Counseling Center</td>
<td>215-248-7104</td>
<td>SJ 345</td>
</tr>
<tr>
<td></td>
<td>Psychologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbara Dougherty, CRNP</td>
<td>Director, Health Center</td>
<td>215-248-7111</td>
<td>FZ Lobby</td>
</tr>
</tbody>
</table>
B. Non-Professional Counselors and Advocates

Individuals who work in Campus Ministry can generally talk to a victim without revealing any personally identifying information about an incident to the College. A victim can seek assistance and support from these individuals without triggering a College investigation that could reveal the victim’s identity or that the victim has disclosed the incident. While maintaining a victim’s confidentiality, these individuals or their office should report the nature, date, time, and general location of an incident to the Title IX Coordinator. This limited report – which includes no information that would directly or indirectly identify the victim – helps keep the Title IX Coordinator informed of the general extent and nature of sexual violence on and off campus so the coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. Before reporting any information to the Title IX Coordinator, these individuals will consult with the victim to ensure that no personally identifying details are shared with the Title IX Coordinator. The Title IX Coordinator will report this information to the Director of Security for inclusion in the Daily Crime Log and Annual Campus Crime Statistics.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone Number</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joannie Cassidy</td>
<td>Director of Campus Ministry</td>
<td>215-248-7095</td>
<td>SJ 348</td>
</tr>
<tr>
<td>Colleen Gibson</td>
<td>Assistant Director of Campus Ministry</td>
<td>215-248-7107</td>
<td>SJ 337</td>
</tr>
<tr>
<td>Joseph Currie</td>
<td>Assistant to the Office of Mission &amp; Ministry</td>
<td>215-753-3610</td>
<td>SJ 370</td>
</tr>
</tbody>
</table>

A victim who speaks to a professional or non-professional counselor or advocate must understand that, if the victim wants to maintain confidentiality, the College may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Even so, these counselors and advocates will still assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the school or report the incident to local law enforcement, and thus have the incident fully investigated.

C. Reporting to Responsible Employees

Unless specifically listed above, all other College employees are considered responsible employees. A responsible employee is a College employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other misconduct, or who is an individual who is reasonably believed to have this authority. Resident Assistants and Resident Coordinators are also considered responsible employees.

When a victim tells a responsible employee about an incident of sexual violence, the victim has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. A responsible employee must report to the Title IX coordinator all relevant details about the alleged incident shared by the victim so that the College can determine what happened – including the names of the victim and alleged
perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College’s response to the report. A responsible employee should not share information with law enforcement without the victim’s consent or unless the victim has also reported the incident to law enforcement. Before a victim reveals any information to a responsible employee, the employee should ensure that the victim understands the employee’s reporting obligations – and, if the victim wants to maintain confidentiality, direct the victim to confidential resources.

If the victim wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the victim that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the victim’s request for confidentiality.

Responsible employees will not pressure a victim to request confidentiality, but will honor and support the victim’s wishes, including that the College investigate an incident fully. By the same token, responsible employees will not pressure a victim to make a full report if the victim is not ready to do so.

Requesting Confidentiality From the College: How the College Will Weigh the Request and Respond.

If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College’s obligation to provide a safe, non-discriminatory environment for all individuals, including the victim.

If the College honors the request for confidentiality, a victim must understand that the College’s ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

Although rare, there are times when the College may not be able to honor a victim’s request in order to provide a safe, non-discriminatory environment.

When weighing a victim’s request for confidentiality or determining that no investigation or discipline will be pursued, the Title IX Coordinator will consider a range of factors, including the following:

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:
  - whether there have been other sexual violence complaints about the same alleged perpetrator;
  - whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
  - whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
  - whether the sexual violence was committed by multiple perpetrators;
  - whether the sexual violence was perpetrated with a weapon;
  - whether the victim is a minor;
whether the College possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence); whether the victim’s report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the College to investigate the alleged incident. If the College determines that it cannot maintain a victim’s confidentiality, the College will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College’s response.

The College will remain ever mindful of the victim’s well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or College employees, will not be tolerated. The College will also:

- assist the victim in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- inform the victim of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so.

Because the College is under a continuing obligation to address the issue of sexual violence campus-wide, reports of sexual violence (including non-identifying reports) will also prompt the College to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices. If the College determines that it can respect a victim’s request for confidentiality, the College will also take immediate action as necessary to protect and assist the victim.

**Investigation, Hearing and Resolution**

In order to assure a prompt and equitable resolution to the complaint, complainants will be asked to provide details of the alleged incident, either verbally or in writing, reporting the specifics of the incident, names of individuals, date, time, place, specifics which occurred, witnesses to the events described, etc. This complaint will start the College’s investigation of the events reported.

- An investigation will be conducted once a complaint is filed. Complaints may be filed by the complainant, 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 by 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.

• As a residential educational institution, the College has a responsibility to protect the community from potential harm. As such, the respondent may face interim suspension from the College or from College housing during an investigation, prior to the hearing, during the hearing, during deliberation or during the appeal process. If appropriate, the College will work with the respondent to continue his/her course of study online.

• The respondent will be given the opportunity to provide his/her version of the alleged incident. This can occur either verbally or in writing by the respondent to the investigator; the respondent has the right to decline this option.

• The complainant’s statement will be shared with the respondent.

• If appropriate, the College will work with the respondent to continue his/her course of study online.

• During the investigative process, the complainant, respondent, and all witness interviews will be recorded with the consent of each individual. These recordings are designed to ensure a thorough, fair, and factually accurate investigative process. They may reviewed internally by the Title IX Coordinator and legal counsel as part of the on-going assessment and improvement process. They will only be released to outside parties with a subpoena. These recordings will be kept for seven (7) years.

• At the conclusion of the investigation, the investigator(s) will prepare an Investigative Report to be used by the Title IX Coordinator and hearing panel (if applicable).

• 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 Title IX Coordinator 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 relayed by the complainant and respondent, the College may impose interim measures on the respondent.

• If the facts are in dispute and the Title IX Coordinator 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.

• A specially trained hearing panel will be convened to adjudicate allegations of sexual misconduct. New members of this hearing panel receive extensive training on Title IX, current guidance from OCR and the College’s judicial process; additionally, refresher trainings are held for the full panel each semester.
  o The hearing panel will contain between 3-5 members for each hearing. These members are drawn from a pool of between 10-20 trained members. Panel members may recuse themselves from any hearing due to conflict of interest or other inability to fully participate in a complete hearing.
  o Each hearing panel will be assigned a trained Executive Secretary. The role of the Executive Secretary is to ensure that all policies and procedures, as outlined in the Student Handbook, are followed.

• 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. Out of respect for privacy, the College requests that all students keep information from a hearing confidential and that employees exercise discretion regarding the information disclosed in the hearings.

• 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 both complainant and respondent to appear at the hearing.

• A written decision, complete with sanctions, if any, 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.

• During the hearing, both the complainant and the respondent have the right to be assisted by an advisor of their choice. The advisor may be any person, including an attorney engaged at the party’s expense, who is not otherwise a party or witness in the investigation. The advisor may confer quietly with the complainant or respondent to provide advice or support, the advisor may not speak on behalf of the complainant or respondent or otherwise actively participate in, or in any manner disrupt, the hearing. To serve as an advisor, the individual will be required to meet with the Title IX Coordinator in advance of participating in the hearing to understand the expectations of the role, privacy, and appropriate decorum. The Title IX Coordinator has the right at all times to determine what constitutes appropriate behavior on the part of an advisor. No copies of written materials or any other evidence will be given to an advisor.

• 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. Circumstances may arise that require the extension of time frames, including extension beyond sixty (60) days. Such circumstances may include the complexity of the allegations, the number of witnesses involved, the availability of the parties or witnesses, the effect of a concurrent criminal investigation, any intervening school break or vacation, or other unforeseen circumstances. In the event that the investigation and resolution exceed this time frame, the College will notify all parties of the reason for the delay and the expected adjustment in time frames. Best efforts will be made to complete the process in a timely manner by balancing principles of thoroughness and fundamental fairness with promptness.

• 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 a 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. Please see the end of this policy for additional information on retaliation.
• Mediation will not be used to resolve sexual violence complaints.

Appeals

• Both parties have the right to appeal. A letter of appeal should be addressed to the Title IX Coordinator within 3 business days of receipt of the decision. Appeals may only be submitted on the following grounds:
  o evidence of improper or inadequate procedure;
  o prejudicial conduct;
  o disproportionate penalty;
  o new evidence, not available at the time of the hearing.
• An appeal based on new evidence, not available at the time of the hearing will be referred back to the original hearing panel for a second hearing.
• Upon receipt of an appeal for improper or inadequate procedure, prejudicial conduct or disproportionate penalty, the Title IX Coordinator will convene a specially trained appeals board.
• The respondent’s and/or complainant’s letter(s) of appeal, the hearing panel’s decision letter, and all other documents used in the hearing will comprise the official file to be used by the Appeal’s Board.
• The parties will receive written notice of an appeal decision within 10 business days.
• Appeals will go a specially trained appeals board. While the College Appeals Board consists of faculty, staff, administrators or students as appointed by the President, no students will serve on appeals related to violations of the Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence.
• The non-appealing party will be notified that the appeal has been filed. Once it is formed, the Appeals Board will notify the parties if additional documentation is requested and the time period for its submission. All documentation reviewed by the Board will be made available in advance for both parties to review and submit comments; comments will be shared with one another. If evidence is discovered after the conclusion of the hearing, this new evidence will be reviewed by the Appeals Board. Both parties will be made aware of any new evidence. The Appeals Board will, after reviewing all available evidence and documentation, make a recommendation to the Title IX Coordinator or her designee. In cases involving a recommendation of suspension or expulsion, the recommendation of the Appeals Board will be issued to the President. In cases not involving suspension or expulsion, there is no right for either party to appeal to the President. Both parties will receive written notice of the appeal decisions within 10 business days after the Appeals Board has received any additional documentation it may request. As stated earlier, the review of the Appeals Board is limited to fact based issues, this includes evidence of improper or inadequate procedure, prejudicial conduct and/or disproportionate penalty.
• Sanctions, such as interim suspension from College housing or from the College itself, or from employment 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.
Procedures for Faculty and Staff

Any person who believes he or she has experienced sexual misconduct, as defined in the College’s Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence, may file a complaint against the Chestnut Hill College faculty, staff, or administration member (the person filing a complaint is referred to as a “complainant”). The procedures outlined below are designed to create a fair and confidential process for the complainant and respondent, while also ensuring a community built on appropriate relationships and respect for all. As acts of sexual misconduct present a threat to the community, the President is kept apprised of all training and prevention efforts, as well as allegations of sexual misconduct.

Interim Measures

Upon the filing of a complaint, the Title IX Coordinator will review the allegations and determine the necessity and scope of any interim measures to prevent further acts of harassment, misconduct, or retaliation and to provide a safe educational and work environment. The range of interim measures may include, but not be limited to:

• Adjusting the complainant’s or respondent’s work schedule, assignment, or location for employment.
• Changing the complainant’s or respondent’s academic schedule, allowing the complainant to take an incomplete in one or more courses, allowing the complainant to drop (or retake) a course without penalty, or complete course work via alternate delivery methods.
• Providing an escort to ensure safe movement between classes, work sites, and other activities.
• Allowing the complainant to withdraw from or retake a class without penalty, or extending deadlines for examinations or other assignments.
• Providing access to tutoring or other academic support.
• Putting the respondent on paid administrative leave until the conclusion of the investigation.
• Issuing a no contact order.

An individual’s failure to comply with restrictions imposed by interim measures is a violation of this policy and a basis for disciplinary action, up to and including termination of employment.

Investigation of a Complaint

Investigator

The Title IX Coordinator will designate an Investigator (ordinarily a member of Human Resources, the Office of the President, or when necessary, an outside third party investigator) specifically trained in sexual misconduct investigations to conduct a prompt, thorough, and fair investigation of any sexual misconduct complaint against a College faculty or staff member. Every effort will be made to eliminate any possible or perceived bias in the selection of an investigator.
Investigation Findings

At the conclusion of the investigation, the Investigator will prepare a report summarizing and analyzing the relevant facts determined through the investigation, with reference to any supporting documentation or statements.

The final Investigative Report will provide a summary of the Investigator’s impressions, including context for the evidence, and will make a determination as to whether the respondent’s conduct violated Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence. The Investigative Report will then be provided to the Title IX Coordinator who will convene a hearing panel to determine if a violation has been found. Members of the hearing panel are drawn from a slate appointed by the President and are specially trained in handling cases of sexual misconduct. All proceedings are confidential.

If there is no finding of responsibility, all materials will be returned to the Title IX Coordinator for inclusion in records (please see Preservation of Records for additional information).

If there is a finding of responsibility, the hearing panel will submit a report to the Vice President for Academic Affairs (if the respondent is full-time faculty), the Dean of the respective college (if the respondent is adjunct faculty) or the Senior Vice President for Financial Affairs (if the respondent is staff) to make a final determination as to the appropriate disciplinary sanction, per policies outlined in the Faculty Manual and Staff Handbook, for the respondent’s violation of the Policy. In the event that the respondent is a tenured faculty member, procedures outlined in the Termination of Contract and Dismissal policy (Faculty Manual Policy F301.1) will be followed. If a conflict of interest exists that could create real or perceived bias against either the complainant or the respondent, another Vice President may be appointed. All decisions related to suspension or termination of employment are made by the President.

Imposition of Sanctions

Suspension or Termination of Faculty.
Any disciplinary sanction that involves the suspension or termination of a faculty member will be conducted pursuant to the procedures outlined in the Faculty Handbook.

Disciplinary Actions against Staff.
Disciplinary sanctions involving staff will be consistent with any applicable policies outlined in the Staff Handbook.

Appeals

The respondent has the right to appeal the investigative determination and the sanction imposed. Appeals will be submitted to the Title IX Coordinator and will be handled by a third party contracted service.

The College’s determination as to whether the respondent’s conduct violated the Policy will be presumed to have been reached reasonably and appropriately, by a preponderance of the evidence. Therefore, an appeal is available only on the following grounds:
• evidence of improper or inadequate procedure;
• prejudicial conduct;
• disproportionate penalty;
• new evidence, not available at the time of the hearing.

Any appeal must be in writing and should be filed with the Title IX Coordinator within ten (10) calendar days of the date of receipt of the relevant Vice President’s final decision.

Preservation of Records
A confidential record of all complaints, including their disposition, will be maintained by the Title IX Coordinator.

Sanctions for Students
Individuals found responsible for violating this policy may face one or more of the following sanctions. The severity of the incident, past judicial record, attitude, and willingness to make amends will be taken into consideration when determining sanctioning.

• Disciplinary Warning: notice to the student, orally or in writing, that continuation or repetition of the conduct found wrongful, within a period of time stated in the warning, may be cause for more severe disciplinary action.
• Disciplinary Probation: an official written notice to a student that violation of College policies, regulations, or patterns contrary to College standards or expectations, will not be tolerated. Repeated offenses or violations of any conditions of probation will result in more severe action, including possible suspension or expulsion. Disciplinary probation lasts for a stated time.
• Educational Sanctions: including counseling, reflection papers, research papers, classes and/or community engagement/service.
• Fines: fines range from $10 to $200 for punitive purposes and/or restitution.
• Restitution: the student or group may be required to make payment to the College, or to other persons, groups or organizations for damages to or misappropriation of property.
• Loss of Residency: a student will be required to leave the College residence community and may forfeit any housing costs. The student will be barred from entering all residence halls during the time of removal from the campus. A student who loses residency may be considered for future on-campus accommodations at the discretion of the Vice President for Student Life and the Director of Residence Life.
• Disciplinary Residence Hall Room Change: an action that requires a student to vacate his/her current room and relocate to another room because of the disciplinary process.
• Restrictions of Housing Lottery: an action may exclude a student from participation in a particular housing lottery or affect his/her ranking in a particular lottery.
• Suspension: separation of the student/group from the College for a specified period of time. This could include exclusion from classes and other privileges or College activities.
• Expulsion: termination (after due process) of student status for an indefinite period. The conditions of readmission, if permitted, shall be stated in the order of expulsion.
Retaliation

Chestnut Hill College strictly prohibits retaliation against any individual for reporting, providing information, exercising one’s rights or responsibilities, or otherwise being involved in the process of responding to, investigating, or addressing allegations of sex discrimination, sexual harassment, and sexual violence. Therefore, any retaliation, intimidation, threats, coercion, or discrimination against any such individual, undertaken or attempted either directly or by someone acting on behalf of another, will be addressed in the most serious way by the College, and individuals who engage in such actions are subject to discipline up to and including suspension, exclusion, or dismissal. These behaviors will result in subsequent disciplinary proceedings. Anyone who is aware of possible retaliation or has other concerns regarding the response to a complaint of sexual misconduct should report such concerns to the Title IX Coordinator or to any Deputy Coordinator, who shall take appropriate actions to address such conduct in a prompt and equitable manner.

Title IX Coordinator

The College designates the Dean of Student Life, Krista Bailey Murphy, (215-248-7142; murphyk@chc.edu), 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. The Title IX Coordinator will maintain a confidential list of the complaints made under this policy, the disposition of these complaints and the timeline for resolution.

To File a Complaint with the Office of Civil Rights

Anyone who wishes to file a complaint with the Office of Civil Rights (OCR) may do so through the mail, email or online. Prior to filing a complaint with OCR against an institution, a potential complainant may want to find out about the institution’s grievance process and use that process to have the complaint resolved. However, a complainant is not required by law to use the institutional grievance process before filing a complaint with OCR. If a complainant uses an institutional grievance process and also chooses to file the complaint with OCR, the complaint must be filed with OCR within 60 days after completion of the institutional grievance process. For more information on filing a complaint, please visit the OCR website at http://www2.ed.gov/about/offices/list/ocr.

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.

Supplemental Information

Definitions of Sexual Misconduct

- Sexual Harassment
Sexual Harassment is:
- unwelcome, gender-based verbal or physical conduct that is,
- sufficiently severe, persistent or pervasive that it,
- unreasonably interferes with, denies or limits someone’s ability to participate in or benefit from the university’s educational program and/or activities, and is
- based on power differentials (quid pro quo, i.e. where an employee or student is informed their job or academic progress is dependent on their providing sexual favors to someone with authority over them), the creation of a hostile environment, or retaliation.

Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to egregious, unwelcome sexual attention; to punish a refusal to comply with a sexual based request; to condition a benefit on submitting to sexual advances; sexual violence; intimate partner violence, stalking; gender-based bullying.

Sexual harassment also includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex/gender or sex/gender-stereotyping, even if the acts do not involve conduct of a sexual nature.

A single, isolated incident of sexual harassment alone may create a hostile environment if the incident is sufficiently severe. The more severe the conduct the less need there is to show a repetitive series of incidents to create a hostile environment, particularly if the harassment is physical.

- **Sexual Assault**

Sexual assault is defined as having sexual intercourse or sexual contact with another individual without consent, including:

- by the use or threat of force or coercion;
- without effective consent; or
- where that individual is incapacitated.

Sexual contact includes intentional contact with the intimate parts of another, causing another to touch one’s intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth, or any other part of the body that is touched in a sexual manner. Sexual contact also includes attempted sexual intercourse.

Sexual intercourse includes vaginal or anal penetration, however slight, with a body part (e.g., penis, tongue, finger, hand, etc.) or object, or oral penetration involving mouth to genital contact.

It is important to note that a person who is incapacitated cannot consent to sexual activity. Consent to engage in sexual activity must be knowing and voluntary; it must exist from the beginning to end of each instance of sexual activity and for each form of sexual contact. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Consent is active, not passive. Incapacitation may result from the use of alcohol and/or drugs. Incapacitation and consent are further defined at the end of this policy.
Sexual contact and sexual intercourse are defined in additional detail in items i. and ii. below:

- **NON-CONSENSUAL SEXUAL CONTACT**

Non-Consensual Sexual Contact is:
- any intentional sexual touching,
- however slight,
- with any object,
- by a man or a woman upon a man or a woman,
- that is without consent and/or by force.

Sexual Contact includes:
- Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

- **NON-CONSENSUAL SEXUAL INTERCOURSE**

Non-Consensual Sexual Intercourse is:
- any sexual intercourse
- however slight,
- with any object,
- by a man or woman upon a man or a woman,
- that is without consent and/or by force.

Intercourse includes:
- Vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

- **Sexual Exploitation**

Occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to the benefit or advantage of anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:
- Invasion of sexual privacy;
- Prostituting another individual;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism;
• Knowingly transmitting an STI/D or HIV to another individual;
• Exposing one’s genitals in non-consensual circumstances; inducing another to expose their genitals;
• Sexually-based stalking and/or bullying may also be forms of sexual exploitation

• **Stalking**

Stalking occurs when a person engages in a course of conduct or repeatedly commits acts toward another person, including following the person without proper authority, under circumstances that demonstrate either of the following:

- place the person in reasonable fear of bodily injury; or
- reasonably cause substantial emotional distress to the person.

Stalking includes the concept of cyber-stalking, a particular form of stalking in which electronic media such as the Internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.

Examples of stalking include:

- unwelcome and repeated visual or physical proximity to a person;
- repeated oral or written threats;
- extortion of money or valuables;
- unwelcome/unsolicited written communication, including letters, cards, emails, instant messages, and activity through social media or other online mediums;
- unwelcome/unsolicited communications about a person, their family, friends, or co-workers; or
- sending/posting unwelcome/unsolicited messages with an assumed identity; or
- implicitly threatening physical contact;
- or any combination of these behaviors directed toward an individual person.

• **Intimate Partner Violence: Domestic Violence or Dating Violence**

Intimate-partner violence, also referred to as dating violence, domestic violence, and relationship violence, includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual, dating, domestic, or other intimate relationship with that person. It may involve one act or an ongoing pattern of behavior. Intimate-partner violence can encompass a broad range of behavior, including, but not limited to, physical violence, sexual violence, emotional violence, and economic abuse. Intimate-partner violence may take the form of threats, assault, property damage, or violence or threat of violence to one’s self, one’s sexual or romantic partner, or to the family members or friends of the sexual or romantic partner. Intimate-partner violence affects individuals of all genders, gender identities, gender expressions, and sexual orientations and does not discriminate by racial, social, or economic background.

• **Bullying or Intimidation**
Bullying includes any intentional electronic, written, verbal, or physical act or a series of acts directed at another individual or individuals that is severe, persistent, or pervasive and that has the intended effect of doing any of the following: (i) substantially interfering with a student’s education; (ii) creating a threatening environment; or (iii) substantially disrupting the orderly operation of the College. Bullying is prohibited, and participating in such acts will result in disciplinary action. Bullying that is based on gender, sexual orientation, gender identity, or gender expression, or based on any other protected classification as outlined in the College’s Non-Discrimination Policy will be handled under this policy.

Intimidation is any verbal, written, or electronic threats of violence or other threatening behavior directed toward another person or group that reasonably leads the person(s) in the group to fear for her/his physical well-being. Intimidation is prohibited and will result in disciplinary action.

Anyone who attempts to use bullying or intimidation to retaliate against someone who reports an incident, brings a complaint, or participates in an investigation in an attempt to influence the judicial process will be in violation of retaliation as described within this policy and will be subject to disciplinary action.

ADDITIONAL APPLICABLE DEFINITIONS:

- Consent: Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. The lack of a “no” cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.
  - Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
  - Previous relationships or prior consent cannot imply consent to future sexual acts.
  - The College affirms a “yes means yes” standard for consent; by this standard, consent is an affirmative, conscious and voluntary agreement to engage in sexual activity

- Force: Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent (“Have sex with me or I’ll hit you. Okay, don’t hit me, I’ll do what you want.”).
  1. Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.
  2. NOTE: There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not by definition forced.
  3. In order to give effective consent, one must be of legal age.
  4. Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically
incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.

- Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction).
- This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another individual is a violation of this policy. More information on these drugs can be found at [http://www.911rape.org/](http://www.911rape.org/)

- Use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.
- The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy.
- For reference to the pertinent state statutes on sex offenses, please see [http://www.legis.state.pa.us/WU01/LI/LI/CT/HTM/18/00.031..HTM](http://www.legis.state.pa.us/WU01/LI/LI/CT/HTM/18/00.031..HTM).

**External Resources**

**Medical Care for Sexual Assault:**

**Philadelphia Sexual Assault Response Center (PSARC)**
300 E. Hunting Park Avenue
Philadelphia, PA 19124
215-685-3251
Hotline: 215-425-1625

**24 Hour Hotlines:**

Women Organized Against Rape 215.985-3333*
National Sexual Assault Hotline: 800-656-HOPE*
Philadelphia Domestic Violence Hotline: 866-SAFE-041

**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 please call 911.

*These resources are confidential
Campus Wide Prevention Efforts

Prevention efforts focus not only on education, but also primary prevention techniques such as bystander intervention, as well as providing alternative programming for individuals. Alternative programming sometimes has an educational component, but sometimes it is purely designed to provide an alcohol and drug free environment for individuals, thus helping to minimize their own risk. Examples of programs are included in the chart below:

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<th>Type of Program</th>
<th>Examples</th>
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<tr>
<td>Lectures &amp; Workshops</td>
<td>Escalation Workshop</td>
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<td>“DUI: A Powerful Lesson” – Mark Sterner</td>
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<td>Women Organized Against Rape Workshop</td>
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<td>Awareness Programs</td>
<td>Know Your IX Week</td>
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<td>Alcohol 101 (in first year seminars and for policy violators)</td>
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<td>Denim Day</td>
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<td>Sobriety/Safe Drinking Pledge</td>
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<td>DUI Simulator</td>
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<td>Virtual Bar</td>
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<td>Various Residence Hall Programs</td>
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<td>Alcohol Free Programming</td>
<td>National Collegiate Alcohol Awareness Week</td>
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<td>Day of Silence</td>
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<td>Training</td>
<td>Fridays After Dark (every Friday after 9 pm), Midnight Madness (funded by an NCAA CHOICES</td>
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<td>grant, Alternative programming on high risk days (Super Bowl, World Series, Halloween, St.</td>
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<td>Patrick’s Day, etc.)</td>
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<td>Step UP to be a Dear Neighbor (bystander intervention training)</td>
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<td>Responsible Employee/Campus Security Authority Training with Faculty, Staff, Resident</td>
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<td>Assistants and other paraprofessional staff</td>
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<td>Sexual Harassment Training</td>
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<td>Electronic</td>
<td>Social Media campaigns</td>
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<td>It’s On Us Campaign</td>
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<td></td>
<td>Use of campus wide TVs</td>
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Educational Resources

Our goal is to always prevent an incident from occurring. With this goal in mind, the remaining section includes examples of policy violations and risk reduction tips.
Examples

- Amanda and Bill meet at a party. They spend the evening dancing and getting to know each other. Bill convinces Amanda to come up to his room. From 11:00 pm until 3:00 am, Bill uses every line he can think of to convince Amanda to have sex with him, but she adamantly refuses. He keeps at her, and begins to question her religious convictions, and accuses her of being “a prude.” Finally, it seems to Bill that her resolve is weakening, and he convinces her to give him a "hand job" (hand to genital contact). Amanda would never had done it but for Bill's incessant advances. He feels that he successfully seduced her, and that she wanted to do it all along, but was playing shy and hard to get. Why else would she have come up to his room alone after the party? If she really didn’t want it, she could have left.

Bill is responsible for violating the Non-Consensual or Forced Sexual Contact section of this policy. It is likely that a College hearing would find that the degree and duration of the pressure Bill applied to Amanda are unreasonable. Bill coerced Amanda into performing unwanted sexual touching upon him. Where sexual activity is coerced, it is forced. Consent is not effective when forced. Sex without effective consent is sexual misconduct.

- Jiang is a junior and Beth is a sophomore. Jiang comes to Beth’s dorm room with some mutual friends to watch a movie. Jiang and Beth, who have never met before, are attracted to each other. After the movie, everyone leaves, and Jiang and Beth are alone. They hit it off, and are soon becoming more intimate. They start to make out. Jiang verbally expresses his desire to have sex with Beth. Beth, who was abused by a babysitter when she was five, and has not had any sexual relations since, is shocked at how quickly things are progressing. As Jiang takes her by the wrist over to the bed, lays her down, undresses her, and begins to have intercourse with her, Beth has a severe flashback to her childhood trauma. She wants to tell Jiang to stop, but cannot. Beth is stiff and unresponsive during the intercourse. Is this a policy violation?

Jiang would be held responsible in this scenario for Non Consensual Sexual Intercourse. It is the duty of the sexual initiator, Jiang, to make sure that he has mutually understandable consent to engage in sex. Though consent need not be verbal, it is the clearest form of consent. Here, Jiang had no verbal or non-verbal mutually understandable indication from Beth that she consented to sexual intercourse. Of course, wherever possible, students should attempt to be as clear as possible as to whether or not sexual contact is desired, but students must be aware that for psychological reasons, or because of alcohol or drug use, one's partner may not be in a position to provide as clear an indication as the policy requires. As the policy makes clear, consent must be actively, not passively, given.

- Kevin and Amy are at a party. Kevin is not sure how much Amy has been drinking, but he is pretty sure it’s a lot. After the party, he walks Amy to her room, and Amy comes on to Kevin, initiating sexual activity. Kevin asks her if she is really up to this, and Amy says yes. Clothes go flying, and they end up in Amy’s bed. Suddenly, Amy runs for the bathroom. When she returns, her face is pale, and Kevin thinks she may have thrown up. Amy gets back into bed, and they begin to have sexual intercourse. Kevin is having a good time, though he can’t help but notice that Amy seems pretty groggy and passive, and he thinks Amy may have even passed out briefly during the sex, but he
does not let that stop him. When Kevin runs into Amy the next day, he thanks her for the wild night. Amy remembers nothing, and decides to make a complaint to the Dean.

This is a violation of the Non-Consensual Sexual Intercourse Policy. Kevin should have known that Amy was incapable of making a rational, reasonable decision about sex. Even if Amy seemed to consent, Kevin was well aware that Amy had consumed a large amount of alcohol, and Kevin thought Amy was physically ill, and that she passed out during sex. Kevin should be held accountable for taking advantage of Amy in her condition. This is not the level of respectful conduct expected of students.

Risk Reduction Tips
Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk of experiencing a non-consensual sexual act. Below, suggestions to avoid committing a non-consensual sexual act are also offered:

- If you have limits, make them known as early as possible.
- Tell a sexual aggressor “NO” clearly and firmly.
- Try to remove yourself from the physical presence of a sexual aggressor.
- Find someone nearby and ask for help.
- Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

1. Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
2. Understand and respect personal boundaries.
3. DON’T MAKE ASSUMPTIONS about consent; about someone’s sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you DO NOT have consent.
4. Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable.
5. Don’t take advantage of someone’s drunkenness or drugged state, even if they did it to themselves.
6. Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size. Don’t abuse that power.
7. Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
8. Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.
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 and/or email 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 disciplinary action up to and including dismissal from the program. Students remain responsible for all tuition and fees. In addition to the policies, professional standards, and expectations outlined in the SCPS Catalog, all students are expected to behave in ways consistent with the College mission and to abide by the Student Code of Conduct, as outlined in the Student Handbook. Violations of the Student Code of Conduct may result in disciplinary proceedings. Findings of responsibility in a disciplinary proceeding may result in the imposition of sanctions. Please refer to the Student Handbook for additional information on these policies and procedures: https://www.chc.edu/student-handbook.

Study Tours
The ACCELERATED Degree Program offers 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

There is no limit to the number of credits Chestnut Hill College will accept in transfer provided the courses meet the criteria outlined below. Regardless of the number of credits transferred to the College, students must complete a minimum of 45 academic credits at Chestnut Hill College in order to earn a degree. With the exception of those students who enter through a partnership agreement, students who transfer to Chestnut Hill College’s Accelerated Adult Degree Program must complete half of the major courses at Chestnut Hill College in order to be awarded the College’s degree. Students must also meet all applicable Core Liberal Arts, Major Requirements and Electives as outlined in this catalog, which may require them to complete more than 45 academic credits.

In order for a course to be accepted in transfer, it must meet the following criteria:

- The student earned a grade of C (2.0) or better; the course is applicable to a curriculum offered by the Accelerated Adult Degree Program;
- An official transcript has been provided and the course was completed within ten (10) years prior to Chestnut Hill College admission or readmission. 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.

Courses completed at non-regionally accredited institutions, and which have not been evaluated by ACE are subject to the following conditions:

- A sub-committee of the Articulation Committee, composed of the faculty members and a representative of the Registrar’s Office, will determine whether or not the course is on the required level for college credit.
- The appropriate department will then determine the equivalency and applicability of the course for its program, or its qualification as a free elective.
- If the course does not belong in any Chestnut Hill College department, the committee will make the final decision.

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.

The Accelerated Adult Degree Program will provide a written evaluation of all courses according to credit transfer guidelines. 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 Adult Degree Program, she/he must apply in writing to the Dean of the School of Continuing and Professional Studies.

FINANCIAL INFORMATION

Office of Student Financial Services
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.
- 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 1:00 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 215.248.7116, fax 215-242-7705, or Accounts@chc.edu. Student Financial Aid 215.248.7182, fax 215-242.7705 or finaid@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. All students 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. Payment for courses and related fees in the Accelerated Adult Degree Program is due by August 1 for the fall semester, by January 2 for the spring semester, and by April 15 for the summer semester. Chestnut Hill College accepts cash, money order, check, Visa, MasterCard, Discover and AMEX as forms of payment. Payments may be mailed to the following address:

- Chestnut Hill College
  - PO Box 12536
  - Newark, NJ 07101-3556

Please include the student ID number on all payments.

Chestnut Hill College offers an interest-free Monthly Payment Plan (MPP); there is a $75 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.

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 Office of Student Financial Services. 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 Adult Degree Program students, regardless of the major being pursued. Tuition for 2016-2017 is $535.00 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 $85-$130 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 courses 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 2016-2017 parking permit is $140.00 plus a $5.95 handling fee. Permits can be obtained online at chc.thepermitstore.com (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 ................................................. $80.00 per semester (2 sessions)
- Changed Registration ................................................................. $50.00 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 (all SCPS students enrolled prior to 2013, charted in last session)
- Enrollment Fee ......................................................................... $225.00 one time only
- Transcript Fee ........................................................................ $5.00 per transcript
- Transcript Fee (Same Day Service) .......................................... $15.00 per transcript
- Challenge Examinations ......................................................... $220.00 per credit
- Evaluation of Experiential Learning: Portfolio Assessment Fee ........ $220.00 per credit

**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 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.

<table>
<thead>
<tr>
<th>Time after Withdrawal</th>
<th>Refund Percentage</th>
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</thead>
<tbody>
<tr>
<td>Prior to the first day of session</td>
<td>100% refund</td>
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<tr>
<td>Within the first calendar week</td>
<td>80% refund</td>
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<tr>
<td>Within the second calendar week</td>
<td>60% refund</td>
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<tr>
<td>Within the third calendar week</td>
<td>40% refund</td>
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<tr>
<td>Weeks thereafter</td>
<td>No Refund</td>
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**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 am. 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. *
* Summer Hours 9:00 a.m. to 1:00 p.m.

To schedule an appointment with the Financial Aid Office, please call 215.248.7182 or e-mail finaid@chc.edu.

Definition of an Academic Year

The Financial Aid Office uses a standard academic year that spans two enrollment terms (semesters). These two terms total at least 30 weeks of instruction. A full-time student is expected to complete at least 24 credits during an academic year.

The standard academic year starts with the fall semester and finishes at the end of the
spring semester. Summer sessions may be added to the end of the standard academic year. The 2016-2017 standard academic year begins on August 22, 2016 and ends April 29, 2017.

**Financial Aid Status for Accelerate Adult Degree Students**

Accelerated Adult 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 ½ 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, 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 March 15. The FAFSA can be completed online at (www.fafsa.ed.gov). Students must indicate Chestnut Hill College’s federal school code (003245) on the FAFSA.

The FAFSA must be completed for each academic year that the student is enrolled. The FAFSA is made available by the Department of Education by January 1ST of each year prior to the start of each new academic year. Students must review and accept their financial aid prior to the start of each academic year on the financial aid portal and submit any document needed in the documents section in order to finalize their financial aid. Student also may notify the financial aid office of their enrollment plans when accepting aid on the portal. Documents may include additional tax documents or identity documents needed to establish aid eligibility.
Any student that is interested in obtaining a Federal Direct Loan must also complete a Master Promissory Note (MPN) and Entrance Counseling (EC). The MPN is a multi-year promissory note that can be used for an entire collegiate career. The MPN is a legal document in which you promise to repay your loan(s) and any accrued interest and fees to the U.S. Department of Education. It also explains the terms and conditions of your loan(s). The entrance counseling process provides you with a full understanding of your rights and responsibilities when borrowing from the Federal Direct Loan program.

Financial Aid for Summer Sessions
Accelerated Adult Degree Program students may take courses year-round. A number of financial aid options are available to finance summer enrollment expenses.

1. Direct Loan Three-Disbursement Option - When a student’s financial aid package is created, this is the standard set up for the loans, Direct loans can be disbursed in three installments. In the three-disbursement option, one-third of Direct loans will be disbursed during each of the following semesters: fall, spring, summer. A student may elect to have their Direct loans disbursed twice during the academic year, one-half of Direct loans will be disbursed during each of the fall and spring semesters. When choosing this option, funds will not be available from Direct loans during the summer sessions. Arrangements for summer tuition cost payment should be made through the Student Accounts Office. Choice of disbursement can be requested when completing your aid acceptance on your CHC portal.

2. PHEAA Summer State Grant – Students can apply for the PHEAA Summer State Grant online at pheaa.org. Eligibility requirements are also outlined on the website. One application is completed, 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 either summer session).

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. If you want to apply for an alternative loan or if you require additional information, please contact Student Financial Services.

Verification
Verification is a procedure in which some students are requested to document certain data elements on the FAFSA, primarily income and family size. Primary documents collected are:

• Chestnut Hill College Verification Worksheets for dependent and/or independent
students
  - Can be downloaded at http://www.chc.edu/undergraduate/financial_aid/

- **2015 IRS Tax Return Transcript**
  - If requested, IRS tax returns are required for all students (if they filed), and for parents of dependent students.
  - Students, Parents, and/or Spouses can use the Data Retrieval Tool on the FAFSA to Link their FAFSA to the IRS. If this is done, copies of tax return transcripts will not be required.
  - Return Transcripts can be ordered on-line at www.IRS.gov, or call 1-800-908-9946.
  - **CAUTION**: Be sure to request a “2015 IRS Tax Return Transcript” and not an IRS Tax Account Transcript.

Students selected for verification will be notified by Student Financial Services. Students will have 45 days from the time of notification to submit all appropriate documents to Student Financial Services or risk losing all federal financial aid.

No funds will be credited until the verification process is completed. Should verification result in a change in financial aid, the student will be notified via a revised award letter.

**Adjustments to Financial Aid**

All financial aid awards are subject to change due to (but not limited to) change of the student’s enrollment, housing, educational cost, withdrawal or dismissal, or the inclusion of additional financial aid from any source. Students are obligated to notify Student Financial Services of any educational funding that is not listed on their award notice. The inclusion of such aid could cause a current financial aid award to be revised.

**Statute of Limitations**

Student Financial Services cannot guarantee the receipt of any financial aid from a FAFSA that is submitted within the last month of any semester or payment period.

**Title IV Financial Aid Refund Policy**

**Overview**

Federal financial aid (“Title IV funds”) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. According to federal regulations, the Financial Aid Office must recalculate Federal Title IV financial aid eligibility for students who withdraw from all classes, drop out, are dismissed, or take a leave of absence prior to completing more than 60% of a quarter/semester. Federal Title IV financial aid and all other aid are viewed as 100% earned after that point in time. Recalculation is based on the percentage of earned aid using the following Federal formula: Financial Aid determines the length of the scheduled term dates as defined by the Academic Calendar beginning from the first day of classes and ending on the last day of scheduled final exams for that term. The percentage of the payment period is the number of calendar days completed up to the student’s withdrawal date. The number of
calendar days completed is divided by the total calendar days in the payment period or term. Any break of five consecutive calendar days or more is not counted as part of the total days in the term. Calendar days are inclusive of weekend days. The calculated percentage is the percentage of earned aid.

Withdrawal date is defined as the actual date the student began the institution's withdrawal process, the student's last date of recorded attendance, or the midpoint of the quarter/semester for a student who leaves without notifying the institution. Chestnut Hill is required to perform a Return to Title IV Calculation within 30 days of a student's official withdraw date. The Federal Title IV programs covered under this policy include Federal TEACH Grant, Federal Pell Grant, SEOG, Federal Perkins Loans, Federal Stafford Loans, and Federal PLUS Loan (Graduate Student or Parent).

Also, all Chestnut Hill institutional funds are subject to return based on the tuition refund percentage amount as published in the Academic Calendar. For example: if a student withdraws and owes 40% of the semester's tuition, 40% of the Chestnut Hill funding will be retained to help pay the student’s remaining tuition bill. These funds are inclusive of [but not limited to] merit scholarships, CHC scholarships/grants, endowed scholarships, departmental scholarships, and athletic scholarships. Returns of institutional funds are required for all withdraws (voluntary or administrative).

The school returns "unearned" Title IV funds that have been paid to the school to cover the student's institutional charges received from Title IV grant and/or loan programs. No additional disbursements may be made to the student for the payment period.

**Return of Funds**

Federal Title IV financial aid is returned in the order mandated by the U.S. Department of Education. No program can receive a refund if the student did not receive aid from that program. Funds must be returned within 45 days after the date of withdrawal determination. Return of funds required by the student for unearned aid is returned (repaid) in accordance to the terms of the loan on the promissory note. The order is as follows based on aid offered at Chestnut Hill College:

1. Unsubsidized Direct Stafford Loan
2. Subsidized Direct Stafford Loans
3. Perkins Loan
4. Direct PLUS (Graduate Student or Parent)
5. Pell Grant
6. FSEOG
7. TEACH

**Post-Withdrawal Disbursements**

If it is determined that a student is eligible for Federal Title IV financial aid funds that have not been disbursed, grant funds that the student is eligible for will be disbursed first. Federal aid that the student is eligible for will be credited to the student's account for outstanding charges. If the student has no outstanding charges or if there is a balance due the student after disbursement, Chestnut Hill College will notify the student of his/her eligibility for the loans [if applicable] in writing. The student must respond within 14 days.
of the date of the letter as to whether they want all, part, or none of the loan(s). If the student fails to respond within 14 days, no post-withdraw disbursement of the loan will be made.

Before calculating the amount of financial aid that must be cancelled, the following is taken into consideration:

- If a promissory note for a Perkins Loan or Stafford Loan has not been signed and submitted by the student prior to the withdrawal date, the loan(s) is automatically cancelled.
- If an entrance loan interview has not been completed by the student prior to the withdrawal date, the Stafford Loan is automatically cancelled.
- Students who have not completed verification prior to the withdraw date are not eligible for financial aid and are not included under this policy.

**Determination of Withdraw Date**

The withdrawal date used in the return calculation of a student’s federal financial aid is the actual date of the student’s formal withdraw from the College or the date that the student initiates the withdrawal process, whichever occurs first. If a student stops attending classes without notifying the College, the withdrawal date will be the midpoint of the semester or the last date of academic activity determined. Additional documentation supporting the last date of academic activity may be provided by the student if they verify a later date of attendance than determined by the College. If a student receives financial aid, but never attends classes, the Financial Aid Office must return all disbursed funds to the respective federal and institutional aid programs.

**Students Who Receive All Failing Grades at the End of a Term (Semester)**

Financial aid is awarded under the assumption that the student will attend Chestnut Hill College for the entire term for which financial assistance was disbursed. When the student has a combination of fail and withdraw grades for the term, Chestnut Hill College must consider the student as an unofficial withdraw until determined otherwise. When the student has failed to earn a passing grade in at least one class for the term, federal regulations require the school to determine whether the student established eligibility for funds disbursed by attending at least one class or participating in any College academic-related activity. If the school cannot verify that the student attended Chestnut Hill, all financial aid must be repaid to the federal, state and institutional programs. The student’s account will be charged and the student will be responsible for any balance due.

Chestnut Hill will automatically determine the unofficial withdraw date as mid-point date in the semester or the last date of academic activity that the College can confirm for the student (whichever is the latter), and perform a Return to Title IV (R2T4) Calculation. Any relevant federal, state, and institutional funds will be returned to the respective programs, and the student will be responsible for any balance due to Chestnut Hill.

If the student can prove to have participated in a Chestnut Hill College class or academic-related activity past the 60% date, the student will not be required to return any disbursed financial aid.

Students who are able to verify attendance beyond the College’s records may submit supporting documentation to the Financial Aid Office. The student must submit
supporting documentation within 30 days from the last date of the term. Recalculations for aid eligibility will not be performed for documentation received after that date.

Return of Title IV Funds — Modular Programs

Overview

These regulations aim to provide for more consistent and equitable treatment of students who withdraw from a program measured in credit hours, regardless of whether courses in the program span the entire term or consist of shorter modules or ‘sessions.’ Students in the following programs will be impacted:

- Students in the School of Continuing & Professional Studies program
- Graduate Students who are enrolled in coursework that fall under the Accelerated Schedule as defined in the Graduate Catalog

Regulatory Requirements:

A student is considered to have withdrawn from a semester in which the student began enrollment if the student withdraws from any scheduled courses or ‘sessions’ without completing:

- All of the days the student was scheduled to complete in the semester, in a credit-hour program.
- **However,** if a student provides written confirmation (Confirmation of Future Enrollment Form through Chestnut Hill College’s Financial Aid Office at the time of withdrawing from a session stating that the student plans to attend another session later in the same semester, that student is not considered to have withdrawn.
- If a student does not resume attendance within the scheduled timeframe, the student is considered to have withdrawn as of the date on which attendance ceased.
- If a student does not provide written confirmation of plans to return to school later in the same term (semester), Chestnut Hill’s Financial Aid Office must consider that student to have withdrawn and will perform a Return to Title IV (R2T4) calculation to determine if any funds must be returned. However, if the student does return to school in the same semester — even if the student did not provide written confirmation of plans to do so — the student is not considered to have withdrawn and the school must reverse the R2T4 process and provide any additional funds the student is eligible to receive at the time of return.

Chestnut Hill College Funds

Chestnut Hill College funds, both merit awards and need-based grants, are retained at the same percentage rate that tuition is retained. For example: if a student withdraws and owes 40 percent of the semester’s tuition, 40% of his/her Chestnut Hill funding will be retained to help pay down the student’s remaining tuition bill.
**PHEAA State Grant**

The PHEAA State Grant is retained at the same percentage rate that tuition is retained, similar to Chestnut Hill funds.

**Satisfactory Academic Progress for Financial Aid**

**Statement of Purpose:** Undergraduate students are required to maintain satisfactory academic progress and to remain in academic good standing to retain eligibility for financial aid. Both full-time and part-time students are subject to the Satisfactory Academic Progress policy. Students enrolled less than full-time must notify the Office of Financial Aid and may be subject to reductions in financial aid.

Federal regulations require a College's Standards of Academic Progress (SAP) to include the following 2 components for students to receive Federal, State, and Institutional Financial Aid:

1. **Quantitative Measure:**
   a. To remain in good academic standing and retain eligibility for financial aid, students must successfully complete at least **two-thirds of all hours attempted (or 67%)** including Pass/Fail, repeated courses, incompletes, and courses dropped after the last day to drop a course without penalty (as published in the academic calendar).
   b. For undergraduate programs of study, the maximum time frame for receipt of federal financial aid must be no longer than 150% of the published length of an educational program. At Chestnut Hill College, it typically takes 120 credits hours to receive a degree; therefore, students are allowed up to 180 attempted hours (including all transfer hours accepted toward completion of a student’s program) to be considered for federal financial aid. **The maximum time limits include all hours attempted regardless of whether or not financial aid was received.**
   c. Courses which are being repeated are counted as attempted hours for financial aid purposes, but only one passing grade is counted towards the Career Earned Credits. Enrollment status for any semester (i.e. full-time, half-time) as it relates to Financial Aid eligibility may be impacted as a result of repeating courses. Please check with Financial Aid before repeating a course for which you have already received a passing grade and only wish to improve the grade.
   d. Please note that grades of W (Withdrawal), WF (Withdraw Failing), and Grade+N are not considered satisfactory completion of a course and therefore are not earned hours. They will, however, count as attempted hours. Courses with a grade of P, I, PI, W, AU, or NR, and are not calculated in either the Term or Career GPAs, nor are any credits passed calculated in Earned Credits. The credits are, however, calculated in the Attempted Credits total. Courses with a grade of Grade+ # are not calculated in either the Term or Career GPAs total and, if the course was completed successfully, the Earned Credits total and, if the course was completed successfully, the Earned Credits total. Courses with a grade of TR are not calculated in either the Term or Career GPAs but are counted in both Attempted and Earned Credits. Incompletes (I) are counted as attempted if the final grade has not yet posted, and earned hours once final grade has been assigned to the course in question.

The following chart demonstrates examples of a student’s required ratio of attempted hours to earned hours to be considered as progressing toward degree completion within the maximum 150% limit. **It is imperative that students who receive Federal Direct**
Student Loans understand that there is a maximum aggregate amount they may borrow in their undergraduate career. Students who are enrolled for more than four years or eight semesters, and who receive federal loans during that time, are in jeopardy of meeting their aggregate loan limit for federal student loans.

<table>
<thead>
<tr>
<th>When total hours attempted are:</th>
<th>Students must have earned at least:</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 hours</td>
<td>24 hours</td>
</tr>
<tr>
<td>64 hours</td>
<td>43 hours</td>
</tr>
<tr>
<td>95 hours</td>
<td>64 hours</td>
</tr>
<tr>
<td>125 hours</td>
<td>84 hours</td>
</tr>
<tr>
<td>155 hours</td>
<td>104 hours</td>
</tr>
</tbody>
</table>

e. Transfer Students: Transfer students are evaluated based on the number of hours accepted by Chestnut Hill College. Once transfer credit has been evaluated by the College and the student has been awarded credit hours, then that student will fall under the same quantitative and qualitative requirements as previously mentioned based on that designated classification. Transfer grades are not factored into the student’s cumulative GPA for SAP proposes, but the overall hours attempted and hours earned (quantitative measures) do fall under the standards for SAP. The maximum time limits for eligibility for federal financial aid also apply to transfer students based on the number of credits accepted by Chestnut Hill College.

2. Qualitative Measure: Students must maintain the following minimum cumulative grade-point average (GPA) on all earned hours:

<table>
<thead>
<tr>
<th>For hours earned:</th>
<th>A minimum GPA must be maintained:</th>
</tr>
</thead>
<tbody>
<tr>
<td>fewer than 24</td>
<td>1.65</td>
</tr>
<tr>
<td>25 to 59</td>
<td>1.85</td>
</tr>
<tr>
<td>60+</td>
<td>2.0</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>3.0</td>
</tr>
</tbody>
</table>

***Certain academic awards and some endowed scholarships may require higher academic performance than this Satisfactory Academic Progress (SAP) policy.***

**SATISFACTORY ACADEMIC PROGRESS PROCEDURES**

Grades and progress will be evaluated at the end of every Fall, Spring, and Summer semesters once final grades are posted for the term.

Note: If a student does not meet these standards, the financial aid administrator may approve financial aid to be given under a formal ‘warning’ for one semester. The student’s career G.P.A. would then be reviewed for the next academic progress evaluation period. Students will receive one formal warning notice of failing to meet Satisfactory Academic
Progress, where they will have one full semester to improve his/her academic standing with Chestnut Hill College.

If the student has received one warning notification and at the end of the next term he/she is still not meeting Satisfactory Academic Progress, he/she is formally notified in writing regarding the loss of financial aid. Financial Aid at this point will be suspended. Students have an opportunity to appeal the suspension of aid. This policy outlines the process in the section below entitled ‘Formal Appeal Process’. Students also can reclaim eligibility by attending one academic term or summer school [at minimum] at Chestnut Hill College without financial aid and significantly improving their career grade point average or percentage of credits earned. When eligibility is restored, financial aid will be awarded provided funds are available, as they are not guaranteed. Students may not improve their cumulative grade point average by attending another college.

Students who formally withdraw from Chestnut Hill and are afterwards re-admitted will have their Satisfactory Academic Progress status continued at the same status from when they left the College.

**Formal Appeal Process:** A student may submit a written statement of appeal for reinstatement of financial aid if he or she feels that special circumstances prevented him/her from meeting the minimum standards of Satisfactory Academic Progress. Acceptable appeal requests (in accordance with Federal Regulations) are allowable based on: illness or injury, death of a relative, or other special circumstances. Any supporting documents or statements should also be submitted that will provide the Appeals Committee with additional information pertinent to its review. The student must complete and submit the Chestnut Hill College Satisfactory Academic Progress Appeal Request (this form is provided with revocation letter) along with the written statement from the student to the Office of Financial Aid. An appeal must include an explanation as to why the student was unable to make Satisfactory Academic Progress and also provide an explanation of what has changed that will allow the student to make Satisfactory Academic Progress by the next evaluation. These documents are due to the Financial Aid Office within 3 weeks of being notified or at the very latest 5 days before the first day of classes of the upcoming semester or term. The Satisfactory Academic Progress Appeals Committee will review the request form, the written statement, and any other submitted documentation to determine if the student can meet satisfactory academic progress standards by the end of the next term, get back on track to graduate, and thereby have his/her Financial Aid reinstated. All students will be notified in writing of the Appeals Committee’s decisions. If an appeal is approved, the student’s academic progress will be placed on “Probation” and reviewed again at the end of each term to ensure that satisfactory academic progress and the Academic Plan for Improvement is being met. Additional information on the Academic Plan for Improvement is provided below.

If a student regains financial aid eligibility and then, in a subsequent semester, falls below the Satisfactory Academic Progress measures, a second Financial Aid Warning status of one semester will be applied. The student will have one full semester to meet the Satisfactory Academic Progress measures detailed above. If the student succeeds in bringing his/her standing to the appropriate level, he/she will regain eligibility for Federal Financial Aid; however, if the student fails to meet the Satisfactory Academic Progress measures the end of the one-semester Warning Period, he/she will be placed on a second Financial Aid Probation and may no longer be eligible for Federal Financial Aid.
Students may not appeal more than once for the same reason.

If a student falls below Standard Academic Progress measures for a third time or more, the student may be denied Federal Financial Aid for any future enrollment period until Satisfactory Academic Progress has been made. A student may be placed on Financial Aid Warning status two separate, nonconsecutive times while completing a degree.

Academic Plan For Improvement: If more than one semester is needed to bring up his or her academic progress deficiencies, the Financial Aid Office is required to have an Academic Plan on file for the student. The student should contact the Office of Student Success to set up an appointment to develop the academic plan for meeting the minimum standards of academic progress. The academic plan is a strategy that presents the student’s goal to “get back on track” and meet the standards of Satisfactory Academic Progress (SAP) while completing degree requirements. The plan will have strict conditions that the student must follow in order to retain eligibility for financial aid. This Academic Plan for Improvement must be endorsed by the Office of Student Success.

It is imperative that any student not making Satisfactory Academic Progress understands that failure to submit a successful appeal for Financial Aid Probation or an Academic Plan for Improvement to the Appeals Committee will mean that no additional financial aid will be awarded to that student for future semesters of enrollment unless the student regains good academic status without financial aid. It is necessary that immediate action be taken upon a student’s receipt of the notification that he or she is not making Satisfactory Academic Progress.

**Students are not guaranteed replacement of any previously awarded financial aid package if an appeal is approved.**

*** Students should be prepared to pay tuition, fees, and other educational expenses until s/he has been approved to receive financial aid. Students seeking to re-establish financial aid eligibility remain ineligible to receive financial aid/or deferment of payment until the appeal process is complete and a decision has been made by the Satisfactory Academic Progress Appeals Committee. ***

If you have any questions regarding this policy or the appeal process, please contact the Office of Financial Aid.

Standards of Academic Progress for the Pennsylvania Higher Education Assistance Authority (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.

Veterans’ Benefits/School Certifying Official (SCO)

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.

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 Clement Hall 111A formerly Fournier Hall, room 11A.

Academic Resources: The Math Center and the Writing Lab
The Math Center provides assistance with math courses and administers mathematics placement exams. For an appointment, call 215.248.7088.

The Writing Lab 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
St. Joseph Hall, Lower Level, Telephone: 215.248.7195 Email – helpdesk@chc.edu

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 manages four Teaching Labs, three for Microsoft Windows-based PCs, and one for Mac. The Teaching 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 Teaching 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**
For store hours and information, or to shop online for textbooks and course materials, visit the website at [http://chc.bncollege.com](http://chc.bncollege.com)

**Campus Safety and Security**
Lower Level of Fontbonne Hall, Telephone. 215.242.7777

Chestnut Hill College Security Officers are CPR and AED-certified and have undergone training in specialized course offerings for higher education. Security Officers do not carry firearms. Criminal investigations are conducted by the Philadelphia Police Department. Victims of campus crimes and other criminal activity are encouraged to, and are readily assisted in, reporting incidents to the local police.

Photo IDs are available through Campus Security at the Security Operations Center, Lower Level of Fontbonne Hall. Students must carry their ID cards at all times. ID cards are non-transferable and, upon request, must be surrendered to authorized personnel, e.g., security officers in the performance of their duties. An ID card is required to take books out of the library, to use the computer center, to use the pool and fitness center, to participate in the meal plan, and obtain a parking permit. There is a fee to replace lost or damaged ID cards.
Career Development Office
Third Floor, St. Joseph Hall

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 the 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, 3rd Floor. Room 56.
Telephone: 215.242.7104. Email: 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, 2nd Floor  

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 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. The McCaffery Lounge features the Social Café, which is located on the first floor of Fournier Hall and offers upscale coffees, smoothies, cold beverages, salads and sandwiches. Hours and prices are posted 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**


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)

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**

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.

**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 be 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. 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.

**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; 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 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 Adult 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 Adult 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 Adult 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 UEEN 104 Communications and Thought II at another institution will be requested 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 an additional writing course.

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 | HR         | Human Resource Management |
| BA       | Business Administration | HS         | Human Services           |
| BC       | Business Communication | LS         | Liberal Studies          |
| BI       | Biology                | MA         | Mathematics              |
| CH       | Chemistry              | MG         | Management               |
| CJ       | Criminal Justice       | MK         | Marketing                |
| CM       | Childcare Management   | MU         | Music                    |
| EC       | Economics              | PL         | Philosophy               |
| ED       | Education              | P4         | Early Education          |
| EN       | English                | PH         | Physics                  |
| FA       | Fine Arts              | PO         | Political Science        |
| FL       | Foreign Language       | PS         | Psychology               |
| FN       | Finance                | RS         | Religious Studies        |
| HI       | History                | SO         | Sociology                |
| HM       | Healthcare Management  | SP         | Special Education        |

Minors
The School of Continuing and Professional Studies currently offers minors in Criminal Justice, Digital Forensics, Entrepreneurship, Human Services, Psychology, Religious Studies and Social Gerontology. Each minor consists of six courses (18 credits). 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). The listed minors are available to students in any major. These courses may also satisfy major requirements, major electives or free electives.

Criminal Justice (CJ)  18 Credits including:

UECJ 122 – Introduction to Criminal Justice
UECJ 364 – Criminal Law or UECJ 365 Criminal Procedure
UECJ 250 – Criminology

and, three of the following:

UECJ 225 – Criminalistics
UECJ 353 – Juvenile Delinquency
UECJ 212 – Gender and the Law
UECJ 203 – Civil Liberties

**Digital Forensics  18 Credits including:**

- UEDF 110 - Digital Forensics Laboratory I
- UEDF 210 - Digital Forensics Laboratory II
- UEDF 221 - Digital Forensics Legal Topics I
- UEDF 241 - Digital Forensics Legal Topics II
- UEDF 304 - Digital Forensics Laboratory: Network Artifacts
- UEDF 391- Digital Forensics Special Topic Capstone

**Entrepreneurship  18 Credits including:**

- UEMG 201 – Principles of Management
- UEMK 201 – Principles of Marketing
- UEAB 217 - Financial Accounting
- UEMG 307 – Strategic Planning
- UEMG 303 – Psychology of Leadership
- UEMG 310 – Entrepreneurship

**Human Services  18 Credits including:**

- UESO 128 – Diversity Issues
- UEHS 205 – Introduction to Human Services
- UESO 250 – Human Behavior in the Social Environment
- UESO 256 – Public Policy
- UEPS 308 – Theory and Practice of Counseling
- UEHS 345 – Human Service Methods

**Non-Profit Management**

- UEBE 355 – Grant Writing
- UEMG 303 – Psychology of Leadership
- UEMG 307 – Strategic Planning
- UEMG 321 – Managing for Non-Profit Organizations
- UESO 256 - Public Policy
- UESO 400 – Special Topics: Volunteer Administration

**Psychology**

**Content Area 1: Applied Psychology**

- UEPS 202 Educational Psychology or
- UEPS 250 Social Psychology

**One or more courses from Content Area 2: Clinical Psychology**

- UEPS 217 Abnormal Psychology or
- UEPS 308 Theories of Counseling
One or more courses from **Content Area 3: Developmental Psychology**
- UEPS 203 Psychology of Child Development
- UEPS 240 Human Development or
- UEPS 280 Psychology of Aging

One or more courses from **Content Area 4: Experimental Psychology**
- UEPS 245 Health Psychology: The Mind/Body Connection or
- UEPS 267 Drugs and Behavior

**Religious Studies** 18 credits including UERS 104 Religion and Culture plus:

Five courses from the below list:
- UERS 106 World Religions
- UERS 107 Contemporary Christian Living
- UERS 108 Roman Catholicism
- UERS 200 Introduction to the Bible
- UERS 209 Old Testament Studies
- UERS 216 Fundamental Moral Theology
- UERS 218 Biomedical Moral Issues
- UERS 222 Marriage and the Family
- UERS 226 The Meaning of Death and Dying
- UERS 234 Sacraments and Spirituality
- UERS 235 Christian Spirituality: A Life Journey
- UERS 241 Women and the Christian Tradition
- UERS 244 Global Theology and the Cry for Justice

**Social Gerontology** 18 credits including:
- UEPS 280 - Psychology of Aging
- UERS 226 – Meaning of Death and Dying
- UESO 106 – Aging and Adaptation for Wellness
- UESO 114 – Social Gerontology
- UESO 128 – Diversity Issues
- UESO 270 – Introduction to the American Health System

**Certificate**

**Digital Forensics**

This certificate program teaches students to properly collect digital evidence, acquire and verify data collected, analyze data for relevant artifacts, and report findings. The program also covers cybercrimes and laws regarding expert witness testimony, data collection, and expert report in both criminal and civil legal systems.

The courses required for Digital Forensics Certificate are:

- UEDF 110 - Digital Forensics Laboratory I
- UEDF 210 - Digital Forensics Laboratory II
ASSOCIATE OF ARTS

The Associate of Arts (AA) degree at Chestnut Hill College Accelerated Adult 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 AA is available with a concentration in one of nine different programs of study offered through the School of Continuing and Professional Studies Accelerated Adult Degree Program.

The AA is incorporated within the Accelerated baccalaureate degree program. This affords students the advantage of Accelerated Adult 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 Arts degree is awarded to an Accelerated Adult Degree Program student who satisfactorily completes 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.

Concentrations

Accounting and Business (AB)
In addition to the Core Liberal Arts Studies, the following 33 credits are required:
UEBC 105 - Introduction to Computer Applications OR
UEBC 145 - Advanced Software Applications
UEMG 201 - Principles of Management
UEMK 201 - Principles of Marketing
UEMA 104 - Mathematics for Business I
UEEC 109 - Principles of Microeconomics
UEEC 110 - Principles of Macroeconomics
UEAB 372 - Legal Environment of Business
UEAB 217 - Financial Accounting
UEAB 219 - Managerial Accounting
UEAB 301 - Intermediate Accounting I
UEAB 302 - Intermediate Accounting II

Business Administration (BA)
In addition to the Core Liberal Arts Studies, the following 33 credits are required:
UEBC 105 - Introduction to Computer Applications OR
UEBC 145 - Advanced Software Applications
UEMG 201 - Principles of Management
UEMK 201 - Principles of Marketing
UEFN 220 - Principles of Finance: Money and Banking
UEMA 104 - Mathematics for Business I
UEEC 110 - Principles of Microeconomics
UEAB 217 - Financial Accounting
UEAB 219 - Managerial Accounting
UEAB 372 - Legal Environment of Business
UEHR 305 - Human Resource Management
UEMG 325 - Operations Management

**Business Communications (BC)**
In addition to the Core Liberal Arts Studies, the following 33 credits are required:
UEBC 145 - Advanced Software Applications
UEBC 155 - Web Page Development
UEBC 210 - Desktop Publishing and Graphic Design
UEMG 201 - Principles of Management
UEMK 201 - Principles of Marketing
UEAB 372 - Legal Environment of Business
UEBC 130 - Introduction to Mass Communications
UEBC 206 - Business Writing and Communications
UEBC 201 - Public Speaking
UEBC 255 - Public Relations
UEMA 103 - Survey of Math

**Childcare Management (CM)**
In addition to the Core Liberal Arts Studies, the following 33 credits are required:
UEBC 105 - Introduction to Computer Applications OR
UEBC 145 - Advanced Software Applications
UEMG 201 - Principles of Management
UEMK 201 - Principles of Marketing
UEMA 104 - Math for Business I
UEAB 217 - Financial Accounting
UEP4 201 - Development/Early Years
UEP4 203 - Foundations/Theory/Early Childhood Education
UEP4 204 - Methods/Techniques/Early Childhood Education
UEED 226 - Issues in Supervision of Programs for Young Children
UEED 227 - The Business of Child Care
UEED 228 - Leadership and Administration of Programs for Young Children

**Criminal Justice (CJ)**
In addition to the Core Liberal Arts Studies, the following 33 credits are required:
UEBC 105 - Introduction to Computer Applications OR
UEBC 145 - Advanced Software Applications
UESO 101 - Introduction to Sociology
UEMA 103 - Survey of Math
UEPS 109 - Introduction to Psychology
UESO 203 - Social Problems
UECJ 364 - Criminal Law
UECJ 122 - Introduction to Criminal Justice
UECJ 224 - Criminal Investigations
UECJ 220 - Juvenile Justice
UECJ 250 - Criminology
UECJ 280 - Corrections

Early Childhood Studies (ECS)
In addition to the Core Liberal Arts Studies, the following 33 credits are required:
UEBC 105- Introduction to Computer Applications OR
UEBC 145 - Advanced Software Applications
UEHS 205 - Introduction to Human Services
UEP4 201 - Development/Early Years
UEP4 202 - Educational Psychology/Early Years
UEP4 203 - Foundation/Theory/Early Childhood Education
UEP4 204 - Methods/Techniques/Early Childhood Education
UEP4 207 - Early Literacy
UEP4 210 - Teaching Reading with Trade Books
UESP 312 - Reading Interventions/Diverse Learners
UEP4 340 - Introduction to Special Education
UESP 390 - ESL Foundations and Methods

Healthcare Management (HM)
In addition to the Core Liberal Arts Studies, the following 33 credits are required:
UEBC 105- Introduction to Computer Applications OR
UEBC 145 - Advanced Software Applications
UEMG 201 - Principles of Management
UEMK 201 - Principles of Marketing
UEEC 110 - Principles of Microeconomics
UEMA 104 - Mathematics for Business I
UEAB 217 - Financial Accounting
UESO 270 - Introduction to the American Healthcare Systems
UEHM 202 - Healthcare Management
UEHM 372 - Legal Issues in Healthcare
UEFN 342 - Risk and Insurance
UEHR 305 - Human Resource Management

Human Resources Management (HR)
In addition to the Core Liberal Arts Studies, the following 33 credits are required:
UEBC 105- Introduction to Computer Applications OR
UEBC 145 - Advanced Software Applications
UEMA 104 - Mathematics for Business I
UEMG 201 - Principles of Management
UEMK 201 - Principles of Marketing
UEEC 110 - Principles of Microeconomics
UEAB 372 - Legal Environment of Business
UEAB 217 - Financial Accounting
UEHR 305 - Human Resources Management
UEHR 306 - Employee Training and Development
UEHR 307 - Compensation and Benefits
UEHR 309 - Employer Relations
**Human Services (HS)**
In addition to the Core Liberal Arts Studies, the following 33 credits are required:
UEBC 105 - Introduction to Computer Applications OR
UEBC 145 - Advanced Software Applications
UESO 101 - Introduction to Sociology
UEMA 103 - Survey of Math
UEPS 109 - Introduction to Psychology
UESO 128 - Diversity Issues
UESO 203 - Social Problems
UEHS 205 - Introduction to Human Services
UEHS 345 - Human Service Methods
UESO 250 - Human Behavior in the Social Environment
UESO 256 - Public Welfare Policy
UEPS 204 - Human Development

**Marketing (MK)**
In addition to the Core Liberal Arts Studies, the following 33 credits are required:
UEBC 105 - Introduction to Computer Applications OR
UEBC 145 - Advanced Software Applications
UEMG 201 - Principles of Management
UEMK 201 - Principles of Marketing
UEMA 104 - Mathematics for Business I
UEEC 110 - Principles of Microeconomics
UEAB 217 - Financial Accounting
UEAB 219 - Managerial Accounting
UEAB 372 - Legal Environment of Business
UEMK 220 - Consumer and Buyer Behavior
UEMK 450 - Marketing Strategy and Planning
UEFN 441 - Financial Management

**BACHELOR’S DEGREES Program Requirements**
The Bachelor of Arts or the Bachelor of Science degree is awarded to an ACCELERATED Degree Program student who satisfactorily completes the requirements of the curriculum. To qualify, students earn a minimum of 120 credits (at least 45 of which are earned at Chestnut Hill College), have a cumulative grade-point average of 2.0, a grade of “C-” or above in all major courses, and comply with the standards of the College.

**Core Liberal Arts**
UEBC 105 - Introduction to Computer Applications or
UEBC 145 - Advanced Software Applications *Major requirement Business Communications
UEEN 103 - Communications and Thought I
UEEN 104 - Communications and Thought II

One course in each general area:

| Literature | EN |
| Natural Science | BI, CH, PH |
| Philosophy | PL |
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 Adult 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:

- UEMG 201 - Principles of Management
- UEMK 201 - Principles of Marketing
- UEMA 104 - Mathematics for Business I
- UEMA 105 - Mathematics for Business II
- UEMA 111 - Probability and Statistics
- UEEC 109 - Principles of Macroeconomics
- UEEC 110 - Principles of Microeconomics
- UEAB 217 - Financial Accounting
- UEAB 219 - Managerial Accounting
- UEAB 372 - Legal Environment of Business
- UEFN 441 - Financial Management
- UEAB 301 - Intermediate Accounting I
- UEAB 302 - Intermediate Accounting II
- UEAB 321 - Cost Accounting
- UEAB 450 - Advanced Accounting
- UEAB 451 - Auditing
- UEMG 453 - Senior Seminar
Major Electives: Any two (2) of the following courses:
UEAB 322 - Tax Accounting I
UEAB 400 - Special Topics
UEAB 450 - Internship
UEMG 307 - Strategic Management
UEMG 340 - International Business
UEMG 350 - 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’s Accelerated Adult Degree Program offers a Bachelor of Science in Business Administration designed to:

- Develop women and men who can draw upon their liberal arts 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:

UEMG 201 - Principles of Management
UEMK 201 - Principles of Marketing
UEBC 206 - Business Writing and Communications
UEEC 109 - Principles of Macroeconomics
UEEC 110 - Principles of Microeconomics
UEMA 104 - Mathematics for Business I
UEMA 105 - Mathematics for Business II
UEMA 110 - Probability and Statistics
UEFN 220 - Principles of Finance: Money and Banking
UEAB 217 - Financial Accounting
UEAB 219 - Managerial Accounting
UEAB 372 - Legal Environment of Business
UEHR 305 - Human Resources Management
UEMG 325 - Operations Management
UEFN 441 - Financial Management
UEMG 453 - Senior Seminar

Major Electives: Any two (2) of the following courses are required:
UEMG 303 - Psychology of Leadership
UEMG 307 - Strategic Management
UEMG 310 - Entrepreneurship
UEMG 321 - Managing Non-Profit Organizations
UEFN 342 - Risk and Insurance
Business Communications (BC)

Chestnut Hill College’s Accelerated Adult Degree Program 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, 54 credits are required in the major. The Major Requirements are:

- UEBC 130 - Introduction to Mass Communications
- UEBC 145 – Advanced Software Applications
- UEBC 155 - Web Page Development
- UEBC 201 - Public Speaking
- UEBC 206 - Business Writing and Communications
- UEBC 210 - Desktop Publishing and Graphic Design
- UEBC 255 - Public Relations
- UEBC 306 - Techniques of Professional Presentations
- UEBC 355 - Grant Writing
- UEMA 103 - Survey of Math
- UEMG 201 - Principles of Management
- UEMK 201 - Principles of Marketing
- UEAB 372 - Legal Environment of Business
- UEHR 305 - Human Resources Management
- UEMG 453 - Senior Seminar

Major Electives: Any three (3) of the following courses are required:
- UEAB 217 - Financial Accounting
- UEBC 230 - Information Systems for Organizations
- UEBC 233 - Journalism
- UEBC 305 - Intermediate Business Writing and Communications
- UEBC 400 - Special Topics
- UEBC 460 - Internship
- UEEC 110 - Principles of Microeconomics
- UEMA 104 - Mathematics for Business I
- UEMA 105 - Mathematics for Business II
- UEMG 307 - Strategic Management
- UEMG 321 - Managing Non Profit Organizations
Childcare Management (CM)

Chestnut Hill College’s Accelerated Adult Degree Program 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:

- UEMI 104 - Math for Business I
- UEAB 217 - Financial Accounting
- UEEC 109 - Principles of Macroeconomics
- UEED 226 - Issues in Supervision of Programs for Young Children
- UEED 227 - The Business of Child Care
- UEED 352 - Child Advocacy and U.S. Policy
- UEP 201 - Development/Early Years
- UEED 228 - Leadership and Administration of Programs for Young Children
- UEP 203 - Foundations/Theory Early Childhood Education
- UEP 204 - Methods/Techniques Early Childhood Education
- UEED 318 - Family and Community Partners
- UEMG 201 - Principles of Management
- UEMK 201 - Principles of Marketing
- UEHR 305 - Human Resources Management
- UEFN 441 - Financial Management
- UEMG 453 - Senior Seminar

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

- UEBC 355 - Grant Writing
- UECC 110 - Principles of Microeconomics
- UEHS 205 - Introduction to Human Services
- UEMG 307 - Strategic Management
- UEMG 321 - Managing Non-Profit Organizations
- UEMG 400 - Special Topics UEP 202 - Educational Psychology/Early Years
- UEP 207 - Early Literacy
- UESP 340 - Introduction to Special Education

Criminal Justice (CJ)

Chestnut Hill College’s Accelerated Adult Degree Program 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:
UESO 102 - Introduction to Sociology
UEMA 103 - Survey of Math
UEPS 109 - Introduction to Psychology
UESO 128 - Diversity Issues
UECJ 364 - Criminal Law
UECJ 220 - Juvenile Justice
UECJ 122 - Introduction to Criminal Justice
UECJ 224 - Criminal Investigations
UECJ 250 - Criminology
UECJ 280 - Corrections
UECJ 365 - Criminal Procedure
UECJ 350 - Research Methods
UECJ 453 - Senior Seminar

Major Electives: Any five (5) of the following courses:
UECJ/PO 203 - Civil Liberties
UEC 212 - Gender and the Law
UECJ 225 - Criminalistics
UECJ 260 - Law Enforcement
UECJ 353 - Juvenile Delinquency
UECJ 400 - Special Topics
UECJ 460 - Internship
UESO 203 - Social Problems
UESO 256 - Public Welfare Policy

Early Childhood Studies (ECS) (non-certification)

This program combines a sound liberal arts background with specific training in educational and child psychology, in curriculum methods and materials, and in extensive fieldwork. This program is intended for those working with young children who are not seeking teacher certification in the State of Pennsylvania.

In addition to Core Liberal Arts, 60 credits are required in the major. The Major Requirements are:
UEMA 153 - Math Theory and Application I
UEMA 154 - Math Theory and Application II
UEHS 205 - Introduction to Human Services
UEP4 201 - Development/Early Years
UEP4 202 - Educational Psychology/Early Years
UEP4 203 - Foundations/Theory/Early Childhood Education/Field Experience I
UEP4 204 - Methods/Techniques/Early Childhood Education/Field Experience II
UEP4 207 - Early Literacy
UEP4 301 - Health and Safety Methods
UEP4 210 - Teaching Reading with Trade Books
UEP4 314 - Creative Arts Methods
UEP4 318 - Family and Community Partners
UEP4 320 - PreK-4 Assessment
UESP 312 - Reading Interventions/Diverse Learners
UESP 340 - Introduction to Special Education
UESP 390 - ESL Foundations and Methods
UESP 498 - Senior Seminar

Major Electives: Any three (3) of the following courses:
UEED 226 - Issues in Supervision of Programs for Young Children
UEED 227 - The Business of Child Care
UEED 228 - Leadership and Administration of Programs for Young Children
UEP4 311 - Writing Methods
UEP4 315 - Math Methods and Assessment
UEP4 316 - Social Studies Methods and Assessment
UEP4 317 - Science Methods and Assessment

Early Education (Grades PreK-4) – Teacher Certification Currently Not Admitting New Students

This program combines a sound liberal arts background with specific training in educational and child psychology, in curriculum methods and materials, and in extensive fieldwork. The program is approved by the Pennsylvania Department of Education (PDE). Following successful completion of all coursework, including student teaching and testing, the student will be able to apply for the Pennsylvania Instructional I Certificate.

Qualifications for all Pre-Service Teacher Preparation Programs
A student will be classified as an education/preliminary major upon acceptance into the college. However, formal acceptance into the education division occurs between 48 and 60 credit hours. An overall GPA of 3.0 or above is required for formal admission into Division of Teacher Education and Leadership (DTEL) and for graduation. Students must successfully complete all required coursework, field experiences, and student teaching. A passing grade for student teaching does not guarantee recommendation for PDE certification. Students must earn a grade of C- or better (1.70) to successfully complete the requirements for the major. Candidates may need to retake courses with C- grades.

Competencies and Portfolio Development
All Early Education (PreK-4) majors must meet specific competencies as defined by the Pennsylvania Department of Education Pre-service candidates meet these competencies by successfully completing coursework, field experiences, portfolio development, and student teaching. (See the Division Handbook for details.)

In addition to Core Liberal Arts (one literature course, with a grade of “C” or better is required. Courses approved for PreK-4 majors in American or British Literature are indicated by an (E) in the course description)- 84 credits are required in the major. The Major Requirements are:

Pre-Professional Benchmark Requirements (7)
Stage I and II Portfolios are completed in the following courses *
UEP4 203 - Foundations/Theory Early Childhood Education/Field Experience I *
Professional Benchmark Courses (19)

Stage IIIA and Stage IIIB Portfolios are completed in the following courses*

UEHS 205 - Introduction to Human Services
UEP4 201 - Development/Early Years
UEP4 202 - Educational Psychology/Early Years
UEP4 210 - Teaching Reading with Trade Books
UEP4 301 - Health and Safety Methods
UEP4 311 - Writing Methods
UEP4 314 - Creative Arts Methods
UEP4 315 - Math Methods and Assessment
UEP4 316 - Social Studies Methods and Assessment
UEP4 317 - Science Methods and Assessment
UEP4 318 - Family and Community Partners
UEP4 320 - PreK-4 Assessment
UESP 312 - Reading Intervention
UEP4 321 - Classroom Management/Applied Instruction/Field Exp. IIIA*
UESP 340 - Introduction to Special Education
UESP 345 - Assessment & Adaptations
UESP 355 - Instruction in Inclusive Environment/Field Exp. IIIB*
UESP 390 – ESL Foundations and Methods
UEP4 498 – Senior Seminar/ Early Education

Student Teaching Benchmark Requirements (2)

Stage IV/ Portfolio is completed in the following courses:

UEP4 420 - Clinical Field Experience/Student Teaching
UEP4 421 - Clinical/Student Teaching Seminar

Formal Admission to the Division of Teacher Education and Leadership (DTEL)

The following requirements are mandated by the Pennsylvania Department of Education for formal acceptance into the DTEL.

- Pass a basic skills assessment (PAPA or CORE or SAT/ACT exempt)
- Minimum of 48 credits with a GPA of 2.8 (conditional acceptance until 60 credits with GPA of 3.00 required.)
- Maximum of 60 credits with a GPA of 3.00
- Other requirements as listed in Division Handbook

Professional Benchmark Requirements

Progression through the education programs

- Pre-Professional Requirements Met
- Formal acceptance into the DTEL
- Meet with advisor for enrollment in the required education courses (See the Division Handbook for details.)

Student Teaching Benchmark Requirements

Progression through Clinical Student Teaching and Exiting Program
• Professional Benchmark requirements met
• Application for Student Teaching submitted
• Meet with advisor for enrollment in required courses including Student Teaching and Seminar (See the Division Handbook for details.)
• After completion of all college requirements, teacher candidates may be eligible to be recommended for PDE Teacher Certification by the Division. (See the Division Handbook for details.)
• Teacher candidates must pass the PA Education Certification Tests (PECT) before applying for PDE Certification. (See information on PDE web site)

Early Education (Grades PreK-4) Teacher Certification

In order to graduate from Chestnut Hill College with a BS in Early Education (PreK-4) a student must successfully complete UEP4 420 Clinical Field Experience/Student Teaching and the Stage IV Portfolio (6 credits) and UEP4 421 Clinical Field Experience/Student Teaching Seminar (3 credits).

UEP4-420 Clinical Field Experience/Student Teaching /Stage IV Portfolio cannot be repeated at the undergraduate level, and a “passing” grade does not guarantee recommendation for certification. Before registering for a Student Teaching course, students must meet with the SCPS Educational Liaison to discuss the unique requirements. All students must apply for Student Teaching and all paperwork must be completed by the deadline date before registering for any Student Teaching course.

Healthcare Management (HM)

Chestnut Hill College’s Accelerated Adult Degree Program 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:
UEMG 201 - Principles of Management
UEMK 201 - Principles of Marketing
UESO 270 - Introduction to the American Healthcare System
UEHM 202 - Healthcare Management
UEHM 372 - Legal Issues in Healthcare
UEHR 305 - Human Resources Management
UEMA 104 - Mathematics for Business I
UEMA 111 - Probability and Statistics
UEAB 217 - Financial Accounting
UEAB 219 - Managerial Accounting
UEEC 110 - Principles of Microeconomics
UEFN 342 - Risk and Insurance
UEFN 441 - Financial Management
UEMG 453 - Senior Seminar

Major Electives: Any four (4) of the following courses:
UESO 128 - Diversity Issues
UEBC 206 - Business Writing and Communications
UEBC 355 - Grant Writing
UEEC 109 - Principles of Macroeconomics
UEFN 220 - Principles of Finance: Money and Banking
UEMG 303 - Psychology of Leadership
UEMG 307 - Strategic Management
UEHM 400 - Special Topics
UEHM 460 - Internship
UEPS 109 - Introduction to Psychology
UESO 203 - Social Problems
UESO 256 - Public Welfare Policy

Human Resources Management (HR)

Chestnut Hill College’s Accelerated Adult Degree Program 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:
UEME 201 - Principles of Management
UEMK 201 - Principles of Marketing
UEMA 104 - Mathematics for Business I
UEMA 111 - Probability and Statistics
UEAB 217 - Financial Accounting
UEAB 219 - Managerial Accounting
UEFN 441 - Financial Management
UEAB 372 - Legal Environment of Business
UEMG 303 - Psychology of Leadership
UEHR 305 - Human Resources Management
UEHR 306 - Employee Development and Organizational Training
UEHR 307 - Compensation and Benefits
UEHR 309 - Employer Relations
UEMG 453 - Senior Seminar
Major Electives: Any three (3) of the following courses:
UEBC 206 - Business Writing and Communications
UEEC 109 - Principles of Macroeconomics
UEFN 342 - Risk and Insurance
UEHR 400 - Special Topics
UEMG 307 - Strategic Management
UEMG 350 - Government and Business
UEHR 460 – Internship
UESO 128 –Diversity Issues

**Human Services (HS)**

Chestnut Hill College’s Accelerated Adult Degree Program 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:
UESO 101 - Introduction to Sociology
UEMA 103 - Survey of Math
UEPS 109 - Introduction to Psychology
UESO 128 - Diversity Issues
UESO 203 - Social Problems
UEHS 205 - Introduction to Human Services
UEPS 217 - Abnormal Psychology
UEPS 240 - Human Development
UEPS 308 - Theory & Practice of Counseling
UESO 250 - Human Behavior in the Social Environment
UESO 256 - Public Welfare Policy
UEHS 345 - Human Service Methods
UESO 350 - Research Methods
UEHS 399 - Administration of Human Services
UEHS 453 - Senior Seminar

Major Electives: Any four (4) of the following courses:
UEBC 206 - Business Writing and Communications
UEBC 355 - Grant Writing
UECJ 212 - Gender and the Law
UECJ 353 - Juvenile Delinquency
UEHS 400 - Special Topics
UEHS 460 - Internship
UEMG 321 - Managing Non Profit Organizations
UEPS 202 - Educational Psychology
UEPS 245 - Health Psychology: the Mind/Body Connection
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 and Professional Studies to complete a MS degree in Administration of Human Services in the School of Graduate Studies. Students are eligible to apply to the program once they have achieved senior status (completion of 84 credits.) Transfer students must take a minimum of 15 credits at Chestnut Hill College and earn an overall 3.2 GPA in these courses. Each student will be expected to complete the admissions requirements of the School of Graduate Studies and be provisionally accepted into the program before completing the undergraduate degree program. (Formal acceptance will be granted upon receipt of a transcript verifying successful completion of the undergraduate degree program).

Applicants must submit the following:

- Combined Program Application (application fee waived)
- All official college transcripts
  (NOTE: Because of the nature of this program, a 3.2 overall GPA is required.)
  (Transfer students must take a minimum of 15 credits at Chestnut Hill College and earn a 3.2 overall GPA in these courses)
- 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 or complete a satisfactory on-site writing sample
- Submit a Statement of Professional Goals
  (Content and quality of writing evaluated for evidence of satisfactory graduate writing ability.)
- Interview with the Program Coordinator

In addition, international students must:
- Interview with the Director of International Student Services
- Earn acceptable TOEFL scores

Prior or current volunteer or work-related experience in a human services setting is valued but not required.

The Program

Students in the combined program will be advised that two core courses can be selected from the following three (3) graduate course options:

- AHSG 510 Organization Management in Human Services (replacing UEHS 399 Administration of Human Services)
- AHSG 550 Public Policy (replacing UESO 256 Public Welfare Policy)
- AHSG 570 Human Diversity in Human Services (replacing UESO 128 Diversity Issues)
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’s Accelerated Adult Degree Program 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 Core Liberal Arts, 45 credits are required in the major. The Major Requirements are:

- UEMA 103 - Survey of Math
- UEEN 212 - Creative Writing
- UELS 453 - Senior Seminar
- History or Political Science (3 credits)
- Philosophy (6 credits)
- Religious Studies (3 credits)
- Foreign Language (6 credit sequence)
- Fine Arts (6 credits)
- Literature (3 credits)

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

**English** 9 credits
UEEN 201 - Shakespeare I or UEEN 202 - Shakespeare II (3 credits)
American Literature Survey (3 credits)
English Literature Survey (3 credits)

**History** 9 credits
Topics in UEHI 104 - Global History, or
UEHI 141 - American History I or UEHI 142 - American History II (3 credits)
History or Political Science Electives (6 credits)

**Political Science** 9 credits
UEPO 103 - American Federal Government (3 credits)
UEPO 104 - International Studies (3 credits)
Political Science or History Electives (6 credits)
Religious Studies 9 credits
Courses from within three of the following theological areas:
Religious Traditions
Scripture Studies
Morality and Justice
 Doctrine and History
 Liturgy and Spirituality
 Religious Studies Elective

Students may select up to two minors.

Marketing (MK)

Chestnut Hill College’s Accelerated Adult Degree Program 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:
UEMG 201 - Principles of Management
UEMK 201 - Principles of Marketing
UEMA 104 - Mathematics for Business I
UEMA 105 - Mathematics for Business II
UEMA 111 - Probability and Statistics
UEEC 110 - Principles of Macroeconomics
UEEC 110 - Principles of Microeconomics
UEAB 217 - Financial Accounting
UEAB 219 - Managerial Accounting
UEAB 372 - Legal Environment of Business
UEFN 441 - Financial Management
UEMK 220 - Consumer and Buyer Behavior
UEMK 410 - Marketing Research
UEMK 450 - Marketing Strategy Planning and Organization
UEMG 453 - Senior Seminar

Major Electives: Any two (2) of the following courses are required:
UEBC 206 - Business Writing and Communications
UEBC 305 - Intermediate Business Writing and Communications
UEBC 255 - Public Relations
UEMG 307 - Strategic Management
UEMG 340 - International Business
Social Gerontology (SG)

Chestnut Hill College’s Accelerated Adult Degree Program offers a Bachelor of Science in Social Gerontology designed to:

- Prepare students for entry or mid-level positions in agencies and organizations that provide community-based services for older adults.
- Provide students with a broad range of skills to improve the quality of life for older adults residing in senior housing facilities.
- Encourage students to become involved in the development of programs and policies that address issues facing the aging population.
- Prepare students for graduate studies.

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

UESO 101 – Introduction to Sociology
UEMA 103 – Survey of Math
UEPS 109 – Introduction to Psychology
UESO 106 – Aging and Adaptations for Wellness
UESO 114 - Social Gerontology
UESO 128 – Diversity Issues
UESO 250 – Human Behavior in the Social Environment
UESO 256 – Public Policy
UESO 270 – Introduction to the American Healthcare System
UESO 312 – Elder Law Issues
UESO 350 – Research Methods
UEPS 280 – Psychology of Adulthood and Aging
UEHS 453 – Senior Seminar

Major Electives: Any two (3) of the following courses are required:
UEHS 205 - Introduction to Human Services
UEHS/PL 322 - Ethical Issues in Human Services
(This course can also satisfy the Philosophy requirement)
UEHS 345 - Human Service Methods
UEHS 460 - Internship
UEPS 308 - Theory and Practice of Counseling
UESO 203 - Social Problems
UESO 400 - Special Topics

Other Requirements:
UEBI 400 - Special Topics: Basic Anatomy (with emphasis on aging) (This course will satisfy the Science requirement)
UERS 226 - The Meaning of Death and Dying (This course will satisfy one Religious Studies requirement)
Course Descriptions

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 in 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. \textit{Prerequisite: UEAB 219.}

\textbf{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. \textit{Prerequisite: UEAB 322.}

\textbf{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.

\textbf{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. \textit{Prerequisite: UEAB 217.}

\textbf{UEAB 450 Advanced Accounting} 3 credits
A detailed study of accounting topics including business combinations, consolidated financial statements, and intercompany transactions. \textit{Prerequisite: UEAB 302.}

\textbf{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. \textit{Prerequisite: UEAB 302.}

\textbf{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. \textit{Prerequisite: Senior status and completion of all course work required in the major.}

\textbf{UEAB 460 Internship} 3 credits
Fieldwork with approved business firms where meaningful assignments are performed with appropriate training, instruction and supervision. \textit{Prerequisite: junior or senior status.}

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\textbf{Biology (BI)} \\
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\textbf{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.

\textbf{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.

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**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 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. Prerequisite: 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.

UEMG 453 Senior Seminar 3 credits
In seminar format, students explore areas of current interest and research not included in other 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

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 Digital Forensics**

**UEDF 110 Digital Forensics Laboratory I** 3 credits  
In this course, students will conduct acquisitions of digital media, along with documentation necessary to validate the digital evidence in court. Students will learn about data storage media, including both physical and logical components of hard drives. Students will begin extracting and analyzing digital evidence to be used in court.

**UEDF 210 Digital Forensics Laboratory II** 3 credits  
This class continues using the laboratory to recover evidence from forensic copies of evidence. Students will extract data from files and file system metadata. Students will learn how to locate and retrieve data from raw disks and unallocated disk space. Students will also decrypt encrypted files.

**UEDF 221 Digital Forensics Legal Topics I** 3 credits  
This course will instruct students regarding cybercrime laws and statutes involving crimes with computers. It will cover the legal authority required to collect and access digital information. It will look at rules of criminal and civil procedures regarding the use of digital evidence in court, including expert reports and testimony.

**UEDF 241 Digital Forensics Legal Topics II** 3 credits  
This course will take a look at specific legal cases involving digital evidence. Students will learn to conduct legal research and analyze cases for the use of digital evidence and expert witness reports and testimony. This course will cover special cases regarding Constitutional issues regarding the use of digital evidence, such as the 1st, 4th and 5th Amendments.

**UEDF 305 Digital Forensics Laboratory: Network Artifacts** 3 credits  
This course will focus on the recovery and analysis of network related artifacts from digital media. The course teaches students about networks, TCP/IP, local area networks and the Internet. Students will be able to locate and investigate network information retrieved from target systems. In particular, students will conduct examinations and trace emails, investigate the origin of specific phishing scams, analyze browser history files, and determine network connectivity.

**UEDF 391 Digital Forensics: Special Topic Capstone** 3 credits  
This course will include a timely and topical issue impacting digital forensics. Students will use all of the knowledge acquired in other courses in the program to collect, acquire, analyze and report findings on an examination of devices or media commonly involved in civil and criminal legal matters. Review of legal aspects specific to the topic, research, and technology issues related to digital forensics will be explored for the topic.
**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. Prerequisite: 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
In seminar format, students explore areas of current interest and research not included in other 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

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: Successful completion of a college-level math course.

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: Successful completion of a college-level math course.
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 226 Supervision Issues in Childcare 3 credits
Focuses on the skills and sensitivities necessary in professional supervision, a critical aspect of leading an early childhood program. It will begin with a review of the vision and mission of the school developed in Leadership and Administration, the relevance of that vision for recruitment, mentoring, and assessment of teaching. Specific standards and procedures will be discussed for the hiring and releasing of staff as well as clinical supervision and formative evaluation methods. Corresponding appropriate professional development methods will be considered that are responsive to interests as well as needs of staff members, and which are responsive to the mission of the school and aligned with Pennsylvania requirements such as Professional Development Records (PDR’s), Pennsylvania Quality Assurance System (PQAS), and Keystone STARS. Challenges and benefits specific to early childhood settings regarding staffing, such as working with organizational priorities, recruitment and retention, and staff development will be included. Each student will develop a supervisory program model that corresponds to the direction and needs of his/her school.

UEED 227 The Business of Child Care 3 credits
Provides students with the theories and tools necessary in developing a business plan that is both practical and supportive of values and vision. Directors or aspiring directors will be required to examine the visions/mission statements of their schools and determine the necessary procedures for accomplishing these objectives. In order to accomplish this task, students will study specific aspects of business management as they relate to the childcare field. Because of the breadth of possible topics, a survey will be administered to students at the beginning of the course to determine areas needing the most emphasis.

UEED 228 Leadership and Administration 3 credits
Leading an early childhood program requires the abilities necessary to meet demands in at least three main areas of responsibility: management, community-building, and supervision. This foundational course, Part I of a two part series, will focus on management and community-building. Initial considerations will include developing a school vision that will guide all future efforts. Management will include understanding state regulations, adhering to institutional policies, developing budgets, creating schedules, and other tasks that promote a comfortable school climate. Community-building will include building interrelationships among teachers, parents, and children, as well as a communication network with the institutional context and relating to the community at large. Each student will review his/her own current program in order to evaluate success and progress in each of the areas listed above as well as overall institutional health.

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 other advocacy issues.

**UEED 360 Educational Research and Evaluation** 3 credits  
This course provides students with the fundamental aspects and processes of research using a five-step model (Introduction; Literature Review; Methods; Results; Discussion section) to guide development and design of a research paper. Student in this course select a research topic in education particularly as it relates to academic, behavioral, emotional and social issues. Simultaneously, students review, discuss and incorporate into their papers the underpinnings of educational research such as assessment, evaluation, and qualitative methodologies for measurement. Included in this course are the basics of APA Style Standards for writing at the undergraduate level.

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**Education (P4)**

**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**  
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 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 Foundations/Theory Early Childhood Education/Field Experience I** 3 credits  
This course provides a study of early childhood foundations, theory and curriculum for early childhood education. It explores a broad spectrum of theorists, curriculum, and developmentally appropriate practices in an evolving framework for teaching young children. Roles and practices of working with children and families, as well as insights into common early childhood programs. This course provides building blocks for understanding effective practices in early childhood education. It is a framework for preparing teachers for enhancing young children’s learning. This course includes a 20-hour field experience. Students are required to have current PA clearances on the first day of class.
UEP4 204 Methods/Techniques Early Childhood Education/Field Experience II
3 credits
Explores a broad exploration of the roles and practices of working with children and families as well as insights into common early childhood programs. The course provides the building blocks for understanding effective practices in early childhood education with a framework for preparing teachers for enhancing young children’s learning. This course includes a 20-hour field experience. Students are required to have all current PA clearances for the first day of class.

UEP4 207 Early Literacy 3 credits
Presents an analysis of the content, methods, and materials in the design and implementation of PreK-K early literacy curricula in line with the Pennsylvania Department of Education PreK-4 guidelines and NAEYC standards. Using quality children’s literature as a guide, this course explores early literacy acquisition and instruction and instruction for preschool and kindergarten aged children. Strategies for verbal, written, and visual literacy will be examined through the lens of a balanced literacy approach. Current research, diversity of learners, and best practices in early literacy will serve as the foundation for this course.

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, student 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-4 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 Management/Applied Instruction/Field Experience IIIA**
3 credits
Teacher candidates spend 75 hours in a K-4 level classroom. This field experience is a combination of individual tutorials, small group and whole class instruction at the selected grade level. The weekly seminars will cover classroom management, lesson planning, instructional delivery, and professionalism. An emphasis is placed on synthesizing the theories learned with what is occurring in actual practice. Students are required to have current PA clearances on the first day of class. Prerequisite: Formal admission to the Education Department.

**UEP4 420 Clinical Field Experience/Student Teaching PreK-4**
6 credits
The Clinical Field Experience/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. Prerequisites: 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 Clinical/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. Stage V Portfolio will be completed. Co-Requisite: UEP4-420. Prerequisites: 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 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 coursework required in the major.

**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. *Co-Requisite UESP 355.*

**UESP 355 Instruction/Inclusive Environments/Field Experience IIIB** 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** 3 credits
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.

| English (EN) (E) Courses satisfy literature requirement for Education majors. |

**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 227 Women's Literature 3 credits
This course examines literature written by women in English from the mid-19th century to the present, focusing on the causes of the surge of women's writing in the 19th century. The course is designed to help you appreciate women’s achievements as literary artists. You will also strengthen your critical analysis and writing skills as you respond to the various texts we read. (New course Fall 2015)
UEEN 227 Forbidden Books 3 credits
How can a country that places so much value on its Constitution allow censorship? This course will focus on literature that has been repeatedly banned in the United States for a number of reasons. Discussions will focus on the First Amendment to the U.S. Constitution and the role of censorship as it relates to our freedom to read. We will examine the connection between free speech and the freedom to read by analyzing a few texts that have been banned in the past 100 years. In addition, we will try to answer the question, who is being “saved” by the would-be censors? (New course Fall 2015.)

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 248 – Irish Literature 3 credits
This course is a study of representative drama, fiction, and poetry from the writers of the Celtic Movement in the early 20th century to the new voices of contemporary Ireland. We will examine how some of the most important Irish writers in the 20th century have questioned what it means to be Irish. In representing versions of Irishness, they take up issues like national identity, political violence, the rights of women, the role of religion, and the effects of modernization, which matter not only to the Irish but also to all people.

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.
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 bookmaking 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.

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

### UEFL (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 Introduction 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. **Prerequisite UEFL 102**

**UEFL 220 Spanish for the Career World** 3 credits
This course is designed to help students become proficient in basic, everyday conversation and communication skills in his/her field of study. Students will learn how to deal with Spanish-speaking clients in work settings.

**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 Pax, 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.

**UEHG 453 Senior Seminar** 3 credits
In seminar format, students explore areas of current interest and research not included in other 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**

**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)

**UEHI 104 Topics in the Modern World History** 3 credits
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.

**UEHI 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
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
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 20th 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
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
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
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
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
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
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
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, Satajit Ray, and Bunuel.

**UEHI 278 History of Warfare** 3 credits
Examines the history of war as well as military history and the interaction between society and military institutions, technology, and techniques. The course will study the inter-relationships of warfare, technology, and society in World History. It will also consider the transformation of military technology and how that has impacted upon the state and society. Conversely, the course will investigate how political and societal changes have influenced the nature of warfare in World history.

**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.

**UEMG 453 Senior Seminar** 3 credits
In seminar format, students explore areas of current interest and research not included in other 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.*

**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 322 Ethical Issues in Human Services** 3 credits
This course provides an in-depth analysis of real life situations that involve personal beliefs, values, ethics, and moral dilemmas that challenge human service professionals in their interactions with clients, students, co-workers, supervisors and other service providers. The course relies on the National Organization of Human Services (NOHS) Code of Ethics as the foundation for critical thinking and decision-making activities.

**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
In seminar format, students explore areas of current interest and research not included in other 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.

UEHS 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 (All Majors) 3 credits
In seminar format, students explore areas of current interest and research not included in other 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.

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 307 Strategic Management 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. Prerequisites: UEAB 219 and UEMA 104.

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. 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.

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
In seminar format, students explore areas of current interest and research not included in other 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.

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.

UEMG 453 Senior Seminar 3 credits
In seminar format, students explore areas of current interest and research not included in other 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.

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 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. *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.

**UEPL 322 Ethical Issues in Human Services** 3 credits
This course provides an in-depth analysis of real life situations that involve personal beliefs, values, ethics, and moral dilemmas that challenge human service professionals in their interactions with clients, students, co-workers, supervisors and other service providers. The course relies on the National Organization of Human Services (NOHS) Code of Ethics as the foundation for critical thinking and decision-making activities.

**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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>UEPO 103</td>
<td>American Federal Government</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>UEPO 104</td>
<td>International Studies</td>
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<td>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.</td>
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<tr>
<td>UEPO 201</td>
<td>Classical Political Thought: Constitutionalism and Human Rights</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>UEPO 202</td>
<td>Modern Political Thought: Totalitarianism and Human Rights</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>UEPO/CJ 203</td>
<td>Civil Liberties</td>
<td>3</td>
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<td></td>
<td>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.</td>
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<tr>
<td>UEPO 330</td>
<td>Constitutional Law and Public Policy</td>
<td>3</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>UEPO/MG 350</td>
<td>Government and Business</td>
<td>3</td>
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<td></td>
<td>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.</td>
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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
Presents comprehensive multidisciplinary array of theories, facts and practical knowledge in early child development through a variety of materials and media. 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. *Prerequisite: UEPS 109.*

**UEPS 203/UEP4 201 Psychology of Child Development** 3 credits
Focuses on 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. *Prerequisite: UEPS 109.*

**UEPS 204 Psychology of Adolescent Development** 3 credits
Examines the cognitive, emotional, physiological, sexual, and social developments that occur during adolescence. Emphasizes the psychosocial and environmental factors that increase adolescent risk of abuse, addiction, alienation, delinquency, mental illness, and violence. *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. *Prerequisite: UEPS 109.*

**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 250 Social Psychology** 3 credits
The study of how an individual’s thoughts, feelings, and behaviors are affected by social influences. Topics include: persuasion; conformity; obedience; liking, loving, and interpersonal attraction; self-concept; social cognition; prosocial behavior; and prejudice.  
*Prerequisite: UEPS 109.*

**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 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.*

**UEPS 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 psychology courses.

**Religious Studies (RS)**

**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 include: 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.

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.

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.

UERS 241 Women in the Christian Tradition 3 credits

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.

UERS 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 religious study courses.

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 128 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 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.
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Library
  Fax (215) 248-7050
  Email helpdesk@chc.edu
Counseling Center
  Fax (215) 248-7104
  Email helpdesk@chc.edu
Math Center
  Fax (215) 248-7088
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  Email ndachill@chc.edu
Paging Desk (Security)
  Fax (215) 248-7090
  Email ndachill@chc.edu
Student Financial Services
  Fax (215) 248-7182
  Email finaid@chc.edu
Student Accounts
  Fax (215) 248-7116
  Email accounts@chc.edu
Travel Directions

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.
Offsite Locations

Bonner & Prendergast Catholic High School
403 N. Lansdowne Ave.
Drexel Hill, PA 19026

Father Judge High School
3301 Solly Ave.
Philadelphia, PA 19136

Montgomery County Community College (Blue Bell)
340 DeKalb Pike
Blue Bell, PA  19422

Montgomery County Community College (Pottstown)
16 High Street
Pottstown, PA  19464