



STUDENT HANDBOOK AND COURSE CATALOG 2021-2022

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Dear Student:

On behalf of our Board of Trustees, the Ursuline Sisters of Brown County, and the faculty and staff, welcome to Chatfield College. We know you have many choices when it comes to selecting the right college for you and are pleased to have you here!

Chatfield is a welcoming place where teaching and learning combine with personal attention and support, to ensure you the best opportunity for intellectual and social growth. You will find yourself a part of a vibrant and exciting community where students, instructors and staff engage you in a cordial and friendly manner.

We are all committed to your success so take advantage of all the opportunities before you. We offer tutoring to help you with your academic work and a mentoring program to assist you with any one of life's several challenges. You are not alone, and we will support you in any way possible.

Get to know your fellow students and learn from one another. Join a club or student organization and be active in any way you can. Talk about your dreams and aspirations for the future. With hard work and perseverance, you can achieve a better future here. Should you ever become discouraged, reach out to our faculty or staff. We really care about you and are here to help you.

Please read and become familiar with the contents of this Handbook. Its contents are an important part of our governance and can be helpful to you on your journey to earn your degree. If you have questions about any policy or procedure in this Handbook, please reach out to your academic advisor, one of our Associate Dean(s)/Site Director(s), or to any member of our staff.

Your education will be with you always and forever. Make the most of it and enjoy your Chatfield College experience.

Sincerely yours,

Robert P. Elmore
President

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MISSION AND HISTORY

Chatfield College Vision, Mission, and Core Values

(Adopted by the Board of Trustees April 2018)

Vision

At Chatfield College, students obtain a solid foundation of knowledge and skills necessary for succeeding in a rapidly changing world. Through practical programs and student-college collaboration, Chatfield graduates are empowered to make the most of their abilities and achieve a better future for themselves and their families.

Mission

Chatfield is an open-enrollment Catholic college, rooted in the Legacy of the Ursuline Sisters, believing in the potential of every person, and accepting of people of all faiths. We offer a small, collaborative learning environment with a deep sense of community and personalized support. Chatfield meets students where they are and empowers individuals to better themselves, their employability, and their futures.

Core Values

Faith & Community: Create an academic community that fosters moral and spiritual development, along with educational success.

Empowerment & Accountability: Empower students to rely on their own skills and abilities to build productive, successful lives.

Learning & Growing: Inspire a lifelong commitment to learning, growing and succeeding in a changing world.

History

Chatfield's service in community education spans more than 170 years. In 1845, a group of Ursuline Sisters dedicated to education came to Ohio from France. Their leader, Sister Julia Chatfield, founded the Ursuline Convent in St. Martin, Ohio. The community immediately began construction of a boarding school in the Brown County wilderness.

From that foundation, the educational mission of the Ursulines of Brown County has reached children and adults through the public school system, a boarding school, summer camp, counseling, and community development.

In 1958, the Ursuline Sisters founded the Ursuline Teacher Training Institute to provide a foundational liberal arts education for members of their Ursuline order.

In 1971, in direct response to the community, the Ursuline Teacher Training Institute opened its doors to the public and changed from being a college for those in religious service to serving the whole community. At that time, the institute was regionally accredited by the Higher Learning Commission and renamed Chatfield College in honor of Sister Julia Chatfield.

In 1999, the College received accreditation to offer the Associate of Arts degree at its location in metropolitan Cincinnati. Chatfield serves a diverse student body at both its campuses and has given many students a caring

and nurturing environment within which to begin college. The College received accreditation to offer two Associate of Applied Science degrees in 2020 at its St. Martin and Cincinnati campuses. The College received approval to offer its Associate of Arts Liberal Arts degree as a distance/hybrid program in 2021.

Today, the College continues the Ursuline tradition of education for all. The College is a member of the Greater Cincinnati Collegiate Connection (GC3) and the Online Consortium of Independent Colleges and Universities (OCICU), and credits earned at Chatfield are easily transferable to other accredited institutions. Chatfield is an independent, Roman Catholic college that welcomes all students regardless of race, color, religion, sex, national origin, age, sexual orientation, gender identification, disability, or genetics. Chatfield is accredited by the Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, and is governed by a Board of Trustees composed of Ursulines, business leaders, educators and other professionals from the greater Cincinnati area.

GENERAL INFORMATION

Introduction

This handbook is provided to assist you while you are a student at the College. It is available online on the “Current Students” page. It is the responsibility of all students to become familiar with all college policies.

Chatfield is a non-residential private college located in Brown County, Ohio and in Over-the-Rhine (OTR) in downtown Cincinnati. The St. Martin, or Brown County, campus is located on the former grounds of the Ursuline Sisters in St. Martin. Chatfield’s Cincinnati campus is located downtown in the historic Over-the-Rhine neighborhood.

The Region Chatfield Serves

Chatfield draws students from the tristate, including Adams, Butler, Brown, Clermont, Clinton, Hamilton, Highland, and Warren Counties in Ohio; and Campbell, Kenton, and Boone Counties in Kentucky. Most of this area was designated as part of Appalachia by Congress in the Appalachian Development Act of 1965.

The Students

Chatfield students have a variety of backgrounds. Some of our students come to Chatfield immediately after they receive their high school diploma or high school equivalency; others have been away from school for several years before they decide to attend college; and others are attending high school and college concurrently through a program sponsored by the Ohio Department of Higher Education, the dual enrollment College Credit Plus (CCP) program.

Students attend Chatfield for many reasons:

- To move directly from Chatfield to a four-year institution to pursue a bachelor’s degree.
- To improve job opportunities.
- To improve the quality of their lives through broadening their knowledge and experiences.
- To invest in their children by bringing education into the home.
- To expand their minds through personal growth.

Staff and Faculty

Chatfield recognizes that each student has a unique set of educational needs and goals. Since Chatfield is a small school, the staff and faculty strive to address these individual needs and goals. The faculty and staff come from backgrounds as diverse as students’ and are committed to serving all learners.

Course Structure and Schedule

Chatfield operates on a semester system. The fall and spring semesters are fifteen weeks each. Most courses carry three semester credits and meet 2.5 hours once per week. Courses held during the shortened summer term and courses with more or fewer than three credit hours are adjusted accordingly.

Campus Phones

Phones available for student use are located in the Welcome Center at the St. Martin campus and the first-floor conference room (103) off the main lobby at the Over-the-Rhine campus.

Computer Use

Chatfield recognizes that technology is an integral part of the educational experience. Students will receive a Chatfield email address for official college communication and to aid in their studies. Computers are available for students at both the Over-the-Rhine and St. Martin campuses. Students taking online classes may also make use of the computers at either campus. Students must be considerate when sharing computers and only use the computers for legitimate purposes, as defined by the College *Responsible Use of Information Technology* policy.

Textbooks

Textbooks are available for purchase through the College online bookstore. Visit our website for a link to the online bookstore. Payment is due at the time of purchase.

Some degree-seeking students are offered grant and/or loan money to assist with book expenses in addition to tuition and fee charges. Those students may request a book voucher from the Financial Aid Office that may be used to charge books through the online bookstore to their student account. Secondary (public and non-public) schools are responsible for providing coursework materials ("textbooks") for their CCP students. Homeschool students are responsible for providing their own coursework materials ("textbooks"). CCP students in public and nonpublic secondary schools should check with their secondary school regarding textbooks.

Communication/Press Releases

Chatfield routinely releases information to the press and other media about the academic and extracurricular achievements of students. Any student who prefers that such information not be released should indicate so on the Application for Admission.

Weather-Related Information and Course Cancellation

Chatfield serves students and employs faculty and staff who come to us from a broad geographic area that displays a variety of weather patterns. Safety in travel during inclement weather is our greatest concern. Chatfield is, however, a college, and has responsibilities to our students, the Ohio Department of Higher Education, and our accrediting body to offer complete instructional experiences; therefore, cancellation of classes for part or an entire day is not undertaken lightly. The decision is not based upon the actions of public schools or other organizations but is based on the judgment of College administrators who assess weather reports, road conditions and other variables. Our collective goal is to provide a quality collegiate education regardless of circumstances.

On occasion, it is necessary for the college administration to cancel some or all classes due to inclement weather or other unexpected events such as interruption of water or electrical service. When any classes are cancelled due to widespread inclement weather, regional radio and television stations will be notified. Notification of a cancellation will also be made by LiveSafe and by email. If the notification cannot be made through broadcast media, only LiveSafe and email will be used.

Except when road closures are declared by local government, employees in most businesses and industries are expected to work. Students should realize that becoming a College student incurs many similar responsibilities. Even if a local school district is delayed or closed, the College may be open.

Faculty members must establish with the students a communication plan in the event of an unexpected class cancellation due to weather-related issues. While students will remain responsible for the work required to maintain academic progress, faculty will enable that work to take place in a supportive manner, without academic penalty. In the unlikely event that a member of the faculty is unable to be in class due to weather-related issues, they will also notify the college of the cancellation and a sign will be placed on the classroom door announcing the cancellation. Additionally, students should consult the Chatfield learning management

system (LMS), Canvas for individual class cancellations and notices. Students will remain responsible for the work to be covered, and the faculty member will enable that work to take place in a supportive manner and without academic penalty.

Lost and Found

All students are responsible for their personal belongings. The College assumes no responsibility for any personal belongings left unattended. Lost items may be claimed at the Welcome Center at the St. Martin campus and the front desk at the Over-the-Rhine campus.

Communicable Diseases

The position of the College toward any illness is one that is compassionate and non-judgmental. In the case of communicable diseases, our goal is to achieve balance in our responsibility to both infected and non-infected people. Thus, our guidelines are:

1. Persons with highly communicable diseases will leave the campus for the length of time appropriate to the disease.
2. For persons who have diseases of lower communicability and short communicability after treatment commences decisions will be made after evaluating the individual case.

Immunization Policy

Chatfield follows the guidelines recommended by the Immunization Program¹ of the Ohio Department of Health; therefore, all students should have the following immunizations before matriculating: measles vaccine, rubella vaccine, mumps vaccine, and tetanus-diphtheria vaccine.

Visitors and Children

All visitors will report to the main office in the Welcome Center at the St. Martin campus or the front desk at the Over-the-Rhine campus. Please report any unaccompanied visitors to an instructor or administrator.

Chatfield provides an environment suited to academic activities performed by employees and students. Classroom usage is limited to enrolled students and visitors who have an appropriate academic purpose, including guest speakers, those invited to make special announcements, and others whose presence supports the academic nature of the classroom. For reasons of child safety and in the interest of maintaining the academic environment of the classroom setting and performance of academic endeavors, Chatfield students may not bring children into their classrooms during instruction time. Information about local childcare facilities is available and assistance in selecting childcare is offered either directly by Chatfield or through a partner organization or agency. College staff will not assume supervision of students' children, and children may not be left unsupervised on either campus of the College.

¹ <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/Immunization/Recommended-Vaccines-College-Students>

ADMISSIONS

Affirmative Action Statement

Admission is based solely on the applicant's qualifications and ability to meet established requirements for admission. Chatfield does not discriminate against any applicant because of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identification, or genetic information.

Admissions Process

Chatfield maintains a non-discriminatory, open admissions policy. Any person requesting more information about admissions to the College or general information about our academic programs and regional accreditation should visit <http://www.chatfield.edu/admissions/>.

Prospective students seeking admission to Chatfield College:

1. Complete your Application for Admission online <http://chatfield.edu/admissions/future-students/>. There is no application fee.
2. Provide a copy of a high school diploma, transcripts, or proof of high school equivalency completion. If you attended another college or university, you must send an official copy of your post-secondary transcripts directly from that institution to our Registrar's Office. If mailing these documents or ordering through a vendor, please send them to: Chatfield College Admissions; 20198 State Route 251; Fayetteville, Ohio 45118.
3. Tour the campus and speak to an enrollment advisor who can answer any questions you may have about attending Chatfield, our programs, our accreditation, and our student services.
4. Meet with a financial aid advisor. They will discuss scholarships, grants, loan and the FAFSA. If you have questions about the financial aid process, please refer to <http://chatfield.edu/apply-for-financial-aid>.
5. Complete an Accuplacer placement test. The Accuplacer placement test is given to help you succeed. The exam does not affect your admissions status; however, it does help the College evaluate your skills in English and mathematics. We use this information to determine which courses are the best fit for you. There is no cost for the test.
6. Meet with an Academic Advisor and register for your classes.
7. Attend orientation to finalize any paperwork and learn about the resources available to help you succeed in college.

Chatfield operates on a rolling admission schedule. Degree-seeking students are notified of acceptance when the college receives documentation of high school completion or the equivalent. Students are encouraged to register early. Students are required to furnish a copy of their high school diploma, transcript or proof of high school equivalency completion to enroll as a degree-seeking student. If the College does not receive the documentation by the start of the semester, the student will be classified as a non-degree-seeking student and will not be eligible for financial aid.

Admissions Status

College Credit Plus (CCP)

Chatfield welcomes students electing to participate in the State of Ohio College Credit Plus option program to enroll at our campuses. To be eligible to register for Chatfield classes, CCP students must be approved by their home district and be "college-ready" as evidenced by:

- Scoring within the "eligible" score range in at least one Accuplacer, ACT, or Aleks sub-test; or

- Scoring within the “conditionally eligible” score range in at least one Accuplacer, ACT, or Aleks sub-test AND have at least a 3.0 high school GPA; or
- Scoring within the “conditionally eligible” score range in at least one Accuplacer, ACT, or Aleks sub-test AND obtain a recommendation from a principal, school counsellor, or career technical advisor.

Chatfield uses the Next Generation Accuplacer (as of Spring 2019) to determine placement. The State of Ohio does not support enrollment in developmental coursework.

CollegeCredit **STUDENT ELIGIBILITY ASSESSMENTS** PLUS OHIO REVISED CODE 3365.03

Effective Academic Year 2018-2019, a student interested in College Credit Plus must meet statewide eligibility criteria. A student is considered **Eligible** for the program if the student scores at or above the “Assessment Threshold Score” in at least one subtest of an approved assessment exam* in the table below.

If a student does not meet the Assessment Threshold Score in at least one subtest, but has scored within the “Score Range to be Considered” (calculated as the standard error of measurement), then the student can be considered **Conditionally Eligible** for the program if he/she also as a 3.0 cumulative GPA or receives a recommendation from school counselor, principal, or career-technical advisor.

Exam	Subtest	Assessment Threshold Score (Eligible)	Score Range to be Considered (Conditionally Eligible)
Classic ACCUPLACER	Sentence Skills	88	78 - 87
	WritePlacer	5	4
	Reading Comprehension	80	71 - 79
	College Level Math (CLM)	55	46 - 54
Next-Generation ACCUPLACER	Writing	263	257 - 262
	WritePlacer	5	4
	Reading	250	243 - 249
	Quantitative Reasoning, Algebra, & Statistics (QAS)	263	259 - 262
ACT	Advanced Algebra & Functions (AAF)	263	257 - 262
	English	18	16 - 17
	Reading	22	20 - 21
	Math	22	20 - 21
SAT	Evidence Based Reading & Writing	480	450 - 479
	Mathematics	530	500 - 529
ALEKS	Mathematics	46	40 - 45
MapleSoft T.A.	Mathematics - Basic Algebra Test (MBALG)**	26	Calculation in process**
PlaceU (WebAssign)	Mathematics	18	16 - 17

*Approved assessment exams are listed in this table and in the “Uniform Statewide Standards for Remediation-Free Status” available at www.ohiohighered.org/college-readiness. This document is reviewed annually; check for updates on www.ohiohighered.org/ccp.

**The Maplesoft T.A. threshold score was updated for 2019-2020; the chart will be updated with a conditionally eligible range when those scores are available.

Updated August 26, 2019

To determine the number of credit hours a student can take in an academic year, the secondary school must calculate the number of course credits that are for high school credit only and multiply that by 3. That number is then subtracted from the 30 hours. The result is the maximum number of credit hours a student can take in the College Credit Plus program each academic year (<http://codes.ohio.gov/oac/3333-1-65.2>).

$$30 - (\text{high school only credits} \times 3) = \text{Maximum number of College Credit Plus credit hours each academic year}$$

The CCP program requires that students first complete 15 credits of Level I courses (<http://codes.ohio.gov/oac/3333-1-65.12>), “First 15,” before registering for additional coursework.

Degree-seeking Students

Chatfield classifies degree-seeking students as those earning college credits toward a degree. Students with prior college credit normally enter as degree-seeking students.

Non-Degree Seeking Students

Non-degree seeking students are those who enroll in classes without an intent to complete a college degree. These students, including dually enrolled students participating in Ohio's College Credit Plus (CCP) program, Greater Cincinnati Collegiate Connection (GC3) students, or Online Consortium of Colleges and Universities (OCICU) are not eligible for financial aid. Non-degree seeking students must confirm their non-degree seeking status *upon initial registration*. Students who wish to change their status from non-degree seeking to degree-seeking must meet all admission requirements and provide official copies of their high school transcript.

Greater Cincinnati Collegiate Connection (GC3) students, or Online Consortium of Colleges and Universities (OCICU) are those who are attending another college or university and have been given special permission from that institution to enroll in a limited number of classes at Chatfield on a term-by-term basis. Students are encouraged to submit a letter from their home institution indicating the student's academic status and the transferability of the course(s) in which the student is enrolled.

Former or Returning Students

Completion of the *Admissions Process* (above) is required for returning or former students who (a) have been withdrawn, i.e. not actively enrolled, for at least one calendar year or (b) withdrew from the College for any duration of time. Re-enrolling at Chatfield is required for former or returning students.

FINANCIAL AID

Introduction

Chatfield strives to provide financial assistance to those eligible students who, without financial aid, would be unable to pursue a college education. To this end, Chatfield participates in a variety of federal and state programs and offers institutional aid. Approximately 90% of all Chatfield students receive some financial assistance. The basic premise of financial aid programs is that the primary responsibility for meeting college costs lies with the student and their family. The ability of the student and/or the student's family to contribute to the cost of education is determined in the application process. Many factors are taken into consideration, including the student's income and assets, parental incomes and assets where applicable, household size, and any other resources such as veterans' benefits and offers from outside agencies.

When Chatfield's Financial Aid Office determines financial need, the cost of attendance is established using allowances for tuition and fees, books and supplies, transportation, and living expenses. The contribution expected from the student's family is subtracted from this cost of attendance figure. This computation results in an estimate of financial need that is used to determine the amount of financial aid offered to the student. Additional documented costs, such as childcare expenditures, medical expenses, etc., may be included in the allowances. See a Financial Aid Counselor for more information.

The amount of aid for which a student is eligible may increase or decrease from one year to the next, depending on changes in the circumstances of the family. A change in the number of credit hours taken from one semester to the next will also affect the student's aid amounts. Also, changes in federal and state grant programs, budget appropriations and legislated changes in eligibility formulas may result in an increase or a decrease of the available funds for a given year. Therefore, applications must be renewed each academic year.

Chatfield's policy is to counsel students, particularly those in their first year, to be responsible student loan borrowers. Institutional grants and scholarship funds are targeted to first and second-year students for this reason.

The Financial Aid Office provides application forms and information, assists students in completing applications as needed, and ensures financial aid requirements are met for students to be eligible to receive the aid needed for their educational costs.

Note: Students are responsible for completing all financial aid documentation by the requested deadline. Failure to do so may result in being denied financial aid. The Financial Aid Office should be informed of any additional financial assistance available to applicants from agencies, employers, or community organizations. While appointments are strongly encouraged, they are not required.

Applying for Financial Aid

To receive consideration for financial aid at the College, the student must:

1. Complete the admissions process, including submission of copies of either a high school diploma or proof of high school equivalency obtainment.
2. Complete the Free Application for Federal Student Aid (FAFSA) online at <https://studentaid.ed.gov/sa/fafsa> (FSA ID is required and may be obtained at the same time the FAFSA is filled out online). Chatfield's code number for the FAFSA is 010880. Students are welcome to ask the Financial Aid Counselor to review or assist with applications prior to submission.
3. Complete Chatfield's Application for Scholarships by the appropriate deadline.

4. Students are encouraged to complete the FAFSA as soon after October 1 as possible. Please note that the Ohio College Opportunity Grant (OCOG) requires the FAFSA to be completed by October 1st of the academic offer year in order to receive funds for any semester within that offer year.

Deadlines

It is crucial to be prompt in obtaining necessary forms, sending them to the proper processor, and responding to requests for additional information from the Financial Aid Office. Processing may take several weeks. See the academic calendar for the appropriate deadlines.

Eligibility

Eligible applicants must be accepted and enrolled as degree-seeking students earning college credit. No financial aid is offered for audited courses, to students with four-year degrees, or to CCP students. In addition, applicants must not be in default on any federal student loan or owe a refund on any federal or state grant. Students must also make satisfactory academic progress (SAP) toward the completion of their degree.

Chatfield College Satisfactory Academic Progress Policy

In order to receive federal financial aid under the programs authorized by the Department of Education guidelines, students must maintain Satisfactory Academic Progress (SAP) in the course of study they are pursuing.

SAP will be monitored after the fall, spring, and summer semesters for all students. All periods of enrollment count toward SAP including when a student does not receive further Title IV payments. Letters are also sent out to those on warning or appeal after each semester. Satisfactory Academic Progress is measured by three components.

1. The student's cumulative grade point average (CGPA)-Qualitative
2. The student's cumulative rate of progress toward completion (ROP)-Quantitative
3. The maximum time frame (MTF) allowed to complete the academic program (150% for all programs)

Cumulative Grade Point Average (CGPA)-Qualitative

Students are required to maintain a cumulative GPA as listed below to be eligible for federal financial aid:

- Cumulative GPA of 1.50 for students earning less than 16 credits,
- Cumulative GPA of 1.75 for students earning 16 credits but less than 32 credits, or
- Cumulative GPA of 2.00 for students who have earned 32 or more credits.

Satisfactory Academic Progress is measured for all students after each semester. If a student falls below the cumulative GPA scale listed above, the student will receive a written warning from the financial aid office. Failure to meet the minimum cumulative GPA after two (2) consecutive semesters will result in suspension of the student's financial aid eligibility.

All incomplete grades will be counted against a student's cumulative GPA at the end of the semester when SAP is evaluated. When the incomplete grade is changed to an actual grade the student's file will be re-evaluated. Transfer credits are not included in the calculation of the cumulative GPA but are included in the student's rate of progress.

Repeat Courses and Pass/Not Pass Courses

When retaking a class, the student will receive credit for the class only once. The higher of the two grades earned is used to calculate the cumulative GPA. If a student repeats a previously passed course, the higher of

the two grades will apply toward the completed courses, but subsequent repeats will not. “Pass (P)/Not Pass (NP)” grades are assigned to 001-099 level courses and labs, and students may opt to take some courses at the 100-level and higher graded as “Pass/Not Pass.” See the *Pass/Not Pass Courses* paragraph in the *Academic Regulations* section of this Handbook for further guidelines. “Pass (P)/Not Pass (NP)” grades are not included in the GPA computation, but courses graded as “Pass/Not Pass” at or above the 100-level do contribute to a student’s rate of progress (ROP). Students who are unable to pass a class on the second attempt may register for the same class a third time only with the permission of an instructor and the approval of either the relevant Department Coordinator or the Academic Dean. For enrollment purposes, the credit assigned to 001-099 courses is the same as the associated credit earning course. A student repeating a remedial course that exceeds the one-year limitation will not have the class included in his or her enrollment status.

Rate of Progress Towards Completion-Quantitative

This component measures the rate of progress (ROP) towards completion. Students must complete and satisfactorily pass 67% of all credit hours attempted at the College. Students must complete enough hours to finish their program within the maximum time frame. Quantitative progress is determined by dividing the cumulative number of credit hours completed by the cumulative number of credit hours attempted. Credit hours attempted include completed hours, transfer credits, IPs, Fs, WDs, WFs and repeated courses. *Courses at the 001-099 level and labs do not count as attempted courses.* Failure to comply with this component will result in suspension of students’ financial aid eligibility. A warning will be given after one semester and financial aid suspension will occur after two consecutive semesters.

Dropping classes after the initial two-week Drop-Add period of each semester (or the first week for the summer semester) will affect the completion rate. Dropping a class during the initial two-week Drop-Add period of each semester (or first week of the summer semester) does not affect the completion rate.

Maximum Time Frame (MTF)

The maximum time frame (MTF) for completion of all programs is limited by federal regulations to 150%. To remain eligible for federal financial aid, the maximum time frame (MTF) needed to complete a program of study cannot exceed 150% of the published length of the program measured in credit hours attempted. For example, if the published length of required credit hours for a program is 64 hours, such as Chatfield’s Associate of Arts degree in Liberal Arts, the maximum period must not exceed 96 (64×1.5) attempted credit hours. Students must complete enough hours to finish their program of study within the maximum time frame. Maximum time frame pace must be measured at each evaluation period. Remedial courses are not to be included when determining pace. To determine the pace/progress, divide the cumulative number of credit hours completed by the cumulative number of credit hours attempted. When calculating pace, transfer credits will be counted that apply toward the current program.

Withdrawals

Withdrawals count toward the student’s cumulative completion rate when calculating SAP but are not included in the GPA. Semesters in which the student withdraws are counted toward a student’s maximum time frame as well as semesters the student did not receive aid.

Warning Letter, Suspension of Financial Aid, and the Appeal Process

When a student does not meet the standards as stated above, the following process will take place:

Financial Aid Warning

After the first semester of not meeting the standards, a warning letter from the Financial Aid Office will be sent to the student. The letter will inform the student that she/he is not making Satisfactory Academic Progress and

is therefore, in danger of losing financial aid eligibility. For the following semester, the student can continue to receive federal aid on financial aid warning.

Financial Aid Suspension

After two consecutive semesters of not meeting SAP standards, students will lose their financial aid eligibility and be sent letters of explanation. Students who fail to meet SAP must successfully appeal to be placed on suspension. Loss of federal aid due to not making SAP will very likely result in the loss of all college funded scholarships as well. This loss of eligibility will be for subsequent semesters, with students not regaining eligibility until it is determined that they are once again meeting the SAP standards.

For instance, if a student has a 1.45 Cumulative GPA and has earned 8 credits at the end of her/his first semester, a warning letter will be sent. At the end of the second semester, if the student has earned 15 credits and her/his cumulative GPA has fallen to 1.35, the student will then be suspended from receiving any more federal financial aid and college funded scholarships. After one semester on warning, the student must make SAP. If during the following semester while on suspension the student pays the charges without financial aid and brings their Cumulative GPA back up to a 1.75, the student's financial aid will be restored in the subsequent semester.

SAP Appeal Process

Along with the letter of suspension, an appeal form will be sent to the student giving them the opportunity to appeal for continued financial aid. An appeal will only be granted for mitigating circumstances such as a death in the immediate family, a prolonged illness that is documented by a physician, or an equally serious circumstance that interfered with the student's ability to meet the standards of SAP. The appeal form must be completed and turned in to the Financial Aid Office to determine if the appeal should be granted. If an appeal for continued financial aid is granted, the appeal will only be valid for one semester and the student will be placed on financial aid probation. All decisions of the Financial Aid Office are final. SAP will be checked again at the end of that semester to determine if the student is once again making adequate progress. The deadline for filing an appeal is one week prior to the start of the semester. In the event the appeal is denied, the student will not be eligible for Title IV financial aid and must personally pay for any costs to attend school. Students in such circumstances may also apply for private loans with the lender of their choice.

Regaining Eligibility for Financial Aid

Students who are not making Satisfactory Academic Progress may choose not to submit an appeal. If this is the case, these students will not be eligible to receive federal student financial aid until they are in compliance with all components of the Satisfactory Academic Progress policy. These students will need to attend classes until they are once again in compliance with the policy. This may take several semesters to accomplish and it is the responsibility of the students to improve their academic performance during this time. Students may request their academic records be reviewed by the Financial Aid Office. If a student is found to be in compliance with the Satisfactory Academic Progress (SAP) policy, eligibility for federal student aid can be re-established.

Additional Information

It is the student's responsibility to be aware of the Satisfactory Academic Progress (SAP) policy. This policy is available for review in this Handbook on the college website and on the financial aid web page. Copies of the policy are also available in the Financial Aid Office. Students who have concerns about their statuses should contact the Financial Aid Office for specific personal consultation.

Additional Financial Aid Considerations

Additional Coursework License or Credential

A student may, upon receiving an Associate of Arts (A.A.) or Associate of Applied Science (A.A.S.) degree from Chatfield, wish to continue coursework toward a credential or license. The student must have a signed completion plan from the Academic Dean or an Associate Dean/Site Director in order to qualify for financial aid for these additional courses. Only courses required for the license or credential will be permitted for financial aid eligibility. If the coursework cannot be completed within the 126 total attempted hours, financial aid will not be available.

Third Year Courses

Chatfield is accredited for third year level coursework toward a four-year degree. A student may request third-year status in writing through the Office of the Academic Dean. To receive financial aid funds after earning an associate degree, a student must (1) be accepted for enrollment in a four-year program at an eligible institution and (2) have a signed and accepted Chatfield course list from that institution indicating classes which the student may take at Chatfield. A third-year student should be able to complete all needed Chatfield courses toward a four-year degree within 126 attempted credit hours. Once a student has attempted 126 credit hours, her/his financial aid eligibility at the College ends.

Consortium Cross-Registration

Chatfield participates in agreements with other colleges in the Greater Cincinnati area (GC3) and across the nation through the Online Consortium of Colleges and Universities (OCICU). Chatfield students may use a portion of their financial aid toward a limited number of courses taken at other schools participating in the program. GC3 and OCICU enrollment rules must be followed, and courses taken at other institutions must apply toward the degree requirements. Visit <https://www.gccollegiateconnection.org/> or <https://ocicu.org/> for a listing of the colleges and the procedures for cross-registration. Students may receive financial aid from one institution only. The designated home school is the recipient of financial aid funds for the student. It is the responsibility of the student to ensure that proper payment arrangements are made with the host school.

Types of Aid Available

Grants

Grants are based on financial need and do not have to be repaid. These include:

Federal Pell Grants

A federally funded grant determined directly by FAFSA data. Recipients of this grant may be part-time or full-time and may use Pell funds for books and other education-related expenses if their total aid offer is greater than their tuition and fees for a semester.

Federal Supplemental Educational Opportunity Grant (FSEOG)

A federally funded program for students with exceptional need, as determined by the FAFSA. The Director of Financial Aid determines the offer amount.

Ohio College Opportunity Grant (OCOG)

The Ohio College Opportunity Grant Program (OCOG) provides need-based tuition assistance to Ohio students from low to moderate-income families. This program is a result of the merging of the Part-Time Instructional Grant and the Ohio Instructional Grant, with the intent to increase access to higher education. This grant has a specific deadline. The FAFSA must be completed by October 1st of the academic offer year in order to qualify for any semester within the academic offer year.

Scholarships

Scholarships, like grants, do not have to be repaid. They may be offered based on merit alone or on a combination of merit and financial need. Students need not be limited to scholarships offered through Chatfield. Several websites and library reference materials list thousands of additional sources for this type of funding. Any outside scholarship received must be reported to the Financial Aid Office. The following Scholarships are administered through Chatfield:

Ohio Academic Scholarship

Students apply through their high schools to the Ohio Department of Higher Education for this merit-based scholarship.

Endowed Scholarships

These are offered based on academic achievement or promise, leadership potential, community involvement, and financial need. Selection is considered a part of the overall financial aid offering process. Applications must be renewed each year. Applicants who have not yet earned an associate degree, either A.A. or A.A.S., have priority. Please access our website for current scholarship information and applications.

Alumni Scholarship

Established in 2001 to provide assistance to a Chatfield student. Scholarship is need-based, offered to one student at the St. Martin and Over-the-Rhine campus each year.

Brown County Ursuline Alumni Association

Established in 2017 by the Alumni Association of the School of the Brown County Ursulines. This scholarship is intended to provide a debt-free education to a student with financial need attending the St. Martin campus. This is a gift from the students who benefited from an Ursuline education in the past to students in the future. That “blest spot where waves the brown and blue,” and the spirit of St. Angela lives on!

Clem and Ann Buenger Scholarship

Established in 2017 and offered to a student at either campus who demonstrates a commitment to being a productive and contributing citizen. It recognizes the leadership and sense of community which the lives of Mr. and Mrs. Buenger exemplified.

Class of 1961 Scholarship

Established by the graduates of the School of the Brown County Ursulines Class of 1961 to celebrate their 50th anniversary. Offered to a female student on the St. Martin campus.

Harold O. and Mary B. Craig Scholarship

Established in honor of Harold O. Craig, supporter of Chatfield College and especially of its fine arts programs. Offered to degree-seeking students interested in the arts or community service. A GPA of 3.0 is required.

JCDP Scholarship

Established in 2017 and created to honor the memories of Joshua Williams, Carol Craig, Dudley Craig, and Peter Craig. This fund will provide educational travel opportunities for students, reflecting both the values of the Craig and William families and the needs of Chatfield’s students.

Jewel Craig Scholarship

Established by long-time Chatfield supporter, past Board of Trustees member, and Honorary Board Member, Peter Craig in memory of his wife, Jewel Craig. Need and merit based.

Sr. Ellen Doyle Leadership Scholarship

Established by the Board of Trustees in honor of Ellen Doyle, OSU, second president of Chatfield College. Offered to

students who exemplify the traits of initiative, service, dedication, and leadership.

Ann E. Fender Scholarship

Established by Ann and Donald Fender of Hillsboro, long-time supporters of Chatfield College. Recipient must maintain a 2.5 GPA.

Sr. Agatha Fitzgerald Scholarship

Established in honor of Agatha Fitzgerald, OSU, past dean and emeritus faculty member of Chatfield College. Offered to students who exhibit qualities of strong faith, sensitivity, thoughtfulness, and a commitment to support others.

The Bob & Esther Freking Scholarship

Established in May 2019 by Sue and Glenn Showers in honor of Bob and Esther Freking, who encouraged their children to desire a higher education. The Bob & Esther Freking Endowed Scholarship Fund will be offered to a female student pursuing a STEM degree.

Garry-Muething Families Scholarship

Established by Tim Garry, long-time Chatfield College supporter, and Paul Muething, past Chair of the Chatfield College Board of Trustees. For a minority female student who has completed at least one full academic year at Chatfield, is on schedule to receive an associate degree, demonstrates financial need and possesses the qualities identified in Chatfield's mission statement.

Virgil G. Gifford Scholarship

Established by Lester J. Besl in honor of Virgil G. Gifford. Mr. Gifford operated a general store in Chasetown and later lived in Fayetteville. Preference is given to students from northern Brown County who demonstrate financial need.

Sue Hamann Scholarship

Established by friends and family of Sue Hamann to celebrate her retirement after 52 years of teaching, 18 years at Chatfield. This scholarship is need-based to encourage and assist non-traditional students who have completed at least two semesters at Chatfield in good academic standing. Preference will be given to students whose goal is to help others in some way after they complete their education.

The Susan J. Hartman Scholarship

To be eligible, an applicant must be a female, first-generation college student from either campus who demonstrates a desire to overcome past challenges and improve her life through education. She must also express a willingness to "pay it forward" to similarly situated students who follow her.

Wanda Worley Hill Scholarship

Established in 2015 by family, friends, and supporters of Wanda Worley Hill to provide assistance to a student at the Over-the-Rhine campus. Students must be at least in their second semester, have a proven record of success, good attendance, and maintain a minimum GPA of 2.0 with no disciplinary issues.

Dr. Mary Lois Jung Scholarship

Established in 2016 from the bequest of Dr. Mary Lois Jung, a long-time benefactor of Chatfield College, for a student with an interest in education and the environment. Need and merit based.

John B. and Carrie Bickett Kiley Scholarship

Established in August 2018. Offered to a St. Martin student in good academic standing.

Sr. Xavier Ladrigan Scholarship

Established by the Board of Trustees in honor of Sr. Xavier Ladrigan, first president of Chatfield College. Offered to full-time students who are likely to serve the needs of their community through their degrees.

Cheryl A. Kern Scholarship

Established by James and Debbie Ludwig in honor of Cheryl's many years working at Chatfield College. Offered to a St. Martin student that doesn't qualify for federal or state aid but has financial need.

Austin E. Knowlton Memorial Scholarship

Established in honor of Austin E. Knowlton, a life-long Ohio resident who became a successful businessman, avid sportsman, and generous philanthropist. Offered to Ohio high school academic scholars.

Rev. Damon Lynch, Jr. Scholarship

Established by New Jerusalem Baptist Church in honor of Rev. Damon Lynch, Jr.

Helen and Francis McNamara Scholarship

Helen and Frank McNamara's seven children always knew they were going to college – it was expected of them and all were assisted financially by their parents. Helen was a “nontraditional” college student herself, returning to school in middle age after raising her children. This scholarship, established by the McNamara children, is to be granted to a promising student with financial need in honor of the McNamara's commitment to education as the best hope for a productive life.

Katharine T. Nyce Endowed Scholarship

Established by an anonymous donor in 2015 to be offered to a female student who has an interest in math.

Lena H. Rosselot Scholarship

Established with a gift from Lena Rosselot, past board member of Chatfield College. Preference is given to students interested in accounting or business.

Snowden and Mary Louise Rowe Scholarship

Established in 1982 to provide assistance to a Chatfield student at the St. Martin campus. Scholarship is need-based.

John & Judy Ruthven Scholarship

Established with gifts from and fundraising of John and Judy Ruthven. Judy was a Chatfield College Trustee and John is a renowned artist. Ruthven's wildlife paintings are on display at many museums including the Smithsonian Institution.

Marge and Charles J. Schott Scholarship

Established in 2014 by long-time supporters of Catholic education in the Cincinnati area. Need and merit based.

The Sittenfeld Family Scholar

This offer is given to a non-traditional, female student at either campus.

Hazel Mosel Smith Scholarship

Established in honor of Hazel Mosel Smith, mother of Norman Smith, PhD, past Dean of Chatfield. Offered to students who are degree-seeking single mothers. Preference given to St. Martin students.

Timothy Smith Scholarship

Established by National Bank & Trust in honor of Tim Smith, past chair of the Chatfield College Board of Trustees.

Linda Stamm Memorial Scholarship

Established in 2012 to provide assistance to a female student at the Over-the-Rhine campus. A student must be in at

least her second semester, have a proven record of success, minimum GPA of 2.0, and no disciplinary issues. Presented on Linda's birthday – January 21.

Joseph W. Tafaro Scholarship

In memory of Joseph W. Tafaro, M.D., a life-long learner and father of Chatfield's fifth president, offered annually to a student interested in pursuing a career in medicine or health care.

Sr. Miriam Thompson Scholarship

Established in honor of Miriam Thompson, OSU, founding dean of Chatfield College and founder of Hope Emergency Service. Offered to students who demonstrate financial need.

Theodore C. Wagenaar Scholarship

Established by Theodore C. Wagenaar, long-time educator at Miami University. Preference is given to students pursuing education or social science. Scholarship is need-based.

The Claire Castellini Thornton Wilger Scholarship

Offered to a Brown County student, either male or female, who has shown commitment to his or her own church, and whose life plan includes service to others in the tradition of Julia Chatfield and the Ursulines of Brown County.

The Williams Family Scholarship

Established in 2012 to provide assistance to a student at the Over-the-Rhine campus. Scholarship is need-based.

Loans

Federal Direct Student Loans

These low-interest loans are part of the Direct Loan program from the Department of Education. These are both need and non-need based. Entrance counseling and a master promissory note must be completed at <https://studentaid.gov/> for loans to be accepted. Direct Student loans may be subsidized or unsubsidized, or a combination of both, depending on the level of need as determined by the FAFSA. For subsidized loans, the federal government pays the interest for the student during in-school periods and grace periods. For unsubsidized loans, the borrower is responsible for all interest that accrues. Students must be enrolled in at least 6 credit hours per semester to be eligible to receive a Direct Student Loan. Repayment begins six months after the student drops below half time, withdraws, or graduates. For new students enrolling after July 1, 2013 with no previous Federal Direct Loan debt, students will lose eligibility for Subsidized Direct Loans if they do not receive their Associate, either A.A. or A.A.S., degree in three calendar years, and they will lose their interest subsidy retroactive to the original date of the loan. These students may be eligible for Unsubsidized Direct Loans if they continue at Chatfield.

Federal Parent Loans (PLUS)

These loans are available to parents of dependent students. Because Chatfield's tuition is low, this loan is rarely used but is available if needed. Contact the Financial Aid Office for applications and details, or apply at <https://studentaid.gov/>.

Vincent Orlando Emergency Loan

This is a short-term loan to help students maintain college attendance in spite of unanticipated and temporary inability to meet costs of books, supplies, childcare, or transportation.

Work-Study

Students may work part-time for an hourly wage as clerical/receptionist assistants, computer lab assistants,

library assistants, building services workers, special project workers, or other positions as needed by the College. Those who demonstrate financial need and who qualify for the Federal Work-Study are paid from federal funds allocated to the College. The Director of Financial Aid determines offer amounts based on the student's need and available work. Work-Study offers are considered part of the financial aid offer.

Students may work off-campus in community service under the Federal Work-Study program. The national "America Reads" initiative encourages students to serve as reading skills tutors in the primary grades of local elementary schools. Other possibilities include day care workers, elementary math tutors, adult literacy tutors, or senior citizens' program aides. Those interested in this type of work should contact the Financial Aid Office well before the beginning of the semester to allow time for arrangements to be made with local agencies.

Chatfield Work-Study

Chatfield has instituted its own work study program. Students are encouraged to work on campus, reduce their debt, and become part of the overall Chatfield experience. Full-time students qualify for a \$400 per semester work study offer. Students will be assigned to a specific department for completion of 45 hours of scheduled duties. Part-time students qualify for a \$200 per semester offer with a work requirement of 22 ½ hours. Interested students should contact the Financial Aid Office for an application and further information regarding work opportunities.

Other Sources of Funding for Education

Chatfield students may also receive assistance from employer tuition reimbursement benefits, the Ohio National Guard Educational Assistance Program, the Bureau of Vocational Rehabilitation, and other agencies that support training and education. Financial aid applicants must apply to the appropriate organization and bring documentation of these sources to the Financial Aid Office.

Transferring with Financial Aid

Students seeking to complete a bachelor's degree at another college should be prepared for earlier deadlines and variations in procedures and policies at the new school. The FAFSA should be completed as soon as possible after October 1st to ensure maximum grant and scholarship eligibility.

Students who change schools in mid-year can transfer the unused portion of that year's Federal Pell Grant and Ohio College Opportunity Grant. However, the amount of the offers may be different at the new school, depending upon whether the school is public or private or operates on the semester or quarter system. The new school's code must be added to the FAFSA data to allow the school to request funds in the student's name. Student loans may not be transferred. Transferring students who wish to continue borrowing must complete a new promissory note and loan eligibility certified by the new school according to the costs of attending there.

Tuition, Fees, and Enrollment

Chatfield is a non-profit institution of higher education. The tuition and fees paid by the students cover only part of the costs of providing instruction. The student activity fee is charged to provide for consumable supplies, campus ministry, special event transportation, and information technology infrastructure. Funded projects and individual donations to the College help to meet the remaining portion of the costs. Chatfield strives to keep student costs as low as possible while maintaining high academic standards.

Tuition and fees for each academic year are established by the Board of Trustees. Changes to the tuition and/or fee costs are ordinarily effective at the beginning of the fall semester. **Current fees are posted on the College website.**

Student Billing

Payment arrangements with the Student Accounts Office are due thirty (30) days prior to the beginning of classes. After registration is complete, the Student Accounts Office mails student statements with initial schedules and then on a monthly basis thereafter. Students are strongly encouraged to make payment arrangements early to avoid delays or problems during the first week of classes. Students registering within thirty days prior to classes and/or the first week of classes are required to arrange payment at the time of registration - see the Student Accounts Officer or a Financial Aid Counselor at your campus.

Chatfield provides a variety of payment options including:

1. Payment in full upon receipt of a statement or upon registration by cash, money order, check, credit card (Visa or Master Card), or other electronic banking means.
2. Payment plans arranged with the Student Accounts Office. The general policy is monthly payments during the semester for the remaining tuition and fees, with all charges paid by the end of the term.
3. Payment through federal, state, and/or institutional financial aid programs.²
4. Payment through employer reimbursement.³
5. Payment through outside sources.

Auditing Students

Auditing students must pay in full at the time of registration.

Senior Citizen Discount

Chatfield offers a 50% discount to students age 65 and older. This discount is applied to the student's account after all Grants and Scholarships are applied. The College will not refund money to students whose Grants, Scholarships and Senior Citizen Discount create a temporary credit balance.

Homeschool Discount

High school students who are home-schooled may take classes at the College and will be charged at the same rate of tuition as students enrolled in the College Credit Plus (CCP) program. The rate is determined annually by the state of Ohio. Books will be paid for by the student or school district. Admissions, class placement and credit hour restrictions follow the same guidelines as those for other CCP students. See *Tuition, Fees, and Enrollment* in this handbook for more details.

Payment

Payments should be sent to: Student Accounts Office, Chatfield College, 20918 State Route 251, St. Martin, OH 45118.

² Financial aid offers are credited to a student's account on a term-by-term basis as they are received from the source. Grant, scholarship, and loan funds are applied directly to the student account and used to pay Chatfield charges. Students are responsible for any remaining balance that financial aid funds do not cover. When all College charges are paid, financial aid funds in excess of the College charges are mailed to the student at the address listed in the College's computer system or deposited into the student's bank account if a direct deposit request has been submitted to the Financial Aid Office. Students have until the end of the Drop-Add period each term to arrange payment. If payment arrangements are not made by the end of the Drop-Add period, the student is dropped from all classes. Holds are placed on grades, transcripts, and future registration for any student not making payment arrangements or not completing arrangements.

³ It is the student's responsibility to apply for tuition reimbursement with their employer prior to the start of the semester and to submit to the employer grades or other required documentation at the end of the term. The student must obtain a letter from the employer prior to the start of the semester that states the conditions under which the employer will pay for the student. That letter must be submitted to the Student Accounts Office. The employer reimbursement will be paid directly to the College. The student must sign prior to the first day of class an agreement that she/he will be responsible for payment. If the employer will only pay the student, then a payment plan must be established with the student prior to the first day of class. The payment must be received by the College within 30 days after the end of the semester.

Withdrawals and Refunds

Tuition charges and financial aid offers will be adjusted for students who drop some or all classes prior to the end of Drop-Add period. Tuition and financial aid offers will not be adjusted after that time. A student who withdraws from a class must follow the procedures established by the Registrar's Office by completing a Withdrawal Form. Chatfield will consider the date of withdrawal to be the date the student begins the official student withdrawal process by completing the Withdrawal Form, or the date the student otherwise notifies the Registrar of the decision to withdraw.

Full Withdrawals

Students who begin attending and then drop all classes within the official Drop-Add period are not charged tuition or fees. The Drop-Add period for a given semester will be listed on the academic calendar. Students who withdraw from one or all classes after the Drop-Add period are charged full tuition and fees.

Students who receive financial aid funds and who withdraw or do not complete all the classes for which they are scheduled may be required to return federal aid funds. The point in the term referred to as the "withdrawal deadline" on the academic calendar is usually the end of the eleventh week of the semester. If the withdrawal is during the first 60% of the term, the Title IV refund calculation is required. If the withdrawal is after 60% of the term, a Title IV refund calculation is not required. Funds are returned to the federal aid programs in the following order:

Unsubsidized Direct Student Loans

Subsidized Direct Student Loans

Parent PLUS Loans Federal Pell Grants

Pell Grants

Federal Supplemental Educational Opportunity Grants

The Financial Aid Office is required to adjust charges and financial aid based on the date of withdrawal or non-attendance. If a student received federal (Title IV) financial assistance, some or all federal aid may be required to be returned to federal programs. A student is notified by the Financial Aid Office within 30 days of the end of the term if a return of Title IV funds is required. If funds are returned to Title IV, then the Student Accounts Office will produce an invoice for the student for that amount. The student becomes ineligible to register for classes until the repayment is made.

Payment of Excess Financial Aid Funds to Students

The principal use of financial aid funds is to help eligible students pay for direct college charges, which include tuition, fees, and, in some cases, books. Some types of financial aid such as Federal Direct Student Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and some outside scholarships are initially received by the College but may be applied to education-related expenses incurred by students, such as transportation, childcare, and general living expenses.

In the financial interest of the College, our standard policy is to apply aid funds as they are received to first cover students' direct charges. If a student's funds accumulate over and above the total semester charges, that credit balance (i.e., excess aid) is issued to the student. Students may request, in writing, that credit balances be held for use in a subsequent term.

Consortium Cross-Registration and Withdrawal

Chatfield students who are cross-registered for a class or classes offered by another Greater Cincinnati Collegiate Connection (GC3) or Online Consortium of Colleges and Universities (OCICU)

institution must follow official withdrawal procedures at both Chatfield and the host institution. Since Chatfield is billing the student in such cases, refunds and adjustments to financial aid will be calculated according to Chatfield's procedures. If the student initiates withdrawal procedures at the two schools on different dates, the earlier of the two dates will be used as the basis for refunds.

ACADEMIC REGULATIONS

Chatfield College promulgates, subject to the control of the Board of Trustees, the academic requirements for graduation, the conditions leading to, and attendant upon, academic probation, and the requirements for student honesty and originality of expression.

Academic Credit

In accordance with the Higher Learning Commission's Policy (FDCR.A.10.020⁴) and as an institution participating in Title IV federal financial aid, Chatfield's assignment of credit hours conforms to the federally mandated definition of the credit hour (34 CFR 600.2):

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates no less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This statement is also in compliance with the Ohio Board of Regents' more specific definition:

One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.⁵

In general, formalized instruction is a learning-oriented activity with defined and assessable learning outcomes that is initiated and guided by a qualified member of the faculty.

Credit Hour Requirements

Chatfield offers three (3) degree programs, but four (4) programs of study. One degree program is an Associate of Arts degree in Liberal Arts, which may be completed as a distance/hybrid program (Distance/Hybrid A.A. Liberal Arts) or as a ground-based/seated program (A.A. Liberal Arts). Chatfield also offers two Associate of Applied Science degrees. A total of 60 semester credit hours are required for the Associate of Applied Science degree in Early Childhood Education. A total of 61 semester credit hours are required for the Associate of Applied Science degree in Human Services. A total of 60 semester credit hours are required for the Associate of Arts degree in Liberal Arts. A complete listing of credit hour requirements for each program of study is found in the *Degree Requirements* section in this Handbook. It is important to refer to that section when planning your coursework with your advisor.

Catalog of Record

The catalog which is in effect upon a student's enrollment in the College is the catalog of record for both degree and non-degree seeking students. The catalog is the source of all information on College courses and degree requirements.

⁴ <https://www.hlcommission.org/Policies/assignment-of-credits.html>

⁵ <https://www.ohiohighered.org/node/359>

A student may opt to follow the most recent version of the College catalog of record but are not permitted to reverted to past versions of the catalog. In order to request a change to your catalog of record, a student must submit a Request to Change Catalog of Record form to the Office of the Registrar.

Former or returning students who have not been enrolled in more than 2 calendar years are bound to the catalog of record upon re-entry.

Degree/Program of Study Declaration

All degree-seeking students have an option to declare an intent program of study upon enrollment in the College. Incoming degree-seeking students may opt to not declare a program of study upon entry into the College. Degree-seeking students should declare a program of study before second semester registration is approved. Students who do not declare a degree/program of study by the end of their second semester of enrollment will be assumed as pursuant of the A.A. Liberal Arts. Declaration of degree/pathway of study is made via the Registration form.

Changing Degree/Program of Study

A student must submit a Request to Change Degree/Program of Study form before the change of programs is approved. Courses completed under one degree/program of study will count toward the new degree/program of study. Courses not fulfilling general education, or “core,” and/or technical course requirements for the new degree/program of study will be counted as elective credit hours. Even with a change of degree/program of study, all courses count toward a student’s cumulative GPA, rate of progress (ROP), and maximum time frame (MTF).

Pathways of Study

Pathways are suggested collections of courses that allow a student to satisfy elective requirements while at the same time developing a broader understanding of content in an area of interest. Pathways are intended for students pursuing their Associate of Arts in Liberal Arts to prepare for transfer to baccalaureate program in the same area. Pathways are not degree-awarding programs, majors, or minors. Students may select a pathway of study after completing fifteen (15) credit hours of college-level course work.

Class Standing

Class standing is determined based on credit hours completed. “Freshman” standing is applied to students who have completed either 30 credit hours or less. “Sophomore” standing is applied to students who have completed either 31 credit hours or more.

Academic Residency

Chatfield has an academic residency requirement of 17 credit hours. This means that a minimum of 17 credit hours of courses must be taken at the College in order to graduate from the institution. The College will award ACE Guide recommended credits that align with Chatfield courses and curriculum for military training and experience.

Cornerstone and Capstone

Students pursuing an A.A. in Liberal Arts are required to successfully complete both the Cornerstone and Capstone courses. Students pursuing an A.A.S. degree are also required to successfully complete a Cornerstone course. **As the entry point to the College learning outcomes assessment and electronic portfolio program, all students must take Cornerstone their first semester. Students must take Capstone during their final semester. One component of the Capstone course is the preparation and review of each students’**

portfolio.

Cross-listed Courses

Cross-listed courses are those that can be offered in more than one academic area. The outline and content of the cross-listed courses can be similar or identical, but the emphases and approaches may vary depending on the department offering the course. In some cases, the cross-list may not satisfy core requirements. For example, a course cross-listed in both EDU and SOC but completed as EDU cannot be used to satisfy the Psychology and Sociology core requirements. However, HIS 275 or HIS 276 can be used to satisfy Chatfield's core Religious Studies requirement.

Cross-listed courses may not be retaken for credit in another department. It is the responsibility of the student to work with their academic advisor to ensure that the course for which they register will aid them in reaching their academic goals.

Course Sequencing

When selecting courses and planning schedules, students should pay close attention to the level of the course as indicated by the course number. Higher course numbers correspond to more advanced skill-levels and demand more intensive critical thinking. Course numbers may be characterized as follows:

001-099 Courses

001-099 level courses are designed to help students develop the basic skills necessary for success in the challenging courses that lie ahead. Although credit hours are not awarded, this coursework enables students to build the skills and confidence needed for college-level work.

100-199 Courses

Courses numbered at the 100-level are introductory with emphasis on both content and basic skills. Some courses, such as ENG 101 or GEN 125, should be taken during the first year because they are important for success in future classes. Introductory classes allow students to explore various fields while meeting core requirements. It is recommended students complete fifteen (15) credit hours of 100-level coursework before registering for coursework above the 100-level.

200-399 Courses

Courses numbered 200-399 focus on specific areas within their respective disciplines. A 100-level course may be required as a prerequisite for 200 and 300-level courses. 200 and 300-level courses offer more advanced content. The work required in these courses assumes that the basic skills covered in the 100-level courses have been mastered. The few courses offered at the 300-level are the most challenging in the curriculum.

Distance Learning

Distance education "uses one or more technologies...to deliver instruction to students who are separated from the instructor..." (Higher Learning Commission). Distance education can be entirely online, where the student never attends a traditional classroom; or it can be hybrid, where the student spends some period of time in a traditional classroom and then uses technology for the other portion of their class.

Chatfield offers distance education through fully online courses and hybrid courses. The College uses Canvas as its learning management system (LMS) to offer distance education. The outcomes and expectations of distance education are no different than traditional education, in that the classes are equally rigorous, and you are earning college credit. However, to be a successful distance student you should be self-motivated and have good time management skills. The following are essential when determining if distance learning is right for you:

- Do I have consistent and reliable access to the Internet and a desktop/laptop computer?
 - Distance education courses rely heavily on being able to connect to your online classroom through the Internet. In some cases, you may be able to do much or all your work on a mobile device; however, some courses may require you to have regular access to a laptop or desktop computer.
- Do I have the computer skills needed to take a distance education course?
 - Sending email messages, connecting to WIFI or internet, troubleshooting basic computer or internet connection errors, managing and delivering e-documents, and utilizing application software, such as Microsoft Word or Google Docs, are examples of essential computer skills you will need to be successful when undertaking distance education.
- Am I prepared for the time commitment?
 - If you are taking online courses, you need to be prepared to login to your classes three to five times a week and work 10-15 hours on course assignments per class per week. You will need to be able to block time out of your schedule to meet with a proctor to take exams for your online classes.

The following comparison may be helpful in determining how face-to-face courses share some features with distance courses, and how they are different.

	Classroom	Distance
Learning Environment	The face-to-face classroom can be (but not always is the case) a passive learning environment. In a traditional lecture style class, information is transmitted to the student and then passed back to the instructor through written proctored assessments. The environment is also physical. Both student and instructor can observe physical cues and body language.	The distance classroom is typically a more active learning environment. Students must work to acquire information. Through interaction and participation, students take an active role in course material and delivery. In an asynchronous online course, there is a challenge in not being able to “see” the instructor or fellow students in real-time exchanges.
Reading Requirements	Students typically have regular reading assignments from the textbook and other resources provided or referred to by the instructor to supplement material covered in the face-to-face classroom.	As in face-to-face courses, there is typically a textbook from which there are assigned readings as well as supplemental resources provided by the instructor. A distance course, however, also can require additional extensive reading not necessarily included in the face-to-face course. Lecture documents, discussion postings, student-to-student and student-to-instructor interactions, course announcements and assignments must all be accomplished in writing and acquired by the student through reading.
Course Pace	Class meetings occur at a specific time in a specific location according to a set schedule. When in class, the instructor typically sets the pace.	It is up to the student to set their own pace for much of the work that needs to be completed in a distance course. While there are deadlines and due dates that must be met, students typically have quite a bit of flexibility in determining where and at what time of day they participate.

	Classroom	Distance
Discussions	<p>Discussion takes place in a physical classroom. The instructor often leads and controls the focus of the discussion to reach a conclusion in a limited amount of time. Since time is limited, responses typically must be formulated quickly. There could also be some intimidation of speaking live in a classroom setting, but there is also the benefit of visual cues of fellow students and the instructor.</p>	<p>Students have more of an opportunity to develop well thought out, researched discussion responses. The students often carry the bulk of the discussion interaction with the instructor acting as a facilitator only interjecting when necessary. The online discussion evolves over a period of time longer than that of the face-to-face classroom (often for one week) which allows all students in the course to contribute and reach conclusions together.</p>
Exams and Quizzes	<p>Exams and quizzes are typically delivered in the face-to-face classroom during regularly scheduled class time. Students are usually monitored during the exam period which is limited to the length of the meeting period.</p> <p>Review of the assessment typically takes place during a class meeting.</p>	<p>Exams and quizzes are given at distance (unless other arrangements have been made). A proctoring service is often used while the student completes the exam or quiz, and they need to verify their identity with login, photo, and picture ID. Typically there is a window of opportunity during which a student can begin taking an online exam or quiz, but once started the assessment might be timed. For example, a student may have between Monday and Thursday to take a test, but once they click the “Begin” button, they have a time limit to complete the test. It is, therefore, as important to study for the online assessment as you would for the face-to-face version.</p>
Assignments	<p>Homework assignments, research papers, labs, etc. are typically submitted to the instructor in-person and in hard copy form in the traditional classroom. Given the dramatic increase in the number of face-to-face courses that utilize online technologies; however, students may be required to submit assignments online in certain face-to-face courses.</p> <p>Review of the graded assignment often takes place within the physical classroom.</p>	<p>Assignments in distance courses are typically submitted through an online dropbox, like Canvas or another LMS. Depending on the settings chosen by the instructor, the student may have the ability to type directly in a message box, attach a file (or number of files), or submit their assignment multiple times. Dropboxes, like assessments, have specific opening and closing dates that students must follow.</p> <p>Review of graded assignments takes place online. When an instructor grades an online assignment there is the opportunity to provide a grade, feedback remarks, and/or a graded file attachment.</p>

	Classroom	Distance
Group work	<p>Since students are physically located in the same place at the same time, a face-to-face course lends itself nicely to group work.</p> <p>Class time can be used for this collaboration and work can be continued among the students after the class is over through scheduled meetings.</p>	<p>Online courses also often include group work. Instructors can divide their students into teams to collaboratively work on projects and interact using the discussion tool. Because most distance courses are asynchronous, however, the benefit of being in the same place at the same time does not exist in the distance classroom. It is therefore up to each student in the group to keep up with the work involved and contribute to the group.</p>

Internships and Practica

An internship is a structured, credit-bearing work experience in a professional work setting during which the student applies and acquires knowledge and skills. It involves the application of learned skills in a setting, agency or organization related to the department or program that coordinates the internship. In addition, internship experiences allow students to explore career interests, learn new skills, develop a professional network, understand workplace expectations, and gain work experience.

Participation in internships is approved during the registration period for the semester in which the internship will be pursued and requires significant advance planning and coordination between the student, the faculty supervisor, and the site supervisor. The number of credits and hours on site can vary, depending upon the arrangement between the student, faculty supervisor, and site supervisor.

Internship Site: The organization hosting the internship opportunity.

Site Supervisor: The person at the internship site who is directly responsible for the intern and his/her substantive work experience.

Faculty Supervisor: The Department or Program Coordinator responsible for overseeing the grade or credit for the completed internship based on the student's performance and completion of previously agreed upon assignments.

A site supervisor and a faculty supervisor are together responsible for supervising the intern. The faculty supervisor, in consultation with the site supervisor and the student, is responsible for maintaining the academic quality of the internship. Maintaining the academic nature of the internship is essential because academic credit is awarded for the experience (i.e. volunteering and work-for-pay, although worthwhile experiences, may not be academically sound). An internship agreement, completed prior to beginning the internship, defines mutually agreed upon learning objectives, academic requirements and method of assessment.

Independent Study Courses

If, in order to graduate, a student must complete a specific course that is not on the schedule that term and no comparable course is offered, the student may request an opportunity to take a course by Independent Study. A student may take no more than two Independent Study courses in her/his last semester before graduation. The proper procedure for this option is:

1. For the student to obtain an Independent Study Request and Plan form from the Registrar or Associate Dean/Site Director;
2. Consult with a faculty member to lead the Independent Study course;

3. Determine with the faculty member the number of credit hours of the Independent Study course;
 - a) If the Independent Study is a course that is part of the Chatfield catalog of record but not being offered during the semester for which the student is registering, the course must bear the same number of credit hours as listed in the catalog of record; OR
 - b) If the Independent Study is not a course which is part of the Chatfield catalog of record, the student and instructor may decide on the number of credit hours for the course, 1-4 credit hours. The instructor leading the Independent Study is responsible for ensuring that the number of classroom and instructional hours follow.
4. The Independent Study Request must be approved by the Registrar and the Academic Dean.

The student must complete all paperwork prior to being registered for the course. This must be completed no later than the end of the Drop-Add period, which appears on the academic calendar.

In planning an Independent Study, students should keep in mind that this is not a correspondence course in which the student does readings and takes a test at the end. College faculty members are not obligated to agree to teach Independent Study courses. If course cancellations cause a need for an Independent Study, the same procedures and timeline applies. There will be no more than two (2) students in an Independent Study course. Dual credit (CCP) students are not eligible to register for individualized instruction through independent study courses as part of the state CCP program but may do so outside the scope of the CCP program.

Course Placement

Placement Testing and Retest Policy

Chatfield does not require entrance exams (e.g. SAT or ACT) as part of its admissions process, but scores on these may be used for course placement. At Chatfield, the Next Generation Accuplacer exam is used and includes Math, Writing and Reading Comprehension assessments. Students who wish to retake the Accuplacer in order to change their course placement must wait a period of two weeks before retesting. A student may only retest once per academic year prior to the class registration deadline. The student's highest score will be used to determine her/his class placement for the subsequent term.

All incoming students are encouraged to prepare for these Accuplacer assessments. The Accuplacer website offers practice materials and phone apps. Some are available at no cost to the student (<https://accuplacer.collegeboard.org/educator/next-generation>). Additional Accuplacer study materials can be accessed at <http://www.testprepreview.com/> for a nominal fee. Free, generalized reviews of core subjects (not specific to Accuplacer test preparation) are available at <https://www.khanacademy.org/>.

Alternative Measures for Course Placement

Chatfield College does not require entrance exams, e.g. SAT or ACT, as part of its admissions process, but scores can be used for course placement as an alternative to Next Generation Accuplacer testing. Valid alternative placement measures, including official transcripts, must be dated within the past five years for the academic year the incoming student is enrolling, e.g. a person enrolling in the 2024-2025 academic year may provide official documentation from the 2019-2020, 2020-2021, 2021-2022, 2022-2023, or 2023-2024 academic years.

Mathematics

If an individual provides one of the following forms of official documentation, that individual will be placed into the following mathematics course(s) and is not required to complete the Next Generation Accuplacer Quantitative Reasoning, Algebra, and Statistics (QAS) exam.

MAT 130 Quantitative Reasoning

- ACT score of an 18 or higher in Mathematics section
- SAT (pre-March 2016) score of a 450 or higher in the Mathematics section
- SAT (post-March 2016) score of a 490 or higher in the Mathematics section
- SAT (post-March 2016) score of a 24.5 in the Mathematics subject test
- GED (post-2014) score of a 165 or higher in the Mathematics section
- High school unweighted cumulative GPA of 2.6 **and** completion of high school Algebra I with a “B” or higher

MAT 174 Elements of Statistics

- ACT score of a 20 or higher in Mathematics section
- SAT (pre-March 2016) score of a 470 or higher in the Mathematics section
- SAT (post-March 2016) score of a 510 or higher in the Mathematics section
- SAT (post-March 2016) score of a 25.5 in the Mathematics subject test
- GED (post-2014) score of a 170 or higher in the Mathematics section
- High school unweighted cumulative GPA of 2.7 **and** completion of high school Algebra I with a “B” or higher **or** completion of high school Algebra II with a “C” or higher

MAT 190 College Algebra

- ACT score of a 22 or higher in Mathematics
- SAT (pre-March 2016) score of a 500 or higher in the Mathematics section
- SAT (post-March 2016) score of a 530 or higher in the Mathematics section
- SAT (post-March 2016) score of a 26.5 in the Mathematics subject test
- GED (post-2014) score of a 175 or higher in the Mathematics section
- High school unweighted cumulative GPA of 2.8 **and** completion of high school Algebra II or pre-Calculus with a “B” or higher
- High school unweighted cumulative GPA of 3.0 **and** completion of high school Algebra I with a “B” or higher

English

If an individual can provide documentation of one of the following, that individual will be placed into ENG 101 and is not required to complete the Next Generation Accuplacer Reading and Writing exams.

- ACT score of a 22 or higher in Reading **and** 18 or higher in English section
- SAT (pre-March 2016) score of an 850-860 or higher in Writing + Critical Reading section
- SAT (post-March 2016) score of a 480 or higher in Evidence Based Reading and Writing section
- GED (post-2014) score of a 165 or higher in the Language Arts section
- High school unweighted cumulative GPA of 2.8 **and** completion of high school English Language Arts 12, e.g. a fourth year English, with a “B-” or higher

Accuplacer Next Generation Placement Scores

Next-Generation Reading and Next Generation Writing

	Writing Score Range →	236 and below	237-249	250-262	263-275	276 and above

Reading Score Range ↓						
236 and below		ENG 095+ ENG 098+ ENG 100	ENG 095+ ENG 100	ENG 095+ ENG 100	ENG 095+ ENG 101	ENG 095+ ENG 101
237-249		ENG 095+ ENG 100	ENG 100	ENG 100	ENG 101 **	ENG 101 **
250-262		ENG 100	ENG 100	ENG 101**	ENG 101	ENG 101
263-275		ENG 100	ENG 100	ENG 101**	ENG 101	ENG 101
276 and above		ENG 100	ENG 101	ENG 101**	ENG 101	ENG 101

** CCP Students scoring in the 257-262 range on Writing or in the 243-249 range on Reading are Conditionally eligible; these individuals must have a HS GPA of 3.0+ or be recommended by counselor/career advisor.

Next Generation Quantitative Reasoning, Algebra and Statistics Exam (QAS)

Score Range	236 and below	237-249	250-262	263-275	276 and above
Placement	MAT 091	MAT 130 + MAT 091 (<i>if intending to complete MAT 130 or MAT 174</i>) OR MAT 130 + MAT 098 (<i>if intending to complete MAT 190</i>) OR MAT 098 (<i>if intending to complete MAT 190</i>)	MAT 130 OR MAT 170 OR MAT 098 (<i>if intending to complete MAT 190</i>)	MAT 130 OR MAT 170 OR MAT 190	MAT 130 OR MAT 170 OR MAT 190 Students scoring in this range may take the Accuplacer AAF for additional placement options

** CCP Students scoring in the 259-262 range are Conditionally eligible; these individuals must have a HS GPA of 3.0+ or be recommended by counselor/career advisor.

Next Generation Advanced Algebra and Functions Exam (AAF)

Score Range	236 and below	237-262	263-275	276 and above
Placement	No Placement	MAT 211	MAT 210 OR MAT 211	MAT 212

Advanced Placement

Advanced placement gives recognition to students who qualify for college-level work. Any student who passes a College Board Advanced Placement (AP) examination with a score of three or better can be awarded course placement, or credit toward graduation in the relevant subject area(s) of each AP exam passed.

Credit by Examination

Through the College-Level Examination Program (CLEP), persons of all ages and backgrounds have an opportunity to obtain recognition for college-level achievement, regardless of where or how the knowledge was acquired. Anyone entering or currently attending Chatfield may take CLEP examinations and seek credit by submitting an official CLEP transcript to the College for evaluation. CLEP tests cannot count for more than five semester classes. Also, CLEP credit does not count toward the seventeen hours of residency required by the College. Chatfield will award credit for CLEP, DANTES Subject Standardization Test (DSST), and Excelsior College Examinations (ECE) examinations.

Transfer Credits

Students who wish to transfer credit to Chatfield must submit all official transcripts to the Registrar's Office. The institution(s) attended must be regionally accredited and only courses in which the grade was a **C or higher** will the transfer of credit be considered. Chatfield is not obligated to accept or recognize credits from any post-secondary institution except for those with whom Chatfield has an articulation agreement. If the institution from which credit is being transferred shares an articulation agreement with the College, the student will receive a form from the Registrar's Office approving the transfer of specific courses. If the student wishes to transfer credits from a regionally accredited institution that does not share an articulation agreement with Chatfield, the student may be asked to submit additional information for review, such as a syllabus. This may also apply to courses not specified in existing articulation agreements. Each approved transfer course will be recorded on the student's Chatfield transcript reflecting the appropriate title as well as the credits earned, and academic grade awarded by the home institution. Courses not offered in Chatfield's curriculum may be accepted as electives toward the degree at the discretion of the Registrar. However, quality points do not transfer and will not be recorded on the student's Chatfield transcript nor included the student's cumulative grade-point average (GPA); GPAs do not transfer. A maximum of 47 semester hours of transfer credit may be applied toward the Chatfield degree requirements.

Registration Procedure

Students are urged to make an appointment with their advisor before selecting courses for the upcoming term and may register from the time the course schedule is available until the start of the semester. Early registration is strongly encouraged to avoid closed classes. The registration process consists of three steps:

1. Payment and/or financial arrangements with the Finance Aid Office.
2. Selection of courses with counseling from an advisor.
3. Submitting registration form to the Registrar's Office.

Enrollment for subsequent semesters is blocked until financial obligations from the previous semester are met.

Consortium Cross-Registration

Students wishing to cross-register for courses at any of the colleges in the Greater Cincinnati Collegiate Connection (GC3) or Online Consortium of Colleges and Universities (OCICU) may register with the Associate Dean(s)/Site Director(s) using cross-registration forms. Individual conferences with counselors from these colleges are recommended if students plan to pursue four-year degrees there.

Drop-Add Period

Students who find it necessary to change schedules may do so during the Drop-Add period, as stated on the Academic Calendar, by completing an Add/Drop Form. Add/Drop Forms are available in the Registrar's Office and must be signed and dated by the student, an Academic Advisor, and a Financial Aid Counselor. If this procedure is followed, the dropped course(s) will not appear as an attempted course on the student's permanent academic record, including course Adds or Drops.

Deadline to Add

Students may only add a course prior to the final scheduled meeting of the course during the Drop-Add period.

Administrative Drop

Students will be removed, i.e. dropped, from a course by the Academic Dean, in consultation with the Registrar, if:

1. There is no record of attendance in any class during the first two weeks of classes (fall and spring terms), or
2. There is no record of attendance in any class during the first week of classes (summer term only).

Course from which a student is administratively dropped without record will not appear on the student's transcript.

Official Student Withdrawals

The exact date official student withdrawals from Chatfield courses must be made can be found on the Academic Calendar. Students are advised to consult with the instructor when they wish to discontinue attendance in a class for any reason. All students who receive financial aid and wish to withdraw from class are required to meet with their Financial Aid Counselor for discussion of how the withdrawal impacts their financial aid. The withdrawal requires signatures from the student, advisor or Associate Dean/Site Director, a Financial Aid counselor, and the Registrar. Proper notification before the withdrawal deadline protects the grade point average. A WD will be recorded for students who follow official withdrawal procedures after the Drop-Add period and before the official last day for withdrawal.

Administrative Withdrawal Policy

If there is no record of attendance in a class for 14 consecutive calendar days following a student's last day of attendance (LDA), the student will be administratively withdrawn from the course and a mark of WF will be assigned.

Additional College Attendance Guidelines

A student who misses five or more classes (33%) of a fifteen-week course that meets once per week, or ten or more classes (33%) of a course that meets twice per week, or more than one class (33%) of a course that meets for five weeks, may be administratively withdrawn from the course upon recommendation of the Academic Dean, in consultation with the course instructor and Registrar. A WF will be recorded.

Grading System

The final grade assignment by the instructor is based on student performance during the semester and on the final examination, if applicable. Each grade is assigned a specific number of grade points per credit hour.

Mark	Meaning	Explanation
A	Excellent	4 quality points per credit hour
B	Good	3 quality points per credit hour
C	Fair	2 quality points per credit hour
D	Poor	1 quality point per credit hour
F	Failure	0 quality points per credit hour

WD		Official Student Withdrawal
WF		Administrative Withdrawal
P/NP	Pass/No Pass	Issued in selected workshops, labs, and courses
AT		Audit
R		Course repeated: course listed elsewhere on transcript with a grade
IP		In Progress: grade withheld pending fulfillment of assignments, must be accompanied with an In-Progress contract

“WF,” “WD,” “R,” “AT,” and “P/NP” are not included in the GPA computation. Grade reports are sent to students at the end of each semester provided that all library materials have been returned to the library and all bills have been paid or arrangements have been made.

Pass/Not Pass Courses

A grade of “Pass (P)” or “Not Pass (NP)” is assigned for all 001-099 level courses and labs, and for internships. Courses at the 001-099 level and labs do not award college credit hours. In 001-099 classes and labs, performance equivalent to a D average on class work and attendance may be given a passing grade. Students will have two attempts to pass these courses. Students who are unable to pass on the second attempt may register for the same class a third time only with the permission of an instructor and the approval of either the relevant Department Coordinator or the Academic Dean.

At the time of registration, students may request a grade of “P/NP” for a course at the 100-level or higher. The request is made through the Registrar’s office and approved by the Academic Dean; the faculty member is not notified of the filing. Faculty will assign a letter grade at the end of the course, which will then be recorded as “P” or “NP” by the Registrar’s office. Students taking a course on a “P/NP” basis are expected to meet normal course requirements (e.g., reports, papers, examinations, laboratory attendance) and are graded in the normal way. The grade of “P” is assigned for a C or better and the grade of “NP” is assigned for a grade of D or F. A student may change from a letter grade to “P/NP” during the Drop-Add period. Once “P/NP” is assigned, the student may not elect to receive a letter grade for the course. Credits awarded for courses taken as “Pass/Not Pass” can serve as elective credit, but courses that fulfill core requirements may not be taken as “Pass/Not Pass.” A course cannot be retaken on a “P/NP basis.” Of the 64 hours required for a degree, a limit of nine credit hours may be taken on a “Pass/Not Pass” basis. No more than one course per semester may be taken as “Pass/Not Pass.” Courses taken as “Pass/Not Pass” may not be counted toward the completion of advising pathways. Courses taken as “Pass/No Pass” are used to determine rate of academic progress and Satisfactory Academic Progress (SAP).

In Progress

The grade of “IP” indicates that the student has done passing work in a course but has not fulfilled all the course requirements by the end of the semester. The course requirements, as determined by the instructor, must be completed prior to the deadline for midterm grade submissions of the succeeding semester or sooner, regardless of the students’ enrollment status. For example, if an “IP” is granted for the spring term, the “IP” grade must be replaced with a letter grade by midterm of the summer term. The student has a responsibility to confer with the instructor concerning completion before the end of the semester. Based on this conference, the instructor must submit to the Registrar an “IP” contract describing the work to be completed and mutually acceptable terms for getting work to the instructor for a final grade. A student who does not complete the work prior to the deadline for midterm grade submissions of the succeeding semester or sooner will receive the initial grade specified on the contract form.

Repeated Courses

“R” appears on the transcript when the student already has a grade for the same class. A student may choose to repeat any course, but the transcript will indicate that it is a repeat. Students seeking to repeat any course more than once must be given approval of either the relevant Department Coordinator or the Academic Dean to do so. The student will receive credit for the class only once. If a student repeats a previously passed course, the higher of the two grades will apply toward the completed courses, but subsequent repeats will not. Financial aid eligibility varies in such cases; please see the Financial Aid Office for details.

Audit

A student wishing to enroll for a course and choosing to receive neither credit nor a letter grade is considered to be auditing the course. Any regular course offered by the College, as well as workshops, seminars, and special courses, may be audited. Reduced tuition, payable before the course begins, is charged for students who audit classes. Students changing from audit status to credit status must pay the remainder of the tuition rate for a credit course. With the permission of the instructor and the Registrar, a student may change from audit to credit, or from credit to audit. This must be done within the first 60% of the term.

Grade Point Average

Each grade is assigned a specific number of quality points per credit hour. The grade point average is determined by dividing the sum of quality points by the total number of credits attempted.

The Dean’s List

At the conclusion of the semester, the Registrar will publish a Dean’s List of students who completed classes that semester with a GPA of at least 3.5 and with a minimum of six credit hours. Students who are registered for a portion of their course load at another college through the Greater Cincinnati Collegiate Connection (GC3) or the Online Consortium of Colleges and Universities (OCICU) are eligible for the Dean’s List once grades have been received from the consortia institution. Students enrolled who receive a grade of “NP”, “IP”, “D” or “F” in any class are not eligible for the Dean’s List.

Transcript Requests

Students who wish to obtain transcripts of academic work completed at the College must submit a Transcript Request Form to the Office of the Registrar. Official transcripts are sent only to those individuals or institutions designated in writing by the student. If the student requests an official transcript sent to herself/himself, it will be marked "issued to student." Visit the College website for the transcript fees. No transcripts will be issued for an applicant whose financial obligations to the College have not been met.

Graduation and Commencement

A student planning to complete their degree must complete an Intent to Graduate form as part of the registration process for her/his final semester. The form can be obtained from an advisor or from the Registrar.

A commencement ceremony is held once a year, each spring. Diplomas are issued once an academic year in the spring. Students not participating in the spring commencement will have their diploma sent via registered mail. Students will be issued a free transcript which will indicate that they graduated at the end of the term in which degree requirements were completed.

A student must have a 2.0 cumulative GPA to graduate. Students who have seven credit hours or less remaining to complete their degree/program of study may participate in the commencement ceremony, i.e. “walk.” However, these students will be considered graduates of the term in which they completed all requirements.

These requirements apply to College Credit Plus (CCP) students as well. CCP students will not be awarded a diploma or transcript indicating degree requirements have been completed until the Registrar receives official high school transcripts indicating all secondary school requirements were fulfilled.

Transcripts will be held until all financial obligations to the College have been met. Other circumstances preventing a student from “walking” in the spring commencement ceremony may be subject to review by the Academic Dean. Only the Academic Dean may permit individuals who do not meet the above criteria to “walk” at the Spring Commencement.

DEGREE REQUIREMENTS

Associate of Applied Science (A.A.S.) Early Childhood Education

A total of 60 semester credit hours are required for the Associate of Applied Science degree in Early Childhood Education. A student must have a 2.0 cumulative GPA to be awarded the Associate of Applied Science in Early Childhood Education. Of the 60 credit hours required for the Associate of Applied Science in Early Childhood Education, 16 general education credit hours are required. The following table lists those requirements.

Department & Course Number	Course Name	Credit Hours
GEN 106	A.A.S. Services Cornerstone	1
ENG 101	Composition	3
MAT 130, 174, or 190	Foundations of Quantitative Reasoning, Elements of Statistics, or College Algebra	3
PSY 101	General Psychology	3
REL	Religious Studies Elective	3
COM 120 or SPE 105	Interpersonal Communications or Oral Communications	3
	Total	16

The remaining 44 credit hours of the Associate of Applied Science degree in Early Childhood Education consist of a combination of general education and Education courses. The following table lists those requirements and elective options within the required 44 credit hours.

Department & Course Number	Course Name	Credit Hours
EDU 102 or EDU 103	Foundations of Education	3
EDU 108	Health, Safety, and Nutrition	3
EDU 205	Educational Assessment Methods	3
EDU 206	Educational Curriculum and Methods Lab	1
EDU/PSY 211	Early Childhood Development	3
EDU 215	Programs and Practices in Early Childhood	3
EDU 217	Instructional Technology	3
EDU 241	Educational Psychology	3
EDU 245	Exceptional Children	3

EDU 251	Phonics and the Structure of the English Language	3
One of the following: EDU 275, EDU 276, or EDU 295	Infant and Toddler Guidance and Classroom Management, Preschool Guidance and Classroom Management, or Early Childhood Administration and Leadership	3
EDU 289	Student Assistant Teaching I	3
EDU 290	Student Assistant Teaching II	4
EDU 334	Music and Art in Education	3
EDU/SOC 337	Community, School, and Family Diversity	3
	Total	44

Associate of Applied Science (A.A.S.) Human Services

A total of 61 semester credit hours are required for the Associate of Applied Science degree in Human Services. A student must have a 2.0 cumulative GPA to be awarded the Associate of Applied Science in Human Services. Of the 61 credit hours required for the Associate of Applied Science in Human Services, 16 general education credit hours are required. The following table lists those requirements.

Department & Course Number	Course Name	Credit Hours
GEN 106	A.A.S. Services Cornerstone	1
ENG 101	Composition	3
GEN 125 or INF 125	Introduction to Application Software or Introduction to Personal Computers	3
MAT 174	Elements of Statistics	3
REL	Religious Studies Elective	3
COM 120 or SPE 105	Interpersonal Communications or Oral Communications	3
	Total	16

The remaining 45 credit hours of the Associate of Applied Science degree in Human Services consist of a combination of general education and Human Services courses. The following table lists those requirements and elective options within the required 45 credit hours.

Department & Course Number	Course Name	Credit Hours
HUS 110	Introduction to Human Services	3
HUS 111	Introduction to Social Work	3
HUS 151	Case Management	3
HUS 206	Addiction Studies	3
HUS 210	Social Welfare Policy	3
HUS 215	Counseling and Interviewing Techniques	3
HUS 230	Group Skills	3
HUS 287	Disorders, Treatment Planning, and Documentation	3
HUS 288	Human Services Field Placement I	3
HUS 289	Human Services Field Placement II	3

PSY 101	General Psychology	3
PSY 340	Abnormal Psychology	3
SOC 101	Introduction to Sociology	3
SOC 220	Marriage and Family	3
PSY or SOC Elective	Elective	3
	Total	45

Associate of Arts (A.A.) in Liberal Arts

Distance/Hybrid Associate of Arts (A.A.) in Liberal Arts

A total of 60 semester credit hours are required for the Associate of Arts degree in Liberal Arts: 39 credit hours of core requirements and at least 21 credit hours of elective courses. A student must have a 2.0 cumulative GPA to be awarded the Associate of Arts in Liberal Arts.

Out of the 64 credit hours required for the Associate of Arts in Liberal Arts, 39 general education credit hours are required. These are referred to as core requirements. Core requirements are specific courses such as Cornerstone, English 101 or Math 125, or they are courses chosen from certain subject areas like History, Sociology or Science. The following table lists all the core requirements.

Department & Course Number	Course Name	Credit Hours
GEN 110	Cornerstone ¹	3
ART, MUS or THE	Art, Music, or Theater Elective	3
ENG 101	Composition	3
ENG 111	Intermediate Composition	3
HIS or POL	History ² or Political Science Elective	3
GEN 125, INF 125, or INF 225	Introduction to Application Software, Introduction to Personal Computers, or Web Design and Applications	3
MAT 130, 174, or 190	Foundations of Quantitative Reasoning, Elements of Statistics, or College Algebra	3
PSY or SOC	Psychology Elective or Sociology Elective	3
REL or PHI	Religious Studies ² or Philosophy Elective, <i>3-credit hours in REL required</i>	6
SCI	Science Elective w/lab	4
COM 120 or SPE 105	Interpersonal Communications or Oral Communications	3
GEN 210	Capstone	2
	Total	39

¹ **GEN 105** is to be taken by all students in their first semester.

² **REL/HIS 275** or **REL/HIS 276** cannot fulfill both the Religious Studies and Political Science or History Elective requirements.

Out of the 60 credit hours required for the Associate of Arts in Liberal Arts degree, students need at least 21 elective credit hours. An elective course is any course that is not considered a core requirement, or an elective

course is a second (third, fourth etc.) course chosen from any core subject area. For example, the first art course is a core requirement whereas a second Art course is an elective course.

Pathways of Study

Pathways are suggested collections of courses that allow a student to satisfy elective requirements while at the same time developing a broader understanding of content in an area of interest. Pathways are for students pursuing their Associate of Arts in Liberal Arts. Pathways are not degree-awarding programs, majors, or minors.

Pathway to Business

The Business pathway combines the liberal arts core with business courses which provides skills that can make students more productive in their current jobs and expand opportunities for new positions. It also prepares students to transfer to four-year institutions to continue their education toward a baccalaureate degree in business or a related field.

The following are the course options for the Business pathway. Fifteen credit hours must be earned through the completion of the required courses and two elective courses field. **Additional requirements: an overall cumulative GPA of at least a 2.0, a cumulative GPA of 2.0 for all pathway courses, and the completion of a MAT 190 course within the general “core” education requirements.**

Department & Course Number	Course Name	Credit Hours
BUS 101	Principles of Accounting I	3
BUS 253	Microeconomics	3
BUS 254	Macroeconomics	3
Two of the following: BUS 102, BUS 236, or MAT 174	Principles of Accounting II, Business and Society, or Elements of Statistics	6
	Total	15

MAT 190 must be taken as a general education, i.e. core, course.

Pathway to Early Childhood Education

The Early Childhood Education pathway combines the liberal arts core with early childhood education courses and provides a broad foundation of skills to give students maximum flexibility in pursuing interests in early childhood education. Furthermore, these courses comprise some of the content of the Child Development Associate (CDA) credential.²

The following are the required courses for an Early Childhood Education pathway. Sixteen credit hours must be earned through the completion of the required courses. **Additional requirements include: an overall cumulative GPA of at least a 2.0 and a cumulative GPA of 2.0 for all pathway courses.**

Department & Course Number	Course Name	Credit Hours
EDU 102	Foundations of Education	3
EDU 108	Health, Safety and Nutrition	3
EDU/PSY 211	Early Childhood Development	3
EDU 215	Programs and Practices in Early Childhood	3
EDU/SOC 337	Community, School, and Family Diversity	3
	Total	16

Pathway to Human Services

The Human Services pathway combines the liberal arts core with a human services curriculum. It prepares students for entry-level human service positions or transfer to an institution to further their knowledge in the field of Social Work. Human Services encompasses a vast variety of educational and employment opportunities, and students are strongly encouraged to take advantage of advisors to assist in decision-making.

The following are the course options for the Human Services pathway. Twelve credit hours must be earned through the completion of the required courses and an elective in the HUS field. **Additional requirements: an overall cumulative GPA of at least a 2.0, a cumulative GPA of 2.0 for all pathway courses, and the completion of a SOC course within the general “core” education requirements, such as SOC 101 or SOC 220.**

Department & Course Number	Course Name	Credit Hours
HUS 110	Introduction to Human Services	3
HUS 111	Introduction to Social Work	3
HUS 151	Case Management	3
PSY 101*	General Psychology	3
Total		12

* PSY 101 may not be taken as both a general education, i.e. core, course and count as an elective for the HUS pathway. Students wishing to pursue this pathway must take a SOC course to fulfill their general education, i.e. core, Sociology/Psychology requirement.

Community Health Worker and Community Health Worker Plus Pathway

The Community Health Worker (CHW) pathway combines liberal arts core with the CHW curriculum. Completing the required CHW coursework can qualify the student to sit for Community Health Worker certification. To become a certified Community Health Worker in Ohio, students must complete Chatfield’s approved training program, submit an online application to the Ohio Board of Nursing, and meet all requirements to obtain a certificate. This certificate enables Chatfield graduates to act as qualified healthcare educators, assist nurses, social workers, and other healthcare professionals, supervise the treatment of patients in their homes, or assist pre- and perinatal specialists, nutritionists or addiction treatment therapists.

An overall GPA of 2.0 or above in all CHW courses is required.

Department & Course Number	Course Name	Credit Hours
CHW 101	Introduction to Health Care	3
CHW 102	Core Competencies for Community Health Workers	3
CHW 103	Clinical Practicum Field Experience	3
Total		9

The Community Health Worker (CHW) Plus pathway combines the liberal arts core with the CHW pathway plus coursework in human services, sociology and psychology.

The following are the course options for the CHW Plus pathway. Eighteen or nineteen credit hours must be earned through the completion of the required courses and electives. **Additional requirements: an overall**

GPA of 2.0 or above in all CHW courses is required, a cumulative GPA of 2.0 for all pathway courses, and the completion of a PSY 101 course within the general “core” education requirements.

Department & Course Number	Course Name	Credit Hours
CHW 101	Introduction to Health Care	3
CHW 102	Core Competencies for Community Health Workers**	3
CHW 103	Clinical Practicum Field Experience	3
HUS 110	Introduction to Human Services	3
HUS 111	Introduction to Social Work	3
One of the following: HUS 206, PSY 212, SCI 201, or SCI 215	Addiction Studies, Adolescent and Adult Development, Allied Health Chemistry, Anatomy and Physiology I	3 or 4
	Total	18 or 19

PSY 101 must be taken as a general education, i.e. core, course or elective.

**May be taken concurrently with CHW 101

Students who do not successfully complete any component of the CHW coursework, but who seek to complete CHW courses must follow certain **procedures**:

- Students must first receive counseling from the CHW Program Director.
- Students will then provide a plan of action within two weeks of the subsequent term.
- Those students who fail to complete CHW 103 will need to assure the CHW Program Director that they are available and fully prepared to enter a clinical practicum/externship and remain in that position until the full 130 hours of the externship are completed. This assurance must be part of the student’s plan of action.

Pathway to Nursing

The Pathway to Nursing combines the liberal arts core with various classes that are common requirements of nursing programs. The student is responsible to investigate the requirements of any desired transfer nursing institution and should work closely with their academic advisor and an advisor at a potential transfer institution throughout their time at Chatfield.

The following are the course requirements for the Nursing pathway. Twelve credit hours must be earned through the completion of the required courses in the SCI field. **Additional requirements: an overall cumulative GPA of at least a 2.0, a cumulative GPA of 2.0 for all pathway courses, and completion of PSY 101.**

Department & Course Number	Course Name	Credit Hours
SCI 201	Allied Health Chemistry	4
SCI 215	Anatomy & Physiology I	4
SCI 216	Anatomy & Physiology II	4
One of the following: SCI 211 or SCI 101	Genetics or College Biology	4
	Total	16

PSY 101 should be taken as a general education, i.e. core, course or elective.

Learning Outcomes

Institutional Level Learning Outcomes

Chatfield has established learning outcomes that are consistent with its identity as Catholic college rooted in the Ursuline tradition. Achievement of these outcomes is expected of all graduates through participation in curricular and co-curricular activities. The following are a list of the learning outcomes that will enhance the lives of Chatfield graduates (Adopted June 2018):

Analyze and Synthesize by examining and distinguishing constituent elements and combining parts or elements into whole.

Communicate Effectively by exchanging ideas, thoughts, opinions or feelings among multiple cultural groups, including one's own, using language, symbols, signs or gestures appropriate for everyday living.

Demonstrate intercultural Knowledge by engaging in behavior that encourages effective relationships in both one-to-one and group situations while respecting intercultural and cultural differences.

Make Decisions Based on Values by discerning what the individual prizes as ethical, socially worthwhile, good, beautiful and true.

Cultivate Understanding of Human Expression by integrating individual spiritual, cognitive, and affective responses to experience of the arts.

Solve Problems by finding solutions to complex questions or situations that present uncertainty or difficulty.

Program Level Learning Outcomes

Early Childhood Education Learning Outcomes

1. Apply knowledge of child developments and its influencing factors to the building and maintenance of a positive, meaningful, and challenging, and supportive learning environment for all children. (NAEYC A) (NAEYC E)
2. Work collaboratively with teachers, families, and the community to define, empower, and support early learning. (NAEYC B) (NAEYC E)
3. Define and promote the nutrition, safety, and health of children, families, and staff. (NAEYC C) (NAEYC E)
4. Design, implement, evaluate, and reflect upon teaching and learning experiences for children in early learning environments. (NAEYC D) (NAEYC E) (NAEYC F)
5. Articulate and deliver an integrated curriculum that incorporates best practices. (NAEYC D) (NAEYC E) (NAEYC F)
6. Use systematic procedures to support individual learners throughout their development and learning. (NAEYC E) (NAEYC F)

Human Services Learning Outcomes

1. Demonstrate an understanding of the historical role of the human services profession and the overall impact the human services profession has had within one's own local community, as well as on society globally.
2. Implement and apply best practices and appropriate evidence-based interventions surrounding current social and mental health issues and their impact on the individual, families, and the larger community, including substance abuse and dependence, child abuse, intimate partner violence, and human trafficking.

3. Adhere to professional ethical standards including confidentiality, sensitivity, when working with diverse populations, and social justice (ensuring all clients receive the same level of care and service regardless of race, creed, gender, sexual orientation, religion, or country of origin).
4. Cultivate interpersonal and intercultural communication skills across a variety of multimedia platforms as related to the delivery of human services and client relationships.

Liberal Arts Learning Outcomes

1. Analyze and Synthesize by examining and distinguishing constituent elements and combining parts or elements into whole.
2. Communicate Effectively by exchanging ideas, thoughts, opinions or feelings among multiple cultural groups, including one's own, using language, symbols, signs or gestures appropriate for everyday living.
3. Demonstrate intercultural Knowledge by engaging in behavior that encourages effective relationships in both one-to-one and group situations while respecting intercultural and cultural differences.
4. Make Decisions Based on Values by discerning what the individual prizes as ethical, socially worthwhile, good, beautiful and true.
5. Cultivate Understanding of Human Expression by integrating individual spiritual, cognitive, and affective responses to experience of the arts.
6. Solve Problems by finding solutions to complex questions or situations that present uncertainty or difficulty.

Outcomes Assessment

The assessment program at Chatfield defines and measures the College's mission and educational goals. Assessment data are used to improve student learning and services. Chatfield students are asked to participate fully in all assessment activities, including surveys, focus groups, and course evaluations.

COURSE DESCRIPTIONS

Course Code

All courses are assigned a course code title in the college data system. The first letters indicate the subject area, and the numbers indicate the specific course.

Prerequisite

A prerequisite (PreReq) is a course which students must successfully complete before enrolling in the class that requires the prerequisite.

Corequisite

A corequisite (CoReq) is a course or requirement that students complete at the same time as another course or requirement.

First 15

Courses that are appropriate for beginning College Credit Plus students include the label “Qualifies for First 15” at the end of their course descriptions.

Cross listing

A cross-listed course is one that is offered for registration under two or more departments. The emphasis may vary depending on the nature of the department in which the offering occurs.

Course Fees

Some courses carry additional fees in order to cover the cost of special or unique materials, tangible products, or services which are directly related to the student’s participation in the course. Examples include, but are not limited to, transportation or admissions costs incurred on course mandated field trips, art supplies (paints, sculpting clay, canvases), or third-party software user costs. An updated listing of course fees can be found on the website or the listing can be obtained from the Financial Aid Office.

ART

ART 103 Basic Drawing (3 credits)

This is a beginning drawing course in which students observe the world around them and put those observations on paper. Students will explore a variety of media from pencil to pastel and learn to apply basic perspective, shading, and line quality to develop their skills. There is an additional fee for this course. Qualifies for First 15.

ART 107 Beginning Painting (3 credits)

This is a studio course using acrylic or watercolor paints. Students will combine various tools and techniques using the following media: brush, palette knife, glazing, etc. Demonstrations will be presented so that students understand color and form. Students will paint subjects ranging from landscapes and animals to still lifes. There is an additional fee for this course. Qualifies for First 15.

ART 115 Fundamentals of Art (3 credits)

In this course, the student will explore, question and analyze the purpose and meaning of art to society and the individual. The student gains an understanding of the Art Process, of the creative process in general and of the aesthetic theory of Art. This will be accomplished through “hands on” projects, readings, and dialogue. There is an additional fee for this course. Qualifies for First 15.

ART 117 Survey of Art History (3 credits)

In this course students will compare and contrast the major styles of architecture, painting, drawing, and sculpture in world civilizations. Students learn the language of art and how people use it to communicate. Styles to be examined include African, Egyptian, Greek, Roman, Medieval, Gothic, Renaissance, Baroque, Impressionism, Expressionism, and early 20th Century Art. PreReq: ENG 100 or placement into ENG 101. Qualifies for First 15.

ART 130 Exploring Art Therapy (3 credits)

This course is designed to offer students an introduction to Art Therapy. Students will learn the history and theory of art therapy through lectures, presentations and art making. This course will address contemporary practices in the field as well as the application of art in counseling and social work practices. There is an additional fee for this course. Qualifies for First 15.

ART 213 Mixed Media (3 credits)

Students will integrate the elements and principles of design while creating collage, photomontage, fiber-art, prints, sculpture and assemblage, and other creative forms. Focus will be placed on student's development of personal creative process and development of studio discipline. There is an additional fee for this course. Qualifies for First 15.

ART 221 Pottery (3 credits)

Students will create objects in clay combining construction methods such as slab and coil building, drape mold, and wheel throwing. A variety of decoration techniques will be combined to finish the pieces. The process of kiln stacking and firing will be introduced. There is an additional fee for this course. Qualifies for First 15. *This course is only available at the St. Martin Campus.*

ART 251 Watercolor (3 credits)

The student will study watercolor painting including form, color, and texture. Approaches will include an understanding of various methods including transparent and opaque. The course includes both disciplined realism and experimental expressionism. There is an additional fee for this class. Qualifies for First 15.

ART 199, 299 Special Topics**BUSINESS****BUS 101 Principles of Accounting I (3 credits)**

Students will study the fundamental principles, theory, and practice as applied to private enterprise and partnership accounting. Qualifies for First 15.

BUS 102 Principles of Accounting II (3 credits)

This course presents the implementation of basic principles, theory, and practice to organization and operation of corporations, stock transactions, manufacturing accounting, standard costs in budgeting, financial statements, and tax considerations. PreReq: BUS 101.

BUS 128 Personal Economics (3 credits)

Students will study the foundations of financial management and literacy. Topics include budgeting, credit, interest, debt, taxes and investing. Qualifies for First 15.

BUS 236 Business and Society (3 credits)

This course analyzes the relationship between business, government and society. Socioeconomic effects on business are discussed along with the regulatory and ethical environment. Relationships and an understanding of sound business practices relative to the management process are also components of this course.

BUS 253 Microeconomics (3 credits)

This course teaches the theoretical economic behavior of consumers, producers, and resource owners. This class examines principles of supply and demand, resource allocation, and the role of pricing. Qualifies for First 15.

BUS 254 Macroeconomics (3 credits)

This course teaches the theoretical behavior of the economy. The course examines money supply, banking, employment, business trends and economic stability. Qualifies for First 15.

BUS 271 Principles of Management (3 credits)

This course provides the foundations of business management. Students will identify and analyze management functions and examine the internal and external factors affecting management in a rapidly changing society.

BUS 275 Principles of Marketing (3 credits)

This course provides the foundations of marketing. Students will identify and analyze marketing functions and roles. Students will learn to identify and analyze the components of the marketing mix and examine the internal and external factors affecting strategic planning in a rapidly changing society.

BUS 373 Business Law (3 credits)

This course provides an introduction to the fundamentals of the legal system as it applies to business. The course focus is on the corporate structure, business transactions including discussion of the Uniform Commercial Code (UCC) and traditional contracts, the role of regulation and compliance, and fundamental principles of agency.

BUS 199, 299 Special Topics

COMMUNITY HEALTH WORKER

CHW 101 Introduction to Health Care (3 credits)

This course addresses the foundations of health care, delving into health care delivery systems within the US, public health concepts, epidemiology, disease concepts and models of care. Medical terminology concepts are included in conjunction with the study of the body, i.e. general systems, functions, and high prevalence of chronic diseases. Also included are documentation, reporting and care coordination. There is an additional fee for this course. Students must have permission of the CHW Program Director. PreReq: GEN 105, ENG 101, GEN 125 or INF 125, and SPE 105. Qualifies for First 15.

CHW 102 Core Competencies for Community Health Workers (3 credits)

This course addresses the role of the community health worker within the healthcare delivery system and as a member of the healthcare team. The course focuses on the individual, family and community within the concepts of life span, substance abuse, health promotion, community organization, advocacy, health education strategies and cultural competence. Additionally, the course reveals the legal and ethical responsibilities of the health care worker. There is an additional fee for this course. CHW 102 may be taken concurrently with CHW 101 or serve as an elective course outside the CHW pathway. Qualifies for First 15.

CHW 103 Clinical Practicum Field Experience (3 credits)

This course is a clinical practicum/field externship. There are four formal class dates and a 130-hour field externship. Students are responsible for coordinating their externship with their clinical site preceptor and the clinical coordinator. The student will have the opportunity to apply theory to real world experiences and gain “on the job,” hands-on experience functioning as a community health worker. The student will complete a journal and portfolio to show the accomplishment of externship objectives. There is an additional fee for this course. PreReq: CHW 101 and 102.

EDUCATION

EDU 102 Foundations of Education (4 credits)

This course introduces prospective teachers to their responsibilities within the educational system. Major philosophical and social issues affecting education are explored and discussed in depth. A 30-hour onsite classroom observation in a local school is required in this course. Qualifies for First 15.

EDU 103 Foundations of Education (3 credits)

This course introduces prospective teachers to their responsibilities within the educational system. Major philosophical and social issues affecting education are explored and discussed in depth. Qualifies for First 15.

EDU 108 Health, Safety and Nutrition (3 credits)

This course examines the central issues in health education; safety principles and practices; and personal, family, and community health and nutrition needs. The course examines the role of regional health crises (including, but not limited to addiction, obesity, cancer, etc.) and their effects on education. There is a course fee that includes CPR training and provides the recipient with a two-year certification card. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

EDU 205 Educational Assessment and Methods (3 credits)

This course provides an examination of the uses of assessment practices and teaching methods for effective student learning. Authentic, formative, and summative assessment practices; standardized tests; competency training; and teaching methods will be explored. Additionally, students will address how special needs, cultural differences, and other factors influence student learning and assessment. PreReq: EDU 102 and ENG 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

EDU 206 Educational Curriculum and Methods Lab (1 credit)

This course is an Early Childhood Education lab course. It should accompany EDU 205 and focus on the link between Educational Assessment and the connection assessment has to Educational Curriculum and Methods. The pedagogy of assessment and curriculum go hand-in-hand and this course will link that pedagogy from curriculum and methods of pedagogy in Early Childhood Education. CoReq: EDU 205. PreReq: EDU 102 or EDU 103 and ENG 101

EDU 211 Early Childhood Development (3 credits)

This course studies all aspects of child development, including the nature of typical and atypical development. Theories of hereditary and environmental impacts on prenatal, perinatal and postnatal development are investigated. Additional topics to be covered include cultural and linguistic diversity; mental, social, physical, and emotional development; and current research concerning specific developmental disabilities in early childhood. Cross-listed with PSY 211. *This course may be offered in a distance-learning format, including*

online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.

EDU 215 Programs and Practices in Early Childhood (3 credits)

This course is designed to acquaint students with the philosophies of early childhood education, including the current trends and issues affecting the purpose and settings of early childhood programs. Topics to be covered include selecting, developing, and evaluating developmentally appropriate curricula; classroom equipment and environments; and technological assistance based on current research and its impact on early childhood education. Students will also learn about early childhood instruction as a profession, its code of ethics, and available community resources.

EDU 217 Instructional Technology (3 credits)

This course is designed to update students to the current technologies appropriate for educational use in the classroom and workplace. The impact of these technological and societal changes on schools is primarily addressed and incorporated through the use and assessment of technology in the classroom. Through hands-on experience, students learn to appreciate the use of educational technology in instructional assessment and professional preparation.

EDU 241 Educational Psychology (3 credits)

This course provides knowledge outlining psychology and its effect on school learning, with an emphasis on psychological theories that can be applied to effective teaching. PreReq: PSY 101.

EDU 245 Exceptional Children (3 credits)

This course provides a comprehensive overview of children with exceptionalities by covering theoretical approaches within the field; procedures for identifying, assessing and evaluating students; teaching methods and strategies; and the requirements of special education laws. Study of principles and procedures for adapting educational programs and providing differential instruction to accommodate the integration of exceptional children in the regular classroom is included. PreReq: EDU 102 or EDU 103.

EDU 251 Phonics and Structure of the English Language (3 credits)

This course compiles the knowledge necessary for teaching and assessing phonics, phonemic awareness, structural analysis, and word recognition systematically, analytically, and effectively as integral to learning to read. Through daily intensive, systematic teaching of phonics, the students will demonstrate this knowledge while striving for mastery by actively participating and also teaching others, as demonstrated by the instructor. PreReq: EDU 102 or EDU 103 or EDU 215 and ENG 101.

EDU 275 Infant and Toddler Guidance and Classroom Management (3 credits)

A study of appropriate infant and toddler classroom procedures, including an overview of development, establishing classroom routines, creating safe and appropriate environments, discovering materials and activities, and teaching and classroom management techniques. The class emphasizes developmental stages, processes, and environmental factors that can affect a child. This course will develop skills for group or individual care of infants or toddlers (such as individual daily schedules, record keeping, food preparation, age appropriate discipline techniques and activities). PreReq: EDU 102 or EDU 103 or EDU 211. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

EDU 276 Preschool Guidance and Classroom Management (3 credits)

A study of appropriate preschool classroom procedures, including an overview of development, establishing classroom routines, creating safe and appropriate environments, discovering materials and activities, and teaching and classroom management techniques. The class emphasizes developmental stages, processes, and environmental factors that can affect a child. This course will develop skills for group or individual care of preschoolers (such as individual daily schedules, record keeping, food preparation, age appropriate discipline techniques and activities). PreReq: EDU 102 or EDU 103 or EDU 211. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

EDU 289 Student Assistant Teaching I (3 credits)

This practicum course is designed to provide students with opportunities to apply their skills and knowledge gained in college coursework to inclusive classroom settings. Students will maintain a journal and time sheet which is to be submitted weekly to the instructor. Under the guidance of the onsite cooperating teacher, the student will work as a paraeducator for a minimum of 10 hours per week to total 135 hours. PreReq: EDU 215.

EDU 290 Student Assistant Teaching II (3 credits)

This course is designed to provide students with opportunities to plan, implement and evaluate developmentally appropriate lessons and activities in a licensed inclusive early childhood setting. Students will work onsite under the direct supervision of a qualified cooperating teacher for 10 hours per week for a total of 150 clock hours. Students will also be videotaped and critiqued while teaching young children. PreReq: EDU 289 and permission of Program Coordinator.

EDU 295 Early Childhood Administration and Leadership (3 credits)

This course focuses on the development, implementation, and facilities of early childhood programs. Students will study curriculum development, appropriate materials, classroom strategies, staff and student evaluation, budgets, and the guiding rules and regulations for Ohio. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

EDU 334 Music and Art in Education (3 credits)

This course examines the appropriate concepts, strategies, methods, and materials for integrating the arts (music, drama, dance, visual art) into a classroom and curriculum. Observations or field experiences may be required per the individual instructor. PreReq: EDU 102. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

EDU 337 Community, School, and Family Diversity (3 credits)

This course investigates family systems theories, parenting styles, family communication styles, and family participation in school systems. Students will learn about the various community agencies that work with families, consult with schools and families, and evaluate young children to provide support for families of different social, economic, and cultural backgrounds. The use of technological tools and systems to collect information and aid family participation is discussed. Cross-listed with SOC 337. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

EDU 199, 299 Special Topics

ENGLISH

ENG 095 College Reading Skills Workshop (0 Credits)

This course introduces students to various strategies for improving reading comprehension, including annotation strategies and examining the structure of academic texts. Students will be encouraged to develop active reading and close-reading skills to make connections between texts and the contexts in which these texts are created. May be taken concurrently with ENG 100 or ENG 101 but must be completed prior to taking ENG 111. *This course does not count toward graduation and will not transfer.*

ENG 098 Writing Workshop (0 Credits)

This workshop course focuses on improving sentence-level writing skills, word choices, idea organization and development. Paragraph, essay, and sentence structure are addressed through various prewriting, drafting, and revising strategies with the goal of enhancing overall unity and coherence and providing students with additional guided writing practice. CoReq: ENG 100. *Withdrawal from this course while simultaneously enrolled in ENG 100 will result in withdrawal from ENG 100. This course does not count toward graduation and will not transfer.*

ENG 100 Introduction to College Writing (3 credits)

This course will introduce students to college level writing and editing. This class teaches the principles of writing short essays using the writing process: prewriting, organizing, drafting, revising and editing. The essays will be written in various genres including narrative essay, classification essay, and research essay in MLA format. CoReq: ENG 098, based on college placement test score. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

ENG 101 Composition (3 credits)

This course teaches standard college level essays using the writing process: prewriting, organizing, drafting, revising and editing. The essays will be written in various genres including rhetorical analysis essay, persuasive research argument, and reflection essay in MLA format. PreReq: ENG 100 or appropriate score on college placement test. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

ENG 111 Intermediate Composition (3 credits)

This course continues to develop students' critical thinking, writing, and research skills beyond the level of ENG 101 by focusing more deeply on argumentative prose writing and inquiry-based research. Students engage critically with various scholarly and popular research sources while exploring advanced rhetorical strategies. Integration of research with attention to rhetorical context and research biases is emphasized in relationship to various persuasive genres. PreReq: ENG 101. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

ENG 116 Business Writing and Communication (2 credits)

This course provides an introduction to the basic conventions and forms of business writing while exploring the practical application of crafting effective messages in a variety of professional situations. Practicing different

genres of business writing, including memos, emails, business letters, reports, and resumes, and tailoring messages to suit specific audiences grants students insight into how communication can impact both perceptions and efficiency in the workplace. PreReq: ENG 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

ENG 205 Introduction to Literature (3 credits)

An introduction to the basic literary genres: short story, drama, and poetry. The course will enable the student to better understand and enjoy a variety of literary materials with new insight into their structure and interpretation. Introduction to literary criticism will be included. PreReq: ENG 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

ENG 212 Studies in Literature (3 credits)

Topics in this literature class will vary and will be announced in the semester schedules. Students may repeat the class for different topics. These topics may include such subjects as Survey of English Language and Literature, Appalachian, Greek, or World Literature. Analytical writing about literature will be developed. PreReq: ENG 101.

ENG 216 African American Literature (3 credits)

This course will examine the historical context of African American literature in a chronological fashion. We will begin with the literature of slavery and slave narratives. We will then move on to the literature of the Reconstruction and the Harlem Renaissance periods. We will end the course with an examination of the Black Arts Movement and literature of the modern and Civil Rights eras, including ways in which post-Civil Rights era African American literature engages the historical trauma of racial slavery; especially how contemporary African American writers respond to, revise, or intervene in existing conceptions of America's racial past and present. PreReq: ENG 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

ENG 218 American Short Stories (3 credits)

This course explores American short fiction in relation to historical, sociological, and literary contexts. Using close-reading techniques and various critical lenses, students will analyze works within the genre and create arguments about fiction that incorporate literary interpretation and rhetorical skills. PreReq: ENG 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

ENG 222 Mythology (3 credits)

This course will familiarize the student with some of the world's oldest stories and how the characters and motifs in the stories are repeated and re-created in various types of literature, art and film. It will also show how mythic characters and themes have captured the imagination of people from ancient to modern times and how they reflect what it means to be human. PreReq: ENG 101.

ENG 224 Folklore (3 credits)

Following a basic introduction to the study of Folklore, we will focus on one of its genres, folktales. Folktales have staying power. Their themes and motifs repeat across time and locality, resulting in many versions of a

particular folktale type. Using classification and analytical approaches, we will study several folktales and their versions, noting a folktale's symbolism, meanings, similarities, and differences as they relate to psychological, social, cultural and historical perspectives. PreReq: ENG 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

ENG 248 Women's Literature in Multicultural Perspective (3 credits)

The study of multicultural American women authors of the 20th and 21st centuries gives unique insight into the conditions which women have faced and overcome. Reading a variety of genres affords an understanding of the historic and social trends for women in the United States. Literary research and analysis are used. PreReq: ENG 101.

ENG 270 Creative Writing (3 credits)

This course is an exploration of the creative process, the significance of symbol, and the relationship between form and content in the art of the written word. It is primarily for writers with some experience. Both poetry and prose may be emphasized. PreReq: ENG 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

ENG 199, 299 Special Topics

GENERAL STUDIES

GEN 100 College Study Skills (3 credits)

College Study Skills is an individually oriented skills-based course that prepares students to succeed in college. It teaches effective time management, development of critical thinking and decision-making skills, program and career planning, test-taking competency, research and information processing and communication. Students will maintain a planning calendar, prepare study plans for specific courses, and complete career preparation plans. This course is intended for students beginning their college experiences or working to improve their college success.

GEN 103 Career Planning and Development (3 credits)

In this course, students will explore personal and career goals by mastering techniques for obtaining employment, creating their personal resumes, and interviewing. They will discover and practice skills to be successful professionals upon graduating. Qualifies for First 15.

GEN 105 Cornerstone (1 credit)

The Cornerstone class is intended to provide students with skills and instruction necessary to complete their degree at Chatfield. Students will be given an overview of college resources, time management, college services, Chatfield's history, and study skills techniques. Students will become familiar with the expectations for writing projects, oral communication and computer use at Chatfield. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

GEN 106 A.A.S. Servies Cornerstone (1 credit)

The class provides students who intend to pursue an Associate of Applied Science degree with skills and instructions necessary to succeed in college and beyond. Students will be given an overview of college resources, time management, college services, Chatfield College's history, and study skills techniques. Students will become familiar with the expectations of writing projects, oral communication, research, and computer use. Early career exploration, post-secondary financial literacy, human perspectives, professional ethics and responsibilities, portfolio creation, and degree-completion planning are also part of this this. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

GEN 110 Cornerstone (3 credit)

The Cornerstone class is intended to provide students with skills and instruction necessary to succeed in college and beyond. Students will be given an overview of college resources, time management, college services, college services, and study skills techniques. Students will become familiar with the expectations for writing projects, oral communication and computer use. Early career exploration, postsecondary financial literacy, human perspectives, portfolio creation ad degree completion planning are part of this course. Taken during the first semester of enrollment. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

GEN 107 Career Exploration (1 credit)

This course is designed to help students explore professional goals. Students will complete self-assessments and access career information.

GEN 125 Introduction to Application Software (3 credit)

Students will develop skills in the application of application software, using hands-on experience with computer applications. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

GEN XXX Professionalism (2 credit)

In this class, students learn about preparing for their professional career and/or continuing their education. Students will learn about life planning, workplace skills and career planning. Topics covered include goal setting, etiquette, interpersonal relationships, communication, motivation and leadership, job search skills and other areas of professional development. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

GEN 205 Capstone (1 credit)

The Capstone course is a culminating seminar required for graduating students in their last or next to last semester at Chatfield. In this seminar, students will work independently with the guidance of the Capstone professor to construct and implement a portfolio and a presentation which synthesize what they have learned in their time at Chatfield. They will explore personal goals, career options and create personal resumes. There is an additional fee for this course. PreReq: GEN 125 or INF 125 and SPE 105. Capstone must be taken in the last or second to last semester before graduation. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during*

the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.

GEN 210 Capstone (2 credit)

The Capstone course is a culminating seminar required for graduating students in their final semester at Chatfield. In this seminar, students will work independently with the guidance of the Capstone professor to refine and present a learning portfolio. They will explore personal goals, career options and create personal resumes. There is an additional fee for this course. PreReq: GEN 125 or INF 125. Capstone must be taken in the last or second to last semester before graduation. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

INT 299 Internship (1-3 credits)

A structured work experience in a professional setting during which the student applies and acquires knowledge and skills. Internship experiences allow students to explore career interests, learn new skills, develop a professional network, understand workplace expectations, and gain work experience. Credited internships are not offered for open enrollment; they are developed, planned and approved in collaboration with a member of the faculty well in advance of the semester in which the internship experience will occur. PreReq: ENG 101, GEN 125 or INF 125, COM 120 or SPE 105, and and MAT 130, 174, or 190. Additional Requirements: 30 credit hours earned prior to the internship and Internship Agreement form completed prior to the semester in which the internship is undertaken. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

GEN 199 Special Topics

HISTORY

HIS 107 World Civilization I (3 credits)

This course is a multicultural survey of the major civilizations of the world from ancient times to 1500. In addition to providing a foundation for viewing and understanding the world and culture, the course will assist in the development of skills in critical thinking, reading and writing. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HIS 108 World Civilization II (3 credits)

This course will focus on the myriad civilizations of the world, beginning in 1500 C.E. and culminating in modern times. A survey of history, culture and religions from around the world will supplement the traditional study of Western civilization, providing an overview of the strands that have come together to make up the complex and fascinating world in which we live. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HIS 207 Introduction to Archaeology (3 credits)

An introduction to the nature of archaeological data, techniques of archaeological dating, and methods of data collection, analysis, and interpretation. Students will learn basic archaeological descriptive techniques through a hands-on examination of different artifact classes. Qualifies for First 15.

HIS 211 U.S. History I (3 credits)

This course studies the growth and development of the United States from the establishment of the first English colonies to the Civil War. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HIS 212 U.S. History II (3 credits)

This course studies the social movements and cultural and political development of US History from 1865 to the present. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HIS 215 American Women's History (3 credits)

This is a survey course studying the experiences, lives and contributions of women in American history from the colonial period to the present. It traces the changing roles of women throughout history as well as their experiences on racial, ethnic, class and political bases. The problems and solutions women have faced along with their many achievements are discussed with an emphasis on understanding the important role women have played in American history. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HIS 265 African American History (3 credits)

This course provides in-depth knowledge of slavery in the United States, the results of emancipation after the Civil War, and the development of Afro-American identity and contributions to the present.

HIS 275 History of Christianity I (3 credits)

This is an analysis of the history of the Christian faith, from the time of the Apostles up until the Reformation (circa 1500). It examines how the Christian message took root, spreading geographically and spiritually, and how Christianity and society influenced one another. Topics include the development of Protestant denominations after the Reformation and the impact of Christianity on society today. Not a theology course. Satisfies the core requirement for History Elective. Qualifies for First 15. Cross-listed as REL 275. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HIS 276 History of Christianity II (3 credits)

This course analyzes the history of the Christian faith from the time of the Reformation up to the present day. It examines how the Christian message continued to evolve and spread throughout the modern world. Special emphasis will be placed on Christianity's relationship to colonialism, the rise of science, the changing modern world and the impact of Christianity on society today. Not a theology course. Satisfies the core requirement for History Elective. Cross-listed as REL 276.

HIS 298 Germany and the Holocaust (3 credits)

Within the framework of the historical period, 1920 to 1945, the course surveys the rise of the Nazi party, its establishment of the New Order in Germany, the resultant horrors of the German conquest of Europe and Hitler's "final solution" to the Jewish problem, and World War II. PreReq: ENG 101.

HIS 311 Ohio History (3 credits)

Beginning with prehistoric indigenous populations, Ohio history is traced through historical periods, focusing on frontiersmen, the immigration movement, industrialization, and political development.

HIS 320 American Civil War (3 credits)

This course will examine the culture, politics, and economy of America in the early nineteenth century. The study of the causes, consequences, and experiences of the Civil War will aid students in their understanding of some of the problems that are occurring in today's American Society.

HIS 199, 299, 399 Special Topics

HUMAN SERVICES

HUS 104 Journal Writing for Self Awareness and Stress Reduction (1 credits)

A course on using journal writing to reduce stress. Topics include: journaling techniques for self-reflection, self-exploration, self-healing, and others.

HUS 110 Introduction to Human Services (3 credits)

This course studies the history, values, skills, and knowledge base associated with human services today and evaluates problems that can be encountered in working with people when these values conflict with client needs. Introduces the framework of the human services approach, specifically the formation of individual values, systems analysis, problem solving and conflict resolution. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HUS 111 Introduction to Social Work (3 credits)

This course introduces students to the history and development of the social work profession. The current status of the profession will be explored while examining the wide array of fields in which social workers are employed. The commitment of the social work profession to social and community justice will be explored. PreReq: HUS 110. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HUS 151 Case Management (3 Credits)

This course introduces students to the concept of case management and how it is used to provide human services. Students will learn to develop professional skills in order to teach those who need assistance to manage their own lives within the scope of their resources and abilities. Students will also discover culturally sensitive strategies for working across diverse populations while using a strengths-based model of case management. PreReq: HUS 110. CoReq: HUS 111 recommended. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HUS 206 Addiction Studies (3 credits)

This course examines the various social, biological, and psychological theories concerning the causes of addiction and examines possible treatment modalities. By using critical thinking skills, the learner will examine various topical and current issues related to the addictions field. An analysis and integration of several topical issues, including special population groups, age groups, sexually transmitted diseases (including AIDS), and contrasting different points of view will be researched and presented in written form. PreReq: HUS 111 or PSY101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HUS 210 Social Welfare Policy (3 credits)

The course assists students with understanding the relationships between policy, practice, and problem solving that synergistically contribute to the alleviation of human suffering and social justice. PreReq: HUS 111. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HUS 215 Counseling and Interviewing Techniques (3 credits)

This is an in-depth exploration of various methods which are useful during the interviewing process. Included is an introduction to the techniques of rapport-building and the basic interviewing skills appropriate to the counseling process in generalist practice. This course focuses on those active listening skills which communicate the qualities of empathy, genuineness and unconditional positive regard, as well as techniques related to attending skills, facilitating growth, active listening, nonverbal behavior, action responses, motivational interviewing, and determining personal style. PreReq: HUS 111 and PSY 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HUS 223 Family Violence: Child Abuse (3 credits)

This course introduces the concepts of child abuse and neglect. Child abuse includes physical, sexual, and psychological abuse. This course examines the definitions, scope, and impact of violence and abuse in childhood. Perspectives on working with both victims/survivors and perpetrators are presented with an understanding of the role of culture and environmental context. PreReq: HUS 111 and PSY 101.

HUS 224 Family Violence: Intimate Partner Violence (3 credits)

This course provides students with an in-depth examination of the dynamics of, and the legal, sociological, and social service responses to, the phenomenon of intimate partner violence. While the topics of child abuse, sibling abuse, and elder abuse will be considered, the primary emphasis in this course will be on intimate partner violence. The course introduces an overview of victim and family services, programs for victims and perpetrators, and community-based prevention programs. PreReq: HUS 111 and PSY 101.

HUS 230 Group Skills (3 credits)

This course will explore group development, dynamics, and theories in relation to group guidance, group counseling, and group therapy. Leadership styles, techniques and roles are explored. The course will provide students with an academic/theoretical overview of groups and group work as well as the opportunity to develop group leadership skills through experiential learning activities. PreReq: HUS 111 and PSY 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HUS 287 Disorders, Treatment Planning, and Documentation (3 credits)

This course presents the major counseling theoretical orientations and philosophies including discussion of major concepts and techniques, impact on the client-helper relationship, and the advantages and disadvantages of different theories. This course is also designed to give an overview and provide an understanding of abnormal behavior in the context of the diagnostic categories as described in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorder (5th Ed.) [DSM-5] and the diagnostic system. Focus will be on learning the processes of assessment, diagnosis, conducting mental status examinations, treating mental and emotional disorders (including factors influencing these), and on the development and recognition of a framework for identifying the symptomatology, etiology and psychodynamics of mental and emotional disorders. Includes assessment strategies and treatment planning. PreReq: HUS 111 and PSY 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HUS 288 Human Services Field Placement I (3 credits)

This course consists of a minimum 135-hour field placement in a local social services agency under professional supervision which will provide on-the-job training for students, including the development of human services skills, integration of human services theories and skill-based training, and professional documentation. The course includes a face-to-face seminar component on campus, consisting of four class meetings which focus on discussing learning experiences encountered in the practicum setting. Students will become familiar with the operations of a human services agency including client/staff interaction and employee responsibilities. In addition, this class will look at steps to gaining Social Work Associate Certification as well as possible employment and further educational opportunities for students. NOTE: Students are responsible for finding placements and having them approved by either the instructor or Program Coordinator prior to the start of the semester in which the students intend to take this course. PreReq: HUS 111 and PSY 101. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HUS 289 Human Services Field Placement II (3 credits)

This course consists of a minimum 135-hour field placement in a local social services agency under professional supervision which will provide on-the-job training for students, including the development of human services skills, integration of human services theories and skill-based training, and professional documentation. The course includes a face-to-face seminar component on campus, consisting of four class meetings which focus on discussing learning experiences encountered in the practicum setting. Students will become familiar with the operations of a human services agency including client/staff interaction and employee responsibilities. In addition, students will complete their final portfolios as well as paperwork for graduation. NOTE: Students are responsible for finding placements and having them approved by either the instructor or Program Coordinator prior to the start of the semester in which the students intend to take this course. PreReq: HUS 288. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

HUS 199, 299 Special Topics

INFORMATION SYSTEMS

INF 100 Basic College Computing (3 credits)

This course is for students with little or no previous computer experience. It addresses basic computer skills such as email, the internet, keyboarding, filing, and basic word processing by using exercises that reinforce learning skills and habits. There is an additional fee for this course.

INF 125 Introduction to Personal Computers (3 credits)

Students will develop skills in the application of personal computers, including hardware, operating system, and application software, emphasizing hands-on experience with computer applications. This course may be waived by the Academic Dean if the student demonstrates appropriate competencies within the first 12 credit hours taken at Chatfield. There is an additional fee for this course. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

INF 154 Basic Electronics and Computer Components (3 credits)

This course is an introduction to the fundamentals of electricity, electronics and computer repair, including electronics principles, components, quantities, measurements and design. It will include analysis of DC, selected AC circuits and replacing components of laptop and desktop computers. There is an additional fee for this course. Qualifies for First 15.

INF 170 Introduction to Python (3 credits)

This course is designed to provide students who have little or no programming experience with an understanding of the role computation can play in the problem-solving process. It provides students with the skills necessary to write small computer programs in Python. The course emphasizes basic principles of software development, coupled with practical problem-solving using interfaces, graphics and network communications. Qualifies for First 15.

INF 225 Web Design and Applications (3 credits)

In this course, students will investigate what it takes to create a useful and attractive website. Students will then put their knowledge to use by designing and creating their own website for a client. There is an additional fee for this course.

INF 199, 299 Special Topics

LANGUAGE

ASL 101 Beginning American Sign Language I (3 credits)

Students will utilize signs and interpretations standard to American Sign Language. Students also examine the history and culture that has formed the deaf community as it exists today. Qualifies for First 15.

ASL 102 Beginning American Sign Language II (3 credits)

A continuation of ASL 101, students will focus on vocabulary acquisition and the development of expressive and receptive signing skills. PreReq: ASL 101.

ASL 103 Beginning American Sign Language III (3 credits)

A continuation of ASL 102, students will learn and communicate with the signs and interpretations standard to American Sign Language. Students will also explore nuances within the culture surrounding the contemporary deaf community. PreReq: ASL 102.

SPN 101 Spanish I (3 credits)

Beginning Spanish is a course in which students will concentrate on casual conversation and some written use of the language. Students will compare the cultures which use the language. Qualifies for First 15.

SPN 102 Spanish II (3 credits)

This is a continuation of Spanish I with students developing more advanced conversational skills, improving their written use of the language, and analysis of the culture. PreReq: SPN 101.

MATHEMATICS

MAT 091 Pre-Algebra (0 credits)

This course is a remedial pre-algebra course that includes integers, fractions, decimals, radicals, exponents, percentages, ratios, proportions, and algebraic expressions and equations. CoReq: MAT 130 based on placement scores. *Withdrawal from this course while simultaneously enrolled in MAT130 will result in withdrawal from MAT130. This course does not count toward graduation and will not transfer.*

MAT 098 Elementary and Intermediate Algebra (0 credits)

This course is a remedial algebra course that includes exponents, radicals, solving and graphing linear equations & inequalities, polynomials, factoring, solving quadratic equations, and rational expressions. PreReq: MAT 091 based on college placement test scores. *This course does not count toward graduation and will not transfer.*

MAT 130 Foundations of Quantitative Reasoning (3 credits)

Project-based course emphasizing critical thinking, problem-solving, model-building, and data manipulation in real world contexts. Topics include: problem-solving, statistical reasoning, linear and exponential modeling, and modeling with geometry. PreReq: MAT 091 based on college placement test score. CoReq: MAT 091 or MAT 098 based on college placement scores. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

MAT 174 Elements of Statistics (3 credits)

A basic course in statistics covering: the measure of central tendency; variability; data presentation; probability; sampling; standard scores; the normal, binomial and t-distributions; estimation; confidence intervals; hypothesis testing and correlation and regression. PreReq: MAT 091, MAT098, MAT 130, or appropriate score on college placement test. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

MAT 190 College Algebra (3 credits)

A course emphasizing the use of algebra and functions in problem solving. This course emphasizes identifying, solving, and graphing functions such as quadratic, polynomial, rational, exponential, logarithmic, radical and piecewise functions. Satisfies a core requirement for Math. PreReq: MAT 098, MAT 130, MAT 174, appropriate score on college placement test, or permission of Department Coordinator or Academic Dean. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

MAT 210 Precalculus (3 credits)

This course covers the main concepts of algebra and trigonometry and is a single course prerequisite to calculus. Topics include: polynomial, rational, exponential, and logarithmic functions, equations and their applications, absolute value, polynomial and rational inequalities, and nonlinear systems, matrices, matrix algebra, determinants, sequences and series, trigonometric functions and their graphs, trigonometric identities and equations solving triangles and applications of trigonometry. PreReq: MAT 190 or appropriate score on college placement test.³ Qualifies for First 15.

MAT 211 Trigonometry (3 credits)

A study of circular and angular trigonometric functions and their inverses, right triangle applications, graphs of trigonometric functions and their inverses, identities, multiple angle formulas, trigonometric equations, the law of sines & cosines, vectors, vector operations and applications. PreReq: MAT 190 or appropriate score on college placement test.⁴ Qualifies for First 15.

MAT 212 Calculus (3 credits)

An introductory course of basic concepts in one-variable calculus designed primarily for liberal arts students. Topics include: functions, limits and continuity, differentiation, optimization, curve sketching, related rates, exponential, logarithmic, trigonometric functions, graphing, and other derivative applications. PreReq: MAT 210, MAT 211, or appropriate score on college placement test.⁵ Qualifies for First 15.

MUSIC

MUS 101 Music Fundamentals (3 credits)

This course is for the beginning student. It includes the theory of music, notation of music, key and time signatures, fundamental harmonic progression and an introduction to the piano keyboard, elementary ear training, and dictation.

MUS 123 Music Appreciation and History (3 credits)

Students will evaluate Western music fundamentals; cultural and historical happenings and artistic expressions in which specific types of music took place. Qualifies for First 15.

MUS 135 Voice I (1 credit)

This elective course is designed for all Chatfield students wishing to develop their vocal skills. Although an admission audition is not required, a minimum basic level of music reading is necessary for the course. Training of the vocal instrument, including posture and body carriage, breathing and phonation is included.

MUS 141 Piano I (1 credit)

This one credit course will meet by arrangement with instructor. Students with no prior piano background are welcomed as well as the more experienced. Course will be adapted to meet the skill level of the students. Regular practice on the piano is required.

MUS 150 Guitar (1 credit)

This class provides an introduction to playing cords, technique, and reading music on the guitar. Class is offered through group instruction. Qualifies for First 15.

MUS 151 Guitar Ensemble (1 credit)

Guitar Ensemble will meet twice weekly to allow students to apply what they have learned in Guitar 1, 2 and/or 3 in a group setting. Students will use the principles of playing in an ensemble format through learning, practicing and performing a repertoire of music pieces together. PreReq: MUS 150.

MUS 261 Chorus: Finding Your Voice (3 credits)

This course will introduce a variety of choral music genres for rehearsal, study and performance. There is an additional fee for this course.

MUS 199, 299 Special Topics

PHILOSOPHY

PHI 101 Introduction to Philosophy (3 credits)

Students will study and practice philosophy by being challenged to examine and debate the principal ideas of influential and provocative philosophers. The course is designed to help students gain skills in analyzing and evaluating arguments. Qualifies for First 15.

PHI 103 Logic (3 credits)

This course introduces formal logic, including a review of philosophy and the practice of correct thinking, inductive and deductive reasoning, the symbols employed in contemporary logic, and metaphysical questions arising from the study of logic. Qualifies for First 15.

PHI 115 Critical Thinking (3 credits)

Students will test for logical fallacies, detect hidden assumptions and biases, and develop critical research skills, as well as learn to distinguish truth from falsehood in the mass media and in everyday life. The goal of the course is to nurture a lifelong habit of critical reasoning. Qualifies for First 15.

PHI 170 Ethics (3 credits)

Students will explore issues in ethics, including the study of human conscience and moral decision making, morality vs. immorality, the source and development of being moral, and the concept of natural law. Applications are made to contemporary situations, including business situations. Qualifies for First 15.

PHI 221 Philosophy of Human Nature (3 credits)

With the help of philosophers through the centuries, students will analyze the origin, constitutive elements, and destiny of the human person, placing special emphasis on questions vital today: freedom, moral responsibilities, our place within the state, and the future of the person in society. PreReq: PHI 101 or PHI 103.

PHI 199, 299 Special Topics

PHYSICAL EDUCATION

PED 100 Military/Physical Training (3 credit)

This course is designed to permit students to transfer in credit for military training taken at another site.

PED 141 Tennis (3 credit)

This is an introductory course teaching the fundamental skills of tennis. Focus includes: basic strokes; strategy; rules; scoring; etiquette; practice drills; singles and doubles play. *This course is only available at the St. Martin campus.*

PED 199, 299 Special Topics

POLITICAL SCIENCE

POL 101 Introduction to Political Science (3 credits)

This course examines government at the federal, state, and local levels, including their theoretical foundations, organization, and the kinds of legislation each enacts. The class presents an introduction to political life and the challenges of active citizenship. Qualifies for First 15.

POL 113 U.S. Government (3 credits)

This is a survey of the U.S. system of government with emphasis on the three national branches. Attention is also given to methods used by special interest groups to influence legislation and civil rights and liberties. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

POL 225 American Political Traditions (3 credits)

This course studies the major social and political figures in American history that help shape the political institutions and practices of the United States. The course content will focus on the great men from the Revolution to World War II whose ideas, temperament, and principles shaped American political history and traditions.

POL 260 Constitutional Development (3 credits)

This course surveys the development of the Constitution from its adoption through the present.

POL 353 Global Issues (3 credits)

This course introduces the student to the causes of major international problems and the influence of world affairs on the daily lives of the individuals in the world community. It includes a discussion of the politics of overdevelopment and underdevelopment and the means available for participation in global society.

POL 199, 299, 399 Special Topics

PSYCHOLOGY

PSY 101 General Psychology (3 credits)

This course presents an introduction to the systematic scientific study of human beings in their relationships to themselves and to others. A foundation is laid for further study in the different areas of psychology with reference to terminology, theories, and great pioneers in the field. *Suggested prerequisite for all other psychology courses.* Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

PSY 211 Early Childhood Development (3 credits)

This course studies all aspects of child development, including the nature of typical and atypical development. Theories of hereditary and environmental impacts on prenatal, perinatal and postnatal development are investigated. Additional topics to be covered include cultural and linguistic diversity; mental, social, physical, and emotional development; and current research concerning specific developmental disabilities in early childhood. Cross-listed with EDU 211. *This course may be offered in a distance-learning format, including*

online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.

PSY 212 Adolescent and Adult Development (3 credits)

This course is designed to provide students with an overview of developmental psychology through the adult human lifespan. Students will develop an understanding and appreciation of the biological, cognitive and psychosocial challenges and changes that people face in adolescence and beyond. Students will learn of important theorists and theories in the field of developmental psychology and be able to relate the information to their own lives, past and present. PreReq: PSY 101.

PSY 216 Human Relations (3 credits)

This course comprises training in communication, listening skills, public relations, career counseling, and crisis intervention. Forty-five hours off campus practicum time included. PreReq: PSY 101 or HUS 111.

PSY 270 Abnormal Psychology (3 credits)

Various forms of psychological abnormalities are presented against the setting in which they develop, with emphasis on description, prevention and treatment, and the dynamics of development and adjustment, both normal and abnormal. PreReq: PSY 101.

PSY 199, 299 Special Topics

RELIGIOUS STUDIES

REL 105 Introduction to Religious Studies (3 credits)

This course serves as an introduction to the study of religion as both human culture and experience. Focus will be placed on the concept of religion, its various individual and communal expressions and its relationship to secularization. Several methodologies to the study of religion will be introduced. Not a theology course.

Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended.*

The course delivery mode will be indicated in the course listing available during the registration period.

Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.

REL 121 Introduction to the Old Testament (3 credits)

This is a survey of the Hebrew Scriptures/Christian Old Testament: its historical formation, the authors and circumstances of its writing, and its content. Students will compare the three sections of the Old Testament (the Law, Prophets and Writings) based on contemporary biblical scholarship and archeological discoveries. Not a theology course.

REL 122 Introduction to the New Testament (3 credits)

This is a survey of the Bible's New Testament: its formation, the authors and circumstances of its writing, and its content. Students will compare the four Gospels, the early days of the Christian Church, and the teachings and influences of Paul based on contemporary biblical scholarship. Not a theology course.

REL 221 Comparative Religions (3 credits)

This course compares the basic concepts, values, and practices of various world religions, including Christianity, Judaism, Hinduism, Buddhism, and Islam. The course will introduce the comparative method of analyzing these various traditions in both historical and modern contexts. Not a theology course. PreReq: REL 105.

REL 245 Spirituality and Religion (3 credits)

This course will examine the relationship between spirituality and religion and the various forms of spirituality that exist in our modern world, including theistic and non-theistic traditions. Additionally, students will examine their own spiritual growth and how our choices give meaning and value to our life experiences. Not a theology course. PreReq: REL 105.

REL 275 History of Christianity I (3 credits)

This is an analysis of the history of the Christian faith, from the time of the Apostles up until the Reformation (circa 1500). It examines how the Christian message took root, spreading geographically and spiritually, and how Christianity and society influenced one another. Topics include development of Protestant denominations after the Reformation and the impact of Christianity on society today. Not a theology course. Satisfies the core requirement for Religious Studies Elective. Cross-listed as HIS 275. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

REL 276 History of Christianity II (3 credits)

This course analyzes the history of the Christian faith from the time of the Reformation up to the present day. It examines how the Christian message continued to evolve and spread throughout the modern world. Special emphasis will be placed on Christianity's relationship to colonialism, the rise of science, the changing modern world and the impact of Christianity on society today. Not a theology course. Satisfies the core requirement for Religious Studies Elective. Cross-listed as HIS 276. Qualifies for First 15.

REL 199, 299 Special Topics

SCIENCE

SCI 101 College Biology (4 credits)

This course examines the nature of life with a focus on how biological systems interact to sustain life, which includes the themes of unity and diversity. The cell and cell processes are integral to the study of life and the cellular basis of reproduction and inheritance are examined. The course also compares and contrasts the similarities and differences among the kingdoms of living things and how populations adapt. Laboratory and demonstration experiences are enhanced with the classroom lectures. There is an additional fee for this course. PreReq: ENG 101 placement or permission of the instructor or Department Coordinator. Qualifies for First 15.

SCI 122 Ecology (4 credits)

The theme of this course is the nature of ecosystems, emphasizing humankind's relationship to and dependence upon the finite Earth biosphere. Course content will include natural communities and ecosystems, population dynamics, the concept of ecological succession, and issues surrounding problems associated with the growing human population and the resultant effects upon soils, agriculture, food production, and world hunger. Field, laboratory and demonstration experiences will be integrated with the classroom lectures. There is an additional fee for this course. PreReq: ENG 101 placement or permission of the instructor or Department Coordinator. Qualifies for First 15.

SCI 123 Environmental Science (4 credits)

This course researches the development of a sustainable stewardship of natural resources, development of viable alternatives in the face of resource depletion, and the consequences of pollution related to our present technological society. Field, laboratory, and demonstration experiences will be integrated with classroom

lectures. There is an additional fee for this course. PreReq: ENG 101 placement or permission of the instructor or Department Coordinator. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

SCI 201 Allied Health Chemistry (4 credits)

This course is designed for students considering nursing and other allied health professions. Students will study the general principles of chemistry: atomic structure, mole concept, chemical reactions, stoichiometry, and biological chemistry. An introduction to chemical nomenclature, organic chemistry, and biological molecules is also included in this course. Labs and demonstrations will be a required part of the course. There is an additional fee for this course. PreReq: ENG 101 placement or permission of the instructor or Department Coordinator.

SCI 207 Zoology (4 credits)

This is a comprehensive course, beginning with a single-celled organism and progressing to more complex organisms. Students will classify animals and study their unique designs in relation to their habitats. Students will be asked to dissect several animals. Field, laboratory, and demonstration experiences will be integrated with classroom lectures. There is an additional fee for this course. PreReq: ENG 101 placement or permission of the instructor or Department Coordinator. Qualifies for First 15.

SCI 208 Chemistry I (4 credits)

This course is a rigorous beginning chemistry class designed for students who are interested in the fields of allied health, nursing, medical technology, or science. Topics include metric measurement, periodicity, atomic theory, atomic and molecular structure, chemical bonding and nomenclature, reactions and equations, stoichiometry and the mole concept, dimensional analysis, gas laws and solutions. Labs and demonstrations will be an integral part of the course. There is an additional fee for this course. PreReq: ENG 101 placement or permission of the instructor or Department Coordinator. Qualifies for First 15.

SCI 209 Chemistry II (4 credits)

This is a continuation of SCI 208, Chemistry I. Topics include chemical kinetics, equilibrium, acids and bases, oxidation-reduction, reaction rates, solubility, energy, electrochemistry, and an introduction to organic and biological molecules. Labs and demonstrations will be a required part of the course. There is an additional fee for this course. PreReq: SCI 208.

SCI 211 Genetics (4 credits)

The field of genetics is currently being revolutionized and has been brought to the forefront of biology. The many new tools and techniques developed along with recent findings is having a profound moral, political, and socio-economic impact around the world. This course is designed to provide you with an understanding of genetics such that will allow you to have a clear understanding of these complex issues. The student will learn the basic principles of genetics and genomics, and see how these principles apply to medicine, forensics, agriculture, and how DNA technology is being used to improve our lives. Labs and demonstrations will be an integral part of the course. There is an additional fee for this course. PreReq: ENG 101 placement or permission of the instructor or Department Coordinator.

SCI 214 Microbiology (4 credits)

In this course, students' study and research the interaction of microorganisms and their activities. Topics include microbial cell structure and function, metabolism, microbial genetics and the role of microbes in disease, immunity, and other selected applied topics. Laboratories and demonstrations are integrated with classroom

lectures. There is an additional fee for this course. Satisfies the core requirement for Science Elective. PreReq: ENG 101 placement or permission of the instructor or Department Coordinator.

SCI 215 Anatomy and Physiology I (4 credits)

Students will examine anatomy and physiology by studying structural and functional relationships found in cells at the tissue, organ, and organ system levels. Course work will include an in-depth study of the integumentary, skeletal, muscular, and nervous systems and discussion of how these systems are involved in homeostatic maintenance of the human body and diseases. This class is intended for students preparing to study pre-nursing, medical technology, allied health, or science. Laboratories and demonstrations are integrated with classroom lectures. There is an additional fee for this course. PreReq: ENG 101 placement or permission of the instructor or Department Coordinator. Satisfies the core requirement for Science Elective. Qualifies for First 15.

SCI 216 Anatomy and Physiology II (4 credits)

This continuation of SCI 215 includes the study of the autonomic nervous system, endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems. Genetics and human development are also discussed. Lab included. There is an additional fee for this course. PreReq: SCI 215.

SCI 199, 299 Special Topics

SOCIOLOGY

SOC 101 Introduction to Sociology (3 credits)

This course examines sociological concepts and theories involving communities, institutions and the individual. Through readings, lectures, and case studies of local communities, the course focuses on the question of how interest groups and social institutions affect the individual. Suggested prerequisite for all Sociology courses. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

SOC 111 Introduction to Criminal Justice (3 credits)

This course is an overview of the criminal justice system. This course will examine agencies and processes involved in administering justice: the legislature, the police, the prosecutor, the courts, and correctional systems. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

SOC 220 Marriage and Family (3 credits)

This course will concentrate on examining the issues confronting marriage and families in today's society. Students will explore such topics as dating, choice of a marriage partner, gender in relationships, communication, and conflict resolution. Qualifies for First 15.

SOC 235 Social Problems (3 credits)

This course gives a summary of the causes, consequences, and potential solutions of modern social problems, such as crime, mental illness, overpopulation, deviant sexuality, environmental issues, and minority relations. PreReq: SOC 101.

SOC 245 Introduction to Appalachian Studies (3 credits)

This is a survey of the social and economic history, culture, and the politics of the Appalachian region and its people. It examines family, religion, community life, and social problems. Southern Ohio is considered in its relationship to the Appalachian region, and students are encouraged to see how the history and culture of the region influenced their own lives. Qualifies for First 15.

SOC 265 Criminology (3 credits)

The course is an endeavor to acquaint students with criminal behavior. The course covers the nature of criminal behavior, crime rates, and methods to reduce or eliminate crime. The course compares the United States to other industrial countries. Topics include theories of criminal behavior, the effectiveness of incarceration, and the relationship between education and crime. PreReq: SOC 111.

SOC 337 Community, School, and Family Diversity (3 credits)

This course investigates family systems theories, parenting styles, communication styles within families, as well as family participation in the school systems. Students learn about the various community agencies that work with families, consult with schools and families, evaluate young children and provide support for families of different social, economic and cultural backgrounds. The use of technological tools and systems to collect information and aid family participation is discussed. There is a required field experience placement which reviews social service agencies that serve a diverse population of families and children. Cross-listed with EDU 337. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

SOC 199, 299 Special Topics

SPEECH AND THEATER

COM 120 Interpersonal Communications (3 credits)

Students will explore communication theories and the applications those theories have in everyday interaction academically, personally, and professionally. This course will explore and define communication and interactions in diverse cultural, professional, academic, and personal settings. Can satisfy the core requirement for Art, Music and Theater Elective. Qualifies for First 15. PreReq: ENG 101 or may be taken concurrently with ENG 101.

SPE 105 Oral Communications (3 credits)

Students will utilize the skills and strategies for preparing and delivering a variety of speeches and for adapting communication styles and content to diverse audiences. Students will compose meaningful and coherent messages; conduct responsible research on appropriate topics; and develop and polish effective presentation skills. Qualifies for First 15. *This course may be offered in a distance-learning format, including online or blended. The course delivery mode will be indicated in the course listing available during the registration period. Students registering for the course when offered at a distance must be able to use the Internet and have access to a computer.*

SPE 121 Introduction to Theater (3 credits)

Students will discover the theatrical experience through exercises, games, improvisation, character analyses, scriptwriting/reading, and scene studies, culminating in an end-of-semester performance. There is an additional fee for this course. Can satisfy the core requirement for Art, Music and Theater Elective. Qualifies for First 15.

SPE 199, 299 Special Topics

STUDENT LIFE, SERVICES, AND POLICIES

Student Activities

Chatfield may offer a variety of student activities and clubs throughout the academic year. Many College activities are open to family, friends, and the neighboring community. Student clubs should be registered with the Office of Assessment. The staff and faculty are open to new ideas for programs and interested students may offer suggestions. The Associate Dean(s)/Site Director(s) must approve all student activities before they may be posted to the events calendar on the College's website.

Americans with Disabilities Act (ADA)

In compliance with federal law, the College is prepared to make reasonable accommodations to provide people with disabilities with support services on an individual basis. Persons with disabilities are encouraged to make their needs known to the Academic Dean at the time of initial enrollment. Students may be required to provide reasonable documentation of the disability. This documentation may include information that supports the existence of the disability, its functional limitations, and the need for an accommodation so that the student may successfully engage in learning at the College. Please see www.ada.gov for more resources regarding the ADA.

Student Services

Library and Learning Resource Center

The Fr. Raymond Kammerer Library and the Learning Resource Center (LRC) reinforce the mission of the College and are dedicated to supporting the academic programs, developing students' research skills, and providing the College community with access to information. The Kammerer Library is located on the St. Martin campus and the LRC at the Over-the-Rhine campus. The library and LRC's combined on-hand collection hosts over 20,000 physical items, which include books, movies, and periodicals.

Chatfield is a member of the Serving Every Ohioan (SEO) consortium, a group of over 270 libraries which provides the library and LRC access to over 8 million items including popular and academic books, audiobooks, and movies. Physical items requested tend to take one to two weeks to be received at either campus.

EBSCOhost, a popular online academic journal database, is also available to students through the consortium, along with the Ohio Digital Library, a collection of eBooks and e-audiobooks funded through the State Library of Ohio. Students have access to all these resources and more with their student IDs, which also serve as their library cards. The number under the barcode on their student ID in addition to their PIN (the last four digits of the phone number they provided to the college), provides access to all library databases, catalogs, and digital collections.

Library and LRC staff can further serve students by providing research assistance, either in person or virtually. The Library and LRC page in Canvas, is a great resource for accessing databases, learning good research habits, and contacting library and LRC staff. Library and LRC staff can be contacted at:

Fr. Kammerer Library (St. Martin): 513-875-3344 ext. 123

Learning Resource Center (Over-The-Rhine): 513-921-9856 ext. 206

Tutoring

In-person tutoring is available at both campuses, and students can access online tutors 24/7 through TutorMe available in our learning management system. The in-person tutoring schedule is posted on the Chatfield website. Additional tutoring needs can be met upon request via the website

<https://chatfield.edu/academics/tutoring-2/>. Tutoring schedules change each frequently in response to need and

class times, so the schedule is updated regularly. All tutoring services are offered free of charge.

Academic Advising

Advisors work proactively to support students relative to understanding degree requirements, career planning, transfer options, class scheduling, and overcoming barriers to success. Advisors will assist in connecting students with resources before, during, and after times of academic or personal need and will be available to help students critically plan their academic journey. Services are designed to help students develop lifelong learning skills and empower students to take full advantage of their educational experience.

Students interested in more information or who need assistance connecting with their Academic Advisors can contact their home campus at: St. Martin (513) 875-3344 or Over-the-Rhine (513) 921-9856.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974 (as amended), called FERPA, enumerates the rights of students and parents to access most records held by educational institutions. The law further stipulates parents or eligible students are informed of the types of records held and the officials responsible for such records.

Student records maintained at the College and officials who administer them are as follows:

Admissions – *Enrollment Advisors and the Director of Admissions and Marketing*

Academic – *Academic Advisors, the Registrar, the CCP Coordinator and Advisors, the Associate Deans/Site Directors, and the Academic Dean*

Financial Aid – *Financial Aid Counselors, Business Office staff, and the Vice President/Chief Operations Officer*

Upon producing proper identification, Chatfield students have the right to view, inspect, and challenge the accuracy of their official records. The law further gives students the right to attach written explanations to their records.

Student Privacy and the Family Educational Rights and Privacy Act (FERPA)⁶

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

⁶ Copied from <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - Judiciary officials in order to comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, a Student Handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service (<https://www2.ed.gov/about/contacts/gen/index.html>).

Or you may contact the FPCO at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Right of Privacy

The student is entitled to the same safeguards of his or her rights and freedoms of citizenship as are afforded his or her peers outside the academic community. This includes, but is not limited to, the following:

1. Private communication on a one-to-one basis with faculty, administrators, counselors, and other institutional representatives.⁷
2. Respect for his/her person, including freedom from unreasonable and unauthorized searches of his/her property/person.
3. Confidentiality of his/her academic and disciplinary records.
4. Legitimate evaluations made from his/her records.

Freedom of Expression and Assembly

At Chatfield, students enjoy the essential freedoms of scholarship, inquiry and expression. Constitutional rights of free speech, a free press, freedom of association and the right to peacefully assemble are not only taught but are promoted here. Students are free to express their personal views and advocate for causes that pertain to either the College and our policies and practices, or on issues affecting the larger community and the world.

⁷ The College reserves the right to inspect and examine any College owned or operated communications system, computing resource, and/or files or information contained therein at any time for any purpose. Communications generated or received by students, faculty, and staff via these media or services are College property.

Students who wish to conduct any assembly or organized activity of any kind, including an organized demonstration of protest, must register their request with the appropriate Associate Dean/Site Director no less than seven working days prior to the date of the proposed activity. Any request shall include at minimum: the date, time, topic, campus of the event, the anticipated attendance, plans and provisions for cleanup, and include signatures and contact information for the responsible party or parties. Within forty-eight hours of the receipt of such request, the Associate Dean/Site Director will either grant or deny the request, either unconditionally or subject to reasonable conditions set forth to protect the safety of individuals and/or property. Any denial of a request may be appealed to the Academic Dean, in which case, the event shall not be held until a final determination has been made by the Academic Dean. At no time, and under no circumstances, shall any such activity, assembly, statement, display, or protest, be permitted to interfere with classes, hallways, roadways, student learning, or otherwise disrupt the normal day-to-day operations of the college.

Former students, or non-students, must follow the same guidelines as those described above for current students, except that in this case, the subject or topic of any assembly or activity shall not conflict with the Chatfield Mission or Catholic Doctrine.

Rights to the Curriculum

1. Students have the right to pursue any courses of study available at the College providing that they can be accommodated within the program, meet the requirements for entering, and continue to meet the requirements in the program.
2. Students shall have the right to know at the beginning of each semester, ordinarily during the first week of class, the criteria to be used by the instructor in determining grades in each course.
3. Students shall have the right to have their own tests and written material with instructor's marks and grades, and the instructor shall have the duty to make this material available within a reasonable time.
4. Upon request, students shall have the right to have their grades on such written material explained by the instructor. A request for such an explanation must be made within one week after the written material, as graded, is made available to the students.
5. Students shall be graded solely on performance measured against academic and related standards. Students shall be protected against prejudicial or capricious evaluation. If students believe that their final grades are the product of the instructor's bias, whimsy, or caprice, rather than a judgment on the merits or demerits of their own academic performance, students must follow the academic appeals procedure described below.

Academic Appeals and Procedure

Academic appeals must take place prior to the end of the subsequent Drop-Add period following the term in which the course was taken.

An academic appeal may be considered for the following reasons:

- a) If a student believes that the instructor has failed to follow stated grading policies, procedures and/or objectives as outlined in the syllabus; or
- b) If a student believes any grievous error was made on behalf of the instructor with the delivery of the curriculum or the application of the grading policy; or
- c) If the student has evidenced uneven, whimsical, or bias in the evaluation of an individual's achievement or performance; or
- d) If the student believes the instructor has failed to provide students' tests or other written material within a reasonable time after grading.

In the event a student believes any of the above transpired, the student can begin the appeal process. The steps of that appeal process are as follows. First, an appeal must be filed with the instructor. If a resolution is not reached through that appeal, the student may then move the appeal to the Department Coordinator or Academic Dean for review. If a resolution is still not reached, the student may call for the Academic Appeals Committee to review the matter.

Filing an Appeal with an Instructor

A formal academic appeal must be presented to the instructor in writing, describing the student's reasons for thinking the grade was not based on the academic performance of the student. The instructor shall reply in writing to the student and Associate Dean(s)/Site Director(s) within two weeks.

Filing an Appeal with the Department or Program Coordinator or Academic Dean

If dissatisfied with the explanation that has been given or the denial of the appeal by the instructor, the student may submit the original academic appeal to the Department Coordinator or to the Academic Dean (if the complaint is with the Department or Program Coordinator) within two weeks of the instructor's response. The Department or Program Coordinator or the Academic Dean will:

- Request copies from the student of the written formal complaint to the instructor and the instructor's response; and,
- Advise and assist the student in a further attempt to resolve the problem

The Department or Program Coordinator or the Academic Dean shall reply in writing to the student within two weeks regarding her/his decision.

Filing an Appeal with an Academic Appeals Committee

If the student remains dissatisfied with the explanation that has been given by the Department or Program Coordinator or the Academic Dean, or if the appeal is again denied, she/he may request a hearing from a special Academic Appeals Committee consisting of faculty members appointed by the Associate Dean(s)/Site Director(s).

The faculty member cited by the student and to whom the academic appeal concerns and the student complainant each present to the Academic Appeals Committee her/his analysis of the facts of the case. The Academic Dean will also have the opportunity to present her/his findings and conclusions concerning the merits of the student's complaint. The burden of proof in the academic appeal shall be on the complainant.

Authority for determining grades normally rests with the instructor, especially when the instructor is acting in accordance with policies that have been clearly articulated in the course syllabus; therefore, the Academic Appeals Committee shall not substitute its academic judgment for that of the instructor, but shall investigate and adjudicate only the complaint of bias or capriciousness, lack of adherence to stated grading policies, lack of adherence to procedures and objectives outlined in the instructor's syllabus, or failure to provide test or other written feedback results after grading.

If it is found that the academic appeal is without merit or if the evidence does not warrant overturning previous judgments, the case shall be dismissed. If it is found that the grade given was the product of bias or capriciousness, that there was a failure to adhere to stated grading policies, that course objectives and/or procedures were not met or followed, or test and/or written material feedback was not provided in a timely fashion after grading, the Academic Appeals Committee shall present its recommendation to the Academic Dean. The Academic Dean shall communicate that decision in writing to the student, the instructor, and to the Registrar if a grade change is needed. It shall be accompanied by a notation "By Appeal" and shall be included in the student's file.

Because the college believes that every student and faculty member should be treated as individuals and with respect, modifications to this procedure may be made in circumstances involving a very personal or sensitive nature.

Student Responsibilities

Students are responsible for supplying information on their own personal background and academic history for admissions purposes in a clear, concise, and accurate manner. Misrepresentation in this respect is a serious matter subject to disciplinary action.

Students are also responsible for fulfilling class work requirements. This includes making a good faith effort to contact their instructors in order to address missing or late assignments. Students should likewise contact their advisors to ensure they are registered for classes on a timely basis and that they are on track to graduate.

Students shall always conduct themselves in a manner consistent with Chatfield's ideals and core values, including respect for oneself and one another. Consistent with this conduct shall be the expectation that students dress appropriately for class and other school-related events. Similarly, students should demonstrate social responsibility and abide by all local ordinances, state and federal statutes. Chatfield further expects students to comply with the Student Code (described below) both on and off campus.

Student Code

The Student Code details conduct that is prohibited by the College and warrants adjudication through the College's disciplinary process. Behaviors deemed disruptive to the educational process will not be tolerated and may result in dismissal at the discretion of either the Academic Dean or the President. These include the following:

1. Unlawful obstruction or occupation of passageways, public areas, buildings or offices.
2. Unauthorized entrance into campus facilities.
3. Violation of the College's Responsible Use of Information Technology policy.
4. Unauthorized gambling or games of chance.
5. Smoking in areas designated as non-smoking areas.
6. Unauthorized use of alcohol on campus and/or public intoxication.
7. Violations of campus safety regulations, including motor vehicle and fire drill regulations.
8. Forgery or alteration of the College identification card or academic records; misrepresentation of one's identification when requested by a member of the College faculty, administration, or staff.
9. Possession, use, or sale of illegal drugs or drug paraphernalia.
10. Use, possession, or sale of firearms, explosives and other dangerous weapons on College property.
11. Violation of state or federal laws classified as felonies or misdemeanors.
12. Deliberate destruction of, damage to, misuse of, or abuse of public, private, or College property.
13. Assault and/or battery upon another person or the threat thereof, including harassment.
14. A discriminatory act committed against anyone in the College community on the grounds of race, religion, national origin, sexual orientation, age or gender.
15. Sexual assault or harassment.⁸
16. Verbal abuse, threats, stalking, menacing behavior or other conduct which threatens the safety or health of any person.
17. Academic misconduct or dishonesty, including cheating on tests and plagiarism.
18. Lewd or indecent speech, dress, or conduct.

⁸ Subject to specific disciplinary guidelines and procedures. See *Sexual Harassment and Sexual Assault* section in this Handbook.

Disciplinary Policy

A complaint or grievance may be filed by any member of the Chatfield community, including students, faculty, or staff. After receiving a complaint or grievance, the Academic Dean, or designee, will notify all involved parties of the charges and specify whether an informal resolution procedure, formal judicial review, or academic misconduct review will be implemented. These procedures are secondary to the use of example, guidance, advising, and mentoring in the development of student conduct. In many cases, the College encourages direct dialogue between concerned parties prior to the decision to file a complaint since this may remove the need for formal disciplinary intervention.

Complaints

A complaint is any oral or written accusation, allegation, or charge against a student, College faculty, staff, or volunteer, or the College, including its facility, policies, procedures, etc. A complaint should be filed prior to a grievance.

Grievances

A grievance is a formal written allegation by any member of the Chatfield community, including students, faculty, or staff, that there has been a specific violation, misapplication, discriminatory application, or unreasonable application of an official College policy, procedure, rule, or regulation. A grievance may also be a specific chronic or severe workplace/learning space occurrence or circumstance that denies a safe or supportive environment, e.g. bias, harassment, intimidation.

Disciplinary Process

Informal Resolution

The informal resolution procedure is intended to address misconduct that is less serious in nature, a complaint, or a first-time offense. Following a preliminary investigation by the Associate Dean(s)/Site Director(s) and/or the Academic Dean, persons party to the complaint may be invited to a mediated discussion. The Academic Dean, Associate Dean(s)/Site Director(s), or designee will hear arguments and counterarguments from those concerned to evaluate the appropriate sanctions (see *Sanctions*).

Formal Judicial Review

The formal judicial review is intended to address misconduct that is serious in nature, a grievance, or involving a second-time offense. The formal judicial review begins with the distribution of a letter specifying the charges against the accused. This written documentation must include:

1. A description of the acts of the accused.
2. The section of the Student Code that has been violated.
3. A hearing date and time to take place not more than thirty calendar days from the date that a formal complaint was received by the Academic Dean.

The Academic Dean shall also notify witnesses and appointed members of the Disciplinary Panel of the date and the time of the hearing.

The Disciplinary Panel shall consist of one student and at least two faculty members who will be appointed by the Academic Dean. One of the appointed faculty members will act as chairperson to guide the proceedings. The Panel conducts a hearing of evidence and issues recommendations for formal sanctions to the Office of the Academic Dean. The purpose of the disciplinary hearing is to help College authorities arrive at a decision regarding student behavior. Students considered to be in violation of written College regulations are provided a

hearing to insure fairness, truth, and justice. The following guidelines shall be adhered to by the Disciplinary Panel in the hearing:

1. The hearing will be closed to the public. Exceptions to this regulation may be requested by the accused student in writing and shall be approved or rejected by the Disciplinary Panel by majority vote.
2. The chair of the Disciplinary Panel shall only allow pertinent information to be introduced at the hearing.
3. An audio recording of the proceedings shall be made at the hearing. In addition, one member of the panel shall make notes on the proceedings. These records will be maintained in a file in the Office of the Academic Dean until the accused graduates from the College.
4. The Disciplinary Panel shall hear evidence, make findings of fact, and make recommendations to the Academic Dean as to the disposition of the case, including sanctions to be imposed, if any.
5. An appeal may be lodged by the accused only.
6. Appeals shall be lodged with the Academic Dean and the chairperson of the Disciplinary Panel. The Academic Dean shall transmit the appeal and the record to the President.
7. If the President finds that the Panel grossly abused its discretion, the President may change the Panel recommendation and sanction accordingly.

Code of Academic Integrity

Chatfield is dedicated to creating a community that models excellence in lifelong learning, and of reverence and esteem in support of one another. At the heart of this is personal honesty, an honesty that makes possible an open exchange of ideas. True community and academic excellence thrive at the College through honesty, trust, and mutual respect. It is the aim of this Code of Academic Integrity to foster an atmosphere in which individuals can reach their fullest potential as students and teachers.

Submitted academic work carries the honor statement: “I affirm that my work upholds the highest standards of honesty and academic integrity, and that I have neither given nor received any unauthorized assistance.” Whenever a student submits any academic work, including electronic assignments, students tacitly consent to abide by the honor statement.

Examples of Academic Dishonesty:

Academic dishonesty is a serious violation of our community standards. It undermines the bonds between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty includes:

- Cheating
- Using or attempting to use unauthorized materials, information, study aids, or assistance in any academic exercise.
- Fabrication
- Falsifying or inventing any information or citation in an academic exercise.
- Facilitating academic dishonesty
- Helping or attempting to help another to violate any provision of this code.
- Plagiarism
- Representing the words or ideas of another as one’s own in any academic exercise
- Stealing, manipulating or interfering with any academic work of another student

Instructors should communicate clearly what is and is not “authorized assistance.” Furthermore, it is the responsibility of the instructor to provide additional clarification or examples particularly appropriate to the discipline, and it is the responsibility of students to consult with their instructor when questions related to academic integrity arise. Ethically guided common sense is the best tool for avoiding instances in which academic dishonesty is considered in the evaluation of any work in any course.

Academic Misconduct Review

The academic misconduct review is intended to address misconduct related to academic integrity. Students are responsible for the integrity of their academic work. In this regard, cheating and plagiarism are serious violations.

In cases of suspected academic misconduct, the following procedure applies:

1. The instructor may choose to give the student a verbal or written warning. The instructor may administer sanctions if he or she deems it appropriate. The offense must be reported in writing to the Department Coordinator and the Academic Dean (see *Sanctions*).
2. If the instructor deems the offense to be a serious and intentional act of cheating or misuse of source material, then the offense will be reported in writing to the Academic Dean who may elect to convene a panel of instructors to evaluate any evidence of academic misconduct and recommend sanctions (see *Sanctions*).

Ignorance of the rules about cheating and plagiarism does not exempt a student from sanctions. Students who engage in these forms of academic misconduct undermine their education and their contributions to the Chatfield community.

Sanctions

Academic Misconduct Warning

In less serious cases, an instructor may issue a written and/or verbal warning to the student. The instructor must note this warning and send pertinent information concerning the matter to the Associate Dean(s)/Site Director(s).

Change of Grade

In less serious cases the grade awarded to an assignment may be revised. In many instances a failing grade will be given for the assignment. In more serious cases, the grade for the class may be lowered, or a failing grade may be awarded to reflect the lesser amount of work performed by the student owing to cheating or plagiarism. The instructor must note the grade change and send pertinent information concerning the matter to the Associate Dean(s)/Site Director(s). If the student has a record of multiple instances of academic misconduct, then additional sanctions may be issued as described below.

Disciplinary Probation

For serious or repeated instances of academic misconduct, a student may be placed on probation. The duration of the probation period is determined on a case-by-case basis by the College. If a student engages in additional misconduct during their period of probation, more severe sanctions will be imposed. Students on disciplinary probation may be limited in their participation in campus programming and activities and may also see the loss of other College privileges. Activities in the form of community service to the College may be imposed as an additional requirement.

Suspension

A suspension may be imposed if a student has a record of multiple instances of misconduct or if that misconduct compromises the academic freedom of any member of the Chatfield community. A suspension means that a student is not allowed to return to campus for a designated period of time. The length of the suspension is determined on a case-by-case basis by the College. Additional sanctions may be imposed in

addition to a suspension as recommended through the College's *Disciplinary Process*.

Dismissal

Dismissal is the most serious of sanctions. It means that the student must leave campus and will not be allowed to re-enroll.

Equal Opportunity and Non-Discrimination

Title IX of the Education Amendments of 1972 is a federal law prohibiting discrimination based on sex in education programs and activities that receive federal assistance. Title IX covers education programs and activities that include buildings owned by or controlled by any student organization that is officially recognized by a postsecondary institution, but are not limited to on campus situations, it also includes locations and events where the College exercises substantial control over the context of the alleged harassment and the person accused of committing sexual harassment. The types of discrimination that are covered under Title IX include sexual harassment, failure to provide equal opportunity in courses and programs, and discrimination based on pregnancy. Chatfield College recognizes all forms of discrimination based on sex, specifically sexual harassment and sexual misconduct, which includes domestic violence, dating violence, and stalking (terms are defined under other Federal laws called the Clery Act and the Violence Against Women Act).

Sexual Harassment and Sexual Violence Policy

Chatfield College is committed to providing an environment for work and study, free from sexual harassment. Complaints of sexual harassment given to the College by the students and employees require timely and immediate response. Sexual harassment of any member of the Chatfield College community is prohibited by the Student Code and triggers associated disciplinary procedures. Additional guidelines that define sexual assault and harassment and refine disciplinary procedures are offered below.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal and/or physical conduct of a sexual nature. Furthermore, the U.S. Department of Education Sexual Harassment Guidance of 1997 states the following types of conduct constitute sexual harassment:

1. **Quid Pro Quo Harassment** - A school employee explicitly or implicitly conditions a student's participation in an education program or activity or bases an educational decision on the student's submission to unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Quid pro quo harassment is equally unlawful whether the student resists and suffers the threatened harm or submits and thus avoids the threatened harm.
2. **Hostile Environment Sexual Harassment** - Sexually harassing conduct (which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature) by an employee, by another student, or by a third party that is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an education program or activity, or to create a hostile or abusive educational environment.

Sexual violence, as defined by the U.S. Department of Education, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). Several different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Sexual violence can be carried out by school employees, other students, or third parties. All such acts of sexual violence are forms of sex discrimination prohibited by Title IX.

Chatfield College staff are responsible for reporting all sexual harassment complaints to the Title IX Coordinator, even when a complainant expresses disinterest in pursuing the matter. Once the College has knowledge of sexual harassment or allegations thereof, whether notified by a college official, complainant, or any other person(s), the College must respond timely and in accordance with Federal law. The College cannot be deliberately indifferent or clearly unreasonable regarding the circumstances of the situation involving the alleged sexual harassment. The Title IX Coordinator must confidentially respond when providing the victim of sexual harassment (the complainant) with information regarding his/her individual right to file a complaint, the proper process on how to file a complaint, and the availability of supportive measures regardless of the formal or informal status of the complaint. In addition, the Title IX Coordinator should make supportive measures available to the party accused of sexual harassment (the respondent). Supportive measures are both offered and implemented by the Title IX Coordinator, some examples include, modifications of work or class schedules, extensions of deadlines, and increased security or monitoring of specific areas at the campus.

Chatfield College Title IX Coordinator:

Mary Jacobs
20918 State Route 251
St. Martin, OH 45118
513-875-3344 ext. 114
mary.jacobs@chatfield.edu

In cases where the Academic Dean or Title IX Coordinator is directly involved in the incident, staff should report the sexual harassment complaint to the Vice President & Chief Operating Officer. Reporting incidents is required except where confidentiality of client information is protected by law. In cases where the complainant does not want the College to take action, the staff person must have the complainant state in writing their request for no action. Confidentiality shall be adhered to as far as it does not interfere with Chatfield's legal obligation to investigate allegations of misconduct when brought to the College's attention.

Resolution of such complaints will be handled by the Title IX Coordinator in consultation with other appropriate staff of the college. In a case where the Title IX Coordinator is directly involved in the incident, resolution of the sexual harassment complaint will be handled by the Academic Dean. If the parties involved agree to attempt to resolve the sexual harassment complaint through *informal* procedures, the following guidelines apply:

1. Complainants, College staff or others may report complaints in either oral or written form.
3. The Title IX Coordinator collects information from all parties involved.
4. The Title IX Coordinator investigates the report, and then acts as a facilitator of resolution.
5. The Title IX Coordinator meets or corresponds with the complainant to provide supportive measures and/or resolution options.
4. The Title IX Coordinator meets or corresponds with the respondent to apprise the respondent of the allegation of the sexual harassment complaint, to convey the existence of college policy against sexual harassment, and to convey expectations of adherence to the policy, as well as, provide supportive measures and/or resolution options.
5. If the complainant and respondent both agree to the supportive measures and/or resolution of the complaint, the complaint will be deemed resolved with agreement reached.
6. Follow-up includes written correspondence by the Title IX Coordinator to apprise the complainant and respondent of disposition or resolution of the complaint.

Note: The informal procedure does not involve, at any stage, a "finding" of guilt, nor does it mandate disciplinary action. There is no obligation on the part of the College at any stage of the informal procedure to disclose the identity of the individual who filed the complaint.

The formal procedure will be utilized in response to repeated harassment by individuals, or for grave offenses in the discharge of College responsibilities, or for committing acts or engaging in behaviors which are clearly against well-established moral principles or which may be infractions of legal statutes. Disciplinary action will result from a finding of guilt under the formal proceedings. The respondent will be provided notice of particulars of the offense that is charged, including the identity of the party against whom the offense is alleged to have been committed. Steps for the *formal* procedures are as follows:

1. Complainants, College staff or others may report complaints in either oral or written form.
2. The Title IX Coordinator conducts preliminary investigation to gather facts of complaint.
2. If the complaint involves the Title IX Coordinator or Academic Dean (known herein as the Decision-maker), the respective party must recuse themselves.
3. The Title IX Coordinator will provide all investigative materials to the Decision-maker.
3. The Decision-maker will convene a recorded or transcribed live hearing with cross examination
4. The complainant, respondent and their advisors must be included in the hearing (virtual participation is allowed as long as all parties can participate in the hearing process).
5. The hearing is led by the Decision-maker and both advisors will be provided opportunity to cross-examine, the parties themselves may not cross-examine.
6. Within 10 days after the conclusion of the hearing, The Decision-maker will adjudicate and provide a formal judgement on the disputed matter. The written findings including descriptions of penalties or corrective actions assessed will be sent by certified mail to the complainant and respondent.
7. The complainant and respondent may appeal the formal decision, and recommend penalties or corrective action to the Vice President and Chief Operating Officer that serves as the Appeals Officer by filing a written notice stating the grounds for the appeal.
8. The Appeals Officer's officer will review the evidence presented during the original hearing, no other evidence can be submitted.
9. The Appeals Officer will respond within 10 days of the appeal with a response via certified letter.

College policy prohibits retaliation against any person who has filed a sexual harassment complaint. Employees or students engaging in such retaliation will be subject to disciplinary action.

Disciplinary penalties include written reprimand, formal warning, suspension, termination, or dismissal, or such other penalties as the College deems appropriate and consistent with the gravity of the offense. Record of the complaint(s) and documentation of action taken will be kept in the employee or student's file.

Responsible Use of Information Technology

College computing resources are provided to students to advance the College's mission of education and public service. Students receive a Chatfield email address, username and password at the time of enrollment. Faculty, staff, and students may use these only for purposes related to their studies, their responsibilities for providing instruction, the discharge of their duties as employees, their official business with the College, and other College-sanctioned or authorized activities. The use of College computing resources for commercial purposes including any sort of solicitation is prohibited, without prior written permission of the appropriate College official(s). Unauthorized commercial uses of College computing resources jeopardize the College's relationships with network service providers and computer equipment and software vendors.

The College acknowledges that occasionally students use College computing resources assigned to them or to which they are granted access for non-commercial, personal use. Such occasional non-commercial uses are

permitted by students if they are not excessive, do not interfere with the performance of students' duties or responsibilities, do not interfere with the efficient operation of the College or its computing resources, and are not otherwise prohibited by this policy or any other College policy or directive.

Chatfield will assume that users are aware that electronic files are not necessarily secure. Users of electronic mail systems should be aware that email is vulnerable to unauthorized access and modification.

Students are expected to abide by the same ethical and legal considerations as the rest of the Chatfield community. Computing and online resources may not be used for any purpose which is illegal, immoral, dishonest, or damaging to the reputation of the College. Decisions as to whether a particular use of computing resources conforms to this policy shall be made by the Academic Dean who will observe the *Disciplinary Process* in this Handbook. Examples of the prohibited use of computer and online resources include, but are not limited to, the following:

- Harassment, libel, or slander
- Fraud or misrepresentation
- Destruction of or damage to equipment, software, or data
- Disruption or unauthorized monitoring of electronic communications
- Unauthorized copying or transmission of copyright-protected material (See Copyright Infringement Policy, below)
- Use of the College's trademarks, logos, insignia, or copyrights without prior approval
- Violation of computer system security
- Unauthorized use of computer accounts, access codes (including passwords), or network identification numbers (including email addresses) assigned to others
- Use of computer labs that impede the activities of others who use these facilities
- Development or use of unapproved mailing lists
- Use of computing facilities for private business purposes unrelated to the mission of the College or to College life
- Violation of software license agreements
- Posting, sending, or viewing obscene, pornographic, sexually explicit or offensive material
- Posting or sending material that is contrary to the mission or values of the College
- Intentional or negligent distribution of computer viruses
- Use of computers by someone other than Chatfield students, Alumni, prospective students, staff and faculty

Copyright Infringement Policy

In compliance with the reauthorization of the Higher Education Opportunity Act (2008), and the Digital Millennium Copyright Act (1998), the College is providing the following information on copyright law and campus policies and federal penalties regarding its infringement.

Copyright law gives the creators of art works, authors, publishers and inventors the right to control how their work is used or distributed. This includes the right to limit how their materials are reproduced, distributed, publicly performed or displayed, or incorporated into new versions of the original work. Copyright protection is extended to both published and unpublished works. A work may no longer be subject to copyright restrictions under certain terms and conditions depending upon its initial date of creation or publication. More guidance on the terms of copyright can be accessed at <https://www.copyright.gov/>.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United

States Code). Fair use policies describe how copyright material may be used without violating copyright law. An index of fair use practices can be accessed at <http://copyright.gov/fair-use/more-info.html>. All other unauthorized reproduction, distribution, file-sharing, downloading, or uploading substantial parts of a copyrighted work without specific permission constitutes an infringement and is subject to the following civil and criminal penalties:

- If copyright was unknowingly or mistakenly violated, you may be ordered to pay either actual or “statutory” damages between \$750 and \$30,000 per work.
- If copyright was knowingly violated (“willful infringement”) a court may award up to \$150,000 per work and may also assess court costs and attorney fees.
- Willful copyright infringement can also result in criminal penalties including imprisonment up to five years and fines up to \$250,000 per work.

In order to combat either inadvertent or willful infringement of copyright, the College has implemented the following practices and policies that guide our students in the appropriate use of copyrighted materials:

- All members of the College community agree to the provisions of the *Responsible Use of Information Technology* policy (above) which describes penalties and guidelines for appropriate use of on-line resources.
- The unauthorized transfer, via peer-to-peer (p2p) or other means, of copyrighted material is subject to disciplinary procedures outlined in this Handbook.
- To discourage illegal file sharing, signage is in student computer labs to discourage illegal file sharing. A list of Legitimate Download Services can be found at <http://www.educause.edu/>.
- Computing and Library staff are trained on the college’s position with respect to copyright issues.
- All members of the College community agree to the provisions of the *Code of Academic Integrity* which describes penalties and guidelines for appropriate use of source materials.
- When using copyrighted materials either in whole or in part, students and staff agree to consult the Copyright Clearance Center <http://www.copyright.com/>, to obtain appropriate permissions for republication of illustrations and other printed materials, as well as for distribution or broadcast of written, audio and visual materials within the academic setting.

Poster and Flier Policy

- All posters/flyers must have approval from a designated Chatfield representative.
- All posters/flyers using the College logo must have written approval from the College marketing department.
- Posters/flyers can only be posted on approved bulletin boards; approved boards include:
 - All digital, smart boards in classrooms and designated areas
 - Other bulletin boards as identified by Site Managers within each campus building
- Any posters/flyers hung outside of the approved boards may be removed.
- Posters/flyers may be posted on approved boards for up to twenty-one (21) days prior to and up to one day after the event.
- Posters/flyers will be displayed on a first come first serve basis.
- Recommended poster/flyer size is 8 1/2" x 11", and not to exceed 11" x 17".
- Posters/flyers may be bilingual as long as there is a comparable English translation on the flyer.
- Posters/flyers advertising alcohol-related events are not permitted.
- Posters/flyers advertising rooms/apartments/houses for rent are not allowed and will not be posted—regardless of sponsorship.
- No outside vendors, companies, organizations or agencies may post posters/flyers unless they have approval from the Associate Dean(s)/Site Director(s) and other members of the Management team.
- Chatfield reserves the right to refuse or remove posters/flyers including those which:

- the College deems to wrongfully discriminate on the basis of age, sex, race, color, national origin, religion, or sexual orientation or disability;
- contain statements, illustrations or implications which are not consistent with the College's mission and vision; or
- advertise any product or service which if purchased by a qualified individual would be in violation of any law.

Tobacco, Alcohol and Substance Abuse Policies

Tobacco Policy

Chatfield is committed to providing a healthy and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The college strictly prohibits all smoking of tobacco products within all college buildings and within 30 feet of all college buildings.

This policy applies to all, including students, faculty, staff, contractors and visitors.

For the purpose of this policy, "tobacco" is defined to include, but not limited to, any lit cigarette, cigar, pipe, bidi, clove cigarette, electronic cigarette (e-cigarette), personal vaporizer, and any other smoking product. The use, distribution or sale of tobacco, including any smoking device, or carrying of any lit smoking instrument, in college-owned, leased or occupied facilities or within 30 feet of college-owned, leased, or occupied property is prohibited. This includes:

- All campuses.
- If individuals in the college community smoke or use tobacco products off college properties, they are expected to be respectful of residents and businesses neighboring the university campuses and properties. They should not loiter in front of homes or businesses near college campuses or properties.
- If individuals in the college community smoke or use tobacco products, they must discard tobacco products in appropriate receptacles.
- The distribution of tobacco products on college property is prohibited.
- No tobacco-related advertising or sponsorship shall be permitted on college property, at college-sponsored events or in publications produced by the college.
- Violations of this policy may result in disciplinary action.

This policy is a community health initiative. We are all responsible for implementing and enforcing this policy. It is important that we all work to promote good health and support an environment limiting the use of tobacco.

Ultimately, our hope is to achieve voluntary compliance with the policy, aided by community enforcement of its terms. There are clear challenges associated with the enforcement of this policy; however, similar to all college policies, we each have a responsibility to comply. While not preferred, disciplinary actions for violations, tailored to each constituency within the community, may be implemented if necessary.

Substance Abuse Policy

Chatfield is committed to providing an opportunity for individual students to recognize and achieve their potential and to acquire the self-discipline necessary for the realization of educational goals. Attaining these goals relies on the development of the total person, including the physical and psychological health and well-being of the student. Therefore, the College has implemented this policy to not only to comply with the Drug-Free Schools and Communities Act Amendments of 1989, but also safeguarding the mission of the College and the aspirations of its students.

Students must fully comply with all federal, state, and municipal regulations regarding alcohol, drugs or controlled substances. The unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance or illegal drug is prohibited at the College. This includes the St. Martin and Over-the-Rhine campuses, and any venue on or off-campus that hosts the college's programs and activities. At certain sanctioned college functions, alcoholic beverages may be authorized, but will be monitored.

Any infraction of this policy by any member of the College community will be dealt with according to the disciplinary procedures outlined in the Faculty, Staff, and Student Handbooks. Information on these policies and procedures are likewise annually distributed via email and at orientation sessions. For students, these procedures are contained in the Student Code and are re-stated below to ensure consistency and clarity.

1. Those who engage in the unlawful use or sale of alcohol, illegal drugs, or controlled substances will be subject to disciplinary action up to and including dismissal. Violations of municipal, state, and federal regulations will be subject to investigation by the appropriate authorities. Where appropriate, the College may refer an individual for criminal prosecution.
2. Members of the College community who are under 21 years of age at the time of a reported offense will have their parents/guardians contacted.
3. Within three days of the receipt of a written complaint or incident report, the Academic Dean will notify the involved student of the complaint and any pending campus investigation.
4. Disorderly classroom conduct, possession of a controlled or an illicit substance on school grounds, and under-age consumption of alcohol at a sanctioned event are considered minor offenses. The first report of a minor offense can result in a written reprimand, and restriction, or loss of select campus privileges. Subsequent offenses may be subject to the disciplinary hearing process and may result in suspension or expulsion.
5. The distribution of illicit or controlled substances on campus and/or the distribution of alcohol to underage students are considered major offenses. The first report of a major offense is immediately referred to the disciplinary hearing process and can result in suspension or expulsion.
6. To facilitate the well-being of our students, referrals will be made on an as needed basis to counseling and community health resources.

Besides the penalties imposed by the College, there are significant criminal penalties under state and federal law for the unlawful possession or distribution of alcohol and illicit drugs. A complete list of federal penalties can be found at <https://www.dea.gov/drug-information> and a complete list of Ohio state penalties can be found at <http://codes.ohio.gov/orc/2925.11>.

In compliance with the Drug Free Schools and Communities Act of 1989 (Public Law 101-226), the College offers information regarding the various health and safety risks associated with alcohol abuse and the use of controlled and illegal substances. Informational brochures and pamphlets are also available through the links posted below.

Effects of Alcohol and Substance Abuse

Recreational drugs and alcohol produce a wide variety of physical and psychological effects. These can be divided into three main categories: direct, indirect, and overdose.

Direct effects are those that damage bodily tissue, exclusively from use of the particular substance. Indirect effects are added risks or health defects the individual experiences related to drug use. For instance, lack of sleep, loss of appetite, and disregard for personal health and hygiene are seen with stimulant use (i.e., cocaine, caffeine, and amphetamines). Any intravenous drug user is at risk of acquiring blood-borne diseases, such as AIDS or hepatitis. Sedative users (alcohol, valium, barbiturates) have slowed response time and motor deficiencies, which increase their risk of accidents and falls. Overdose is the most serious

consequence of drug use and constitutes an immediate, often life-threatening, medical emergency. The threshold for overdose can be lowered with the combined use of one or more substances.

The dosage required to generate these effects varies widely among individuals and the nature of the substance or combination of substances. The severity of these effects is often dosage dependent. Dependency and addiction can develop over time or after only a single use and again, this can vary between individuals and the substance(s) involved. In compliance with the Drug-Free Schools and Communities act, a brief overview of a variety of controlled and illegal substances is provided below. More information can be found at <http://www.drugabuse.gov/drugs-abuse>.

*Alcohol use and abuse*⁹

Alcohol is the most widely used and abused drug in the United States. Alcohol acts as a central nervous system depressant and causes several marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident.

Low to moderate doses of alcohol increases the incidence of a variety of aggressive acts, including spousal and child abuse. Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce these effects.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and cognitive deficits. In addition, research indicates that children of alcoholic parents are at increased risk of later becoming alcohol dependent.

A useful guide to the immediate and long-term effects of alcohol use can be found at <https://www.niaaa.nih.gov/>

*Cannabis / Marijuana*¹⁰

The short-term effects of Marijuana include problems with memory and learning, distorted perception, difficulty in thinking and problem solving, and a loss of coordination. An increase in heart rate, bloodshot eyes, dry mouth and increased appetite are commonly noted.

Long-term users of marijuana suffer many of the same physical effects as tobacco smokers and have increased incidents of bronchitis and asthma as well an increased risk of being diagnosed with emphysema or cancers of the neck, lungs, and respiratory tract.

*Stimulant Drugs*¹¹

⁹ Consistent with other institutions of higher learning, this summary excerpted in its entirety from What Works: Schools Without Drugs, U. S. Department of Education (1992).

¹⁰ Partially excerpted from *Drugs of Abuse* (pdf file) <https://www.dea.gov/documents/2017/06/15/drugs-abuse>. Accessed October, 2020.

¹¹ Partially excerpted from "Prescription Medication Abuse Prevention." <https://www.uhs.uga.edu/aod/adderall.html> Accessed August 2018.

Stimulant drugs include cocaine, amphetamines, methamphetamines, “bath salts,” and many drugs prescribed for the treatment of attention deficit disorders including Adderall and Ritalin. Although some stimulant drugs may be prescribed by a physician, their unmonitored or excessive use constitutes drug abuse. Users of stimulants experience dilated pupils, elevated blood pressure, increased heart and respiratory rate, insomnia and loss of appetite.

The long-term use of inhaled cocaine results in respiratory problems and erosion of the upper nasal cavity. Injecting cocaine with contaminated equipment is associated with an increased risk of contracting HIV, hepatitis and other diseases. “Crack,” a purified form of cocaine that is smoked, may be more addictive than other forms of the drug. Continued use of cocaine can lead to irregular heartbeat, and ischemic heart conditions including heart attack, stroke and death.

Abusers of prescription stimulants experience appetite suppression, wakefulness, increased focus and euphoria. Increased doses produce restlessness, hallucinations, delusions, and repetitive movements. “Bath salts” are a family of drugs that contain synthetic amphetamine-like stimulants. “Bath salts,” amphetamines, and methamphetamines, like other stimulant drugs, can cause increased heart and respiratory rate, elevated blood pressure, dilated pupils, insomnia, decreased appetite, and physical exhaustion. Although similar to cocaine in their effects, these substances have a slower onset and prolonged stimulant effect. Chronic abuse produces a psychosis that resembles schizophrenia and is characterized by paranoia, preoccupation with one’s own thoughts, and auditory and visual hallucinations. Violent and erratic behavior is frequently seen among chronic abusers of amphetamines and methamphetamine.

Depressant Drugs¹²

Barbiturates, Rohypnol, GHB, and prescription depressants including Valium, Xanax, Ativan and Klonopin have many of the same effects as alcohol. Although some depressant drugs may be prescribed by a physician, their unmonitored or excessive use constitutes drug abuse. Small or prescribed doses can produce calmness, relaxed muscles and sleepiness, but larger doses can cause slurred speech, loss of motor coordination, nausea, vomiting, slowed breathing, amnesia and altered perception. High doses of depressants or depressants taken in combination with alcohol can slow heart rate and breathing enough to cause death.

Narcotics⁷

Narcotic drugs include heroin, methadone, morphine and oxycodone. Although some narcotic drugs may be prescribed by a physician, their unmonitored or excessive use constitutes drug abuse. Users of narcotics experience slowed physical activity, constriction of pupils, constipation, nausea, vomiting and slowed breathing. Withdrawal symptoms can include watery eyes, sweating, irritability, loss of appetite, increased heart rate and blood pressure, chills and excessive sweating. Rates of overdose with narcotic use are high, and users may remain psychologically dependent on these drugs long after physiological addiction and withdrawal symptoms have been treated.

Hallucinogens⁷

Hallucinogenic drugs contain substances that create euphoria and alter perception, mood and self-awareness. MDMA/ecstasy, ketamine, K2/Spice, phencyclidine (PCP, angel dust), mescaline, peyote, LSD, and psilocybin (mushrooms) produce some individually varied effects, but all increase body temperature, heart rate and blood pressure, and commonly produce sweating, dilated pupils, loss of appetite, sleeplessness, tremors, confusion, paranoia, anxiety, and sometimes violent or dangerous behavior. Psychological

¹² Partially excerpted from *Drugs of Abuse* (pdf file) <https://www.dea.gov/documents/2017/06/15/drugs-abuse>. Accessed August 2018.

reactions may include panic, confusion, suspicion, anxiety and loss of control. With some hallucinogenic drugs, delayed effects or flashbacks can occur even after use has ceased.

MDMA is distinctive in this category because it produces effects similar to both hallucinogens and stimulant drugs. Users of this drug may experience heightened sensitivity to touch, involuntary teeth clenching, muscle cramps, faintness, sweating, tremors and blurred vision. Chronic use of this drug reduces a person's ability to feel pleasure.

Effects of overdose with hallucinogens are variable. Overdoses of MDMA produce extremely high body temperature leading to organ failure and death. Overdoses of ketamine and PCP can result in respiratory depression, coma, convulsions, and death due to cardiac arrest. Deaths resulting from an overdose of LSD, mescaline, or peyote are extremely rare, but death may result from delusional or suicidal behaviors and activities encouraged by the drug.

Finding Help

Students are encouraged to contact their advisor at the College for information regarding treatment services and programs related to substance.

There are also several community-based organizations that can offer assistance and treatment:

- Ohio Department of Health, Tobacco Use and Cessation *Quit Hotline* 1-800-784-8669
<https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/tobacco-use-prevention-and-cessation>
- Recovery Health Access Center (RHAC) (513) 281-7422 <https://www.hcmhrsb.org/>
- Brown County Recovery Services (937) 378-4811 <http://www.bcmhas.org/provider-agencies/talbert-house/>
- Greater Cincinnati Behavioral Health Services (513) 354-5200 <https://www.gcbhs.com/>
- The Salvation Army of Greater Cincinnati - Cincinnati Adult Rehabilitation Center (513) 351-3457
<https://swo.salvationarmy.org/SouthwestOhio/rehabilitation-centers>

Safety and Security

Students are advised to take all necessary means to protect themselves and their property from injury. Prudent care of personal items and mutual concern for one another is encouraged. The entire community shares in maintaining an environment that is conducive to learning and safety. Students are encouraged to report any criminal action directed toward them or their property as promptly as possible.

Any crime, accident, or emergency should be reported to the Associate Dean/Site Director at either campus. If the office is closed, contact a Chatfield staff member or front desk staff. The person receiving the information will get help if needed and see that an "Incident Report" is completed. If an incident involves criminal action on the part of a student or employee, disciplinary action will be taken in accordance with the procedures detailed in this handbook and in personnel policies for employees. College administration will consult with the local law enforcement officials to determine what information is necessary and appropriate to share with the campus community to encourage awareness and to protect the personal safety of members of the College.

The form describing each reported incident will be kept on file. These are, in part, the basis for the annual campus security report mandated by the Federal Student Right to Know and Campus Security Act of 1990. This annual data is maintained by the Academic Dean and is available to current students and employees as well as prospective students and employees.

During the admissions process, all students are asked to provide an emergency contact. If a student becomes ill

or in the case of a critical medical emergency, the student's emergency contact information will be shared with medical professionals or emergency medical response units as necessary. It is the student's responsibility to ensure that the emergency contact information is up to date.

Emergency procedures for both the St. Martin and Over-the-Rhine campuses are found in red binders or folders in administrative offices, classrooms, library, and LRC. Students should notify administration of an emergency as quickly as possible; however, in the case of an imminent threat:

1. Have one person call 911. Have another person consult and follow the appropriate procedure in the Emergency Procedures and Emergency Response Team Guidelines.
2. Evacuate or relocate others in your area to places that provide maximum safety.
3. Make sure those with disabilities receive any necessary assistance.

Concealed Carry Law and Policy

The College complies with Ohio's Concealed Carry laws to ensure the safety and security on our campuses. Handguns or other firearms are not permitted to be brought onto any college areas except if locked in a motor vehicle and not removed.¹³ Signs prohibiting the carrying or possession of firearms and other weapons on campus are posted on the College premises.

¹³ <http://codes.ohio.gov/orc/2923.126>