



## STUDENT HANDBOOK

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Dear Chatfield Student:

On behalf of Chatfield College, our Board of Trustees, the Ursuline Sisters of Brown County, and the faculty and staff, I welcome you to Chatfield for the 2018-2019 academic year. We are pleased to have you here!

Chatfield is a welcoming place, where teaching and learning thrive. You will find yourself a part of a vibrant and exciting community, where students, instructors and staff interact in a cordial and friendly manner.

We are all committed to your success.

Take advantage of all the opportunities before you. We offer tutoring to help you with your academic work and an outstanding mentoring program to assist you with any one of a number of life's 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 care about you and are here to help you.

Please read and become familiar with the contents of this student handbook. Its contents are an important part of our governance and can be helpful to you as you progress through your time here on your way to earning your associate degree. If you have questions about any policy or procedure set forth in this handbook, please reach out to your academic advisor, one of our site directors, or to any member of our staff.

Your education will be with you, always and forever. Above all, enjoy your Chatfield College experience.

Sincerely yours,

John P. Tafaro  
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 College 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 College 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.

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 community as a whole. 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 Cincinnati site in



metropolitan Cincinnati. Chatfield serves a diverse student body at both its locations, and has given many students a caring and nurturing environment within which to begin college.

Today, Chatfield College continues the Ursuline tradition of education for all. The College is a member of the Greater Cincinnati Consortium of Colleges and Universities, and credits earned at Chatfield are easily transferable to other accredited institutions. Chatfield College 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.

## Learning Outcomes

### Program-Level (College) Learning Outcomes

Chatfield College 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:

Chatfield College Learning Outcomes (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.

### Business Concentration Learning Outcomes

1. Acquire an awareness of current events in American Business with attention to global, social and ethical dimensions
2. Acquire the foundational concepts associated with the various business disciplines; accounting, economics, management, marketing
3. Acquire communication, research, and technology skills needed to analyze business situations
4. Develop critical thinking abilities

5. Recognize teamwork as a business process and develop appropriate team work behavior including valuing each group members input
6. Meet attendance and class participation requirements

## **Early Childhood Concentration Learning Outcomes**

1. Students will demonstrate knowledge of the history and evolution of American education.
2. Students will demonstrate knowledge of the requirements for employment as an Ohio public school or public preschool teacher.
3. Students will demonstrate knowledge of the requirements for obtaining the Child Development Associate Certificate.
4. Students will discuss the origins of the present day public education curriculum.
5. Students will review, discuss and demonstrate knowledge of current Preschool and Primary Educational Standards for Ohio,
6. Students will identify, discuss, and demonstrate knowledge of and possible solutions to the problems facing Public Schools.
7. Students will demonstrate knowledge of the diversity of today's students and identify strategies to deal with these issues
8. Students will identify, discuss, and demonstrate knowledge of the attributes of exemplary schools.
9. Students will discuss the attributes of good instruction and demonstrate understanding and application of effective instruction.
10. Students will observe students in classroom situations, record their observations and reflect upon and discuss their experience.
11. Students will demonstrate knowledge of health issues associated with preschool and primary school age children and their families.
12. Students will demonstrate knowledge of how to design and utilize safe learning environments for preschool and primary school age children.
13. Students will demonstrate knowledge of the nutritional requirements of young children and design appropriate menus.
14. Students will demonstrate familiarity with normal physical development of children from birth to adolescence.
15. Students will demonstrate familiarity with normal psycho-social development of children from birth to adolescence.
16. Students will demonstrate familiarity with cognitive and psychomotor development of children from birth to adolescence.
17. Students will design and present examples of lessons appropriate for the cognitive and psychomotor development of children from birth to adolescence.
18. Students will demonstrate understanding and application of the theories of Jean Piaget and other child development theorists.
19. Students will demonstrate understanding and application of the utilization of social media in the education of young children.
20. Students will demonstrate familiarity with and use of appropriate educational media and technology (i.e. smart boards, internet, data recording and communication applications, etc.)
21. Students will demonstrate understanding of specific programs for children determined to be outside the normal range in terms of physical, psychomotor, emotional, cognitive or social development or ability
22. Students will design and present examples of lessons appropriate for children determined to be outside the normal range in terms of physical, psychomotor, emotional, cognitive or social development or ability

## **Human Services Concentration Learning Outcomes**

1. Students will be able to evaluate and integrate relevant information about social institutions that serve current social needs to include communities, corporations, non-profit organizations, the criminal justice system, schools, health care, families and society. (L01)
2. Students will be able to analyze and synthesize information (to be presented orally and in writing) dynamics that fuel relationships within systems and cultures long with dysfunctions that may arrest development and victimize individuals. (L02)
3. Students will be able to utilize computer applications to research available services and supports, to provide clear written and verbal communication and concise documentation and to write papers to reflect their learning. (L03)
4. Students will apply principles and methods of scientific method and critical thinking that seeks to be objective in assessing human problems and needs. (L04)
5. Students will be able to apply economic principles for its effect on various socioeconomic levels and interpret history, values, skills and knowledge base associated social work today. (L05)
6. Students will learn to analyze and evaluate ethical values and faith stance as they encounter human situations which require right action. (L06)

## **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.

# GENERAL INFORMATION

## Introduction

The Student Handbook is provided to assist you while you are a student at Chatfield College. The Handbook is only available online. The material found in the Student Handbook is only part of the information needed by a student. We recommend that all students, full or part-time, become familiar with all college policies that impact life on campus.

Chatfield is a non-residential college located in rural Brown County, Ohio and in Over-the-Rhine (OTR) in downtown Cincinnati. The Brown County Campus is located on the grounds of the Ursuline Sisters in northern Brown County. Chatfield's Cincinnati campus is located in the historic OTR area downtown.

## The Region Chatfield Serves

Chatfield draws students from all parts of Cincinnati, 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. They are male and female, coming from all across the region. Some of our students come to Chatfield immediately after they receive their high school diploma or GED; others have been away from school for a number of years before they decide to attend college; yet others are College Credit Plus (CCP) students attending high school and college concurrently through a program sponsored by the Ohio Department of Higher Education. Some of our students are working full time in addition to completing their college studies. Some are juggling family responsibilities as well.

Approximately 70% of Chatfield graduates transfer to four-year colleges. Many are valuable employees at Procter & Gamble, Ford Motor Company, American Showa, Peoples Bank, General Electric, and many other industries in this region. Others have chosen the teaching profession and are teaching in many area school districts. 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.
- As an investment in their children by bringing education into the home.
- For personal growth.

## Staff and Faculty

Chatfield College recognizes that each student brings a unique set of educational needs and goals. Because 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.

## Calendar, Credit, and Course Load

Chatfield College 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. For comparison purposes and evaluation of transfer credits, it should be noted that two semester credit hours equal three quarter credit hours. Full-time students are required to take a minimum of twelve semester hours per term. Students may not enroll for more than seventeen hours per term. Exceptions to this rule may be made only under special circumstances. See the Registrar's Office for more information.

## **Campus Phones**

Phones available for student emergency use are located in the Welcome Center at the Brown County location, and the reception area at the OTR location.

## **Computer Use**

Computers are available for students at both the OTR and Brown County Campuses. Students will receive a Chatfield College email address. Students must be considerate when sharing computers and only use the computers for legitimate purposes, as defined by the Chatfield College Responsible Use of Information Technology Policy.

## **Textbooks**

Textbooks are available for purchase online through MBS Direct, an online bookstore, at least two weeks before the beginning of each term. Visit our website for a link to the online bookstore. Payment is due at the time of purchase.

Some students are awarded enough grant and/or loan money to assist with book expenses in addition to tuition and fee charges. A student may request a book voucher from the Financial Aid Office that may be used to charge books through e-Campus to their student account at Chatfield College. The book voucher is required each term and must be signed by the student before book charges may be added to the account.

## **Communication/Press Releases**

Chatfield College 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 or on the FERPA "opt out" form available in the Registrar's office.

## **Weather-Related Information and Course Cancellation**

(Revised Fall, 2017)

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 cancellations will be also be made by One Call Now and by email. In the event that the notification cannot be made through broadcast media, only One Call Now and email will be used.

Chatfield college 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 as scheduled; therefore, cancellation of classes for part or all of a 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.

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

At the time of the first class meeting, each faculty member should 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 additionally notify the college of the cancellation and a sign will be placed on the classroom door announcing the cancellation. 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 cannot assume responsibility for any personal article left unattended. Lost items may be claimed at the Welcome Center at the Brown County location and the Reception Desk at the OTR location.

## **Communicable Diseases**

The position of Chatfield 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 (such as measles, mumps, German measles, and chicken pox) will leave the campus for the length of time appropriate to the disease.
2. For persons who have diseases of lower communicability (such as HIV, AIDS, and hepatitis) and short communicability after treatment commences (such as scarlet fever and pink eye) decisions will be made after evaluating the individual case.

## **Immunization Policy**

Chatfield College follows the guidelines recommended by the Immunization Program 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**

Chatfield College 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. Chatfield College staff will not assume supervision of student's children and children may not be left unsupervised within the Chatfield College area without the prior permission of the Site Director. All visitors will report to the main office in the Welcome Center at the Brown County location or the reception desk at the Over-the-Rhine degree site and should be accompanied by a Chatfield student, instructor, or staff member. Please report any unaccompanied visitors to an instructor or administrator.

## **Cell Phones**

Cell phones must be placed on vibrate or silent while students are in the classroom, learning resource centers or other quiet areas. Texting is not allowed in the class room during instructional times.

# ADMISSIONS

## Affirmative Action Statement

Admission is based solely on the applicant's qualifications and ability to meet established requirements for admission. Chatfield College 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 College maintains a non-discriminatory, open admissions policy. Any person requesting more information about admissions to the College or general information about or academic programs and regional accreditation should visit <http://www.chatfield.edu/admissions/>.

**Prospective students seeking admission to Chatfield College are requested to follow the following steps:**

1. Complete your Application for Admission online <http://www.chatfield.edu/admissions/future-students/> or obtain and complete a paper application in the admissions office of either campus. There is no application fee to apply online. Chatfield strongly encourages online applications.
2. Tour campus and speak to an admission counselor who can answer any questions you may have about attending Chatfield, our programs, our accreditation and our student services.
3. Meet with a financial aid advisor. They will discuss scholarships, grants, loan and FAFSA. If you have questions about the financial aid processes please refer to the <http://chatfield.edu/fiancial-aid.html>. Eligibility for financial aid requires an official high school diploma or GED certificate.
4. 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 Chatfield College evaluate your skills in English and math. We use this information to determine which courses are the best fits for you.
5. Meet with a new student advisor and schedule your classes.
6. If you intend to apply for federal financial aid you will need to provide a copy of a high school diploma or GED certificate. If mailing copies of these documents, please send them to: Chatfield College Admissions; 20198 State Route 251; Fayetteville, Ohio 45118
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. Prospective students are notified of acceptance within one week of completing the application process. Students are encouraged to register early. Students are required to furnish a high school transcript or GED certificate to enroll as degree-seeking students at Chatfield. If the College does not receive the transcript or certificate without good reason by the start of the semester, the student may, at the discretion of the registrar, be classified as a non-degree-seeking student.

## Admissions Status

### College Credit Plus (CCP)

Chatfield College 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:

- Testing at or above the assessment threshold score in at least one Accuplacer, ACT, or Aleks sub-test or
- Scoring within a "conditional range" (one standard error of measurement) below the remediation-free threshold AND have at least a 3.0 GPA or
- Scoring within a "conditional range" below the remediation-free threshold AND obtain a recommendation from a principal, school counsellor, or career technical adviser.

Chatfield College uses the Accuplacer (through Fall, 2018) or the Next Generation Accuplacer (beginning Spring, 2019) to determine placement. The state of Ohio does not support enrollment in developmental coursework.

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	263	256 - 262
	Quantitative Reasoning, Algebra, & Statistics (QAS)	263	259 - 262
	Advanced Algebra & Functions (AAF)	263	257 - 262
ACT	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	50% of algebra items answered correct (16 out of 32)	12 - 15 correct
PlaceU (WebAssign)	Mathematics	18	16 - 17

CCP students may enroll for up to fifteen credit hours of coursework per semester, provided the number of semester credit hours does not exceed the number of Carnegie Units of enrollment permitted for State reimbursement as determined by the State formula, which takes into account the number of classes taken at the CCP student's high school. Check with the CCP coordinator for more information.

**Any semester hours of enrollment exceeding fifteen semester credit hours OR exceeding the number of hours determined by the state formula of thirty credits per year shall be billed to the student at the normal Chatfield College tuition rate. Chatfield College reserves the right to limit the number of new CCP students permitted to enroll during any given semester.**

## Degree-seeking Students

Chatfield College degree-seeking students are those earning college credits toward a degree at Chatfield College. Other degree-seeking students are those earning college credits with the intent to transfer to complete a degree at another college or university. Students with prior college credit normally enter as degree-seeking students. These transfer students must submit, for review, an official transcript from each regionally accredited institution attended. Transfer credit will be awarded on course-by course basis and only for those courses in which the student received a grade of "C" or better. Courses not offered in Chatfield's curriculum may be accepted as electives toward the degree at the discretion of the Registrar. A maximum of forty-seven semester hours of transfer credit may be applied toward the Chatfield degree requirements. The residency requirement for Chatfield College is seventeen credit hours.

## Non-Degree Seeking Students

Non-degree seeking students are those who enroll in classes with no intent to complete a college degree. These students are not eligible for financial aid. They may enroll in a maximum of seventeen credit hours and must meet with the Academic Dean for permission to continue their non-degree seeking status. Consortium students 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. See the Registrar's Office for more information on admission requirements.

## **International Students**

Although Chatfield does not actively recruit international students, we have enrolled students from several countries in recent years. With no residence halls and no ESL program on campus, it works best for these students to have sponsors or family nearby with whom they can live and interact in English. As a rule, financial aid is not available for students in the US on an F-1 visa. A TOEFL score of 500 to 520 or above is desirable. The following documents are required for admission of international students:

1. Application for admission with letter of reference.
2. True certified copies of all certificates, secondary school transcripts and higher education transcripts.
3. TOEFL scores or ESL language center report showing level attained.
4. Affidavit of financial support from family or bank statements may also be required.
5. Description of support from U.S. sponsor.

# FINANCIAL AID

## Introduction

Chatfield College 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 also 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 awards 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 awarded to the student. Additional documented costs, such as child care expenditures, medical expenses, etc., may be included in the allowances. See a Financial Aid Counselor for more information.

Aid eligibility 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 for that semester. 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. Because our tuition is low (significantly lower than other private colleges in the area) it is often possible to avoid or minimize borrowing. 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 Chatfield College, the student must:

1. Complete the admissions process, including submission of copies of either a high school diploma or GED certificate.
2. Complete the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) (PIN number is required and may be obtained at the same time the FAFSA is filled out online @[pin.ed.gov](http://pin.ed.gov)). Chatfield's code number for the FAFSA is 010880. Students are welcome to ask the Financial Aid Counselor on their campus 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 January 1 as possible. Please note that the Ohio College Opportunity Grant (OCOG) requires the FAFSA to be completed by October 1st of the academic award year in order to receive funds for any semester within that award year (for example you must complete the FAFSA by October 1, 2018 in order to be eligible for the Spring, 2019 and/or Summer, 2019 semesters).

## **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 awarded 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 for Financial Aid**

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.

- The student's cumulative grade point average (CGPA)-Qualitative
- The student's rate of progress toward completion (ROP)-Quantitative
- 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,
- 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 Remedial 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, subsequent repeats will not. Grades received for remedial

courses do not count as attempted courses. A grade of Pass or Not Pass is assigned to a remedial course. Students who are unable to pass a remedial 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 chair or the Academic Dean. Pass/Not Pass grades are not included in the GPA computation. For enrollment purposes the credit assigned to a remedial course 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 number of credit hours completed by the number of credit hours attempted. Credit hours attempted include completed hours, transfer credits, IP's, F's, WD's, WF's and repeated courses. Failure to comply with this component will result in suspension of students' financial aid eligibility. A warning will be given after one semester, with financial aid suspension after two consecutive semesters.

Dropping classes after the initial two week period of each semester (or the first week for the summer semester) will affect the completion rate. Dropping a class during the initial 2 week add-drop period (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, the maximum period must not exceed 96 ( $64 \times 1.5$ ) 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 against 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.

### **Changing Programs of Study**

A student transferring from one program to another must withdraw from one program first and then enroll in the second program. A student may be awarded transfer credits for the common courses among the program a student has withdrawn from and the program a student will be joining. In-house transfer credits are included in the calculation of the cumulative GPA and are included in the rate of progress. Additionally, the transfer-in hours are counted toward the 150% Maximum Time Frame.

The process requires the student to submit a completed "academic program change" form with all appropriate signatures. If a student changes their program after the add/drop period, it will only take effect the following semester.

### **Enrolling in a Second Program of Study**

If students wish to obtain a second degree of the same level (e.g. a second Associate of Arts after completion of an Associate of Arts degree), they will have eligibility so long as the time and credits needed do not exceed any remaining eligibility unused by the first degree. All courses, regardless of when they were attempted, will be used to calculate students' GPA. All course work will be reflected on the academic transcript. SAP-status will be applied in continuation, but maximum time frame (150%) of each program will be counted separately.

## **Warning Letter, Probation, 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 they are not making Satisfactory Academic Progress, and are 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 Probation**

After two consecutive semesters of not meeting SAP standards, a student will lose their financial aid eligibility and a letter of explanation will be sent to the student. A student who fails to meet SAP must successfully appeal to be placed on warning. Loss of federal aid due to not making SAP will also result in the loss of all college funded scholarships. This loss of eligibility will be for subsequent semesters, with a student not regaining eligibility until it is determined that they are once again meeting the SAP standards.

For instance, a student has a 1.45 Cumulative GPA and earned 8 credits at the end of their first semester. A warning letter will be sent. At the end of the second semester, assume the student has earned 15 credits and the cumulative GPA has fallen to a 1.35. The student will then be suspended from receiving any more federal financial aid and college funded scholarships. After one semester on probation, the student must make SAP. For 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. In the next subsequent semester, the student's financial aid is restored.

### **SAP Appeal Process**

Along with the letter of probation, 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 warning. 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 you are not eligible for Federal Title IV Financial Aid. You must personally pay for your costs to attend school or you may apply for a private loan with the lender of your choice.

### **Regaining Eligibility for Financial Aid**

A student who is not making Satisfactory Academic Progress may choose not to submit an appeal. If this is the case, the student will not be eligible to receive federal student financial aid until he or she is in compliance with all components of the Satisfactory Academic Progress Policy. The student will need to attend classes until he/she is once again in compliance with the policy. This may take several semesters to accomplish and it is the responsibility of the student to improve his/her academic performance during this time. A student may request

that his/her academic record be reviewed by the Financial Aid Office. If the student is found to be in compliance, eligibility for federal student aid can be re-established.

### **Additional Information**

It is the student's responsibility to be aware of the Satisfactory Progress Policy. This policy is available for review in the Student Handbook on the college website, and on the financial aid web page. Copies of the policy are also available in the Financial Aid Office. A student who has a concern about his or her status 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 degree from Chatfield, wish to continue coursework toward a credential or license. The student must have a signed completion plan from the Site Director or Academic Dean 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 course work 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 be accepted for enrollment in a four-year program at an eligible institution **and** 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, their financial aid eligibility at Chatfield College ends.

### **Consortium Cross-Registration**

Chatfield participates in a consortium agreement with other colleges in the Greater Cincinnati area. Chatfield students may use a portion of their financial aid toward a limited number of courses taken at other schools in the consortium. Consortium enrollment rules must be followed, and courses taken at other institutions must apply toward the degree requirements. See the Academic Programs section of the course catalog for a listing of the consortium 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 award 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 award 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 award year in order to qualify for any semester within the academic award year.

### **Scholarships**

Scholarships, like grants, do not have to be repaid. They may be awarded on the basis of merit alone, or on a combination of merit and financial need. Students need not be limited to scholarships offered through Chatfield. A number of 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 awarded on the basis of academic achievement or promise, leadership potential, community involvement, and financial need. Selection is considered a part of the overall financial aid awarding process. Applications must be renewed each year. Applicants who have not yet earned an Associate Degree have priority. Please access our website for current scholarship information and applications.

##### *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. Awarded to degree-seeking students interested in the arts or community service. A GPA of 3.0 required.

##### *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. Presented 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 current faculty member of Chatfield College. Awarded to students who exhibit qualities of strong faith, sensitivity, thoughtfulness, and a commitment to

support others.

*Garry Muething Families Scholarship*

Established by Tim Garry, long-time Chatfield College supporter, and Paul Muething, former Chair of the Chatfield College Board of Trustees. Presented to 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 of them at Chatfield. This scholarship is needs-based and is intended 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.

*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. Awarded to an academic scholar from any Ohio high school.

*Sr. Xavier Ladrigan Scholarship*

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

*Rev. Damon Lynch, Jr. Scholarship*

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

*Katharine T. Nyce Scholarship*

Established by an anonymous donor in 2015 to be awarded 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.

*Mary Louise Rowe Scholarship*

Established in 1982 to provide assistance to a Chatfield student at the Brown County Campus. Award 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.

*Hazel Mosel Smith Scholarship*

Established in honor of Hazel Mosel Smith, mother of Norman Smith, PhD, past Dean of Chatfield College.



Awarded to students who are degree-seeking single mothers. Preference is given to students at the Brown County campus.

*Timothy Smith Scholarship*

Established by National Bank & Trust (now Peoples Bank), 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 OTR campus. Student must be in at least her second semester, have a proven record of success, minimum 2.0 GPA, 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. Awarded 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. Presented to full-time or part-time 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. Award is need based.

*Williams Family Scholarship*

Established in 2012 to provide assistance to a student at the OTR campus. Award is need based.

*Class of '61 Scholarship*

Established by members of the Ursuline Boarding School Class of 1961. Preference is given to students at the Brown County campus.

*Alumni Scholarship*

Established in 2001 to provide assistance to Chatfield students. Award is need based and presented annually to one Brown County campus student and one OTR campus student.

*Wanda Worley Hill Scholarship*

Awarded to a second year student attending classes at the Over-The-Rhine location, having at least a 2.0 grade point average and proven good attendance.

## **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://studentloans.gov/myDirectLoan/index.action> in order for loans to be awarded. 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 Degree in three calendar years. If students enrolling after July 1, 2013 with no previous Federal Direct Loan debt do not receive their Associate Degree in three years, 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://studentloans.gov/myDirectLoan/index.action>.

### **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, child care, or transportation.

### **Work Study**

Students may work part-time for an hourly wage as clerical/receptionist assistants, computer lab assistants, library assistants, building services, special projects, 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 award amounts based on the student's need and available work. Work-Study awards are considered part of the financial aid award.

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 award. 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 award 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.

### **Veterans Educational Benefits**

Chatfield College is approved by the State Approving Agency for Veterans Training for the education and training of veterans. Veterans are provided a Certificate of Eligibility from the Department of Veterans Affairs. This documentation must be provided to the Financial Aid Office for enrollment verification. Once enrollment is certified, the process takes approximately 45 days for VA to process payment. More information is available in the VA supplement at the end of this handbook.

### **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 January 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 amounts of the awards 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 have loan eligibility certified by the new school according to costs of attending there.

## **Tuition, Fees, and Enrollment**

Chatfield College 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, 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. Tuition costs and fees are listed in each term's schedule of classes. Any changes in tuition and/or fee costs are ordinarily effective at the beginning of the fall semester.

Student enrollment is a four-part process that must be completed each semester.

1. Advising - meet with an advisor to select courses
2. Financial aid - if applicable, meet with the Financial Aid Counselor on campus
3. Payment Arrangements - meet with the Student Accounts Officer to review options for paying charges
4. Registration - schedule classes and submit the Registration form to the Registrar

## **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 the 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 the Financial Aid Counselor at your campus.

Chatfield College provides a variety of payment options including:

1. Payment in full upon receipt of 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 Business 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\*
4. Payment through employer reimbursement\*\*
5. Payment through outside sources.

\* Financial aid awards 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 Financial Aid.

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.

#### **\*\*Employer Tuition Reimbursement**

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 he/she 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.

### **Auditing Students**

Auditing students must pay in full at the time of registration. Current fees are posted on the college website.

### **Senior Citizen Discount**

Chatfield College 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.

### **Home School Discount**

High school students who are home-schooled may take classes at Chatfield College and will be charged at the same low 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 the Handbook for more details.

### **Payment**

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

### **Withdrawals and Refunds**

Tuition charges and financial aid awards will be adjusted for students who drop some or all of their classes prior to the end of add/drop period. Tuition and financial aid awards 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 Change of Schedule form. Chatfield will consider the date of withdrawal to be the date the student begins the official withdrawal process by completing the Change of Schedule 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 of 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 at 61% or later in 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 of the 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 the Title IV funds is required. If funds are returned to Title IV then the Student Billing 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 student, such as transportation, child care, 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 student's 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 Consortium 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

Students are responsible for acquainting themselves with the regulations of the College as outlined in the Student Handbook.

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.

## Award of Academic Credit

In accordance with the Higher Learning Commission's Policy FDCR.A.10.020 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:

*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*

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

A total of sixty-four credit hours is required for the Associate of Arts Degree. Of these credit hours, thirty-nine credit hours must consist of general education core classes. These include classes in English composition, communications, mathematics, the social and physical sciences, as well as history, philosophy and the arts. A complete listing of core classes is found in the *Degree Requirements* section in this *Handbook*. It is important to refer back to this document when planning your coursework with your advisor.

In addition to these thirty-nine credit hours of General Education Core Requirements students must complete a minimum of twenty-five credit hours in one of the following four academic concentration areas for a TOTAL of sixty-four credit hours to achieve an Associate of Arts Degree: Liberal Studies, Early Childhood Education, Business, Human Services. An academic concentration is a group of required courses designed to focus knowledge in a particular area of study. Chatfield concentrations are not equivalent to the major or minor in a baccalaureate program, but each of Chatfield's concentrations is designed to transfer easily into baccalaureate programs at colleges in our region. A listing of classes required by each concentration is listed in the *Degree Requirements* section of this *Handbook*.

Finally, each student is required to enroll in a Cornerstone class in year one, and a Capstone class as they approach

graduation.

## Cornerstone and Capstone

All degree-seeking students are required to successfully complete both GEN105 - Cornerstone, and GEN 205 - Capstone courses. **As the entry point to the Chatfield College learning outcomes assessment and electronic portfolio program, Cornerstone should be taken the first semester. If the student does not pass Cornerstone they must take it again the next semester. Students should take Capstone during their final semester. Each course meets during the entire semester and successful completion awards one credit hour.**

The Capstone course serves as the endpoint of learning outcomes assessment. Components of this capstone include a reflective essay on personal growth and the ways in which Chatfield has changed the student's life, a short essay to be read at graduation, and a PowerPoint presentation representing the student's goals for the future. Capstone will give students an opportunity to reflect, demonstrate acquired skills, present themselves professionally, and celebrate their successful achievements with Chatfield. Completion of a student exit survey is an additional course requirement.

## 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:

### 090-099 Developmental Courses

Courses with numbers such as 097, 098, and 099 are designed to help students develop the basic skills necessary for success in the challenging courses that lie ahead. Although transferable credit is not awarded, this coursework enables students to build the skills and confidence needed for college-level work.

### 100-199 Lower-level Courses

Courses numbered in the 100's are introductory with emphasis on both content and basic skills. Some courses such as English Composition, Oral Communications, and College Study Skills are taken during the first year because they are so important for success in later classes. INF 100 is a very basic course for students who have had very little to no experience using a computer. Introductory classes allow students to explore various fields while meeting core requirements. It is recommended that students complete 15 credits of 100-level coursework before registering for coursework above the 100-level.

### 200-399 Upper-level Courses

Courses numbered 200-399 focus on specific areas within their respective disciplines. A 100-level course may be required as a prerequisite to an upper-level course. Courses numbered in the 300's are third-year courses. 200 and 300 level courses offer more advanced content. The written work required in these courses assumes that the basic skills covered in the 100-level courses have been mastered. Freshmen must be aware of this before enrolling in a course above the 200-level. The few courses offered at the 300-level are the most challenging in the curriculum. Occasionally, special topic seminars may be offered at the 300-level. These courses are open to students with over 40 credits or by permission of the Dean of the Campus. They are especially appropriate for students entering into the third year at Chatfield.

## Internships and Practica

Each semester, for-credit internships or practica can be arranged with area employers at the student's request.

The Practicum Instructor coordinates internships with area employers. For each college credit earned, students are expected to complete thirty hours of on-site experience.

## **Social Work Assistant Curriculum**

Chatfield College offers a series of courses approved by the Social Worker Professional Standards Committee of the Ohio Counselor, Social Work and Marriage, and Family Therapist Board. These courses provide an opportunity for graduates earning the Associates Degree to work in the Human Services fields while completing their Bachelor Degree coursework.

According to the Ohio Revised Code, A Certified Social Work Assistant registered in the State of Ohio may legally work as follows:

(D) A person who receives a certificate of registration to practice as a social work assistant is not authorized to engage in the practice of social work. A social work assistant, under the direct supervision of a psychologist, psychiatrist, licensed professional clinical counselor, licensed professional counselor, independent marriage and family therapist, independent social worker, social worker, or registered nurse who holds a master's degree in psychiatric nursing, may provide human, social, and community services that include intake assessment and referral, screening, crisis intervention and resolution, community support, case management and outreach, record keeping, social assessment, visual observation of an individual in the individual's environment, assistance in facilitation with groups and families, advocacy, and orientation, education, and prevention services.

## **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 their last semester before graduation. The proper procedure for this option is:

- For the student to obtain an Independent Study Request and Plan form from the Registrar;
- Consult with the faculty member.
- During the drop/add period, 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 finished within the drop/add period, which appears in the academic calendar.

In planning an Independent Study, the College Faculty should keep in mind that this is not to be a correspondence course, in which the student does readings and takes a test at the end. Material should be at least as challenging as a classroom course, and frequent interaction between the College Faculty and student should provide real teaching/learning time.

The College Faculty member is 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. Faculty compensation for independent study will be determined by the Academic Dean on a case by case basis and consider the credit hours earned and other relevant factors. There will be no more than two (2) students in an Independent Study course. Dual credit (CCP; High School) 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 the 099 Retest Policy

Chatfield College does not require entrance exams (e.g. SAT or ACT) as part of its admissions process. Instead, students are placed in appropriate classes by use of the Accuplacer. The Accuplacer is an online test that gauges a student's knowledge and skills in reading, writing, and math. At Chatfield, the Accuplacer battery includes the Elementary Algebra, Sentence Skills and Reading Comprehension assessments. Students who wish to re-take 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 their 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/students>). Additional Accuplacer study materials can be accessed at <http://www.testprepreview.com/> for a nominal fee. Free, generalized review of core subjects (not specific to Accuplacer test preparation) are available at <https://www.khanacademy.org/>.

Chatfield places students into an 099 developmental class on the basis of their Accuplacer scores. These classes are designed to provide students with a solid foundation in the skills and knowledge needed to succeed in college level subjects. Successful completion of an 099 developmental class will not earn academic credits towards an associate degree at Chatfield College and will not transfer to other regionally accredited colleges. In the 2015-16 school year, students placed into an 099 developmental class will take the Accuplacer near the end of the academic term to determine their progress through the curriculum. Testing undertaken as a part of an 099 class will not revoke the student's eligibility to re-test once per academic year.

A grade of "Pass" or "Fail" is assigned for all 099 developmental classes. Students will have two attempts to pass an 099 developmental course. Students who are unable to pass an 099 developmental 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 chair or the Academic Dean.

### Advanced Placement

Advanced placement gives recognition to students who qualify for college-level work. Any student who passes the Advanced Placement Examination of the College Entrance Examination Board with a score of three or better will be awarded placement or credit toward graduation.

### 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 Chatfield College. Chatfield College will award credit for CLEP, DSST, and ECE examinations.

### Transfer Credits

Students wishing to transfer credit earned at another regionally accredited academic institution to Chatfield must submit an official transcript to the Registrar's Office for evaluation. The student must have earned a grade of C or higher for a class to be considered for transfer credit. The Registrar's Office will evaluate each transcript and award credit for equivalent Chatfield courses on a case- by-case basis. Grades earned for transfer credit will be printed on a student's Chatfield transcript, but will not be calculated into the student's cumulative GPA. In order to receive a Chatfield College Associate of Arts degree, students must complete the last 17 credit hours at

## **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 and may avoid closed or cancelled classes. The enrollment process consists of five steps:

1. Completion of admissions records.
2. Selection of courses with counseling from the student's advisor.
3. Payment and/or financial arrangements with the Finance Office.
4. Completion of financial aid process, if applicable.
5. Submitting registration form to the Registrar's Office.

Students who have not completed all steps may be deleted from official class lists. Enrollment for subsequent semesters is blocked until financial obligations from the previous semester are met.

## **GC3 Cross-Registration**

Students wishing to cross-register for courses at any of the colleges in the Greater Cincinnati Consortium of Colleges and Universities may register with the Registrar using cross-registration forms. Individual conferences with counselors from these colleges are recommended if students plan to pursue four-year degrees there.

## **Repeated Courses**

A student may choose to repeat any course, but the transcript will indicate that it is a repeat. The student will receive credit for the class only once. The higher of the two grades will be calculated into the cumulative GPA. Financial aid eligibility varies in such cases; please see the Student Financial Services Officers for details.

## **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. A Change of Schedule form must be completed and signed by the student within this time period. Change of Schedule forms are available in the Registrar's Office and must be signed and dated by the student, their advisor, and a Financial Aid Counselor. In certain situations, the change of schedule form may be completed with the Registrar via phone. If this procedure is followed, the dropped course will not appear as an attempted course on the student's permanent academic record. The Registrar must approve all schedule changes. All students must complete the change of schedule form with their advisors prior to approval of the Registrar.

## **Official Withdrawals**

All withdrawals from Chatfield courses must be made within the first 11 weeks of the course. The exact date can be found on the Academic Calendar. Students carry the responsibility to inform the Registrar's Office in writing when they wish to discontinue attendance in a class for any reason. They are advised to consult with the instructor as well, especially if they have been concerned about completing the class successfully. 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 withdraw impacts their financial aid. The Official Withdrawal requires signatures from the student, advisor, financial aid, and the registrar. Proper notification before the withdrawal deadline protects the grade point average. A grade of WD will be made for students who follow official withdrawal procedures after the drop-add period and before the official last day for withdrawal.

## **Class Attendance and Chatfield Unofficial Withdrawal Policy**

The College policy that follows is not superseded by individual attendance policies.

Attendance is required, and regular attendance is of critical importance. Any student who misses three classes (20%) of a fifteen-week course that meets once per week, or six classes (20%) of a course that meets twice per week for fifteen weeks, or one class (20%) of a course that meets for five weeks, will be contacted by the Dean's office. Any 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 withdrawn from the course upon recommendation of the Dean, in consultation with the course instructor and Registrar. At the end of the semester, a grade of W will be recorded.

Students who receive financial aid under Title IV will be considered to be unofficially withdrawn by the Dean, in consultation with the Registrar, and assigned a grade of WF (Withdraw-Fail) if:

- there is no record of attendance in any class during the first two weeks of classes (fall and spring terms);
- there is no record of attendance in any class during the first week of classes (summer term only);
- there is no record of attendance in any classes during any 30 consecutive calendar days.

Students who receive financial aid under Title IV and who do not attend classes during 14 consecutive days will be administratively withdrawn from Chatfield.

A grade of WF can negatively impact standing at Chatfield College as well as further Financial Aid eligibility.

In the event of an unofficial or official withdrawal, the procedure for returning funds to the federal government is the same as if a student officially withdraws. A return calculation will be performed and if the withdrawal is within the first 60% of the semester, funds will be returned. If a return to Title IV is required student billing will invoice the student for the charges. The student is ineligible to register for class until the outstanding balance is paid in full.

## 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. The grade point average is determined by dividing the sum of grade points by the total number of credits attempted.

At the time of registration, students may request the grade of P/NP in regular courses with the Dean's approval. For courses receiving college credit, the grade of "P" is equivalent to a "C" or better. A student may change from a letter grade to P/NP during the Drop-Add period. R appears on the transcript when the student already has a grade for the same class. IP grades indicate that the student has until the beginning of the next semester, or summer term, to complete work for the class. The IP grade must be accompanied with an IP contract. Developmental classes do not receive college credit and may only be graded as P/NP. In these classes only, a "D" average on class work and attendance may be given a passing grade.

IP, 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.

## 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 before the start of the next term or sooner. 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 beginning of the next semester (including the Summer Semester) will receive the initial grade specified on the contract form.

## 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.

## Grades and 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.

Mark	Meaning	Explanation
<b>A</b>	Excellent	4 quality points per credit hour
<b>AT</b>		Audit
<b>B</b>	Good	3 quality points per credit hour
<b>C</b>	Fair	2 quality points per credit hour
<b>D</b>	Poor	1 quality point per credit hour
<b>F</b>	Failure	0 quality points per credit hour
<b>WD</b>		Official Withdrawal, assigned by the Registrar's Office
<b>WF</b>	Withdraw-Fail	0 quality points per credit hour
<b>P/NP</b>	Pass/No Pass	Issued in selected workshops and courses. At the time of registration, students may request the grade of P/NP in regular courses with the Dean's approval. Of the 64 hours required for a degree, a limit of nine hours may be taken on a Pass/No Pass basis.
<b>R</b>		Course repeated: course listed elsewhere on transcript with a grade
<b>IP</b>		In Progress: grade withheld pending fulfillment of assignments, must be accompanied with an In-Progress Report

## 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 3.50. Students who are registered for a portion of their course load at another college through the Greater Cincinnati Consortium of Colleges and Universities are eligible for the Chatfield Dean's List. Students enrolled in 099 classes or who receive a grade of "P", "NP", "IP", "D" or "F" in any class are not eligible for the Dean's List.

## Probation and Dismissal

Students failing to meet either of the requirements for satisfactory academic progress, cumulative GPA or rate

of completion of attempted courses, will be granted the equivalent of one full-time semester in which to raise their grade point average and/or complete the required percentage of hours attempted. Students with a GPA of less than 1.0 for their first twelve credit hours may be dismissed at the discretion of the Academic Dean. Students may appeal decisions regarding probation and dismissal in writing to the Academic Dean. Part time students with a GPA of less than 1.0 for their first semester will be placed on probation. College Credit Plus students are placed on probation by that program when their GPA falls below 2.0. The student may take only one class the next semester. If the GPA does not rise above 2.0, the student is no longer eligible to participate in the CCP program.

A student who does not make the required improvement during the probationary period will be dismissed. A student that earns at least a GPA of 2.00 and completes 75 % of their attempted course during the probationary term will remain on probation for the next term as long as it is possible to reach a GPA of 2.00 and complete 75% of their overall completion rate by the end of the second probationary term. A student that is dismissed and who is receiving financial aid will be denied further financial aid. For this reason, it is important to contact the Office of Financial Aid when problems arise which may affect course completion.

Courses in which a "D" is earned are considered completed courses. Overall GPA must be 2.00 or above, however. Courses that are officially dropped within the Drop-Add period are not considered attempted courses. Any withdrawal that occurs after the Drop-Add period is considered to be non-completion of an attempted course.

If students who are in probationary status receive "IP" grades at the end of a probationary semester, they will be permitted to enroll the following semester if the period normally allowed for "IP" completion has not yet ended. The student will be informed of his or her continued probationary standing at the beginning of the following semester.

When required courses are repeated for the purpose of achieving a passing grade or a transferable grade, only the higher of the two grades will be calculated into the GPA. However, for purposes of calculating rate of completion, both courses will be considered attempted courses.

## Academic Progress

Academic Progress is determined by two factors: cumulative GPA and rate of completion of attempted courses.

1. To remain in good academic standing, students must maintain a 2.00 cumulative GPA ("C" average).
2. During a student's first year of study only, a student is allowed to complete fewer than 75% of credit hours attempted and still maintain good academic standing. This allows flexibility in resolving scheduling conflicts and in striking a balance between the responsibilities of school, work and family. Of the first 12 attempted credit hours, students must successfully complete at least 6 hours. Of the first 24 attempted credit hours, students must successfully complete at least 16 hours. **Please note that good academic standing may not guarantee eligibility for financial aid.**
3. Degree seeking students must complete requirements for the Associate of Arts degree within the first 82 attempted credit hours. This means that a full-time student has a maximum time frame of 6.5 semesters in which to complete their degree. Similarly, a half-time student may be allowed 13 semesters to complete their degree. **Please note that financial aid eligibility ends after 6 semesters of attendance.**
4. A degree with concentrations in two areas will be allowed additional completion time proportional to the number of additional required courses. Additional time will not be allowed toward a third concentration. **Again, please note that financial aid eligibility ends after 6 semesters of attendance.**

## Re-enrollment after Dismissal for Unsatisfactory Progress

The Academic Dean may readmit students dismissed because of unsatisfactory progress after a review. The student's request should be made in writing to the Academic Dean and should demonstrate that the causes of the previous difficulty have been resolved. The Academic Dean may request input from outside sources if more information is needed for a decision. It is recommended that at least a year elapse from the time of the dismissal to the time of the application for readmission. Remittance by the Dean does not assure the availability of financial aid. The student must qualify for financial aid under the Satisfactory Academic Progress Policy.

## **Transcripts**

Students who wish to obtain transcripts of academic work completed at Chatfield College must make a written request to the Office of the Registrar. Official transcripts are sent only to those individuals or institutions designated in writing by the student. Unofficial transcripts may be issued directly to the student by their advisor. If the student requests an official transcript sent to them, it will be marked "issued to student." A \$6 fee will be charged for each transcript. No transcripts will be issued for an applicant whose financial obligations to the College and/or Library have not been met.

## **Application for Graduation**

A graduation ceremony is held each spring. Students who intend to graduate in the spring Commencement exercises must complete the Intent to Graduate form in January through their Capstone class or directly to the Registrar. Though students who complete their degree requirements in the fall semester can receive diplomas at the end of the semester or wait until the spring ceremony, their transcripts will indicate that they graduated at the end of the fall semester.

Students who enrolled for the spring semester must complete all academic requirements before the Commencement ceremony. A student must have a 2.0 grade point average to graduate. Students who have completed the core requirements but have six hours or less of remaining graduation requirements in their concentration may participate in the spring Commencement ceremony. However, these students will be considered graduates of the term in which they completed all requirements. Diplomas will be held until all financial and academic obligations to the College have been met.

# STUDENT LIFE, SERVICES, AND POLICIES

## Grievances

Any constituent of the College wishing to make a complaint or appeal regarding inappropriate college policy or academic/administrative practices is to meet with the appropriate faculty or administrative personnel to cooperatively seek a remedy. In the event that this does not prove satisfactory, the aggrieved party may appeal to a Grievance Committee appointed by the Academic Dean. Complaints must be submitted in writing to either the Academic Dean or the President who will review the complaint and work towards and appropriate resolution.

## Student Activities

Chatfield College may offer a variety of student activities and clubs throughout the academic year. Many Chatfield College activities are open to family, friends, and the neighboring community. Student clubs should be registered with the Academic Dean's Office. The staff and faculty are open to new ideas for programs and interested students may bring them suggestions. The Site Director must coordinate all student activities which are then 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 Chatfield College. Please see [www.ada.gov](http://www.ada.gov) for more resources regarding the ADA.

## Student Services

### Learning Resource Centers

The mission of the learning resource centers (LRC) reinforces the mission of Chatfield College and is dedicated to supporting the academic program, developing student's research skills, and providing the College community with access to information.

LRCs are located at both the Brown County and Over the Rhine locations. Borrowing privileges for printed materials are extended to Chatfield students, faculty, staff and members of the local community. The Brown County LRC houses a permanent collection of over 25,000 volumes and 25 newspapers and periodicals. Students can request the delivery of these materials to either location.

Students may also request materials through interlibrary loan. Chatfield College is a member of the Serving Every Ohioan (SEO) Consortium, which provides access to over 8 million books, ebooks, videos, audios, CD's, and DVD's, and a nearly limitless number of periodical and scholarly journals. Faculty and students may place holds on these items using a Chatfield Identification Card and any computer with Internet access. In addition, students who identify resources through other online databases such as Google Scholar, World Cat, or ERIC, can submit requests for these materials to the LRC coordinators. In most cases, LRC coordinators can fill these requests in two weeks.

Publication searches are accessible through the LRC home page on Chatfield's website. You can receive help with any aspect of using the LRC or with locating information by contacting staff or volunteers at either the

Brown County Campus, 513-872-3344 ext. 123 or the OTR campus, 513-921-9856 ext. 206.

## **Tutoring**

Tutoring in math, English, computer, research and study skills is available at both campuses, and tutoring schedules are announced weekly by email. Additional tutoring needs can be met upon request. Tutoring schedules change each semester in response to need and class times. Tutoring services are offered free of charge. Interested students are invited to contact LRC staff.

## **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.

Academic advisors can arrange for personal counseling upon request. Likewise, the Site Directors, and all Chatfield staff and faculty can refer students to a trained, professional counselor. Referrals can be coordinated with multiple social service agencies.

Students interested in more information or who need assistance connecting with their academic advisor can contact their home location at: Brown County (513) 875-3344 or OTR (513) 921-9856.

## **Policies**

### **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 Chatfield College and officials who administer them are as follows:

Admissions – *Admissions Counselors*

Academic Counseling and Academic Records - *Registrar*

Financial Aid Records – *Financial Aid Counselors*

Student Accounts – *Director of Finance*

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)<sup>1</sup>**

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."

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<sup>1</sup> copied from <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>



- 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.
- 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;
  - 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, 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

## **Freedom of Expression and Assembly:**

At Chatfield College, 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.

Students who wish to post flyers, or conduct any assembly or organized activity of any kind, including an organized demonstration of protest, must register their request with the appropriate Site Director no less than

five working days prior to the date of the proposed activity. Any request shall include, at minimum: the date, time, topic, location 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 Site Director will either grant or deny the request, either without condition 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 Dean. At no time, and under no circumstances, shall any such activity, assembly, statement, display, or protest, be permitted to interfere with classes, classrooms, 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 be in conflict with the Chatfield Mission or Catholic Doctrine.

## **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.
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.

## **Rights to the Curriculum**

1. The student shall be graded solely on performance measured against academic and related standards. The student shall be protected against prejudicial or capricious evaluation. A student has the right to pursue any course of study available at the College providing that he/she can be accommodated within the program, meet the requirements for entering, and continue to meet the requirements in the program.
2. A student 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. A student shall have the right to have his/her 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, a student shall have the right to have his/her grade on such written material explained by the instructor. A request for such explanation must be made within one week after the written material, as graded, is made available to the student.
5. If a student believes that his/her final grade is the product of the instructor's bias, whimsy, or caprice, rather than a judgment on the merits or demerits of his/her own academic performance, the student must follow the academic appeals procedure described below.

## **Academic Appeals Procedure**

Grade appeals must take place during the three (3) month period following the end of the term in which the course was taken.

An appeal may be considered for the following reasons:

- If a student believes that the instructor has failed to follow stated grading policy or other procedures and objectives as outlined in the syllabus;
- If the student has evidenced discrimination in evaluation of individual achievement;

- If the student believes the instructor has failed to provide students' tests or other written material within a reasonable time after grading; or,
- If the student believes that the instructor has demonstrated bias or capriciousness.

After receiving an explanation from the instructor in the course, the student may make a formal complaint to the instructor.

This complaint must be presented 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 within three weeks.

If dissatisfied with the explanation that has been given, the student may appeal to the Department Chair or to the Academic Dean (if the complaint is with the Department Chair) who 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 at a personal level.
- Academic Appeals Committee: If the student remains dissatisfied with the explanation that has been given, he/she may initiate a formal appeal by requesting a hearing from a special Academic Appeals Committee consisting of faculty members appointed by the Academic Dean or designee.

The faculty member who is accused of bias or capriciousness and the student complainant each present to the Academic Appeals Committee their analysis of the facts of the case. If the Academic Dean has already found no evidence of unfair grading, he/she will also have the opportunity to present his/her investigation 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.

If it is found that the grade given was neither biased nor capricious, the case shall be dismissed. If it is found that the grade given was the product of bias or capriciousness, the Academic Appeals Committee shall present its recommendation to the Academic Dean. The decision of the Academic Dean shall be final and shall be communicated in writing to the student, the instructor, and to the Registrar if a grade change is needed. Only the Academic Dean, or designee, may submit such a change. 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 an individual 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 standard 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.

The student is 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 class on a timely basis and that they are on track to graduate.

Students shall at all times conduct themselves in a manner consistent with Chatfield's ideals and core values, including respect for oneself and one another, honesty, integrity, and dignity. 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 unacceptable conduct that is prohibited by Chatfield 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. Disrespect to faculty or private property.
2. Lewd or indecent speech, dress, or conduct.
3. Unlawful obstruction or occupation of passageways, public areas, buildings or offices.
4. Unauthorized entrance into campus facilities.
5. Violations of the College's policy on the responsible use of information technology.
6. Unauthorized gambling or games of chance.
7. Smoking in areas designated as nonsmoking areas.
8. Unauthorized use of alcohol on campus.
9. Violations of campus safety regulations, including motor vehicle and fire drill regulations.
10. Public intoxication.
11. 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.
12. Possession, use, or sale of illegal drugs or drug paraphernalia.
13. Use, possession, or sale of firearms, explosives and other dangerous weapons on College property.
14. Violation of state or federal laws classified as felonies or misdemeanors.
15. Deliberate destruction of, or damage to, misuse of, or abuse of public or private property.
16. Assault and/or battery upon another person or the threat thereof, including harassment.
17. A discriminatory act committed against anyone in the College community on the grounds of race, religion, national origin, sexual orientation, age or gender.
18. Sexual assault or harassment.<sup>2</sup>
19. Persistent verbal abuse, threats, stalking, menacing behavior or other conduct which threatens the safety or health of any person.
20. Academic misconduct or dishonesty, including cheating on tests and plagiarism.

## **Disciplinary Process**

Charges of misconduct may be filed by any member of the Chatfield community including students, faculty, or staff. Complaints against a student or student organization must be submitted in writing to the Academic Dean within 30 days of the alleged offense. Not more than three days after receiving a complaint, the Academic Dean will notify all involved parties of the charges and specify whether an informal grievance resolution, formal judicial review, or academic 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, Chatfield College encourages direct dialogue between concerned parties prior to the decision to file a written complaint, since this may remove the need for formal disciplinary intervention.

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<sup>2</sup> Subject to specific disciplinary guidelines and procedures. See Sexual Harassment and Sexual Assault section in the Handbook.

## **Informal Grievance Resolution**

The informal grievance resolution procedure is intended to address misconduct that is less serious in nature and involves a first-time offense. Complaints related to items 1 through 9 of the Student Code will likely lead to informal grievance resolution provided there are no previous findings of misconduct. Following a preliminary investigation by a Site Director and/or the Office of the Academic Dean, persons party to the complaint may be invited to a mediated discussion. The Dean or Site Director will hear arguments and counterarguments from those concerned to evaluate the appropriate sanctions (see below).

## **Formal Judicial Review**

The formal judicial review is intended to address misconduct that is serious in nature or involves a second-time offense. Complaints related to items 10 through 19 of the Student Code will likely lead to a formal judicial review as will previous findings of misconduct. The formal judicial review begins with the distribution of a letter specifying the charges against the accused. This written specification must include:

1. A description of the acts of the accused.
2. The particular 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 tape 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 Academic Dean's office 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.

## **Chatfield College Code of Academic Integrity**

(Approved June, 2018)

Chatfield College 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 Chatfield 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.

Academic work submitted at Chatfield College 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.” This statement should be included at the beginning of each assignment turned in for evaluation, with a signature following the statement.

For assignments that are submitted electronically, the statement should be included as possible. Professors should communicate clearly what is, and is not, authorized assistance. Submission of any electronic assignment for evaluation will be taken to indicate that you have complied with and affirm the statement of academic integrity in completing the assignment.

### **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 of 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

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. Complaints related to item 20 of the Student Code will likely lead to an academic. Students are responsible for the integrity of their academic work. In this regard, cheating and plagiarism are serious violations.

Misconduct defined as cheating involves the inappropriate or unapproved use of written notes, text messages or other electronically conveyed information during an in-class test. Incidents of cheating are handled in the same way as cases of plagiarism.

*A Writer's Reference*<sup>3</sup> describes three forms of plagiarism: "(1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotations, and (3) failing to put summaries and paraphrases in your own words." This applies to written and spoken material, but also includes statistics, lab results and art work or any services or students offering to sell written papers for a fee. All borrowed material must be given adequate citation regardless of its source, including (but not limited to), books, journals, articles, blogs, opinion pieces, news feeds, on-line exhibitions, encyclopedias, wikis, or tweets. Any inappropriately borrowed and inadequately cited materials may be considered plagiarism whether the extent of borrowing is a single phrase or an entire paper.

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

1. The instructor will check with the Academic Dean for any record of prior offenses.
2. If the case is a first offense or appears unintentional, the faculty member may choose to give the student a verbal or written warning. The instructor may administer sanctions if he or she deems it appropriate. (See Sanctions below).
3. If the case is a second offense, or if the instructor deems a first 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. The Academic Dean may elect to convene a panel of instructors who will evaluate any evidence of academic misconduct and recommend sanctions (see below).

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, or first-time cases of academic misconduct, an instructor will issue a written and verbal warning to the student. A copy of this warning will be filed with the student's record in the Office of the Academic Dean

### **Change of Grade**

In less serious cases, or first-time cases of academic misconduct, 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. If the student has a record of multiple instances of academic misconduct, then additional sanctions may be issued as described below.

### **Disciplinary Probation**

A student may be placed on probation if there are any findings of misconduct. 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

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<sup>3</sup> Hacker, Diana. (1999). *A Writer's Reference*. 4th Ed. Boston, MA, Bedford/St. Martin's. pp. 82-85.

misconduct compromises the health, safety or 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 at Chatfield College.

## **Sexual Harassment and Sexual Assault 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 and other verbal and physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic achievement or advancement, or:
2. Submission to or rejection of such conduct is used or threatened or insinuated to be used as the basis for decisions affecting employment, wages, promotion, assigned duties, or academic standing of an individual, or:
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Sexual Assault is defined as unwanted sexual contact that stops short of rape or attempted rape. This includes sexual touching and fondling.

Lawful Guidance: 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. 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 including: Sexual harassment and sexual assault (rape, acquaintance rape, domestic violence, dating violence and stalking).

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. 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 President. 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 insofar as it does not interfere with Chatfield's legal obligation to investigate allegations of misconduct when brought to the College's attention.

**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.**

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.
2. The Title IX Coordinator investigates the report, and then acts as a facilitator of resolution.
3. The Title IX Coordinator collects information from all parties involved.
4. The Title IX Coordinator meets or corresponds with 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.
5. Follow-up includes written correspondence to apprise the complainant of disposition or resolution of 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. The Title IX Coordinator conducts preliminary investigation to gather facts of complaint.
2. If the complaint involves the Title IX Coordinator or Academic Dean, a committee of the Board of Trustees would serve as the appropriate committee to hear the case.
3. The Title IX Coordinator will convene the Sexual Harassment Committee composed of the Academic Dean, who serves as Chair; the Director of the Library; the Vice President/COO and two members appointed by the Chair from the constituencies of the complainant and the respondent. In a case where one of these committee members is directly involved in the complaint, the chair will appoint another staff member to hear the proceeding.
4. The Chair schedules preliminary meeting(s) with members of the Sexual Harassment Committee; notifies respondent of particulars of charges; schedules hearing date; notifies complainant and respondent of hearing place, time, and date.
5. Both complainant and respondent give testimony. The complainant and respondent, as well as the committee may request testimony and /or affidavits from third parties. The committee is not bound to follow the rules of evidence applied to Courts of Law and may admit evidence as it deems appropriate. Proceedings will be tape-recorded.
6. Within 30 days after the conclusion of the hearing, written findings of the Committee, 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 Committee's findings and recommend penalties or corrective action to the President by filing a written notice stating the grounds for the appeal with the President's office not more than 15 calendar days after the date of the mailing of the committee's findings to the parties. Presidential review will be confined to the evidence presented to the hearing committee.

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 an email address, user name 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 faculty, staff, and 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 faculty, staff, and students, if they are not excessive, do not interfere with the performance of any faculty, staff member, or student's duties, 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 College 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 and procedures set out in pages 43-46 of the 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 e-mail 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), Chatfield 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 <http://www.copyright.gov/circs/circ15a.pdf>.

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 of substantive parts of a copyright 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, Chatfield College has implemented the following practices and policies that guide our students in the appropriate use of copyrighted materials:

- All members of the Chatfield College community agree to the provisions of the Computer and Network Acceptable Use Policy 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 the student handbook.
- To discourage illegal file sharing, signage is located 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 Chatfield College community agree to the provisions of the Plagiarism Policy 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.

## Alcohol and Substance Abuse Policy

Chatfield College is committed to providing an opportunity for the individual student to recognize and achieve his/her 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, Chatfield College has implemented an alcohol and substance abuse policy not only to comply with the Drug-Free Schools and Communities Act Amendments of 1989, but also with the

intention of safe-guarding the mission of the College and the aspirations of its students.

Students must comply fully 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 Chatfield College. This includes the St. Martin and Findlay Market 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 Chatfield 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, Chatfield College may refer an individual for criminal prosecution.
2. Members of the Chatfield 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 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, or the distribution of alcohol to underage students, is 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 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<sup>4</sup>*

Alcohol is the most widely used and abused drug in the United States. Alcohol acts as a central nervous system depressant and causes a number of 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 spouse 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.uhs.uga.edu/aod/alcohol\\_info.html](https://www.uhs.uga.edu/aod/alcohol_info.html)

#### *Cannabis / Marijuana<sup>5</sup>*

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 and increased risk of being diagnosed with emphysema or cancers of the neck, lungs, and respiratory tract.

#### *Stimulant Drugs<sup>6</sup>*

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

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<sup>4</sup> 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)

<sup>5</sup> Partially excerpted from *Drugs of Abuse* (pdf file) <https://www.dea.gov/documents/2017/06/15/drugs-abuse>. Accessed August, 2018.

<sup>6</sup> Partially excerpted from "Prescription Medication Abuse Prevention": <https://www.uhs.uga.edu/aod/adderall.html> Accessed August, 2018.

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, strokes 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 meth-amphetamines, 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 Drugs<sup>7</sup>*

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.

#### *Narcotics<sup>7</sup>*

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.

#### *Hallucinogens<sup>7</sup>*

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 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.

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<sup>7</sup> Partially excerpted from *Drugs of Abuse* (pdf file) <https://www.dea.gov/documents/2017/06/15/drugs-abuse>. Accessed August, 2018.

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 Chatfield College for information regarding treatment services and programs related to substance. They may also contact the office of the Academic Dean at 513-875-3344 ext. 113 to schedule an appointment.

There are also a number of community-based organizations that can offer assistance and treatment:

- 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/>
- Cincinnati- Hamilton County Action Agency (CAA) (513) 569-1840 <http://www.cincy-caa.org/>
- The Salvation Army of Greater Cincinnati - Cincinnati Adult Rehabilitation Center (513) 351-3457 <https://swo.salvationarmy.org/SouthwestOhio/rehabilitation-centers>
- Santa Maria Community Services (513) 557-2700 <https://www.santamaria-cincy.org/>
- Caring Place Of Cincinnati (513) 841-1499 <http://www.thecaringplace.info/>

## 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. Please report the incident to the Site Director at either campus.

A 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 Site Directors and is available to current students and employees as well as prospective students and employees.

Any crime or emergency should be reported to the Site Director at either campus. If the office is closed, contact a Chatfield Instructor. The person receiving the information will get help if needed and see that an incident report is completed. In the event that an incident involves criminal action on the part of a student or employee, disciplinary action will be taken in accordance with procedures detailed on pages \_\_\_\_ of the Student 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 Community.

During the admissions process, all students are asked to fill out an emergency medical form. If a student becomes ill, this form will be used to identify an appropriate medical intervention. In the case of a critical medical emergency, the student's emergency 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 medical form is up to date.

Emergency procedures for both the Brown County and Over-the-Rhine campuses are found in red binders in administrative offices and Learning Resource Centers. Summary information on emergency guidelines is also posted as flip-charts, usually near the interior doorway of each classroom. 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 Manual in that area and contact administration.
2. Evacuate or relocate others in your area to places that provide maximum safety.
3. Emergency procedures are posted in each classroom and office near the doorway.
4. Make sure those with disabilities receive any necessary assistance.

## **Concealed Carry Law and Policy**

It is the policy of Chatfield College to comply with Ohio's Concealed Carry Law (HB 12) effective April 8, 2004, to ensure 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. The college has signs posted to indicate that handguns are not permitted on college property:

**"It is illegal to carry a firearm, deadly weapon, or dangerous ordnance anywhere on these premises. Violators will be turned over to law enforcement authorities."**



# 2018-2019 Academic Calendar

## Fall Semester 2018

Registration for Fall Begins  
 Scholarship Application Deadline  
 Financial Aid Application Deadline  
 Faculty Meetings  
 Student Orientation  
 Semester Classes Begin  
 Last Day to Add/Drop  
 Labor Day Holiday, No Classes, Offices Closed  
 Midterm Progress Reports Due  
 Registration for Spring 2019 Begins  
 Last Day for Official Withdrawal  
 Thanksgiving Holiday, No Classes  
 Offices Closed  
 Classes End  
 Grades Due  
 Christmas Holiday, Offices Closed  
 Offices Re-Open

Monday, April 2  
 Monday, May 21  
 Monday, August 20  
 Saturday August 11  
 Week of August 13  
 Monday, August 20  
 Saturday, September 1  
 Monday, September 3  
 Tuesday, October 9  
 Monday, October 22  
 Monday, Nov.19  
 Tuesday-Friday, Nov 20-23  
 Thursday Nov. 22 & Friday, Nov.23  
 Saturday, December 8  
 Tuesday, December 11  
 Week of December 24  
 Wednesday, January 2, 2019

## Spring Semester 2019

Registration for Spring Begins  
 Scholarship Application Deadline  
 Financial Aid Application Deadline  
 Orientation  
 Faculty Meeting  
 Semester Classes Begin  
 Martin Luther King, Jr. Holiday, Offices Closed  
 Last Day to Add/Drop  
 Midterm Progress Reports Due  
 Registration for Summer/Fall 2019 Begins  
 Easter Break, No Classes unless classes  
 have been cancelled due to weather  
 Easter Break, Offices Closed unless  
 classes are in session  
 Last Day for Official Withdrawal  
 Classes End  
 Grades Due  
 Graduation

Monday, October 22, 2018  
 Monday, November 26, 2018  
 Monday, January 14  
 Week of January 7  
 Week of January 7  
 Monday January 14  
 Monday, January 21  
 Tuesday, January 29  
 Tuesday, March 5  
 Monday, March 18  
 Tuesday, April 16– Friday, April 19  
 Thursday, April 18– Friday, April 19  
 Monday, April 22  
 Saturday May 4  
 Tuesday, May 7  
 Saturday, May 18

## Summer Session 2019

Registration Begins  
 Scholarship Application Deadline  
 Memorial Day, Offices Closed  
 Financial Aid Application Deadline  
 Classes Begin  
 Last Day of Add/Drop  
 Independence Day, No Classes, Offices Closed  
 Last Day for Official Withdrawal  
 Classes End  
 Grades Due

Monday, March 18  
 Friday, March 15  
 Monday, May 27  
 Tuesday, May 28  
 Monday, June 3  
 Saturday, June 8  
 Thursday, July 4  
 Saturday, July 13  
 Friday, July 26  
 Tuesday, July 30

# Degree Requirements

Students complete core requirements and one of four concentrations for a total of 64 credits

## General Education Core Requirements

Course	Credits
Art, Music, or Theater Elective	3
BUS128 or, for business concentration, BUS253 Microeconomics or BUS254 Macroeconomics	3
ENG 101 English Composition I	3
ENG 102W English Composition II	3
GEN105 Cornerstone	1
GEN 205 Capstone (Prerequisite: SPE105 + INF125 or INF225)	1
INF 125 Intro to Computers or INF225	3
MAT 125 or MAT 174 or MAT 130	3
Philosophy Elective	3
Political Science or History Elective	3
Religious Studies Elective or HIS275	3
Science Elective w/Lab	4
Sociology or Psychology Elective	3
SPE 105 Oral Communications	3
<b>CORE TOTAL</b>	<b>39</b>

NOTE: HIS275 History of Christianity cannot fulfill both Religious Studies and Political Science/History Elective Core Requirements.

## Concentration Requirements

In addition to the 39 credit hours of General Education Core Requirements you must complete a minimum of 25 credit hours in one of the following 4 concentration areas for a TOTAL of 64 credit hours. Courses required for a concentration may meet a Core requirement, but the hours do not count twice, so another course must be taken to make up the hours.

Early Childhood Education Concentration	
Course	Credits
EDU 102 Foundations of Education	4
EDU/HUS 108 Health, Safety, and Nutrition	3
EDU/PSY 211 Child Development	3
EDU 215 Programs & Practices in Early Childhood	3
EDU 217 Instructional Technology	3
EDU/PSY 241 Educational Psychology	3
EDU 251 Phonics & Structure of the English Language	3
EDU/SOC 337 Com, School, & Family Diversity	4
<b>CONCENTRATION TOTAL</b>	<b>26</b>

Liberal Studies Concentration	
Course	Credits
Courses total 25 credits	
<b>CONCENTRATION TOTAL</b>	<b>25</b>

<b>Human Services Concentration</b>	
<b>Course</b>	<b>Credits</b>
HUS 101 Intro to Social Work & Human Services	3
EDU/HUS 108 Health, Safety, and Nutrition	3
PSY 101 General Psychology	3 (core)
EDU/PSY 211 Early Childhood Development	3
PSY 216 Human Relations	3
HUS 206 Addiction Studies	3
SOC 101 Introduction to Sociology	3
PSY 212 Adolescent and Adult Development	3
EDU/SOC 337 Community, School and Family Diversity	4
CONCENTRATION TOTAL	25 (plus 3 core credits)

<b>Business Concentration</b>	
<b>Course</b>	<b>Credits</b>
BUS 101 Principles of Accounting I	3
BUS 102 Principles of Accounting II	3
MAT 174 Elements of Statistics	3
BUS 236 Business and Society	3
BUS 253 Microeconomics	3
BUS 254 Macroeconomics	3
BUS 271 Principles of Management	3
BUS 275 Principles of Marketing	3
Any Elective	1
CONCENTRATION TOTAL	25

# **VA Supplemental Information**

## **Campuses**

Chatfield is one college with two unique locations. The original St. Martin campus in Fayetteville is located on two hundred beautifully wooded acres in the northern Brown County pan handle. While its reputation as the “little college in the woods” is well deserved, the St. Martin campus is less than twenty minutes from the eastern suburbs of Cincinnati. Chatfield’s original campus is just a few miles north of State Route 32 near the intersection of US50 and US68. Students from Clermont, Brown, Clinton, Highland and Adams County find traveling to St. Martin an easy commute.

Our urban Cincinnati campus is located on the corner of Central Parkway and Liberty Street in the heart of OTR. Findlay Market, Washington Park, Music Hall and the Cincinnati Ballet are all a short walk from our front door. Nine bus lines, the new Central Parkway bike lane and the Cincinnati Street Car make Chatfield College one of the most accessible locations in the city. With a small park and renovated historic buildings, Chatfield’s Cincinnati campus brings the history and rural tradition of the college into one of the fastest growing neighborhoods in the city.

Either campus offers a welcoming environment and a supportive learning experience.

## **Library and Learning Center**

The Chatfield College Library is available to students, faculty, staff and the community. Resources include periodical databases, interlibrary loan, and a collection of approximately 21, 000 books. Through the SEO (Serving Every Ohioan) Consortium, students have access to over 8,000,000 books and educational resources from other libraries across the country.

## **Facility**

The campus consists of a 16,200 square-foot, historic, two-story building with an enrollment suite occupied by admissions, financial aid, advising and registrar personnel, an administrative suite for visiting staff, a learning resource center, a large conference room, two huddle rooms, a testing room, a science lab, computer lab, student lounge, student study area and kitchenette, nine classrooms, and a music, art, and dance studio

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Tommie Lewis  
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Erika M. Peterman  
Vice President of Performance Materials  
Construction NA, BASF Corporation

Paul G. Sittenfeld  
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Pastor, St. Veronica Church

Timothy M. Wesolowski  
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William L. Montague, J.D.  
Partner, Frost, Brown, Todd LLC

# Faculty and Staff

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President

Robert Elmore  
Vice President & Chief Operating Officer

John Penrose  
Vice President of Enrollment

Dr. Peter Hanson  
Chief Academic Officer and Dean

Sr. Patricia Homan  
Vice President of Mission & Identity, Associate Dean,  
Over-the-Rhine Site Director

Ryan Hall  
Associate Dean and St. Martin Site Director. Advising

Kelly Watson  
Director of Development

## St. Martin Staff

Mary Jacobs  
Director of Finance

Dolores Berish  
Director of Library Services

Leo Beuke  
Student Accounts

Kenneth Blendea  
Assistant Registrar

Becki Brown  
Financial Aid Counselor  
Terry Miller  
CCP Advisor/Chair of Education and General Studies

Beth Myers  
Admission Counselor

Elena Bass  
Chair of Mathematics

Ryan Hall  
Site Director and Associate Dean

Deb Henderson  
Welcome Center Manager

Ruth Homan  
Chair of Business and Information Systems

Brianna Houchens  
Digital Marketing Coordinator

Cheryl Kern

Asst. to the President

Reid Radcliffe  
Fine Arts, Creative & Performing Arts, Music  
Department Chair

Dr. Farzaneh Naseri-Sis  
English Department Chair

David Powell  
Facilities Manager

Blake Macleod  
Asst. Facilities Manager

Lonnie Griffith  
Humanities Department Chair

Anthony Terrones  
Admissions Counselor

Kathleen Broomall  
Science Chair/ Advisor

Chuck Owens  
IT Manager

Anthony Terrones  
Admissions Counselor

Louci Wylie  
Coordinator of Institutional Assessment and  
Effectiveness

Lynn Hanson  
Grant & Development Officer

## Over-The-Rhine Staff

Ruth Homan  
Chair of Business and Information Systems

Terry Miller  
CCP Advisor/Chair of Education and General Studies

Drew Donkin  
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Gordon Giles  
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Shane Heekin  
Veterans Liaison

John Henderson  
Advisor

Sr. Patricia Homan  
Vice President of Mission & Identity, Over-the-Rhine  
Site Director

Sokoni Hughes  
Admissions Counselor

Brad Jones  
Financial Aid Counselor

Reid Radcliffe  
Fine Arts, Creative & Performing Arts, Music  
Department Chair

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English Department Chair

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Blake Macleod  
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