CHESTNUT HILL COLLEGE

School of Continuing & Professional Studies Catalog

2026-2027 Academic Year



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2026-2027
Academic Calendar - Adult Accelerated Degree Program

Fall 2026

Accelerated Fall I (August 31- October 24)

Last day to add courses on myCHC	30-Aug
Classes begin	**31-Aug**
Last day to drop courses on myCHC (100% tuition refund)	6-Sep
Withdrawal period begins (student receives a 'W')	7-Sep
Labor Day / No Classes	7-Sep
Last day to withdraw from courses with 80% tuition refund	12-Sep
Last day to withdraw from courses with 60% tuition refund	19-Sep
Last day to make-up work for Incomplete grades for Summer 2	25-Sep
Last day to withdraw from courses with 40% tuition refund	26-Sep
Last day to withdraw without failure	**26-Sep**
Last day to request Exit Interview for December Graduates	9-Oct
Classes end	**24-Oct**
Final Grades due at 4:00 P.M.	**26-Oct**

Accelerated Fall II (October 26 - December 19)

Last day to add courses on myCHC	25-Oct
Classes begin	**26-Oct**
Last day to drop courses on myCHC (100% tuition refund)	1-Nov
Withdrawal period begins (student receives a 'W')	2-Nov
Spring course registration begins on myCHC at 8:00 a.m.	2-Nov
Last day to withdraw from courses with 80% tuition refund	7-Nov
Last day to withdraw from courses with 60% tuition refund	14-Nov
Last day to withdraw from courses with 40% tuition refund	21-Nov
Last day to withdraw without failure	**21-Nov**
HOLIDAY--Thanksgiving--NO CLASSES	25-27 Nov
Last day to submit makeup incomplete grades for Fall 1	30-Nov
Classes end	**19-Dec**
Final Grades due at 4:00 P.M.	**21-Dec**
Degree conferral	23-Dec

Spring 2027

Accelerated Spring I (January 11 - March 6)

Last day to add courses on myCHC	10-Jan
Classes begin	**11-Jan**
Last day to drop courses on myCHC (100% tuition refund)	17-Jan
Withdrawal period begins (student receives 'W')	18-Jan
Martin Luther King Day / No Classes	18-Jan
Last day to make up incomplete grades for Fall 2	22-Jan
Last day to withdraw from courses with 80% tuition refund	23-Jan
Last day to withdraw from courses with 60% tuition refund	30-Jan
Last day to withdraw from courses with 40% tuition refund	6-Feb
Last day to withdraw without failure	**6-Feb**
Last day to request Exit Interview for May Graduation	19-Feb
Classes end	**6-Mar**
Final Grades due at 4:00 P.M.	**8-Mar**

Accelerated Spring II (March 8 - May 1)

Last day to add courses on myCHC	7-Mar
Classes begin	**8-Mar**
Last day to drop courses on myCHC (100% tuition refund)	14-Mar
Withdrawal period begins (student receives 'W')	15-Mar
Summer registration begins on myCHC at 8:00 a.m.	15-Mar
Last day to withdraw from courses with 80% tuition refund	20-Mar
Last day to withdraw from courses with 60% tuition refund	27-Mar
Last day to withdraw from courses with 40% tuition refund	3-Apr
Last day to withdraw without failure (student receives no tuition refund)	**3-Apr**
Easter Holiday / No Classes	25-29 Mar
Last day to make up incomplete grades from Spring 1	9-Apr
Classes end	**1-May**
Final Grades due at 4:00 P.M.	**3-May**
Commencement Procession 10:30 AM/Commencement 11:00 AM	15-May
Degree conferral	15-May

Summer 2027

Accelerated Summer I (May 3 - June 26)

Last day to add courses on myCHC	2-May
Classes begin	**3-May**
Last day to drop courses on myCHC (100% tuition refund)	9-May
Withdrawal period begins (student receives 'W')	10-May
Last day to withdraw from courses with 80% tuition refund	15-May
Last day to withdraw from courses with 60% tuition refund	22-May
Last day to withdraw from courses with 40% tuition refund	29-May
Last day to withdraw without failure	**29-May**
HOLIDAY--Memorial Day--NO CLASSES	31-May
Last day to make up incomplete grades from Spring 2	4-Jun
Last day to request Exit interview for August Graduates	11-Jan

Juneteenth / No Classes	19-Jun
Classes end	**26-Jun**
Final Grades due at 4:00 P.M.	**28-Jun**

Accelerated Summer II (June 28 - August 21)

Last day to add courses on myCHC	27-Jun
Last day to drop courses on myCHC with 100% tuition refund	27-Jun
Classes begin	**28-Jun**
Independence Day Holiday / No Classes	4-Jul
Last day to drop courses on myCHC (100% tuition refund)	4-Jul
Withdrawal period begins (student receives 'W')	5-Jul
Fall registration begins on myCHC at 8:00 a.m.	6-Jul
Last day to withdraw from courses with 80% tuition refund	10-Jul
Last day to withdraw from courses with 60% tuition refund	17-Jul
Last day to withdraw from courses with 40% tuition refund	24-Jul
Last day to withdraw without failure	**24-Jul**
Last day to make up incomplete grades from Summer 1	31-Jul
Classes end	**21-Aug**
Final Grades due at 4:00 P.M.	**23-Aug**
Degree conferral	24-Aug

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's School of Continuing and Professional Studies 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, 2026. 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

Chestnut Hill College, an inclusive Catholic community rooted in and animated by the Mission of the Sisters of Saint Joseph, is committed to transformative holistic education, just relationships, innovative thinking and responsible action toward a more unified global society and sustainable Earth.

> Grounded in our strong liberal arts tradition and attentive to the need for informed professional education, Chestnut Hill College, founded in 1924, offers academic degree programs of excellence in undergraduate, graduate, and continuing studies.
> Faithful to our Catholic heritage and intellectual tradition, Chestnut Hill College espouses/partners the beliefs and values inherent in the Abrahamic faith traditions, and welcomes and respects the contributions made by other faiths in the development of the whole person. We nurture integrity, spirituality, and dedication to justice in and for all. We value and commit to engage in the work of diversity, equity, and inclusion.

Approved by the Chestnut Hill College Board of Directors March 15, 2021

Core Values

Transformative Holistic Education

We Live This Value By:

- Pursuing academic excellence through interdisciplinary learning
- Offering challenging academic programs with a global emphasis
- Providing opportunities for self-discovery and personal growth

Just Relationships

We Live This Value By:

- Honoring the dignity of all persons and fostering mutual partnerships

- Celebrating one another's potential and achievements
- Creating an inclusive community which prioritizes diversity, equity, inclusion, and truth

Innovative Thinking
We Live This Value By:
- Cultivating lively forums for intellectual and cultural pursuits
- Expanding perspectives through mentor and peer relationships
- Imagining creative and courageous solutions which respond to local and global challenges

Responsible Action
We Live This Value By:

- Living and learning according to ethical standards
- Engaging in dialogue and service pertaining to human dignity and social justice
- Upholding our responsibility as stewards of Earth

Animated Spiritual Life
We Live This Value By:

- Promoting the Sisters of Saint Joseph's mission of unity, reconciliation, and active inclusive love
- Providing opportunities for spiritual growth through reflection, pastoral accompaniment, Catholic liturgy, and sacramental life
- Fostering spaces of interfaith dialogue and prayer which uplift our religious diversity

Approved by the Chestnut Hill College Board of Directors May, 2022

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.

1. ***ORAL AND WRITTEN 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.

2. ***SCIENTIFIC AND QUANTITATIVE REASONING***: Students will demonstrate the ability to use quantitative analysis of data as the basis to draw meaningful conclusions. Students will be encouraged to understand and create sophisticated arguments supported by quantitative evidence and community those arguments in a variety of formats (words, tables, graphs, mathematical expressions, etc.)

3. ***CRITICAL ANALYSIS AND REASONING***: 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.

4. ***TECHNOLOGICAL COMPETENCY***: Students will demonstrate the ability to work with different technology tools and to integrate the tools in supporting their oral and/or written communication, creative expression and critical thinking and analysis.

5. ***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.

6. ***VALUES, ETHICS AND DIVERSE PERSPECTIVES***
   A. Study of values: Students will demonstrate evidence of their ability to assess their own values, as well as an understanding of the complexities of elements important to members of another culture in relation to its history, values, politics, communication styles, economy or religious beliefs and practices.

   B. Study of ethics: Students will demonstrate evidence of their ability to assess their own ethical values and the social context of problems, identify ethical issues in a variety of settings, and analyze how different ethical perspectives may be applied to ethical dilemmas and consider the ramifications of alternative actions.

   C. Study of diverse perspectives: Students will demonstrate evidence of adjustment in their own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Students will be encouraged to use or reflect on experiential and other activities and link them to the values, principles and needs of local, national and international contexts.

Ratified by the Chestnut Hill College Community in March 2025.

Academic Integrity 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 College community of scholars. Academic integrity promotes trust, mutual respect, cooperation, and the advancement of learning. Academic integrity requires:

- Careful and thorough preparation for courses, including reading, completion of assignments, finding required background material, and reflecting on relevant issues.
- Regular and prompt attendance for the entire course session unless there is a serious reason for absence.
- Effort to maintain careful and focused attention during class.
- Participation in course 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 instructor.

Academic Policy on Artificial Intelligence Technology

Background

Artificial intelligence (AI) tools are built into many applications and programs used on a regular basis in academic and professional settings.

As noted in the Academic Integrity Policy, the use of generative artificial intelligence tools should not be used in the completion of course assignments unless an instructor explicitly authorizes their use. Thus, it is understood that it is the right of each faculty member to determine whether they would like to use generative artificial intelligence tools in their courses. This policy is to create guidance for the use of generative artificial intelligence and includes a list of tools with uses, how to cite the use of generative artificial intelligence tools, and sample language for syllabi regarding the use of generative artificial intelligence tools.

Default Policy

The default guidelines on the use of generative AI tools in courses is that such tools are *not permitted*. Below are important exceptions to this statement:

i. Library database searches and generative assistance with citation tools, such as easybib.

ii. Generative searches in browser.

iii. Editing assistance built into Microsoft Word and other products that the college provides.

iv. Certain exceptions will apply for students with disabilities. Students requesting or requiring accommodations are encouraged to contact the Center for Accessibility and Learning Services (CALS).

Appendix A ("AI Tools: Scope and Use") includes a list of AI tools that are approved for use in coursework by default, unless such usage contradicts instructor guidance on coursework completion.

Faculty Rights and Responsibilities

It is the faculty's right to decide whether generative artificial intelligence tools are permitted in the course. Certain exceptions will apply as identified in the *Default Policy* section and specifically for students who require accommodation as documented by the Center for Accessibility and Learning Services (CALS). It is the responsibility of the faculty to have a clearly written description of the use of AI tools on the course syllabus, including use of AI detection tools. Appendix B ("AI Tools: Sample Syllabi Language") provides sample syllabi language for faculty to use on their course syllabus.

If AI tools are permitted, then faculty are responsible for communicating precisely the conditions and criteria for use. It is also expected that faculty will describe precisely how students are expected to attribute and cite the use of AI tools. If AI detection tools are used, it is the faculty member's responsibility to use the detection tool carefully and with adequate knowledge of how the detection tool is operating. Appendix C ("AI Tools: Citation of Use") provides sample syllabi language for faculty to use on their course syllabus

Student Rights and Responsibilities

Certain exceptions will apply for students who require accommodation as documented following the process established by the Center for Accessibility and Learning Services (CALS). An exception is any tool approved for use in the student's accommodation plan from CALS.

It is the responsibility of the student to read, understand, and seek clarification from the instructor where necessary on the instructor's written and verbal descriptions of the acceptable use of AI in the course. If usage of AI tool(s) is permitted by the instructor, students are obligated to follow the instructor's guidance regarding the nature of that usage.

If usage of AI tool(s) is permitted by the instructor, students are obligated to follow the instructor's guidance regarding if and how that usage is to be attributed and cited in the submitted work. If no attribution or citation guidance is given by the instructor, the students should adopt the style typically used in the discipline most closely aligned with the course. Appendix C ("AI Tools: Citation of Use") aims to assist students with the various citation rules and styles for AI and AI tools.

If usage of AI tool(s) is permitted by the instructor, the final work product submitted is the student's responsibility. It is important that students are aware that AI generated content may be false or biased, and students assume ownership of and responsibility for submitted work that may be violative of other college policies. Inappropriate or offensive content may be reported to Vice President of Academic Affairs for consideration of appropriate next steps, if any.

Definitions

ARTIFICIAL INTELLIGENCE (AI). The following definition is from the **IEEE-USA Board of Directors**: "The theory and development of computer systems able to perform tasks normally requiring human intelligence such as, visual perception, speech recognition, learning, decision-making, and natural language processing."

ARTIFICIAL INTELLIGENCE TOOL (AI Tool). Any platform (i.e., any computer [hardware] or program [software], or any part of a piece of hardware or software), in which artificial intelligence is leveraged to assist the user of the platform with a user-specified task. It is recognized that this definition is broad in scope; the justification for this breadth is the fact that many platforms already incorporate artificial intelligence, and it is anticipated that this breadth of adoption will only grow in the future. Appendix A "AI Tools: Scope and Use" presents a partial current snapshot of this landscape, with the recognition it will require regular updates to maintain relevance.

AI DETECTION TOOL. Any platform (i.e., any computer [hardware] or program [software], or any part of a piece of hardware or software) intended to assess whether AI or an AI Tool has been used to create a digital object (e.g., text, audio, image, video).

CHATBOTS. AI systems are designed to automatically interact through the interpretation of natural language.

AUTOMATIC WRITING EVALUATION. AI-driven systems that use natural language processing to automatically provide feedback on written text submitted to the system.

INTELLIGENT TUTORING SYSTEMS (ITS). AI-driven tools that can provide step-by-step tutorials, learning exercises, recommendations, prompts, and assessments, individualized for learners.

Appendix A - AI Tools: Scope and Use

Artificial intelligence (AI) is available across a range of platforms and the technology is changing rapidly. Depending on the specific course, the use of AI may be expected or restricted. In addition, AI generated content may be inaccurate, biased, unethical, or offensive. Students assume responsibility for the content generated by AI.

1. STANDARD ALLOWED TOOLS

The AI tools identified on this list are considered standard and allowed in all classes, unless otherwise noted by the course instructor. If a student uses one or more of these tools across all courses, they should consult with their instructors.

a. Writing Support: Microsoft Office Spell Check, Editor and other editing tools.
b. Voice Support & Control: Alexa, Siri, Dragon Naturally Speak, speak to text.
c. Search Engine Support: Bing, Google, Chrome, Edge to conduct and refine research.
d. Presentation Support: Live captioning.

e. Notebook Functions: Note taking, note organization.

f. Library/Research Support: Library databases and citation tools, like easybib.

g. Other Support: planning, time management, scheduling, etc.

2. AI TOOLS - INSTRUCTOR PERMISSION REQUIRED

This list includes examples of AI tools used to create student content that are allowed only with instructor permission. The type of content created is divided into two categories: *AI assisted content* and *AI generated content*. When AI tools are permitted for these purposes, the student is responsible for following the necessary citation and attribution guidelines.

AI Assisted Content

a. Outlining Services – Develops an outline for a paper or assignment.

b. Co-pilots – Used to help generate ideas, provide predictive speech, etc.

c. Summary Services – Summarizes texts.

d. Feedback Services – Provides real-time feedback, simulate grading, or reflect on answer prompts.

e. Editing Services – Editing, revising or coding for an assignment beyond the capacity of one of the tools in the Standard Allowed list.

AI Generated Content

a. Sandboxes – Controlled digital environment to research AI behavior or impact on systems or models to identify and mitigate risk.

b. Paper Writing – Creates the content for a specific paper or assignment.

c. Image Generation – Creates images based on student prompt.

d. Problem Solving – Generates step-by-step solutions to mathematical or science-based problem.

e. Digital Analysis – Used for analysis of studies and intellectual properties.

f. Code Generation – Generates specific code based on student prompt.

g. Deep Fakes – Creates fake stories, images, etc., based on student prompt.

Appendix B - AI Tools: Sample Syllabi Language

EXAMPLE #1 (use of AI tools is forbidden):

PERMITTED USE OF ARTIFICIAL INTELLIGENCE TOOLS IN THIS COURSE:

Artificial intelligence tools such as large language models (e.g., ChatGPT) are not permitted to be used in preparing submitted work for this course.

EXAMPLE #2 (use of AI tools is allowed in some cases):

PERMITTED USE OF ARTIFICIAL INTELLIGENCE TOOLS IN THIS COURSE:

Artificial intelligence tools such as large language models (e.g., ChatGPT) are permitted to be used in preparing submitted work for some parts of this course. Please see the instructions for Assignments 1 and 2, for which the usage of such tools is encouraged. Such tools are not permitted to be used in preparing submissions for Assignments 3 and 4. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI.

EXAMPLE #3 (use of AI tools is encouraged):

PERMITTED USE OF ARTIFICIAL INTELLIGENCE TOOLS IN THIS COURSE:

Artificial intelligence tools such as large language models (e.g., ChatGPT) are encouraged to prepare submitted work for this course's assignments. Please see the instructions for usage included with each assignment. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI.

EXAMPLE #4 (use of AI detection tools):

USE OF AI DETECTION TOOLS USED IN THIS COURSE:

Student work may be submitted to AI or plagiarism detection tools to ensure that student work product is human created. The submission of AI generated answers is a violation of the Academic Integrity Policy.

REFERENCES:

• Kevin Gannon, "Should you add an AI policy to your syllabus," Chronicle of Higher Education, July 31, 2023, https://www.chronicle.com/article/should-you-add-an-ai-policy-to-your-syllabus.

• Lance Eaton, "Classroom Policies for AI Generative Tools," Google Docs, accessed February 23, *2024*.

Appendix C - AI Tools: Citation of Use

If AI use is permitted in your class, it is important that you distinguish your original work from work generated by AI or created collaboratively with AI. You should cite to the AI Tool that you used whenever your instructor requires citation or when are using content entirely or partially created by AI at any stage during the assignment creation process from idea generation to final assignment turned in for a grade. This includes content that you have substantively edited or paraphrased.

The American Psychological Association, Chicago Manual of Style, and the Modern Language Association have all responded to the use of AI tools by providing citation rules and examples. While all of these provided blog posts use ChatGPT as an example, the

format provided will work with all available AI tools. Below is an example from each style manual.

Further examples, including both long and short prompts, are available in this library guide: https://klinelaw.libguides.com/aiclasspolicy. ChatGPT and many other AI tools also offer a method to share your session transcripts with your instructor.

American Psychological Association (APA):

The APA does not include the prompt in its citation format because it recommends that the prompt and response either be included in the text itself, the methods section of the paper, or in an appendix.

Author (usually the AI Tool creator). (Year). AI Tool Name (Version) [Type of AI Tool]. Source/URL. OpenAI, (2023).

DALL-E (Version 2) [Image Creation].
https://labs.openai.com/s/kfFtTxaEp59wKHA9nVcA9Z15

In-text: When given the prompt "A dinner with three female friends in a science fiction landscape in the style of Salvatore Dali," DALL-E generated an image with four females having dinner at a table (OpenAI, 2023).

Chicago Manual of Style:

Author, Prompt, Date Text Generated, AI Tool Creator, URL (optional).

ChatGPT, response to "Can you remove the redundant HTML code from these documents and change all instances of beta.regulations.gov to www.regulations.gov, please?", July 28, 2023, OpenAI, http://chat.openai.com/.

Modern Language Association:

"Descriptive Title (typically the prompt)" prompt, Name of AI Tool, Version, AI Tool Creator, Date, Location.

"Write a joke about a lawyer, a professor, and an undergraduate" prompt using personality stand-up comedian, Chatsonic, 31 July 2023 Version, Writesonic, 31 July 2023, https://app.writesonic.com/.

Unless your instructor requires a different method, you should also include a transcript of your interaction with the AI tool as an additional attachment or appendix when you submit your assignment. Depending on the discipline and assignment, it may also be appropriate to include specific information on your prompts and results in the assignment's methods section.

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. The use of generative artificial

intelligence tools should not be used in the completion of course assignments unless an instructor explicitly authorizes their use.

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

- Using material or data not specifically allowed by the instructor during the taking of an examination, test or quiz, such as:
    - material written by another student with or without his or her knowledge
    - cheat sheets whether on paper or electronic
    - textbooks and/or notes
    - unauthorized use of calculators, phones, watches or any other unauthorized aid.

- Collaborating during an in-class or on-line examination, test or quiz, either in the giving or receiving of information or improper collaboration.

- Using textbooks, materials or assistance outside the directions of the instructor on a take-home examination or laboratory report.

- Stealing, using or transmitting verbally, electronically, or otherwise, examinations, tests, quizzes or portions thereof, or other likewise confidential information before or during the time of the exam.

- Stealing, receiving, or transmitting verbally, electronically, or otherwise, assignments to/from other students.

- Submitting for a grade in one course any material previously or simultaneously submitted for a grade in another course without documented authorization from both instructors.

- Substituting for another student or permitting any other person to substitute for oneself to take a test or examination.

- Falsifying laboratory or research data or results.

- Falsifying or inventing bibliographical entries.

- Withholding knowledge of cheating or plagiarism.

- Knowingly participating in another student's act of cheating or plagiarism.

- Willfully committing, aiding, or abetting any act of cheating.

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 will be deemed acts of plagiarism, though this list is not exhaustive:

- Presenting published or unpublished work prepared by others, or dictated by others, as one's own, including papers purchased or borrowed from any person or organization.

- Presenting, as one's own, reports, assignments, or exercises copied from or dictated by others.

- Incorporating formal lecture notes, on-line course material, or information from textbooks into one's own work without acknowledgement and thus presenting them as original.

- Presenting, as one's own, computer solutions, multi-media projects, or computer programs developed by someone else.

- Copying multimedia objects (videos, audio files, animations, presentations, websites, blogs, wikis, discussion posts, e-publications, e-portfolios, etc.) without appropriate citation, and presenting this as one's own original work.

- Copying the ideas and/or language of any other person or persons, without appropriate citation or acknowledgement, and presenting this as one's own original work.

- Willfully committing, aiding or abetting any act of plagiarism.

Penalties

Instructors 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 School of Continuing and Professional Studies (SCPS) Administrator. The Administrator'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

An instructor may impose any of the penalties A through D at his/her discretion; however, the instructor should first check with the SCPS Administrator to determine whether the student has previous infractions of Academic Integrity. When imposing a penalty, the instructor must complete the *Violation of Academic Integrity Form*, available in the Office of the SCPS Administrator.

Penalty E is enacted by the SCPS Administrator 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 SCPS Administrator. Even a first offense, if severe, may incur these penalties. No student held responsible for violations of Academic Integrity during a given semester or academic year will be eligible for inclusion on the Dean's List.

Students found responsible for an academic integrity violation may lose other honors.

Appeals

A student reported to the SCPS Administrator for a violation of Academic Integrity may appeal the charge according to the following procedure:

- 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 determines that a violation of Academic Integrity has occurred, he or she will complete the appropriate form and submit the form to the Administrator.
- If the student disagrees with the charge, he or she will have three weeks from receipt of notification to present an appeal in a signed letter to the Administrator. 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.
- . In the SCPS, the appeals board will be composed of four members: the SCPS Administrator, the Chair of Academic Standards committee, one other faculty member and a student, both appointed by the SCPS Administrator. The SCPS Administrator will moderate the discussion but will not vote.
- If the case is brought to the Appeals Board, both student and faculty member will submit relevant evidence (including a list of witnesses) to the office of the SCPS Administrator three working days before the hearing. If more than one student is involved, each will have a separate hearing. No attorneys or parents/guardians are to be present at this hearing. Only individuals approved by the SCPS Administrator may be present at the hearing.
- 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 SCPS Administrator will communicate the decision to the student within ten working days of the hearing.

Philosophy

Chestnut Hill College's Accelerated Adult Degree Program (AADP) in the School of Continuing and Professional Studies offers evening fast-track degrees to working adults. This alternative degree delivery model provides the opportunity 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 is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE or the Commission) www.msche.org. Chestnut Hill College's accreditation status is Accreditation Reaffirmed. The

Commission's most recent action on the institution's accreditation status on June 27, 2024 was to reaffirm accreditation. MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States.

The Middle States Commission on Higher Education can be reached at 1007 North Orange Street, 4th Floor, MB#166, Wilmington, DE 19801-3624; Telephone: 267.284.5000.

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 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 Clinical and Counseling Psychology program is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC). Contact Information for MPCAC is Phone: 518-369-1472; Postal Mail: 595 New Loudon Road #265 Latham, New York 12110. The master's program is designed to prepare students who seek Licensed Professional Counselor (LPC) or Licensed Marriage and Family Therapist (LMFT) certification in Pennsylvania and many other states (check each state's board requirements). 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 an affiliate of the American Montessori Society (AMS) and is accredited by the Montessori Accreditation Counsel for Teacher Education (MACTE).

Admissions

Individuals can obtain admission and course registration information by contacting the Accelerated Adult Degree Program, Office of Admissions at adultdegree@chc.edu or by visiting the College's website at www.chc.edu

Steps to Apply

FIRST YEAR Requirements:
- Complete Accelerated Adult Degree Program Application
- Submit official high school transcript or GED to adultdegree@chc.edu

TRANSFER Requirements:
- Complete Accelerated Adult Degree Program Application
- Submit official college transcript(s) from all previous institutions to adultdegree@chc.edu
- High school transcript (or diploma) or GED required if an associate's degree has not been earned

If unable to submit transcripts electronically, official transcript(s) can be forwarded directly to:

Chestnut Hill College
Attn: Accelerated Adult Degree Program Admissions
9601 Germantown Avenue
Philadelphia, PA 19118

Contact the Office of Admissions at adultdegree@chc.edu
or call 215-248-7001 for additional information.

International Students
International students follow all admission requirements as stated in the Admissions 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 Associate Director of Global Education when applying for admission.

The Accelerated Adult Degree Program

The **Accelerated Adult Degree Program at Chestnut Hill College** is designed to support adult students who want to earn a degree to satisfy a personal goal or to advance in their careers.

At Chestnut Hill College, we combine online and hybrid classes to create a balanced education, perfect for all students. We have academic and supportive advisors to help you on your journey.

The program offers nine bachelor's degrees with courses scheduled in an 8-week format. Synchronous classes are conveniently offered in the evenings (6pm-9pm) to fit your busy schedule.

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. The SCPS

Administrator 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:

- Business Management (B.S.)
- Business Communications (B.S.)(BC transfer students only)
- Childcare Management (B.S.)
- Criminal Justice (B.S.) (CJ transfer students only)
- Early Childhood Studies (non-certification)
- Early Childhood Studies with Montessori Early Childhood Credential
- Early Childhood Studies with Montessori Infant Toddler Credential
- Human Services (B.S.)
- Liberal Studies (B.A.)

Second Degree

Chestnut Hill College will grant a second baccalaureate degree to a student with a baccalaureate degree from Chestnut Hill College or another accredited institution, and who wishes 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 College, Camden County College, Community College of Philadelphia, Delaware County Community College, Harcum College, Harrisburg Area Community College, Lehigh Carbon Community College, Luzerne County Community College, Manor College, Montgomery County Community College, Northampton County Community College, Raritan Valley Community College, Reading Area Community College, Pennsylvania Institute of Technology and Valley Forge Military College. Please contact the Office of Admissions at 215- 248-7001 or email adultdegree@chc.edu 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.

- ACTS Retirement-Life Communities, employees, their spouses/partners and dependents

- Allied Universal Security Services employees, their spouses/partners and dependents
- Bucks-Mont Collaborative, organizational member employees, their spouses/partners and dependents
- Citadel Federal Credit Union employees, their spouses/partners and dependents
- Catholic Charities of Philadelphia employees, their spouses/partners and dependents
- City of Philadelphia employees, their spouses/partners and dependents
- Correction Officers
- Eagleville Hospital employees
- Einstein Health Center employees
- Gaudenzia employees, their spouses/partners and dependents
- Graduate! Philadelphia, comebackers, their spouses/partners and dependents
- Horizon House employees, their spouses/partners and dependents
- Independence Blue Cross employees, their spouses/partners and dependents
- KenCrest employees, their spouses/partners and dependents
- Leading AgePA organizational member employees, their spouses/partners and dependents
- One Bright Ray Community High School graduates, their spouses/partners and dependents
- Philadelphia Housing Authority, employees and employees of its subsidiaries, their spouses/partners and dependents
- Police Officers, their spouses/partners and dependents
- PJA/Prism Graduates
- SSJ institutional employees
- SEPTA employees, their spouses/partners and dependents
- Silver Spring Martin Luther Schools employees, their spouses/partners and dependents
- Spring Education Group employees, their spouses/partners and dependents
- St. Edmond's Home for Children employees, their spouses/partners and dependents
- The Communities of Don Guanella/Divine Providence employees, their spouses/partners and dependents
- The Progressions Companies, Inc. employees, their spouses/partners and dependents
- TriCounty Community Network (TCN) organizational member employees, their spouses/partners and dependents
- Warwick Family Services employees, their spouses/partners and dependents
- Wawa associates, their spouses/partners and dependents
- Veterans, their spouses/partners and dependent children
- YMCA of Greater Brandywine employees, their spouses/partners and dependent children

Academic Policies and Procedures

It is the student's responsibility 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.

Academic Probation/Dismissal

Students in SCPS must maintain a cumulative GPA of 2.0 or greater to remain in good academic standing or they will be placed on academic probation. 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 SCPS Administrator 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 School of Continuing and Professional Studies, Accelerated Adult Degree Program. Students are given two semesters to make academic progress and raise their cumulative GPA to a 2.0. 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. Before a student can be reinstated they must complete and submit an Academic Progress Plan including a statement about what specific actions the students will be taking to assure academic success. This plan must be approved by the SCPS Administrator.

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 Administrator or the Vice President for Academic Affairs 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. Chestnut Hill College reviews transfer courses in which a grade of "C" or higher has been earned for application towards the degree. 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

The Dean's List for full-time students (those taking a minimum of 12 credits per semester 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 is 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 is not being held responsible for violations of academic integrity during that 12-month period.

Honor Societies/Awards

Alpha Alpha Alpha (Tri Alpha)

All first-generation college students, graduate students, faculty, staff, and alumni of CHC are eligible to join the Delta Zeta Chapter of the Tri-Alpha Honor Society. In order to be eligible, students must have earned at least 30 credits and have earned a 3.2 GPA. And, neither of the student's parents, stepparents, or legal guardians have completed a bachelor's degree.

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 twenty-four graded semester credits. Members shall be selected only from the highest 20% of the junior/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 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.*

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 accomplishments and 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 four 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 School of Continuing and Professional Studies, AADP.*****

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 School of Continuing and Professional Studies, AADP*****

*****Class ranking, GPA and class will be determined at time of invitation.

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.

Acceptable Academic Standing

An AADP student is said to be in acceptable academic standing if she/he earns the minimum applicable cumulative GPA of 2.0. Failure to maintain the applicable cumulative GPA may result in a change of major or academic dismissal from the School of Continuing and Professional Studies.

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, will be dropped. Attendance is taken and recorded at each class meeting, including labs (if applicable). Students enrolled in a hybrid/online class will be considered absent if they fail to log into Canvas 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 School of Continuing and Professional Studies 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.

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 Associate Registrar at scheetzm@chc.edu. 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 Associate Registrar at scheetzm@chc.edu. An Academic Advisor must approve all registration changes.

Military Students

Chestnut Hill College requires all students to adhere to the same academic policies and procedures. However, the College does recognize that unique circumstances arise 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 AADP students qualify for the Accelerated part-time tuition rate, and are 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 SCPS Administrator and the Associate Registrar when a student graduating at the end of the current session needs the specific course 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 SCPS Administrator. 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. AADP 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. An Academic Advisor must approve all registration requests. Prior approval may be needed for certain courses. Academic Advisors are available to 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;

Achieve a grade of "C-" or above for all courses required in the major area of study;

Achieve a grade of "C-"or above for all courses required in the minor 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 complies 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.

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 Associate Registrar in the School of Continuing and Profession Studies 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 Associate Registrar's office within two weeks after the first meeting of any course.

Disclosure to the following parties, however, is specifically exempted 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 AADP 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 Associate Registrar's Office.

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 SCPS Administrator form an ad hoc committee (consisting of the SCPS Administrator and three faculty members other

than the instructor and department Chair) to review the issue. As part of the request, the student must supply four copies of relevant supporting documentation arranged in chronological order. The ad hoc committee will convene as soon as possible. The SCPS Administrator 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 SCPS Administrator 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 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 (three, six, nine, etc.) by the number of quality points assigned to the grade received (e.g., "A" = 4.0 quality points). The sum of the quality points received for all courses is then divided by the number of semester credits earned.

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

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

Grading System

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

A	=	93-100	C+	=	77-79
A-	=	90-92	C	=	73-76
B+	=	87-89	C-	=	70-72
B	=	83-86	D+	=	67-69
B-	=	80-82	D	=	60-66
			F	=	59 and lower

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

A	=	4.0	
A-	=	3.7	
B+	=	3.3	
B	=	3.0	
B-	=	2.7	
C+	=	2.3	
C	=	2.0	
C-	=	1.7	* Minimum grade required for all courses in the major/minor
D+	=	1.3	
D	=	1.0	
F	=	0.0	
WF	=	withdrawal/failure: given when a student withdraws after the approved time period	
Grade+N		Non-academic course	

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 AADP 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 SCPS Administrator and Vice President for Academic Affairs. Registration requires a Graduate Course Permission Form and is completed through AADP.

Incomplete Grades

An incomplete grade can be given only in an emergency when a student is unable to complete the course by the end of the session. Approval from the SCPS Administrator 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 SCPS Administrator 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 not all work is completed by five weeks into the next session. (See Academic Calendar for specific dates.)

Independent Study

Permission of the SCPS Administrator 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. Students must have a GPA of 3.0 and have earned 84 credits. Requests for letter grades must be submitted in writing prior to the beginning of the internship. Criteria for internships are available from the SCPS Administrator.

Late Registration

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. Please check the Academic Calendar for holiday dates.

Leave of Absence Policy

At times, students may encounter circumstances that require time away from the College. In these situations, a student may request a leave of absence (LOA). A leave of absence may be requested for a variety of reasons. This policy specifically speaks to the following categories:

- Medical Leave of Absence
- Involuntary Medical Leave of Absence
- Compassionate Leave of Absence

A LOA provides students with the opportunity to remain in standing with the College and eliminate the need to apply for readmission. In each case described below, the student is responsible for completing the necessary paperwork and providing appropriate documentation.

In general, a LOA is designed to allow a student to completely step away from the institution. Students needing to change their status from full-time to part-time, who need to request an incomplete, or who need accommodations in to stay successfully enrolled should contact the Vice President for Academic Affairs of the appropriate school (Undergraduate, Continuing and Professional Studies, or Graduate), the Center for Accessibility and Learning Services, or consult the appropriate policy in their respective Academic Catalog.

Please note that any leave from the institution may have financial aid implications. Students are encouraged to review the Return of Title IV Funds Policy found in the Academic Catalog and to meet with Student Financial Services prior to finalizing a LOA.

Medical Leave of Absence

While enrolled at the College, students may encounter physical and/or mental health issues that interfere with their ability to fully and safely engage in the academic and campus life of the institution. A Medical Leave of Absence (MLOA) allows a student to step away from their studies to receive the appropriate treatment. A MLOA is designed to support students when treatment for a physical and/or mental health issues. Common reasons for a MLOA may include major accident, injury or significant illness requiring extended treatment, addiction and substance use disorders, and/or mental health reasons. To request a MLOA, a student must:

- Have a documented major physical or mental health issues that cannot be mitigated in a short period of time.
- Provide documentation from a licensed health professional that supports the specific physical or mental health issues. This documentation must be typed and submitted on official letterhead. This documentation should specify the reasons for the leave and the anticipated length of time needed for the leave.
- Depending upon the condition of the student, the SCPS Administrator may request a meeting with the student. However, when in the best interest of the student, a decision may also be made based on the provided written documentation.

The SCPS Administrator's office will make the final determination on a MLOA.

Involuntary Leave of Absence

In most cases the College will work with the student to create a mutually agreeable and voluntary leave. In rare cases, Chestnut Hill College may determine that an involuntary Medical Leave of Absence (IMLOA) is necessary. An IMLOA will be considered when a student is unable to participate in campus and academic life due to medical issues and/or when a student's behaviors are disruptive to the educational or co-curricular experience on campus. While any IMLOA will be handled using an individualized assessment, acute danger to self or others, an inability to manage daily tasks, and/or an inability to follow a proscribed behavior plan (including use of appropriate support services) may result in the College initiating the IMLOA process. The decision to mandate an involuntary Medical Leave of

Absence will be made following an individualized assessment; this individualized assessment may include members of the College's Wellness Team and/or Threat Assessment Team. An IMLOA may be short-term (10 business days or less) or long-term (e.g. the remainder of the semester or academic year).

A student who disagrees with the College's decision to impose an involuntary MLOA may submit an appeal. Appeals will be reviewed jointly by the Vice President for Academic Affairs and Vice President for Student Life; the involuntary MLOA will remain in effect while the appeal is pending. Appeals must be received within 5 business days of being placed on an Involuntary Leave, must be made in writing and include appropriate documentation to support the appeal. The Vice President for Academic Affairs and Vice President for Student Life may request to meet with the student (as appropriate) and consult with other staff members who have knowledge about the original decision. An appeal decision will be issued within five business days. This decision will be communicated in writing and will be final.

During an IMLOA, a student may be subject to restrictions including, but not limited to, temporarily being banned from campus.

Compassionate Leave of Absence

While enrolled at the College, students may encounter situations that require them to take leave to care for a sick parent, partner, or dependent, or following the birth or adoption of a child. In these cases, a student may request a Compassionate Leave of Absence (CLOA). In order to request a CLOA, a student must:

- Submit a written request for a CLOA to the SCPS Administrator or the Vice President for Academic Affairs (Undergraduate, Continuing and Professional Studies, or Graduate), including documentation to verify the circumstances precipitating the need for a CLOA.
- Upon receipt of the written request, the SCPS Administrator will request a meeting with the student; every effort will be made to hold a meeting within 5 business days, including having a telephone meeting, with the goal of approving or denying the request within an additional five business days.

Returning from a Leave of Absence

The request to return from a LOA, including the required documentation if returning from a MLOA, must be submitted to the SCPS Administrator or the Vice President for Academic Affairs (Undergraduate, Continuing and Professional Studies, or Graduate) utilizing the instructions provided at the time of the leave. The College and the student may mutually agree to extend this deadline when appropriate. Return from a LOA will not be permitted following the drop/add period for the specific semester during which the student is attempting to return. This policy is designed to support the success of students as they reenter into their education at the College.

Returning from any type of LOA can be simultaneously rewarding, exciting, stressful, and demanding. To help ensure a successful reentry, students returning from any type of voluntary LOA are required to meet with the SCPS Administrator. In order to return from a MLOA, the student must submit documentation (typed and submitted on official letterhead)

from a licensed health professional addressing the student's current health status and ability to return to his or her studies.

Depending upon the reasons for the original leave, the student may decide to request support from a number of offices on campus. As appropriate, the College strongly encourages students to utilize the Counseling Center, Student Health, the Disability Resource Center, Academic Advising, and the respective SCPS Administrator or the Vice President for Academic Affairs offices upon return from a LOA.

Returning from an IMLOA requires a student to fulfill all conditions set forth in the written notification of the IMLOA. To return from an IMLOA, the student must submit documentation (typed and submitted on official letterhead) from a licensed health professional addressing the student's current health status and ability to return to his or her studies. The request to return from an IMLOA must be submitted utilizing the instructions provided at the time of the leave. Working in collaboration with the Wellness Team and Threat Assessment Team, the SCPS Administrator or Vice President for Academic Affairs of the appropriate school (Undergraduate, Continuing and Professional Studies, or Graduate) and/or the Vice President for Student Life may place conditions upon the student's continued enrollment at the College. Failure to comply with these conditions may result in another IMLOA or Administrative Withdrawal from the College.

In all types of LOA, a student who fails to contact the College within the determined time period, and who subsequently fails to establish communication with the College, may be withdrawn from the institution per the College's Administrative Withdrawal Policy.

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. Tutorials are available to help students prepare for the Math Placement Exam. AADP 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 101 Precalculus).

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.

Students should schedule a placement exam at least six weeks prior to course registration.

Official CHC Email

Every currently enrolled student is entitled to a "@chc.edu" email account. As part of the College's Mission to respect our resources, many previously paper-based processes are

now conducted electronically. It is the student's responsibility to make sure all messages sent to the official @chc.edu email account are read in a timely manner.

Course Agreements with Other Institutions

Matriculated students in the School of Continuing and Professional Studies may register for undergraduate courses through the Council of Independent College's Online Course Sharing Consortium (CIC-OCSC). Presently, over 300 private colleges and universities currently share nearly 6,000 courses through the CIC-OCSC and this cross-registration program is designed to provide increased educational opportunities for students of any member institution. Through this program, students have the option to take courses that are not being offered at their home campus and to do so in an online environment. By offering courses within CIC-OCSC, students and the College are assured that they are working with courses and faculty at other institutions that share similar curricular goals, philosophies of education, standards of academic quality, and a commitment to the liberal arts. Additional online learning opportunities are available through the Online Consortium of Independent Colleges and Universities (OCICU).

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 SCPS Administrator.

Credit by Examination Options

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) students are advised to take CLEP(s) 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

AADP 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 SCPS Administrator. 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 Associate 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

Collecting and reporting AADP course grades are the responsibilities of the Associate 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 PHMC Grant/School of Continuing and Professional Studies Administrator 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 PHMC Grant/School of Continuing and Professional Studies Administrator. 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

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. Additionally, Discrimination or harassment on the bias of sex is a violation of Section 703 of Title VII of the l964 Civil Rights Action and Title IX of the Educational Amendments of 1972. The College's full policy on Sex Discrimination, Sexual Harassment, and Sexual Violence is regularly updated and reviewed, and can be found online at https://www.chc.edu/safety-and-security/sexual-harrassment-and-sexual-violence-policy

School Closing Information

Weather-related delays or closings will be announced using the College's Emergency Notification System. Enroll for notifications at: https://www.chc.edu/safety-and-security/emergency-and-closing-notifications

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 SCPS Administrator 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 SCPS Administrator.

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/AADP 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-life/student-handbook/

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, interviews, 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

Chestnut Hill College will accept 75 transfer credits provided the courses meet the criteria outlined below. Students must complete a minimum of 45 academic credits at Chestnut Hill College to earn a degree. With the exception of those students who enter through a partnership agreement, students who transfer to Chestnut Hill College's AADP 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 School of Continuing and Professional Studies;
- 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 less 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 Registrar's Office will provide a written evaluation of all courses according to credit transfer guidelines. International students need to submit a complete set of academic credentials in English translation.

Weapons Policy

Chestnut Hill College is committed to providing educational services in a safe and secure environment. All members of the College community, including faculty, staff, students, contracted employees, contractors and vendors, as well as visitors to Chestnut Hill College, are prohibited from possessing firearms, explosives or Weapons (hereafter

collectively referred to as "Weapons") on the premises of the College or in any building under College control or at any College–sponsored event without the explicit authorization of Chestnut Hill College, whether or not a federal or state license to possess the same has been issued to the possessor.

Withdrawing From a Course

All course withdrawals must be request in writing. An e-mail is acceptable only in the case of course withdrawals provided the 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.

Withdrawal from a course(s) may affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short- and long-term consequences of a withdrawal.

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.

Administrative Withdrawal Based on Attendance

The SCPS Administrator's Office in conjunction with the Registrar's Office has the authority to withdraw a student who is not attending any of his or her courses.

Administrative withdrawals based on attendance occur under two circumstances:

- A student never attended any of his or her courses: **The Registrar's Office may initiate the Administrative Withdrawal when notified that a student never attended one or more of his or her courses during the first two weeks of the session. Any student reported by an instructor to the School of Continuing and Professional Studies (SCPS) as not attending his/her first course will be investigated. The SCPS office will contact the student about his or her registration status. If contact cannot be made in a week's time of the non-attendance report, the student will be dropped from the course. The Registrar's Office will e-mail the student notifying him or her of this action. The students' course/s will be retroactively dropped.**

- A student stopped attending all of his or her courses: **The Registrar's Office may initiate the Administrative Withdrawal when they are notified by individual instructors that a student has not attended his or her course for two consecutive weeks. The SCPS Office will contact the student about his or her registration status. If contact cannot be made in a week's time of the report, the student will be withdrawn from all courses. The Registrar's Office will e-mail the student notifying him or her of this action.**

Any student receiving financial aid who is thus withdrawn from the College will have his/her financial aid award for the respective semester cancelled or adjusted, based on the date the Registrar's Office initiated the Administrative Withdrawal. The student will be responsible for any applicable charges. The College refund policy applies to administrative withdrawals. Please note if a student's official withdrawal date is after the Withdrawal without Failure deadline, the student will receive WFs on his or her transcript.

Students who wish to appeal their administrative withdrawal may do so within the semester in which the withdrawal occurs. Appeals are made in writing to the SCPS Administrator before the end of the semester. Students must present appropriate documentation sufficient to establish grounds for the appeal. The SCPS Administrator's decision is final.

NOTE: If a student decides to discontinue one or more courses, after the first two weeks, but not all, he or she is responsible for following the normal withdrawal procedures through the Registrar's Office. The Administrative Withdrawal process is only applicable to students who do not attend any of their courses.

Withdrawal on Probation

Students who are on academic probation may apply in writing to the SCPS Administrator 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 SCPS Administrator.

FINANCIAL INFORMATION

Office of Student Financial Services: Student Accounts & Financial Aid

Student Accounts:

St. Joseph Hall, 1st Floor
Telephone: 215-248-7116. Email: accounts@chc.edu

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-Thursday 9:00 A.M.-5:00 P.M.
Friday 9:00 A.M.-4:00 P.M. *
*Summer Friday Hours: closed

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 required to complete a Student Financial Responsibility Agreement as part of the New Student Guide and annually thereafter. This agreement outlines the student's financial responsibility to the College with regard to registration, room/board, collection fees, etc. Payment for courses and related fees in the Accelerated Adult Degree Program is due by August 1st for the fall semester, by January 2 for the spring semester, and by May 1st for

the summer semester. Chestnut Hill College accepts cash, money order, certified checks, Visa, MasterCard, Discover and AMEX as forms of payment. Certified checks or money orders 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 through Nelnet. There is a $85.00 enrollment fee, and students can enroll in a range of plans for each semester they are enrolled. More information and enrollment can be completed at: www.mycollegepaymentplan.com/chestnut. Failure to make a payment on schedule may 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.

Consequences of unpaid bills

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 or library fines. A student may be dismissed from the College for continued delinquency of financial obligations. Unpaid bills may be turned over to a collection agency. Collection costs and/or other finance charges must be paid by the student, in addition to the unpaid amount, before the College will release grades.

Business Hold

Students with delinquent accounts are placed on business hold and are prevented from registering for future classes, receiving course grades, 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:

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 participating in commencement. 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 you can be registered for courses.

Tuition

The tuition charge is uniform for all Accelerated Adult Degree Program students, regardless of the major being pursued. Tuition for 2026-2027 is $575.00 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.

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 2026-2027 parking permit is $150.00 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 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
MPP Deferred Payment Plan Fee……..……..…$85.00 per semester (2 sessions)
Changed Registration……..…….$50.00 each time
Late Payment Fee (MPP)……...…….$30.00 per each payment
New Student Application Fee……$40.00 one-time only (non-refundable)
Enrollment Fee……..……..…….$250.00 **one-time only**
Transcript Fee…..……..$15.00 per transcript
Transcript Fee (Same Day Service)……...…….$35.00 per transcript
Challenge Examinations ……...……...……..……$225.00 per credit
Evaluation of Experiential Learning: Portfolio Assessment Fee……..$225.00 per credit

Refund Policy

Students who officially withdrawn 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 or email Accounts@chc.edu Questions regarding Financial Aid, please call the Financial Aid Office at 215-248-7182 or email FinAid@chc.edu

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

Financial Aid

St. Joseph Hall, 1st Floor. SJ 147
Telephone: 215-248-7182. Email: finaid@chc.edu

A Chestnut Hill College education is one of the best investments one can make for the future. In fact, a college degree puts a graduate on both the path to a more satisfying career and, as numerous studies have shown, a more lucrative pay scale. The College offers federal/state financial aid and other payment options to help our students reach their educational goals. The College prides itself on striving to be affordable for all academically qualified students who wish to attend. Student Financial Services offers individualized guidance so that each student understands all of the financial options.

Although the primary responsibility for meeting college costs rests with the student and their family, Student Financial Services can help design a financial strategy that will make a degree from Chestnut Hill College affordable. Student Financial Services will develop a personalized financial aid package that will offer assistance with educational expenses. With a combination of financial aid from federal and state we hope to help all eligible students take advantage of the College's high quality academic experience.

The professional staff in the Financial Aid Office are ready to assist with the financial aid process and is open to students during the following hours:

Monday-Thursday 9:00AM-5:00PM*
Friday 9:00AM-12:00PM **
To schedule an appointment with the Financial Aid Office, please contact finaid@chc.edu

Definition of an Academic Year

The Financial Aid Office uses a standard academic year that spans three enrollment terms (semesters). A full-time student is expected to complete at least 36 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 2026-2027 standard academic year begins on August 31, 2026, and ends August 21, 2027.

Lending Code of Conduct

Chestnut Hill College is committed to providing students and their families with the best information and processing alternatives available regarding student borrowing. In support of this, and in an effort to rule out any perceived or actual conflict of interest between College officers, employees or agents and education loan lenders, Chestnut Hill College has adopted the following:

- Chestnut Hill College does not participate in any revenue-sharing arrangements with any lender.

- Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in Student Financial Services or is otherwise involved in the administration of education loans to accept any gifts of greater than a nominal value from any lender, guarantor or servicer.
- Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in Student Financial Services or is otherwise involved in the administration of education loans to accept any fee, payment or other financial benefit (including a stock purchase option) from a lender or affiliate of a lender as compensation for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.
- Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in Student Financial Services or is otherwise involved in the administration of education loans to accept anything of value from a lender, guarantor, or group of lenders and/or guarantors in exchange for service on an advisory board, commission or other group established by such a lender, guarantor group of lenders and/or guarantors.
- Chestnut Hill College does allow for the reasonable reimbursement of expenses associated with participation in such boards, commissions or groups by lenders, guarantors, or groups of lenders and/or guarantors.
- Chestnut Hill College does not assign a lender to any first-time borrower through financial aid packaging or any other means.
- Chestnut Hill College recognizes that a borrower has the right to choose any lender from which to borrow to finance his/her education. Chestnut Hill College will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.
- Chestnut Hill College will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans, or a preferred lender arrangement for Title IV loans.
- Chestnut Hill College will not request or accept any assistance with call center or Student Financial Services staffing.

Financial Aid Status for Accelerated 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.

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

Applying for financial aid is easy at Chestnut Hill College. All students complete the online Free Application for Federal Student Aid (FAFSA.) The FAFSA is available online on October 1st for the next academic year. A completed FAFSA is due each academic year by June 30th and is available by going to https://studentaid.gov/. Be sure to include Chestnut Hill College's Federal School Code of 003245 on your application. *Chestnut Hill College's priority deadline for filing your FAFSA is March 15th. Filing after this day will delay packaging.*

The FAFSA must be completed for each academic year that the student is enrolled.

When Is My FAFSA Deadline?

Academic year	FAFSA open date	Federal FAFSA deadline
2026-2027	Oct. 1, 2026	June 30, 2027 *

**** The FAFSA must be received prior to the last day of the current term that you are enrolled in.***

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 to finalize their financial aid. Students also may notify the financial aid office of their enrollment plans when accepting aid on the portal. Documents may include (but not limited to) income or identity verification 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 3-Disbursement Option-When a student's financial aid package is created, Federal Direct Loans will be packaged and 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.

2. PHEAA Summer State Grant-Students can apply for the PHEAA Summer State Grant online at grantus.org. Eligibility requirements are also outlined on the website. One application is completed, PHEAA notifies students directly concerning Summer State grant eligibility. To qualify for a PA Summer State grant, students must be enrolled in at least 15 weeks per semester/term with at least a half-time enrollment status six (6) credits per semester/term. This can consist of

three (3) credits in summer 1 and three (3) credits in summer 2, for a total of six (6) credits for the summer term.

3. Private 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 require additional information regarding a private alternative loan, please contact Student Financial Services. You may also visit https://www.elmselect.com/v4 to see a list of our preferred lenders.

Verification

Adjustments to Financial Aid Verification is a random selection by the Federal Department of Education by which some students/families are required to provide certain documentation to support data elements on the FAFSA, primarily income and family size.

Required documentation for verification will be listed on the students MyCHC under Financial Aid Required Documents. We are pleased to announce we have established a partnership with Inceptia to expedite the federal verification process for Chestnut Hill College**. Verification Gateway (VG)** from Inceptia is an online portal to guide students and parents through verification.

Students selected for verification will be notified by the Office of Financial Aid. Students will have 45 days from the time of notification to submit all appropriate documents to the Office of Financial Aid 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.

Acceptable documentation may include; a signed copy of the 2024 income tax return that the tax filer submitted to the IRS or other tax authorities. Non-Tax Filers: For independent students, and parents of dependent students, who did not file and are not required to file an income tax return, you may be required to obtain a Verification of Non-Filing (VONF) from the IRS or other tax authorities.

No awarded Federal Financial Aid funds can be credited to the account until the verification process is complete. Should verification result in a change of awarded financial aid, the student will be notified via a revised award letter.

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 the Office of Financial Aid of any educational funding that is not listed on their award notice. The inclusion of such aid may cause a current financial aid award to be revised.

Statute of Limitations

The Office of Financial Aid 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 (R2T4) 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 Direct Loans, and Federal PLUS Loan (Graduate Student or Parent).

Effective July 1, 2021 any student enrolled in a program offered in modules is considered withdrawn when in a credit hour program, the student does not complete all the days in the payment period or period of enrollment that the student was scheduled to complete, and are subject to a Return to Title IV (R2T4) withdrawal calculation.
A student enrolled in a program offered in modules is not considered withdrawn if:
The Office of Student Financial Services obtains written confirmation that the student will attend a later module in the same payment period or period of enrollment (Intent to Enroll in Future Courses form can be found here);
The student completes the requirements for graduation;
The student completes one or more modules that, together, comprise at least 49% of the days in the payment period; or
The student completes coursework equal to or greater than the coursework required for half-time enrollment.
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 withdrawals **(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.

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 withdraw 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.

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 withdrawal 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 can verify attendance beyond the College's records will be required to 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

Federal Regulations require that students who receive federal financial aid must continually maintain satisfactory academic progress toward their degree. Satisfactory academic progress is determined using both quantitative and qualitative measures, taken at the end of each academic year. These measures consist of three components; Pace (quantitative), GPA (Qualitative) and degree completion time.

Pace (Quantitative Measure)

Undergraduate students must successfully complete 120 academic credits toward their degree to graduate. To meet financial satisfactory progress, a full-time student must cumulatively complete 67% of all credits attempted by the end of each academic year. This is approximately 10 credits per semester. Part-time students must also successfully complete 67% of all credits attempted, or approximately 5 credits per semester. Transfer credits accepted by Chestnut Hill College toward the student's degree are factored into their pace percentage.

GPA (Qualitative Measure)

All students must achieve the following grade point average (GPA) to maintain financial aid satisfactory academic progress.

1 to 24 credits must hold a GPA of 1.65
25 to 59 credits must hold a GPA of 1.85
60 or more credits must hold a GPA of 2.00

Degree Completion Time

Financial Aid eligibility is terminated if a student takes longer than 150% of the established time to complete their course of study. Full-time undergraduate students cannot take more than six years or attempt more than 180 credits to meet their degree requirements. Eligibility for financial aid for part-time students and graduate students will be terminated if they take longer than 150% of the established time for their program of study.

Example: 120 credit Bachelors' degree x 150% = 180 credits. Students will be ineligible for financial aid if they attempt more than 180 credits.

Repeated Coursework

- Courses that 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) related 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.

Withdrawal

- Please note that grades of *W* (Withdrawal), *WF* (Withdraw Failing), and *Grade+N* are not considered satisfactory completion of a course and are not *earned* hours. They will, however, count as attempted hours. Courses with a grade of *P, I, PI, W, AU,* or *NR* 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; however, credits are calculated in the Attempted Credits total and the Earned Credits total if the course was completed successfully. 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 the final grade has been assigned to the course in question.

Transfer Students:

- Transfer students are evaluated based on the number of hours accepted by Chestnut Hill College. Once the College has evaluated transfer credit, and the student has been awarded credit hours, then that student will fall under the exact 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.

Failure to Maintain Satisfactory Academic Progress

Students' satisfactory academic progress (SAP) is measured once per academic year, at the end of the spring semester. Students who do not meet **all** the SAP measures described above will be put on "Financial Aid Suspension," meaning they will not be eligible to receive federal or institutional aid for future semesters until they once again meet SAP measures.

SAP Appeal Process:

Students may submit an **appeal application and supporting documentation** to the Office of Financial Aid if extenuating circumstances beyond their control prevented them from meeting the minimum standards of Satisfactory Academic Progress. SAP appeals must be submitted to the Office of Financial Aid **within three weeks of notification**. Acceptable appeal requests (per Federal Regulations) are allowable based on: illness or injury, death of a relative, or other mitigating circumstances beyond the student's control. It is imperative that any student not making Satisfactory Academic Progress understands that failure to submit a successful appeal for Financial Aid means 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. Immediate action must be taken upon a student's receipt of the notification that the student is not making Satisfactory Academic Progress. **Incomplete appeals will result in a denial**.
The appeal request must include all documents that will provide the Appeals Committee with additional information pertinent to its review, including, but not limited to:

1. **Chestnut Hill College Satisfactory Academic Progress Appeal Request (this form is provided with in the suspension notice) and must be signed by the student.**
2. SAP Academic Plan **– Completed/Signed by student and Academic Advisor or SCPS Administrator.**
3. Signed statement **from the student. The statement must include an explanation as to why the student was unable to make Satisfactory Academic Progress and explaining what has changed that will allow the student to make Satisfactory Academic Progress by the end of the following semester.**
4. Supporting Documentation **for extenuating circumstances (medical, death of a relative, etc.)**

Note: Academic Plan for Improvement: If a student's financial aid is suspended, and the student chooses to appeal the suspension, they must complete an Academic Plan for Improvement as part of the appeal process. The student should contact the Office of Academic Advising to set up an appointment to develop an academic plan for meeting the minimum academic progress standards. 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 to retain eligibility for financial aid. The Office of Academic Advising must endorse this Academic Plan for Improvement.

SAP Appeal Determination:
The Satisfactory Academic Progress Appeals Committee will review the appeal request form, the written statement, the Academic Plan, 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 their Financial Aid reinstated. All students will receive electronic notification (to their CHC email) notifying them of the Committee's decision.
SAP 'Probation' (Appeal Approved): If an appeal is approved, the student's academic progress will be placed on 'Probation,' and the student's financial aid will be reinstated for their next term of enrollment. *Students are not guaranteed to replace any previously awarded financial aid (FSEOG, Federal Work-Study, or Institutional Aid) if an appeal is approved, as funds may no longer be available.* **Students will be reviewed again at the end of the next term to ensure satisfactory academic progress and the Academic Plan for Improvement.** Students will be deemed eligible for federal financial aid for the remainder of the year as long as the standards have been met while on probation**. Students who have not met the standards while on probation will be ineligible for financial aid for the remaining semesters of that academic year.** Appeals are only valid for courses taken at Chestnut Hill College and are not retroactive.
SAP 'Suspension' (Appeal Denied*)*: If the appeal is denied, the student will remain in a 'Suspension'' status and will not be eligible for financial aid for the next academic year. PER THE ANNUAL SCHEDULE, their SAP status will be re-evaluated again after the spring semester. Students will remain in a 'Suspension' status until they re-establish Satisfactory Academic Progress. **Students will be subject to Chestnut Hill's tuition refund policy and should be prepared to pay such tuition, fees, and other educational expenses until they have 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 the Satisfactory Academic Progress Appeals Committee has made a decision. The committee decisions are final and cannot be appealed further.

If a student succeeds in bringing their standing to the appropriate level (re-establishing Satisfactory Academic Progress), they will regain eligibility for Federal Financial Aid by the next evaluation period. However, if a student regains financial aid eligibility and falls below the Satisfactory Academic Progress measures during the next evaluation period, a second Financial Aid 'Suspension' status will be applied, and the student will no longer be eligible for Federal Financial Aid.

Students may only appeal to have their financial aid reinstated twice. Students may not appeal for the same reason. Please keep in mind that a re-appeal without new information or documentation from the original denial will not be accepted.
If a student falls below Standard Academic Progress measures for a **third** time or more, the student will be denied Financial Aid for any future enrollment period until Satisfactory Academic Progress has been made.
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.

If you have any questions regarding this policy or the appeal process, please get in touch with the Financial Aid Office at finaid@chc.edu.

Standards of Academic Progress for the PA State Grant

Pennsylvania Higher Education Assistance Authority (PHEAA) requires recipients of the PA 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 PA state grant program by Chestnut Hill College. A student may appeal directly to PHEAA concerning extenuating circumstances.

Veterans' Benefits/School Certifying Official (SCO)

Marie Scheetz, Associate Registrar-SJ 350
Telephone: 215-248-7064. Email:scheetzm@chc.edu.

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

The Post-9/11 GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs, 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 contribution 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. In lieu of a Certificate of Eligibility, students can currently print the eBenefits, page as proof of eligibility. In Vets.gov, the user will be able to view and print a "Post-9/11 GI Bill Statement of Benefits." This will contain the same information.

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.

Students who are entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill ®benefits, are considered covered individuals. Chestnut Hill College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Students who are entitled to educational assistance under Chapter 31, or chapter 33 will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website-eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

The date on which payment from VA is made to the institution.

90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

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 to support academic progress. To schedule an appointment with an academic advisor, contact the Accelerated Office at 215-248-7063.

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 (HelpDesk)

St. Joseph Hall, Lower Level, Telephone: 215-248-7195 Email-helpdesk@chc.edu

Campus Bookstore

St. Joseph Hall, Lower Level, Telephone: 215-248-7150.
For store hours and information, or to shop online for textbooks and course materials, visit the website at https://chc.bncollege.com/shop/chc/home

Monday and Tuesday 9:00AM-6:00PM
Wednesday and Thursday 9:00AM-5:00PM
Friday 9:00AM-4:00PM

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-transferrable 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

St. Joseph Hall, 3rd Floor, Room 342
Telephone: 215-248-7048 Email: ndachill@chc.edu.

Career Development is an on-campus resource available to all students. Programs enable students to obtain knowledge and skills needed to plan careers and develop an effective job search. Personal interviews, special seminars, and career planning workshops assist the student in assessing abilities, choosing an occupational field and selecting an entry position.

Resources include the following:

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

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

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 while 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.

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.

Food Services

The Dining Hall is located on the first floor of Fournier Hall. Meals may be purchased on a cash basis. 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. 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.

International Student Office

Email: globaled@chc.edu

The Office of International Student Services coordinates the College's international contacts and seeks to provide assistance to all international students and non-native speakers on campus (The School of Undergraduate Studies, the School of Continuing and Professional Studies, and the School of Graduate Studies). The Assistant 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.

Library/Library Services

Logue Library, Main Campus on the Circle.
Telephone: 215-248-7050. Email: Librarians@chc.edu

Logue Library houses 140,000 volumes on three floors of open stacks. In addition to the circulating materials, there is a reference collection in the Alumnae Reference Room on the main floor. An extensive electronic research collection is available onsite and remotely. Complementing the broad eBook collection, there is access to journal literature from ERIC, PsycINFO, Westlaw and other subscription databases. Students may access the catalog and electronic resources on

the Library Site Logue Library - Chestnut Hill College. New to the Library starting in Fall, 2025: Pro Quest Academic One which includes APA PsycArticles, APA PsychBooks, and APA PsycTherapy; AVON (Academic Video on Demand); ERIC; Pro Quest Dissertations & Theses Global; Academic Complete; Global Newstream Collection; Nursing & Allied Health Collection; Pro Quest Business; and other collections. Other databases include Westlaw, JoVE (science experiments video platform) JSTOR full suite and EBSCO e-book collection are available on the library webpage.

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 offers books for children. The main collection is classified according to the Library of Congress Classification System, while the Brimmer Collection uses the Dewey Decimal System.

To borrow books or reserve materials all students MUST have a current College ID.

Hours September through May when classes are in session

Monday to Thursday-9:00AM-9:00PM
Friday-9:00AM-5:00PM
Saturday-closed
Sunday-Noon-6:00PM

Library hours during the summer sessions and breaks are subject to change. Operating hours are posted on the library door, the library website and announced on the library voice mail at 215-248-7050.

Lost and Found

Fournier Hall, 1st Floor, Front Desk 215-242-7976
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.

Minors on Campus

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.

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 followed.
2. Poster Specifications
    a. Name of sponsoring groups must appear on poster.
    b. Specific date(s) must be clearly stated
    c. No reference to alcohol may be made in any way
    d. Poster must be in good taste as judged by CHAT or SGA
    e. Tape should not be visible. It should be placed in rolls on the back of the poster.

3. Posters may not be attached to paneling or directly to painted walls.
4. Masking tape is the only kind of tape to be used to hang a poster. Cellophane/scotch tape and adhesive gum may never be used.
5. Posters may not appear more than two (2) weeks prior to an event and must be removed within 48 hours after the event.
6. All materials being posted must bear the Chestnut Hill Activities stamp of approval. Items to be posted must be taken to the Activities Office or Student Affairs Office to obtain approval.
7. No event should be publicized until the necessary scheduling, reservation and approval procedures have been completed as appropriate to the event.

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.

Transcripts are requested and paid for online at www.chc.edu/registrar. Transcripts usually take 7-10 days for processing; diplomas 30 days.

The Center for Accessibility and Learning Services (formerly Disability Resource Center)

St. Joseph Hall, 2nd Floor

The Center provides services and resources for students who need accommodations. Please contact cals@chc.edu for more information.

CURRICULUM

Curriculum Overview

Chestnut Hill College's School of Continuing and Professional Studies (AADP) focuses on the adult learner and provides a holistic overview of components required in pursuit of a liberal arts degree. AADP 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 AADP 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.

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

Minors

AADP currently offers minors in Human Services, Non-Profit Management, Psychology and Religious Studies. Each minor consists of six courses (18 credits). Requests for minors should be sent to the SCPS office at aadp@chc.edu. **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.

Human Services **18 Credits including:**

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

Non-Profit Management **18 Credits including**:

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

Psychology **18 Credits including**

UEPS 109 Introduction to Psychology

One or more courses from **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**

Six from the below list:
UERS 104 Religion and Culture
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

The Pennsylvania Director Credential **9 Credits**

The Pennsylvania Director Credential is designed as the standard to measure and validate the abilities and competencies of directors and administrators to manage high quality early childhood and school-age programs. Additionally, it represents the level of personal and professional accomplishments of directors and administrators, their professional contributions through demonstrated leadership, and active engagement in professional endeavors beyond the scope of the daily operation of a program. (Pakeys.org)

PA Keys, Office of Child Development has approved Chestnut Hill College to offer the Director Credential program. Upon successful completion of the below courses, candidates must submit a separate application to Pennsylvania Key for award of the Director Credential certificate.

The courses required for The Pennsylvania Director Credential are:

UEED 226 Supervision Issues in Child Care
UEED 227 The Business of Child Care
UEED 228 Leadership and Administration

Montessori Infant Toddler and Early Childhood Credential

Chestnut Hill College also offers the Montessori Infant Toddler and the Early Childhood Credential. CHC's Montessori Early Childhood Program is accredited by the Montessori Accreditation Council for Teacher Education (MACTE) and affiliated by the American Montessori Society (AMS). Students interested in becoming Montessori teachers may take courses for credit or as part of a noncredit program. Students taking the Montessori courses for noncredit will not, upon completion nor in the future, receive any undergraduate or graduate college credit for the noncredit coursework. Successful completion of this program leads to the American Montessori Society credential. Students interested in Montessori Education should contact the Montessori Program Director at 215-242-7957

Paralegal Skills Certificate (PSC) Program

CHC is now offering an opportunity for existing or returning students to acquire specific professional skills that work in multiple careers. This Certificate I Paralegal Skills is a perfect option for returning students seeking to work in litigation support, as well as existing students to acquire diverse job skills.
The Certificate completion plan is flexible with an offering of eight (8) possible courses, of which seven (7) MUST be completed. At least nine (9) credits can be achieved synchronously (either F2F or online-synchronous)

Required courses include:

- UELE 101 Introduction to Law, Legal Studies & Ethics
- UELE 103 Civil Litigation
- UELE 201 Legal Technology: Processes
- UELE 202 Advanced Legal Writing
- UELE 203 Legal Research
- UELE 301 Trial and Advocacy Practice

Elective courses include:

- Any liberal arts course

ASSOCIATE OF ARTS in the Liberal Arts

The Associate of Arts (AA) in the Liberal Arts degree at Chestnut Hill College Accelerated Adult Degree Program consists of a strong core program and 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 in the Liberal Arts 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 ten courses (30 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.

UEBC 105	Introduction to Computer Applications
UEEN 103	Communications and Thought I or
UEEN 104	Communications and Thought II

One course in each general area:

Cultural Studies	FL
Fine Arts	FA or MU
Global Awareness Seminar	GS
History or Political Science	HI or PO
Literature	EN
Natural Science	BI, CH or PH
Philosophy	PL
Religious Studies	RS

Concentrations

Business Management (MG)

In addition to the Core Liberal Arts Studies, the following 30 credits are required:

UEAB 217	Financial Accounting
UEAB 219	Managerial Accounting
UEAB 372	Legal Environment of Business
UEEC 109	Principles of Macroeconomics
UEFN 220	Principles of Finance: Money and Banking
UEHR 305	Human Resources Management
UEMG 201	Principles of Management
UEMG 325	Operations Management
UEMK 201	Principles of Marketing
UEMA 104	Mathematics for Business I

Business Communications (BC)

In addition to the Core Liberal Arts Studies, the following 30 credits are required:

UEAB 372 Legal Environment of Business
UEBC 200 Media Literacy
UEBC 201 Public Speaking
UEBC 206 Business Writing and Communications
UEBC 251 Media and Society
UEBC 252 Writing for Digital Media
UEBC 255 Public Relations
UEMG 201 Principles of Management
UEMK 201 Principles of Marketing
UEMA 103 Survey of Math

Childcare Management (CM)

In addition to the Core Liberal Arts Studies, the following 30 credits are required:
UEAB 217 Financial Accounting
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
UEMG 201 Principles of Management
UEMK 201 Principles of Marketing
UEMA 104 Math for Business I
UEP4 201 Development/Early Years (UEPS 203)
UEP4 203 Foundations/Theory/Early Childhood Education
UEP4 204 Methods/Techniques/Early Childhood Education

Early Childhood Studies (ECS)

In addition to the Core Liberal Arts Studies, the following 30 credits are required:
UEMA 156 Math for Teachers
UEP4 201 Development/Early Years (UEPS 203)
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
UESP 340 Introduction to Special Education
UESP 390 ESL Foundations and Methods

Human Services (HS)

In addition to the Core Liberal Arts Studies, the following 30 credits are required:
UEHS 205 Introduction to Human Services
UEHS 345 Human Service Methods
UEMA 103 Survey of Math
UEPS 109 Introduction to Psychology
UEPS 204 Human Development
UESO 128 Diversity Issues
UESO 101 Introduction to Sociology
UESO 203 Social Problems
UESO 250 Human Behavior in the Social Environment
UESO 256 Public Welfare Policy

Montessori Early Childhood (ages 3-6) *

In addition to the Core Liberal Arts Studies, the following 32 credits are required.

UEMN 220	Montessori Philosophy & Educational Theory
UEMN 221	Montessori Everyday Living/Art
UEMN 222	Montessori Sensorial/Music
UEMN 223	Montessori Mathematics
UEMN 224	Montessori Language
UEMN 225	Montessori Natural and Social Science
UEMN 226	Montessori Education for Peace (1 cr)
UEMN 430	Montessori Fall Internship
UEMN 431	Montessori Fall Seminar (2 cr)
UEMN432	Montessori Spring Internship
UEMN 433	Montessori Spring Seminar (2 cr)
UEP4 201	Development/Early Years (UEPS 203)

Montessori Infant Toddler (birth to age 3)*

In addition to the Core Liberal Arts Studies, the following 28 credits are required.

UEMN 220	Montessori Philosophy and Education Theory
UEMN 234	Infant Toddler Montessori Philosophy and Observation
UEMN 235	Infant Toddler Environmental Design I
UEMN 236	Infant Toddler Environmental Design II
UEMN 450	Infant Toddler Fall Internship
UEMN 451	Infant Toddler Fall Seminar (2 cr)
UEMN 452	Infant Toddler Spring Internship
UEMN 453	Infant Toddler Spring Seminar (2 cr)
UEP4 201	Development/Early Years (UEPS 203)
UEPS 213	Development Prenatal to Three

BACHELOR'S DEGREES Program Requirements

The Bachelor of Arts or the Bachelor of Science degrees are awarded to a School of Continuing and Professional Studies 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
UEEN 103	Communications and Thought I
UEEN 104	Communications and Thought II

One course in each general area:

Cultural Studies	FL
Fine Arts	FA or MU
Global Awareness Seminar	GS
History or Political Science	HI or PO
Literature	EN
Upper Level Literature	EN (200 or greater)

Natural Science	BI, CH or PH
Philosophy	PL
Religious Studies	RS (2 courses)

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

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

Major Requirements

Business Communications (BC) – only accepting transfer students with an AA in Business Communications

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:

UEAB 372	Legal Environment of Business
UEBC 201	Public Speaking
UEBC 200	Media Literacy
UEBC 206	Business Writing and Communications
UEBC 251	Media and Society
UEBC 252	Writing for Digital Media
UEBC 255	Public Relations
UEBC 306	Techniques of Professional Presentations
UEHR 305	Human Resources Management
UEBC 355	Grant Writing
UEMG 201	Principles of Management
UEMG 453	Senior Seminar
UEMK 201	Principles of Marketing
UEMA 103	Survey of Math

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

UEAB 217	Financial Accounting
UEBC 230	Information Systems for Organizations
UEBC 400	Special Topics
UEBC 460	Internship
UEEC 109	Principles of Macroeconomics
UEEC 110	Principles of Microeconomics
UEMG 307	Strategic Management
UEMG 321	Managing Non-Profit Organizations

UEMG 330 Data Analytics
UEMG 350 Government and Business
UEMA 104 Mathematics for Business I
UEPL 135 Business Ethics

B.S. degree in Business Management (MG) with concentrations in Management (MG), Healthcare Management (HM), Human Resources Management (HR).

Chestnut Hill College's Accelerated Adult Degree Program offers a Bachelor of Science in Business Management designed to:

- Develop students 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:

UEAB 217 Financial Accounting
UEAB 219 Managerial Accounting
UEAB 372 Legal Environment of Business
UEBC 206 Business Writing and Communications
UEEC 109 Principles of Macroeconomics
UEFN 220 Principles of Finance: Money and Banking
UEFN 441 Financial Management
UEHR 305 Human Resources Management
UEMG 201 Principles of Management
UEMG 325 Operations Management or
UEMG 307 Strategic Management
UEMG 453 Senior Seminar
UEMK 201 Principles of Marketing
UEMA 104 Math for Business I
UEMA 111 Probability and Statistics

Major Electives for MG: Any four (4) of the following courses:
UEEC 110 Principles of Microeconomics
UEFN 342 Risk and Insurance
UEMG 321 Managing Non-Profit Organizations
UEMG 340 International Business
UEMG 350 Government and Business
UEMG 400 Special Topics
UEMG 460 Internship
UEMA 105 Math for Business II (required)
UEMA 330 Data Analytics
UEPL 135 Business Ethics

Additional Major Electives for HM (4), for HR (4)

UEHM 202	Healthcare Management	HM
UEHR 306	Employee Development	HR
UEHR 307	Compensation and Benefits	HR
UEHR 309	Employer Relations	HR
UEMG 223	Team Dynamics or	HR
UEMG 225	Negotiation and Conflict	HR
UEMG 315	Cultural Competence or	HM
UESO 128	Diversity Issues	HM
UEPS 245	Health Psychology: Mind/Body Connection	HM
UESO 270	Intro. to the American Healthcare System	HM

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. The Major Requirements are:

UEAB 217	Financial Accounting
UEEC 109	Principles of Macroeconomics
UEED 226	Supervision Issues in Child Care
UEED 227	The Business of Child Care
UEED 228	Leadership and Administration of Programs for Young Children
UEED 352	Child Advocacy and U.S. Policy
UEFN 441	Financial Management
UEHR 305	Human Resources Management
UEMG 201	Principles of Management
UEMG 453	Senior Seminar
UEMK 201	Principles of Marketing
UEMA 104	Math for Business I
UEP4 201	Development/Early Years (UEPS 203)
UEP4 203	Foundations/Theory Early Childhood Education
UEP4 204	Methods/Techniques Early Childhood Education
UEP4 318	Family and Community Partners

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

UEEC 110	Principles of Microeconomics
UEFN 220	Principles of Finance: Money & Banking
UEFN 342	Risk & Insurance
UEHS 205	Introduction to Human Services
UEMG 307	Strategic Management
UEMG 321	Managing Non-Profit Organizations

UEMG 350 Government and Business
UEMG 400 Special Topics
UEPL 135 Business Ethics
UEP4 202 Educational Psychology/Early Years
UESP 340 Introduction to Special Education

Criminal Justice (CJ) Only accepting transfer students with an AA in Criminal Justice

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:

UECJ 122 Introduction to Criminal Justice
UECJ 220 Juvenile Justice
UECJ 224 Criminal Investigations
UECJ 250 Criminology
UECJ 280 Corrections
UECJ 350 Research Methods
UECJ 364 Criminal Law
UECJ 365 Criminal Procedure
UECJ 453 Senior Seminar
UEMA 103 Survey of Math
UEPS 109 Introduction to Psychology
UESO 102 Introduction to Sociology
UESO 128 Diversity Issues

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

UECJ/
PO 203 Civil Liberties
UECJ 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 students working with young children who are not seeking teacher certification in the State of Pennsylvania.

In addition to Core Liberal Arts, 65 credits are required in the major. The Major Requirements are:

UEED 246	Educational Technology
UEMA 156	Math for Teachers in Early Education
UEP4 201	Development/Early Years (UEPS 203)
UEP4 202	Educational Psychology/Early Years
UEP4 203	Foundations/Theory/Early Childhood Education
UEP4 204	Methods/Techniques/Early Childhood Education
UEP4 207	Early Literacy
UEP4 210	Teaching Reading with Trade Books
UEP4 301	Health and Safety Methods
UEP4 314	Creative Arts Methods
UEP4 318	Family and Community Partners
UEP4 320	PreK-4 Assessment
UEP4 498	Senior Seminar
UESP 312	Reading Interventions/Diverse Learners
UESP 340	Introduction to Special Education
UESP 390	ESL Foundations and Methods

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

UEED 226	Supervision Issues in Child Care
UEED 227	The Business of Child Care
UEED 228	Leadership and Administration
UEP4 311	Writing Methods
UEPS 207	Infant Toddler Development
UESO 128	Diversity Issues

Early Childhood Studies with Montessori Early Childhood (ages 3-6) Credential

This highly specialized program provides courses on the philosophy and educational theory of Dr. Maria Montessori, the application of her method and hands-on experience with Montessori materials to prepare students for a year-long internship in a Montessori classroom. Our graduates go on to lead Montessori classrooms, start their own Montessori schools, and grow the early learning of children in their communities.

In addition to Core Liberal Arts, 65 credits are required in the major. The Major Requirements are:

UEMA 156	Math for Teachers/Early Education
UEMN 220	Montessori Philosophy & Educational Theory
UEMN 221	Montessori Everyday Living/Art
UEMN 222	Montessori Sensorial/Music
UEMN 223	Montessori Mathematics

UEMN 224 Montessori Language & Literacy
UEMN 225 Montessori Natural and Social Science
UEMN 226 Montessori Education for Peace (1 cr.)
UEMN 430 Montessori Fall Internship
UEMN 431 Montessori Fall Seminar (2 cr.)
UEMN 432 Montessori Spring Internship
UEMN 433 Montessori Spring Seminar (2 cr.)
UEP4 201 Developmental/Early Years (UEPS 203)
UEP4 203 ECE Foundations/Observation
UEP4 301 Health and Safety Methods
UEP4 498 Senior Seminar
UESO 128 Diversity Issues or UEMG 315 Cultural Competence
UESP 312 Reading Interventions/Diverse Learners
UESP 340 Introduction to Special Education
UESP 390 ESL Foundations and Methods

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

UEED 226 Supervision Issues in Child Care
UEED 227 The Business of Child Care
UEED 228 Leadership and Administration
UEED 246 Educational Technology
UEP4 202 Educational Psychology (UEPS 202)
UEP4 207 Early Literacy
UEP4 314 Creative Arts Methods
UEP4 320 PreK-4 Assessment
UEPS 207 Infant Toddler Development

Early Childhood Studies with Montessori Infant Toddler Credential

This highly specialized program provides courses on the philosophy and educational theory of Dr. Maria Montessori, the application of her method and hands-on experience with Montessori materials to prepare students for a year-long internship in a Montessori classroom. Our graduates go on to lead Montessori classrooms, start their own Montessori schools, and grow the early learning of children in their communities.

In addition to Core Liberal Arts, 58 credits are required in the major. The Major Requirements are:
UEMA 156 Math for Teachers/Early Education
UEMN 220 Montessori Philosophy and Education Theory
UEMN 234 Infant Toddler Montessori Philosophy and Observation
UEMN 235 Infant Toddler Pedagogy and Environmental Design I
UEMN 236 Infant Toddler Pedagogy and Environmental Design II
UEMN 450 Infant Toddler Fall Internship
UEMN 451 Infant Toddler Fall Seminar (2 cr.)
UEMN 452 Infant Toddler Spring Internship
UEMN 453 Infant Toddler Spring Seminar (2 cr.)
UEP4 201 Development/Early Years (UEPS 203)
UEP4 301 Health and Safety Methods
UEP4 318 Family and Community Partners
UEP4 498 Senior Seminar

UEPS 213 Development: Prenatal to 3 Years
UESO 128 Diversity Issues
UESP 312 Reading Interventions/Diverse Learners
UESP 340 Introduction to Special Education
UESP 390 ESL Foundations and Methods

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

UEED 226 Supervision Issues in Child Care
UEED 227 The Business of Child Care
UEED 228 Leadership and Administration
UEED 246 Educational Technology
UEP4 202 Educational Psychology (UEPS 202)
UEP4 207 Early Literacy
UEP4 314 Creative Arts Methods
UEP4 320 PreK-4 Assessment
UEPS 207 Infant Toddler Development

Healthcare Management (HM)-See Business Management Degree Program

Chestnut Hill College's Accelerated Adult Degree Program offers a concentration 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;

Human Resources Management (HR)-See Business Management Degree Program

Chestnut Hill College's Accelerated Adult Degree Program offers a concentration 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;

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:

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

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 322	Ethical Issues in Human Services
UEHS 400	Special Topics
UEHS 460	Internship
UEMG 321	Managing Non-Profit Organizations
UEPS 202	Educational Psychology
UEPS 203	Psychology of Child Development
UEPS 245	Health Psychology: The Mind/Body Connection
UEPS 250	Social Psychology
UEPS 267	Drugs and Behavior
UEPS 280	Psychology of Aging
UESO 106	Aging & Adaption for Wellness
UESO 114	Social Gerontology
UESO 270	Introduction to the American Healthcare System

Combined BS Human Services/MS Human Services Management 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 Human Services Management 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. Students 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).

Admission Requirements:

- Application

- Official Sealed Transcripts
- 2 Letters of Recommendation
- Resume or Curriculum Vitae
- On-Site Writing or Standardized Test Score
- Professional Goals Essay
- Department Interview

Students in the combined program will be advised that two core courses can be selected from the following three (4) graduate course options:

• HSMG 510 Organization Management in Human Services (replacing UEHS 399 Administration of Human Services)
• HSMG 540 Legal and Ethical Issues in Human Services
• HSMG 550 Public Policy (replacing UESO 256 Public Policy)
• HSMG 570 Human Diversity in Human Services (replacing UESO 128 Diversity Issues)

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

As part of their Major Requirements, students must select a concentration. The following are the requirements for the Concentrations:

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 (RS) 9 credits

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 372 Legal Environment of Business 3 credits
A study of the legal process and how the law affects the internal and external relationship of business organizations. The course is designed to identify the restraints placed on the actions taken by business organizations and how they affect business decisions. An introduction to the law of contracts, agency, torts, and business organizations is included.

UEAB 400 Special Topics 3 credits

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

UEAB 453 Senior Seminar 3 credits
An interdisciplinary capstone course that deals with special problems and ethical and topical issues affecting organizations in a business environment. Case studies, research and a paper will be presented for class discussion. *Prerequisite: Senior status and completion of all course work required in the major.*

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

Biology (BI)

UEBI 106 Ecology and Environmental Issues 3 credits
Specifically designed for the non-science major. Emphasizes the interdisciplinary nature of environmental issues. Basic scientific concepts of ecological theory are related to economic, political, and philosophical factors that influence environmental problems and their solutions.

UEBI 117 Essentials of Human Cancer 3 credits
An overview and perspective of both the scientific and clinical aspects of cancer. Emphasizes cellular and molecular/genetic models of cancer development in humans. Topics include cancer epidemiology, basic concepts of malignant process, TNM classification, modern advances in tumor biology and molecular biology including the effects of a variety of agents (chemical, radiation, viruses, and 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, and organ and pattern formation.

UEBI 400 Special Topics 3credits

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

Business Communications (BC)

UEBC 101: Professional Practices Seminar 3 credits
This introductory course provides students with an opportunity to become knowledgeable about concepts and processes in higher education; develop educational goals; and integrate their professional, personal, and academic experiences into a comprehensive learning framework and a tool for applying knowledge gained in the classroom into the student's work environment. The course draws on student motivation, critical reflection, oral and written communication, and analytical skills to help students become active and successful in the learning process.

UEBC 105 Introduction to Computer Applications 3 credits
The course provides an overview of business software and applications for non-technical majors and provides grounding in the technology, operating systems and programs specific to the PC platform. Particular attention is given to the component programs of Microsoft Office, including Word, Excel, and PowerPoint as well as e-mail and Internet usage.

UEBC 200 Media Literacy 3 credits
Medial literacy is a way of thinking about the media; a way of deconstructing media messages to gain more control over them. Students will examine media through a framework that accounts for historical, cultural, political and pragmatic contexts, and learn to critically analyze media.

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 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 251 Media and Society 3 credits
Develops a thorough understanding of how social media became the center of twenty first century living. Students will examine how older technologies such as wireless telegraphy, radio and television continued to increase communication speed, while improving the quality and quantity of information. This is not a history class, but rather an examination of the "how," "what" and "why" of the path of mass media technology development.

UEBC 252 Writing for Digital Media 3 credits
Explores persuasive techniques for web writing including online journalism, public relations, corporate communication, and other online media.

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 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
Fieldwork 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.

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.

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 230 Security Investigations 3 credits
This course will cover the process of initiating, conducting and completing an investigation within the private security field. Particular attention will focus on the role of technology within private security investigations, analyzing different types of investigations, defining the multiple components of an investigation, describing skills an investigator must possess, explaining the interviewing process of witnesses and suspects, and the obtaining of written statements. Finally, additional topics such as legal liabilities, investigator and business responsibilities, the role of law enforcement, and the future of private investigative services will be discussed.

UECJ 233 Risk Analysis 3 credits
This course provides students with an introduction to the field of information security risk assessment. Initially, the students will be introduced to basic definitions and nomenclature in the area of security assessment. Thereafter they will be taught different approaches for assessment of risk. The course will incorporate cases in risk analysis derived from state and law enforcement agencies. Students will learn how to use a risk analysis matrix for performing both quantitative and qualitative risk analysis. As part of the course, the students learn of the different threats that they need to incorporate in their risk analysis matrices.

UECJ 240 Terrorism 3 credits
This course is a study of the history, terror groups, and tactics of terrorism. Students will develop the knowledge and skills needed to critically assess modern terrorism and terrorist incidents; reviewing some of the most recent tragic events, and past attacks that have occurred to better understand this type of conflict.

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 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.*

Education (ED)

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 Child Care 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 246 Educational Technology 3 credits
Introduces students to applications, games, simulations and resource software to enrich and enhance the curriculum including the arts. Students develop their own criteria and strategies for the selection and uses of technology across the curriculum and across grade levels.

UEED 248 Survey of Autism 3 credits
The course provides a comprehensive foundation of knowledge and skills necessary in order to understand and work effectively with children on all levels of the Autism Spectrum as well as the related condition of Social Communication Disorder.

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 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/UEPS 203 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. 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 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.

UEP4 204 Methods/Techniques Early Childhood Education 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.

UEP4 207 Early Literacy 3 credits
Presents an analysis of the content, methods, and materials using quality children's literature as a guide, this course explores early literacy acquisition 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? 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: Childcare 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 of early literacy curricula. 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 disciplines.

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. 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. Students will distinguish among the types of assessments and its purpose, develop evaluation-reporting skills, and demonstrate the use of ethical practices.

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.*

Special Education (SP)

UESP 245 Assistive Technology for Students with Disabilities (3 credits)
Introduces and provides experience with various computer-based and other assistive technologies for students with disabilities. The technologies such as electric wheelchairs, standing tables, adaptive battery and non-battery operated toys, to more sophisticated augmentative communication (voice synthesizers, communication boards, computerized communication devices), and infra-red devices for computer and software access and use will be explored. In addition, students will examine federal entitlements that relate to the provision of specialized equipment and materials, the design of IEP and ITP goals related to instructional and/or assistive technology, local, state and/or community assistive technology resources, and the selection and use of various technologies for students with disabilities in inclusive and separate educational settings.

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 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)

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

UEEN 205 American Poetry 3 credits
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 analyze. (Writing Intensive).

UEEN 215 – Writing and Research 3 credits
This course focuses on writing conventions, essay development, scholarly research and documentation skills. *Prerequisite: UEEN 103 or equivalent.*

UEEN 227 Women's Literature 3 credits
This course examines literature written by women 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.

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?

UEEN 233 English Romantic Writers 3 credits
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
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
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 251 – Detective Fiction 3 credits
This reading intensive course explores the genre of detective fiction and the growth of the private eye character. Focus will be spent on plot, character development, and historical motives. We will read three novels and a novella. You will also choose a text to read for your final paper.

UEEN 261 American Literature Survey I: Irving to Whitman 3 credits
A survey of American writers from Washington Irving to Walt Whitman. *Prerequisite: UEEN 103 or equivalent.*

UEEN 271 Gothic Tradition in Literature 3 credits
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
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
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
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
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.

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 217; UEEC 109.*

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

UEFA 208 Art Fundamentals 3 credits
This course will explore the elements and principles of art, which are the foundation of all visual arts. Each week will focus on different terms, and we will survey a variety of media as examples. By the end of the course students will be able to apply this knowledge to describe, understand, and analyze visual art.

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.

Foreign Language (FL)

UEFL 101 Introduction to the French Language 3 credits
This course will focus on French in a global perspective, as an international tool for communication in North America, Europe, Africa, and Asia. Students will learn the basic communication skills and structures of the language from a perspective oriented to the career world. Audio-visual and technological materials will be incorporated, along with practical readings. Intended for those beginning the language or for intensive review.

UEFL 102 Introduction to the Spanish Language 3 credits
This course will focus on Spanish in a global perspective, as an international tool for communication in North, Central, and South America, and Europe. Students will learn the basic communication skills and structures of the language from a perspective oriented to the career world. Audio-visual and technological materials will be incorporated, along with practical readings. Intended for those beginning the language or for intense review.

UEFL 104 Introduction to Italian 3 credits
Introduction to the Italian language for students with little or no previous experience. Oral and written exercises, reading and conversation. Includes audio-visual materials and Internet resources.

UEFL 105 Italy Today 3 credits
The goal of this course is to expose students to the contemporary Italian culture. The events of the 20th century have shaped the modern character of this nation unlike other European countries. A 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 patients' 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.

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*

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 101 Western Civilization 3 credits
Designed as a general survey of all significant political, economic, social, and cultural developments that affected Europe from Antiquity until the Renaissance. Core: History requirement.

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 include the era of Kaiser Wilhelm II, the First World War, and 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 227 Europe in the Age of World War 3 credits
Considers the development of Europe in the first half of the 20th century with particular emphasis on how this period was characterized by unprecedented violence, culminating in civil and global war, revolution, and genocide. The focus of the course will be on World War I and World War II, examining not only the political and military cost of global warfare but also understanding the human and psychological cost of world conflict and its implications for the remainder of the century.

UEHI 229 American Immigration 3 credits
Examines the history of immigration to cities and urban areas of the United States since the colonial period. It will consider the causes of immigration, the social, cultural and economic adaptation of various groups, the development of ethnic group identities, changing American policy and attitudes towards immigrants, and the impact of immigration and ethnicity on American society and culture. Core: History requirement.

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 236 Progressive America: 1900-1940 3 credits
Explores the similarities and differences between the two great reform movements of the first half of the twentieth century: the Progressive Era and the New Deal. Topics include the settlement house movement, women's suffrage, prohibition, the social gospel, political reform, problems of the city, "normalcy" and the critics of progressivism, the progressive education movement, the influence of movies and the radio, the Great Depression, the rise of entitlements and the welfare state, the realignment of political parties, the emergence of the modern presidency and its critics, and the New York World's Fair of 1939. Core: History requirement.

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 l960s and Its Legacies 3 credits
Examines the great upheavals in American life during the l960s and early l970s, 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 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 had influence 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 280 History of Native Americans 3 credits
This course will examine the history of Native Americans and their lethal encounters with European settlers beginning in the colonial era to expansion in early America and then present. It will consider whether the definition of genocide should be applied to our understanding of the Native American experience in the United States.

UEHI 334 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 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.

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 service 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.*

Legal Studies (LE)

UELE 101 Introduction to Law, Legal Studies and Legal Ethics 3 credits
Introduction to legal ethics, legal careers and the development of legal analytical skills through reading court opinions, U.S. Constitutional provisions and statues. Cultivation of a legal mentor.

UELE 103 Civil Litigation 3 credits
Introduction to jurisdiction, civil litigation process, client-interviewing and drafting of legal documents including consideration of relevant legal ethics considerations.

UELE 201 Legal Technology: Processes 3 credits
Hands-on training in legal platforms that offer time-keeping, litigation management and litigation support; introduction to eDiscovery.

UELE 202 Advanced Legal Writing 3 credits
Preparation of legal memoranda, settlement brochures and legal documents and development of a professional hard-copy and e-portfolio of legal documents. *Prerequisite UEEN 104 with a grade of B or higher*

UELE 203 Legal Research Credits 3 credits
Introduction to the formulation of legal research queries, developing legal research plans and conducting and updating researching using statutes, regulations, and case law.

UELE 281 Special Topics in Legal Studies 3 credits
Topics vary by semester. (Repeatable for credit)

UELE 301 Trial and Advocacy Practice 3 credits
The nuts and bolts of preparing for trial including drafting of selected pre-trial documents and demonstration of oral advocacy skills.

Liberal Studies (LS)

UELS 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*

Management (MG)

UEMG 115 Organizational Foundations 3 credits
This course will focus on understanding characteristics and qualities of human behavior and how they interact to make organizations work. It will include an analysis of the historical perspective as well as a review of contemporary theories. Case studies will be used to demonstrate the application of theoretical concepts to practical situations.

UEMG 200 Organizational Theory and Practice 3 credits
An overview of how organizations work including theory, research and application. Students will gain a deeper understanding of organizational structure, culture, communication, and strategic planning processes within the internal business and external business environment. Current trends, cases, and engage in experiential exercises to facilitate critical thinking and apply the course content to an organizational setting will be utilized. The course will also integrate knowledge and skills in the area of organizational theory, with systematic problem solving, to assess and diagnose an organizational problem. *Prerequisite UEMG 115*

UEMG 201 Principles of Management 3 credits
Offers an in-depth examination of organizational behavior as it relates to the management of individuals and groups at work. Emphasis will be placed on individual motivation and the organization system with its own design, policies, ethics, and culture. Investigation of management techniques and their impact on employees at work are included.

UEMG 223 Team Dynamics 3 credits
A study and use of team and small group behavior in organizations. Students will gain a deeper understanding of team structure, processes and performance reviews, such as, team roles, leadership, and decision-making. Using a self-directed work environment, students will learn concepts and processes within team dynamics.

UEMG 225 Negotiation/Conflict 3 credits
Focuses on managing public disputes. Knowledge and skills developed are those needed to analyze complex conflict and dispute situations, shape appropriate processes to involve the right parties, constructively negotiate settlements, select mediators and facilitators, and design dispute resolution programs. Emphasizes conflict management and resolution leadership.

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 using 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.

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 using 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 315 Cultural Competence 3 credits
This course is designed to develop cultural competency in decision-making methods to problem solving, and facilitating effective and appropriate cultural competency. Students will gain knowledge and skills in human resource management, supervision and staff development, team building, motivation for performance, inter-organizational collaboration, organizational learning strategies, cultural competence with a diverse staff, and effectively serving diverse and multicultural populations as well as aspects of program planning, strategic management and planning, , and strategies for leading change efforts.

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 328 Organizational Leadership 3 credits
The course presents leadership and management theories/concepts. It provides students the opportunity to apply these theories through case analysis and to enhance personal skill development through self-assessment exercises. Included in the course are identification of current leaders and leadership as well as contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and crisis leadership.

UEMG 330 Data Analytics 3 credits
This course examines the ways in which organizations can use data to gain insights and make better decisions. Data analytics are applied in operations, marketing, finance, and strategic planning among other functions. The ability to use data effectively to drive rapid, precise and

profitable decisions has been a critical strategic advantage for organizations. *Prerequisite UEMA 103*

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 because of the Mathematics Proficiency Exam. Credits from this course are not applicable toward a degree.

UEMA 101 Precalculus I 3 credits
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. Students who earn a grade of "C-" or better in UEMA 101 fulfill the mathematics requirement for graduation. *UEMA 100 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 101 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 156 Math for Teachers/Early Education 3 credits each
A development of mathematical concepts, skills, and theory needed by teachers in early education. Emphasis on the language of mathematics, mathematical reasoning, patterns and relationships, problem solving strategies and connecting mathematics, its ideas, and its applications. Topics include numeration, the number system and its operations, ratio and proportion, geometry, measurement, and introduction to statistics and probability. Incorporates the use of manipulatives, diagrams, graphs, models, and technology. *Prerequisite UEMA 101 or Math Placement Exam Level 2.*

Montessori (MN)

UEMN 220 Montessori Philosophy/Edu Theory 3 credits
Students explore the educational philosophy that influenced Maria Montessori. A second trend, emanating from science and the scientific method, forms a comparative study of her predecessors in the fields of child development, medicine, anthropology and pedagogy. Background relates the pedagogical principles of the Montessori Method to today's educational philosophies and methods.

UEMN 221 Montessori Everyday Living/Art 3 credits
A study of the child's environment and culture dictates the exercises that aid inner discipline, self-esteem, a sense of order, and muscular control. Montessori pedagogical principles provide the rationale for demonstration of techniques appropriate for the very young child. *Prerequisite: UEMN-220 or permission from the Montessori program director.*

UEMN 222 Montessori Sensorial/Music 3 credits
Provides the rationale and technique undergirding the refinement of sense perceptions as a means of acquiring classified, detailed and accurate knowledge from the environment. Students receive practical insight into the role of movement. *Prerequisite: UEMN-220. Cross-listed: EDMN 222, EDMN-522, MONC-022.*

UEMN 223 Montessori Mathematics 3 credits
Enables the student to assess a child's mathematical readiness, to introduce number with its properties of cardinality and ordinality, to develop the mathematical experience to include the basic operations with the didactic apparatus. This course provides preparation for the intern experience. *Prerequisite: UEMN-220. Cross-Listed: EDMN-223, EDMN-523, MONC-023.*

UEMN 224 Montessori Language 3 credits
Students learn how to design language programs within the prepared Montessori environment. Discussion includes the responsibility of the teacher in the different levels of development that lead to writing and reading, in the sequencing of materials, and in adaptations to specific language needs of children with special emphasis on the urban minority child. *Prerequisite: UEMN-220. Cross-Listed: EDMN-224, EDMN-524, MONC-024.*

UEMN 225 Montessori Natural/Social Sciences 3 credits
Provides the student with material for the study of natural and social sciences used in the Montessori classroom appropriate to the age and development of the young child. Students explore the wonders of nature, and the interactions of human beings and nature. Suggestions are included for developing parent/ teacher partnerships and mutual responsibilities. *Prerequisite: UEMN-220. Cross-listed: EDMN 225, EDMN-525, MONC-025.*

UEMN 226 Montessori Education for Peace 3 credits
Focuses on the essentials of education for peace, which are built into the Montessori curriculum at every level. Emphasis will be on role modeling, conflict resolution, and the teacher's role in creating a peaceful environment. *Cross-listed: EDMN-226, EDMN-526, MONC-026.*

UEMN 234 Infant Toddler Montessori Philosophy & Observation 3 credits
This course is an introduction to the patterns of growth and areas of development in children ages birth to three, including pre-natal and brain development. It provides a study of basic theories in child development proposed by child theorists and researchers. Students will examine the five domains of Development and Learning: physical, language, cognition, social and emotional. The three temperaments of children, flexible, fearful and feisty will be introduced. Students will explore child development through an examination of case studies, lectures, videos and child observations based on current research.

UEMN 235 Infant Toddler Pedagogy & Env. Design I
In this course, the study of Montessori philosophy and the understanding of the physical, language, cognition, social and emotional development of the infant are integrated.
Basic room design, establishing daily routines, physical care, supporting the young child's psychological needs and the preparation of adults for assisting infants are explored. Developmentally appropriate practices for developing trust, giving a message of acceptance and respect, setting clear boundaries, encouraging concentration, allowing freedom of movement, and developing a secure attachment will be discussed. This course will also focus on the importance of appropriate and stimulating environments for children aged 0 to 18 months. How to choose and create materials that meet the infant's sensitive periods for movement, language, development of the senses, independence and order will be demonstrated and practiced.

UEMN 235 Infant Toddler Pedagogy & Env. Design II
In this course, the study of Montessori philosophy and the understanding of the physical, language, cognition, social and emotional development of the toddler are integrated.
This course will focus on the importance of appropriate and stimulating environments for young children, 18 months up to three years. Topics will include ideal ages, age groupings, ratios of children to adults, the choice and arrangements of the furniture, and the choice and organization of the materials and activities. How to design, sequence, display and present activities that meet the needs of the toddler's sensitive periods for language, movement, development of the senses, independence and order will be demonstrated and practiced.

Developmentally appropriate practices for toilet learning, eating, dressing, and napping will be discussed. Safety procedures and relevant local, state and federal legislation for Infant Toddler programs will be reviewed.

UEMN 430 Montessori Fall Internship 3 credits
A year's internship taken in the student's senior year, which brings together the theory, practice and curriculum of Montessori Education. *Corequisite: UEMN-431. Cross-Listed: EDMN 430, EDMN-630, MONC-030.*

UEMN 431 Montessori Fall Seminar 2 credits
Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the Internship for both fall and spring semesters. Seminar consists of bi-weekly meetings that discuss and evaluate observation and participation experiences of seminar students working in Montessori classrooms. Problems and challenges facing student interns, parents and administrators are addressed. *Corequisite: UEMN-430. Cross-listed: EDMN-431 EDMN-631, MONC-031.*

UEMN 432 Montessori Spring Internship 3 credits
A year's internship taken in the student's senior year, which brings together the theory, practice and curriculum of Montessori Education. *Corequisite: UEMN-433. Cross-Listed: EDMN 430, EDMN-630, MONC-030.*

UEMN 433 Montessori Spring Seminar 2 credits
Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the Internship for both fall and spring semesters. Seminar consists of bi-weekly meetings that discuss and evaluate observation and participation experiences of seminar students working in Montessori classrooms. *Corequisite: UEMN-432. Cross-Listed: EDMN 433, EDMN-633, MONC-033.*

UEMN 450 Montessori I/T Fall Internship 3 credits
Students in this course participate in a yearlong internship in an authentic Montessori Infant or Toddler classroom. They spend the minimum of three hours per day for the duration of the school's academic year. Working with a seasoned Infant or Toddler Montessori teacher, students begin to put into practice all they have learned from their Montessori course work. In addition, they engage in a variety of skills necessary for effective classroom leadership such as accurate observation and record keeping, lesson planning, classroom management, child discipline and communication with parents. All students in this course are also required to take concurrently the Infant Toddler Montessori Fall Seminar course UEMN 451.

UEMN 451 Montessori I/T Fall Seminar 2 credits
In this course, best practices for preparing the environment initially and throughout the year, the scheduling for both staff and the school day and the human needs and requirements (children, families and staff) for a full day or extended day program will be discussed. The use of developmental milestones for evaluating a child's progress will be practiced. Best Practices for setting developmentally appropriate limits and validating feelings with infants and toddlers will be explored. Abar resources for creating a culture of compassion kindness and equitability will be evaluated and discussed. Dr. Montessori's spiritual preparation of the teacher will be introduced (Absorbent Mind, Chapter 27)

UEMN 452 Montessori I/T Spring Internship 3 credits
A year's internship taken in the student's final year brings together the theory, practice and curriculum of Infant Toddler Montessori education. Regularly scheduled seminars correlate methods and the internship. All students in this course must have completed UEMN 450 and UEMN 451 and are required to take concurrently the Infant Toddler Montessori Spring Seminar course UEMN 453.

UEMN 453 Montessori I/T Spring Seminar 2 credits
In this course, the students will develop a better understanding of the psychology of parenthood, the ability to communicate successfully with parents including parent conferences, an awareness of community resources for referral, enrichment, program development and implementation, including health and nutrition, and the ability to involve the family into the life of the school for the benefit of both. The spiritual preparation of the teacher will be furthered explored.

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. 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.

Political Science (PO)

UEPO 103 American Federal Government 3 credits
An analysis of the basic principles of the Federal Constitution, political parties, the electoral process and the political character and behavioral pattern of the American voter. The structure and processes of the Congress, the presidency and judiciary are examined.

UEPO 104 International Studies 3 credits
An analysis of the relationship among politics, economics, and culture in selected nations from different regions of the world. Emphasis is placed on an examination of how different nations approach such issues as economic development, political organization, the distribution of wealth, environment, health care, and child welfare.

UEPO 201 Classical Political Thought: Constitutionalism and Human Rights 3 credits
An analysis of the development of Western constitutionalism and its protection of human rights, from the Greek philosophers, the Roman lawyers, and medieval theologians to the British and American constitution. Artistic and literacy aspects of Western civilization are considered in this analysis.

UEPO 202 Modern Political Thought: Totalitarianism and Human Rights 3 credits
An analysis of the development of the totalitarian idea from the Renaissance through the Enlightenment to its actualization in contemporary regimes, which systematically abuse human rights. A broad cultural overview of these periods is provided.

UEPO/CJ 203 Civil Liberties 3 credits
Examines the evolution of civil liberties in America from the adoption of the U.S. Bill of Rights through some of the most recent Supreme Court decisions. Emphasis will be focused on human rights issues in a historical context.

UEPO 330 Constitutional Law and Public Policy 3 credits
An examination of the impact of constitutional law on the formation of American public policy. The debate on the proper policy role of the judiciary is examined. Leading Supreme Court decisions in the areas of intergovernmental relations, commerce, and civil rights and liberties are analyzed.

UEPO/MG 350 Government and Business 3 credits
An in-depth examination of the complex and expanding role of government activity in the private business sector. The history of intergovernmental aid programs, the growth of public/private economics partnerships and the pros and cons of government regulation and tax structures will be explored in detail, giving students background necessary for understanding current government policies.

Psychology (PS)

UEPS 109 Introduction to Psychology 3 credits
An overview of psychology that emphasizes how psychologists function as scientists. Topics include research methods, psychobiology, motivation, perception, consciousness, learning, cognition, development, personality, psychology and health, psychological disorders, psychotherapy, and social relationships.

UEPS/ED 202 Educational Psychology 3 credits
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 207 Infant Toddler Development 3 credits
This course presents an analysis of the developmental stages of infants and toddlers. A short list of topics to be covered in this course are as follows: Understanding the physical, social, emotional and development of personalities in children from birth to 36 months; how a healthy and stimulating environment promotes healthy growth and development, the importance of relationship building; types of developmental screenings and why screenings are important, brain development and historical influences/research in infant/toddler development.

UEPS 213 Development: Pre-Natal to 3 3 credits
Introduction to the patterns of growth and areas of development in children ages birth to three, including pre-natal and brain development. It provides a study of basic theories in child development proposed by child theorists and researchers. Students will examine the five

domains of Development and Learning: physical, language, cognition, social and emotional. The three temperaments of children, flexible, fearful and feisty will be introduced. Students will explore child development through an examination of case studies, lectures, videos and child observations based on current research.

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 3credits
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 includes creation; covenant; the prophetic movement; Wisdom literature; the person and message of Jesus; the Synoptics and Fourth Gospel; Pauline theology; and apocalyptic literature.

UERS 209 Old Testament Studies 3 credits
Explores the Old Testament in the light of modern biblical scholarship. Areas of concentration include creation material; covenant and roots of Israelite worship; the prophets; Wisdom literature; and apocalyptic literature.

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, childcare, 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 230 Film and Faith 3 credits
Religion and film are compelling and pervasive facets of American culture. Students will explore this relationship through the lens of various Scriptural and doctrinal themes within religious studies. Invites students to recognize, interpret and integrate film imagery and meaning with areas of personal, interpersonal, societal, and spiritual growth rendered possible when both film and faith are used as windows for illumination and metaphors for deeper significance.

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 238 - Catholic Social Teaching/Inter Religious Dialog
Rooted in the Hebrew and Christian Scriptures, Catholic Social Teaching provides a framework for intellectual and moral discernment regarding issues of social justice and inter-religious dialogue. Integral to the rights, responsibilities, and dignity of the human person and nature of the common good, the course explores this social nature of the human person using the works of papal and conciliar documents and a variety of well-known theologians.

UERS 241 Women in the Christian Tradition 3 credits
A timely exploration of Church teachings on the nature of women and women's roles. Considers New Testament foundations, historical developments, and the tradition of theological reflection. Includes study of representative writing by and about Christian women.

UERS 244 Global Theology and The Cry for Justice 3 credits
Explores core aspects of the Christian theological tradition in light of emerging global concerns. By means of case studies, the voices of the marginalized peoples of the world are highlighted for the ethical challenges in their urgent cries for justice, peacemaking, and reconciliation. Provides opportunities to reflect on the radical nature of the call to Christian discipleship.

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..

UESO 248 Survey of Autism 3 credits
The course provides a comprehensive foundation of knowledge and
skills necessary in order to understand and work effectively with children on all levels of the Autism Spectrum as well as the related condition of Social Communication Disorder.

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 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 260 Trauma 3 credits
Examines the types of trauma prevalent in today's society and the effects on both children and adults. Focus will be on neurological, cognitive, behavioral, and psychological consequences. Approaches to help traumatized individuals will be explored, along with ways to build resilience. The topic will be approached from both an individual and societal perspective.

UESO 270 Introduction to the American Healthcare System 3 credits
Covers the background and development of the healthcare system in this country in relation to economic, political and social factors. The philosophical view of health and wellness, the changing roles of health professionals, health planning, and the voice of the consumer are examined.

UESO 312 Elder Law Issues 3 credits
An examination of the legal issues concerning aging members of society. Some topics to be considered are age discrimination, pensions and retirements, health care benefits, the right to die, living wills, guardianship issues and elder abuse. Actual cases will be studied.

UESO/CJ 350 Research Methods 3 credits
An introduction to basic social research methods. Students consider problem identification and stating; research design; and data gathering, analysis, interpretation, and presentation.
Prerequisite: junior status

UESO 400 Special Topics 3 credits
Provides an opportunity to pursue, in a structured setting, a topic of current interest or specialized focus not available in other sociology courses.

CONTACT INFORMATION

PHMC Grant/SCPS Administrator Elaine R. Green, EdD	215-248-7063 green@chc.edu
Associate Registrar/VA Certifying Official Marie Scheetz, BS	215-248-7064 scheetzm@chc.edu
Senior Associate Director of Admissions Nathalie Christophe, MS	215-242-7708 christophen@chc.edu
Student Service Liaison/Academic Advisor Mary Ann Borek, BS	215-242-7706 borekm@chc.edu
Retention Specialist Regina Smith, SSJ, MA	215-248-7063 smithr6@chc.edu

School of Continuing and Professional Studies	
Email	chcacc@chc.edu chcaadp@chc.edu
Website	www.chc.edu
Bookstore	215-248-7150
Email	sm8127@bncollege.com www.chc.bncollege.com
HelpDesk	215-248-7195
Email	helpdesk@chc.edu
Library	215-248-7050
Counseling Center	215-248-7104
Math Center	215-248-7088
Email	mathcenter@chc.edu
Writing Center	215-248-7114
Email	**writingcenter@chc.edu**
Career Development	215-2487048
Email	ndachill@chc.edu
Security	215-242-7777
Student Financial Services	215-248-7182
Email	finaid@chc.edu
Student Accounts	215-248-7116
Email	accounts@chc.edu