Chatham College is a community of highly motivated and capable students who are enthusiastic about learning and participating in a vibrant, interactive learning process. They are prepared to take increasing responsibility for their educations and lives. To that end, Chatham admits applicants at the undergraduate and graduate levels who show strong evidence of these qualities. The Chatham student body is diverse, representing a wide range of ages, interests, talents, and experiences from a variety of cultural, geographic, racial, religious, and socioeconomic backgrounds. The College looks for evidence of character, originality, and maturity, as well as sound academic training and motivation. While Chatham admits only women to its undergraduate programs, the College’s graduate degree programs, continuing education, certificate, and other special programs are coeducational.

Undergraduate Admissions

Chatham College offers personalized education, and professional admissions counselors consider each applicant as an individual. Prospective students are encouraged to contact the Office of Admissions directly for guidance and advice about their circumstances.

Admissions Procedures for First-Year Students

Admission to Chatham College is determined by the candidate’s academic record, her promise as a student at Chatham, and commitment to continued personal growth. Information provided by the student is reviewed by the Office of Admissions.

Admission to Chatham is based on a careful review of all credentials presented by the candidate. Although Chatham has no specific academic requirements, it gives preference to students from a strong college preparatory background. Chatham encourages a minimum of four years of English, three years of mathematics, three years of science, and three years of social science. The meeting of minimum requirements does not itself ensure admission. Acceptance is contingent upon a candidate’s completion of secondary school requirements.
Application
Application forms may be obtained from the Office of Admissions, Berry Hall, Chatham College, Woodland Road, Pittsburgh, PA 15232, 412-365-1290 or 800-837-1290; or by e-mail at admissions@chatham.edu. Prospective students may apply on-line at www.chatham.edu. Chatham also accepts the Common Application for admission to the College. All application forms should be returned to the Office of Admissions with a nonrefundable application fee of $35. The application fee may be submitted by check or money order made payable to Chatham College.

Admission
First-year student admission is for applicants entering directly from high school, without enrolling in prior postsecondary course work (other than courses completed while attending high school).

Students accepted no later than April 15 and deposited by May 1 are guaranteed a place in the class and priority housing. In most cases, an applicant will receive notification of admission decision within two weeks following the completion of the application process. Admissions decisions for the fall begin November 1 the year before high school matriculation. Applicants are strongly encouraged to complete the application process by March 1 (for fall enrollment) to receive preferred consideration for Chatham's generous financial aid programs.

First-year student applicants must submit the following:

- Completed application for admission
- Nonrefundable application fee of $35 (check or money order payable to Chatham College)
- Official high school transcripts
- SAT (Chatham code: 2081) or ACT (Chatham Code: 3538) scores
- Essay or writing sample
- One or more letters of recommendation from guidance counselor or teachers.

If an applicant feels that these materials do not adequately represent her academic abilities or explain her academic history, she is encouraged to submit additional explanatory materials to strengthen her application.

Further, prospective students are strongly encouraged to arrange an admissions interview by calling for a personal tour and meeting with an admissions counselor. The Office of Admissions is open Monday through Friday, 9 a.m. to 5 p.m., and Saturdays during the academic year (prospective students should call ahead for the availability of Saturday visits). If it is not possible to schedule a campus visit, prospective students should contact the Office of Admissions to schedule an interview with an alumnae representative in their area.

Completed applications and supporting materials should be sent to Office of Admissions, Chatham College, Woodland Road, Pittsburgh, PA 15232.
Tuition and Room Deposit
Accepted students who plan to enroll must make an acceptance deposit of $100 for registration, which will be applied to her first semester at Chatham. If she plans to live on campus, a housing deposit of $100, which also will be applied to her first semester at Chatham, will reserve campus housing. First-year and second-year students are required to live on campus unless commuting from a parent or guardian’s residence. Tuition and housing deposits are refundable until May 1.

Tuition and housing deposits may be sent to the Office of Admissions, Chatham College, Woodland Road, Pittsburgh, PA 15232. To make a payment by credit card, please call the Office of Admissions at 800-837-1290.

Deferred Entrance
Occasionally a student wishes to defer entrance to college following graduation from high school. Chatham supports such purposeful deferment in order to work, travel, pursue independent study, or clarify goals and interests. A student who wishes to defer entrance should follow the regular admissions procedure outlined on the preceding page. If she has submitted a deposit for enrollment, she should then contact her admissions counselor to confirm the deferment. The student is required to make an advance deposit of $100 for registration, which will be applied to her first semester at Chatham. She must also deposit $100 for housing, which will reserve space for the following semester or year. Students on deferred entrance are required to communicate their progress to the Office of Admissions during the time of their deferment.

Advanced Placement Credit
Candidates who have participated in Advanced Placement Program courses of the College Entrance Examination Board are encouraged to take the Advanced Placement examinations. Chatham grants course credit for scores of 4 or 5 on these examinations. Fulfillment of some introductory prerequisite courses is granted, when appropriate, for scores of 3, 4, or 5.

International Baccalaureate
Candidates who have participated in the International Baccalaureate (I.B.) program in their high schools may be awarded transfer credits as follows:

- A score of 5, 6, or 7 on a subject examination at the higher level results in 6 Chatham credit hours in that subject.
- A score of 4 at the higher level will not result in a transfer of credits but may result in advanced placement as determined by a departmental review.

Admissions Procedures for Early Entrants
Chatham College invites mature, motivated, academically strong high school juniors to consider spending their senior year of high school at Chatham. Typically, such students have completed all but one or two of their high school graduation requirements and are interested in a more challenging curriculum. Before
Undergraduate Admissions

enrollment, students should obtain an agreement from their school districts and a list of required courses for high school graduation. For more information about this opportunity, students may contact the Office of Admissions.

Admissions Procedures for Transfer Students
Chatham College welcomes inquiries from transfer candidates from junior and community colleges and other four-year institutions in the United States as well as other countries. More than 25 percent of Chatham students are transfer students. Both the high school record and performance at the college level will be considered. (To apply as an international transfer student, see page 35.)

Application
Application forms may be obtained from the Office of Admissions, Chatham College, Woodland Road, Pittsburgh, PA 15232, 412-365-1290 or 800-837-1290; or by e-mail at admissions@chatham.edu. Prospective students may apply on-line at www.chatham.edu. Chatham also accepts the Common Application for admission to the College. All application forms should be returned to the Office of Admissions with a nonrefundable processing fee of $35. Applications are accepted on a rolling basis. In most instances, candidates are notified of an admission decision within two weeks of the completion of the application process. In addition to the application, required materials include an official high school transcript, including standardized testing scores (SAT or ACT); official transcripts from all former institutions attended; essay or writing sample; and one or more letters of recommendation. A campus visit is strongly encouraged.

Transfer Credits
First-year candidates who have received college credit for college-level courses and who can produce an official transcript from an accredited college or university may expect to receive credit for courses within the liberal arts tradition for which she has earned a minimum of C-. A preliminary evaluation of transfer credits is made at the time of admission to provide the applicant with an indication of her class standing. A final evaluation is made by the Chatham registrar before registration.

Chatham College will accept credits in transfer that were completed more than 10 years prior to admission to Chatham College as general elective credit only. All transfer credit must be submitted to the College prior to initial matriculation. Courses submitted for transfer after initial matriculation will not be accepted. This includes all AP credit, CLEP credit, and courses completed at previous institutions of higher education.

Evaluation of Transfer Credit
Generally, a transfer student admitted from an accredited institution may expect to receive credit for courses within the liberal arts tradition for which she has earned a minimum grade of C–. A preliminary evaluation of transfer credits
is made at the time of admission to provide the applicant with an indication of her class standing. A final evaluation is made by the Chatham registrar before registration.

All transfer students are assigned faculty advisors who help them to clarify Chatham graduation requirements in their particular circumstances. Transfer students must be enrolled at Chatham for a minimum of three long terms (3 semesters) and successfully complete 45 credits for graduation. For specific requirements, see General Bachelor’s Degree Requirements (see page 51).

Applicants from nonaccredited or newly founded institutions not yet fully accredited should submit results from the College Level Examination Program (CLEP). Information about CLEP, test center locations, and costs may be obtained by writing to the College Level Examination Program, P.O. Box 6600, Princeton, NJ 08541. A student may take one or more of the five General Examinations. The examination results, along with the applicant’s high school and college records, will be considered by the Admissions Committee.

Applicants also are advised to read closely those sections of the Catalogue on the College Level Examination Program (CLEP) and Experiential Learning Credit because these programs may allow students to earn college credit for knowledge gained through experience.

**Tuition and Room Deposit**

Accepted students who plan to enroll must make an advanced deposit of $100 for registration, which will be applied to her first semester at Chatham. If she plans to live on campus, a housing deposit of $100, which also will be applied to her first semester at Chatham, will reserve campus housing. Tuition and housing deposits received prior to May 1 receive priority housing, registration, and advising. Deposits are refundable up to May 1.

**The Gateway Program**

Chatham College was one of the first schools in the country to make a strong commitment to adult students through the creation of its Gateway Program. The Gateway Program opens opportunities to women over the age of 23 who are seeking a first baccalaureate degree. To date, more than 800 Gateway Program graduates are enjoying exciting careers, enriching their lives and the lives of those around them. These women recognize that intellectual growth continues through adulthood and that continuing education fosters that growth. Gateway women have distinguished themselves in the academic and extracurricular life of the College. The Gateway Program has enriched the educational experience of all Chatham students by fostering an exchange of ideas and perspectives among women from different generations. Gateway students share in all the educational and co-curricular resources of the College, and they enjoy the support of the Gateway Student Association.
Admissions Procedures for Gateway Students
The Gateway Program is open to women age 23 or older who wish to pursue their first undergraduate degree. Admission to Chatham College’s Gateway Program is based on a review and evaluation of the information provided by the candidate to the Office of Admissions. As part of the procedure, the candidate must submit the following:

- Completed application form
- Nonrefundable $35 application fee (check or money order payable to Chatham College)
- Official transcripts from high school and/or prior college(s) attended, as appropriate
- Essay or writing sample
- One or more letters of recommendation.

A Gateway Program applicant also is advised to read closely those sections of the Catalogue on the College Level Examination Program (CLEP) and Experiential Learning Credit because these programs frequently apply to a Gateway student’s experiences.

International Gateway Students
International women aged 23 and older are welcome to join the Gateway program. (For admission procedures and requirements, see “Admissions Procedures for International Undergraduate Students” on page 35.)

Tuition and Room Deposit
Accepted students who plan to enroll must make an advanced deposit of $100 for registration, which will be applied to her first semester at Chatham. If she plans to live in undergraduate housing on campus, a housing deposit of $100, which also will be applied to her first semester at Chatham, will reserve campus housing. Tuition and housing deposits received prior to May 1 receive priority housing, registration, and advising. Deposits are refundable up to May 1.

Gateway students wishing to live in our Linzer or Chung Apartments, open to only Gateway and graduate students, should contact the Office of Residential Life as soon as possible. These apartment complexes are frequently at full capacity and housing is not guaranteed. (See page 17.)

Tuition and housing deposits may be sent to the Office of Admissions, Chatham College, Woodland Road, Pittsburgh, PA 15232. To make a payment by credit card, please call the Office of Admissions at 800-837-1290.

Readmission to Chatham
1. A student granted a formal leave of absence may reenter without reapplying for admission, unless she is not enrolled for two or more consecutive terms, in which case she must reapply under the procedure described previously for transfer students. (See Admissions Procedures for Transfer Students, page 32.)
2. Students who formally withdraw from Chatham must reapply under the procedure described for transfer students if they wish to return to Chatham.
3. If a student ceases to be enrolled without either receiving a formal leave of absence or formally withdrawing and 12 months or more have passed since the student last enrolled, the student must reapply under the procedure described for transfer students.

Admissions Procedures for International Undergraduate Students
Women of all ages who are graduates of secondary school systems worldwide may apply as first-time college students or as transfer students from accredited international or American colleges and universities. A TOEFL (Test of English as a Foreign Language) score of 580 or above on the paper-based TOEFL (or 200 or above on the computerized TOEFL) or the SAT I is required for full-time undergraduate admission. For qualified students, language-based conditional admission may be offered to students with TOEFL scores between 460 and 500 on the paper-based TOEFL (or between 140 and 200 on the computerized TOEFL). Refer to page 34, “Admission Through the Bridge Program for International Students,” for more information. Applicants should submit the following materials:

- Completed International Student Application for Admission, the Common Application, or visit the College's website at www.chatham.edu to apply on-line.
- Nonrefundable application fee of U.S. $35 (check or money order payable to Chatham College)
- Admissions essay
- All official secondary and postsecondary academic records in native language and English (no photocopies please, unless notarized)
- Official copy of TOEFL score or SAT (Chatham code for both: 2081)
- One or more letters of recommendation
- Copy of U.S. visa (if currently living in the United States)
- Proof of financial support (two official bank statements indicating enough funds to cover the first year of education at Chatham and a completed certification of finances form provided by the Office of Admissions)

Applications are accepted throughout the year (rolling admissions). To receive priority consideration, however, students should apply by March 15 for the fall term and by November 1 for the spring term.

Accepted students who plan to enroll must pay the $100 tuition and $100 housing deposits. Accepted students who pay their deposits and prove adequate financial resources will be issued the Certificate of Eligibility for Nonimmigrant (F-1) Status (Form I-20), which will be used by the student to apply for F-1 student visa status.
Proof of Finance
It is incumbent upon each accepted international student to provide sufficient funds to cover all direct and indirect educational expenses before being issued the official I-20 form. Except for the merit scholarship (see page 39), awarded to eligible international students, no additional financial assistance is provided by Chatham College. The student, her family, and outside sponsors (to be identified by the student) are expected to provide the remaining amount of the cost of attendance. Students must provide:

• Proof of financial resources in the form of two original bank statements, indicating enough funds in the bank to cover all direct and indirect educational costs for the first year at Chatham College.
• A letter from the student’s sponsor indicating ensured support for the remaining years at Chatham College.

For additional information regarding proof of finances, please contact the international admissions counselor at 412-365-1290. Further information is available from the office of admissions.

Admission Through the Bridge Program for International Students
The Bridge Program is designed to help international students adjust to the academic English-language college environment. In the Bridge Program, international women combine enrollment in academic classes with English-language courses during the first term(s). All course work may be applied to the undergraduate degree at Chatham. A TOEFL score between 460 and 550 on the paper-based TOEFL (or 140 and 213 on the computerized TOEFL) and a strong academic record in the home country are recommended for admission to the Bridge Program.

Students who begin in the Bridge Program continue as full-time undergraduate students at Chatham upon successful completion of the English-language and other academic classes.

The admissions application process and deadlines are the same as for full-time undergraduates (see pages 28-30).

TOEFL (Test of English as a Foreign Language) Registration Information
Submission of an official TOEFL score is required for undergraduate and graduate applications if English is not the student’s primary language. Outside the United States, registration information typically is available at U.S. educational commissions and foundations, U.S. Embassies and Consulates, and some private educational organizations, such as the Institute of International Education (IIE) and Peterson’s Advising Centers. Students also may request registration information and forms from TOEFL/TSE Publications, P.O. Box 6154, Princeton, NJ 08541-6154 USA. Or they may call 609-771-7100. TOEFL scores can be forwarded directly to Chatham at no additional expense to the student. In order to do so, the student must mark Chatham’s four-digit TOEFL code (2081) on the test sheet.
Admissions Procedures for Visiting Students
Chatham welcomes visiting students from other colleges and universities for a term, an interim, or a full year. The student should be in good academic standing at her own institution and should have written approval from the major academic officer of her college. She should apply at least four weeks before the beginning of the term. Tuition, fees, and resident charges are assessed as for Chatham students. All inquiries should be directed to the Office of Admissions.

International visitors are welcome to attend Chatham College as non-degree-seeking students through formal exchange programs with sister colleges or by individual arrangement. The academic schedule typically includes English language, American culture, and other academic course work. Full participation in extracurricular activities is encouraged. For more information, students may contact the Office of International Programs.

Admissions Procedures for High School Scholar Students
Chatham invites serious high school students seeking the additional challenge of college-level work to participate in the High School Scholar Program. Students or secondary counselors may contact the office of admissions for detailed information and application procedures at 800-837-1290.

Undergraduate Financial Aid
Chatham College offers both need-based financial aid and merit-based scholarships. Admission to Chatham is exclusive of financial need. In recent years, more than 85 percent of the student body has received some form of financial assistance at Chatham.

Financial aid services are provided to our students through the HUB, Chatham’s service center for enrolled students. The HUB also provides student account and registration-related services. Students are encouraged to visit the HUB or call 412-365-1777 with any questions or needs. The HUB is located in Braun Hall.

General Financial Aid Information
Financial aid is the assistance students receive from federal, state, institutional, and private sources to help finance their college educations. Financial aid may take the form of scholarships and grants (gift aid that does not require repayment), student loans, or student employment. Financial aid may be based on financial need and/or merit. Chatham uses information from the Free Application for Federal Student Aid (FAFSA) to determine a student’s need.

Once a student has completed the financial aid application process and is found eligible for need-based and/or merit-based aid, she will receive a financial aid package detailing the combination of sources used to provide financial assistance. It is our hope that the financial assistance offered through Chatham College, combined with family resources, will provide the funding necessary for all qualified students to obtain a Chatham education.
Financial Aid Eligibility
To be considered for need-based financial aid at Chatham, a student must meet certain minimum requirements:
1. Be enrolled in a degree-seeking program at Chatham on at least a half-time basis of six (6) or more credits.
2. Be a U.S. citizen, permanent resident, or eligible noncitizen (with appropriate INS documentation).
3. Maintain “Satisfactory Academic Progress” as defined by the College on page 44.
4. Demonstrate financial need as defined by the College and specific program requirements.

Determining Financial Need
To determine the need for financial aid at Chatham, the student must file the Free Application for Federal Student Aid (FAFSA). Based upon the information reported by the family, including income, assets, family size, and number in college, a federal calculation determines the “Expected Family Contribution.” The federally calculated family contribution is constant no matter which institution a student attends. Determining a student’s eligibility for aid involves three basic components:

Cost of Education – Family Contribution = Need

After the College receives a student’s processed FAFSA, the family contribution is subtracted from the “cost of education” at Chatham. This “cost of education” takes into consideration tuition, fees, room, board, books, and miscellaneous personal expenses. The result of this calculation is a student’s financial need. All students, regardless of family income, are encouraged to apply for financial assistance in order to explore available aid options.

Financial Aid Application Process
To be considered for all types of need-based financial aid described in the catalogue, a student must complete:
1. The FAFSA as soon as possible after January 1. The FAFSA may require four weeks’ processing time. Continuing students should submit their completed FAFSA by March 15. Failure to submit by this date will delay registration for the following Fall term. New students should submit their completed FAFSA as soon as possible to expedite processing and Fall registration.
2. Appropriate grant applications, if from a state offering grants that can be used for study at Pennsylvania colleges (Arkansas, Connecticut, Delaware, Maine, Massachusetts, Michigan, Rhode Island, Vermont, West Virginia, Washington, DC).
3. A master promissory note with a participating lender (applies only to students awarded a Stafford Loan).
All students whose files are selected for verification also will be required to provide: (1) a completed Verification Form; (2) verification of all nontaxable income, if applicable; (3) signed copies of the student’s (and the spouse’s, if married) federal income tax return from the calendar year preceding the academic year for which the aid is requested. Parents of dependent students also need to submit copies of the appropriate federal income tax returns.

**International Student Financial Aid**

Financial aid for international students at Chatham is available to eligible students in the form of scholarships (aid that does not require repayment). For more information, applicants may contact the international admissions counselor at the office of admissions.

**No-Need Financial Aid Programs/Payment Options**

While all students are encouraged to complete the FAFSA to apply for need-based financial aid, other financing sources are available to families who do not qualify for, or who choose not to apply for, need-based assistance. Some of these sources are listed in the following sections.

**Scholarship Opportunities**

Chatham College offers a wide variety of academic scholarships, which are awarded to students independent of financial need. More information is given in the Chatham Merit Scholarships section listed under “Undergraduate Financial Aid Programs” that follows.

**Interest-Free Monthly Payment Plan**

This payment plan provides a way for students to divide their yearly educational costs into manageable monthly installments instead of paying one lump sum each term at registration. The cost is $35 per term or $50 for Fall and Spring combined. Because this plan is not a loan, no interest is charged. Families interested in the monthly payment plan should contact the HUB at 412-365-1777 for a brochure and application or visit www.chatham.edu/ecsi.

**Employer-Paid Tuition**

If your employer is paying your tuition and you would like to defer the payment of your tuition from the first day of class until 30 days after grades are published, then you should follow these steps before the start of class for each term:

- Complete an Employer-Paid Tuition Form (available on the Chatham website)
- Have an authorized official at your company sign the form and send it by mail or fax to the HUB before the start of classes. Our fax number is 412-365-1643. The form must be received no later than the add/drop deadline for the term.
When the HUB receives the form, we do two things:

- Refrain from charging your account monthly late fees ($25 per month) for the length of that term.
- Charge your student account a Tuition Reimbursement Fee (a one-time charge of $25 per term to compensate for the delay in payment.)

Full payment of your student account is due no later than 30 days from the time grades are published for the term (for example, fall term payment is due January 20). If payment is not received by that time, your account will be considered delinquent and subject to all penalties associated with delinquent accounts.

It’s very important to remember that you, the student, are ultimately responsible for payment of your student account, regardless of actions taken, or not taken, by your employer.

Please remember to complete the form for each term you are attending classes.

**Undergraduate Financial Aid Programs**

The following is a list of several federal, state, and institutional aid programs offered at Chatham College.

**Grants and Scholarships**

*Chatham Merit Scholarships and Awards for Students*

In recognition of the academic achievements of our students, Chatham offers a comprehensive merit scholarship program. Scholarships are awarded to full-time students without regard to financial need. All applicants with proven records in academic achievement are considered.

The following awards are examples of scholarships offered by Chatham College.

- **Presidential, Trustee, and Founders’ Scholarships**: Based on academic excellence, students may qualify for the Presidential, Trustee, or Founders’ Scholarship. The scholarship amount will be determined once the student is admitted to the College. Scholarships are renewable annually based on a cumulative GPA of 2.8 or higher.
- **World Ready Women Scholarships** (in addition to Presidential, Trustee, or Founders’ Scholarship): Students must have received the Presidential, Trustee or Founders’ Scholarship, have demonstrated a record of extra-curricular achievement in school or community, and be a senior in high school. Scholarships are renewable annually based on a cumulative GPA of 2.8 or higher.
- **Girl Scout Gold Scholarship**: Offered to Girl Scout Gold Award Recipients (must provide proof of award). Scholarships are renewable annually based on a cumulative GPA of 2.8 or higher and participation in Chatham’s community service activities.
- **Girl Scout Leadership Award**: Offered to women who were members of Girl Scouts for a minimum of two years but not Gold Award recipients (must provide proof of membership). Scholarships are renewable annually based on a cumulative GPA of 2.8 or higher and participation in Chatham’s community service activities.

**Federal Pell Grants**
These federally funded grants are available to undergraduate students with demonstrated financial need.

**Federal Supplemental Educational Opportunity Grant (SEOG)**
Federally funded grants are available to undergraduate students with exceptional financial need.

**Pennsylvania State (PHEAA) Grants**
These state-funded grants are available to undergraduate Pennsylvania residents with demonstrated financial need.

**Grants From Other States**
Grant and scholarship programs are offered by various states for their residents to use toward educational costs outside the home state. Students in Arkansas, Connecticut, Delaware, Maine, Massachusetts, Michigan, Rhode Island, Vermont, West Virginia, and Washington, DC, should contact their state agencies for information about these programs.

**Chatham Grants and Endowed Scholarships**
These funds are made available by the College and awarded to full-time undergraduate students who demonstrate financial need. Award amounts vary.

**Legacy Scholarships**
Scholarships are made available to students who are daughters of Chatham alumnae and for sisters of currently enrolled students. Applicants may contact the Office of Admissions for details.

**Transfer Scholarships**
Transfer students to Chatham College may be eligible for scholarships based on their academic records. Applicants may contact the Office of Admissions for details.

**Chatham Scholarships for International Students**
In recognition of academic, leadership, and personal achievements, accepted international undergraduate applicants may be awarded partial-tuition, renewable scholarships. Award decisions are based on admissions application materials, including academic records, letters of recommendation, standardized test scores (TOFEL or IELTs), and indication of community involvement and activities. Merit is the primary consideration.
Campus Employment

Federal Student Employment Program
This campus employment program is provided through federal funds and available to students with demonstrated financial need. Students employed under this program work approximately 10-12 hours per week in various jobs on campus or in off-campus community service, tutoring, or career-related positions. Listings of opportunities are available through Career Services or College Central Network at http://www.collegecentral.com/chatham.

Federal Student Employment Frequently Asked Questions:
1. What happens if I am unable to work the total amount of hours that I was awarded?
   Students will receive payment only for the hours worked. Students are not responsible for paying money to the school if they do not work all the allotted hours.
2. How is work-study related to financial aid?
   Work-study money is listed as aid on the student’s financial aid award letter. Students have to be eligible to receive money through the Federal Work-Study Program. A student interested in Federal Work-Study must complete the FAFSA every year.
3. Why isn’t my work-study award on my bill?
   Your work-study amount is not on your bill because you have to work to receive the money. After a student has earned money through the program, she has the option to sign her checks over to Chatham to be applied toward her account. If a student decides not to sign her checks over to Chatham, she can cash the check for personal use but will not receive the funds as a credit on her accounts and may owe the College money.
4. What if my contract indicates that I need to work 15 hours per week, but my schedule only permits me to work 10 hours per week?
   You should coordinate your needs with those of your supervisor. Your contract indicates the total number of hours per week that you would need to work to receive your entire work-study award. Schedules should be arranged with department supervisors in advance to determine a schedule that is manageable between both parties. Students will not be penalized if they cannot work 15 hours per week, but should keep in mind that they will only be paid for the hours that they work.
5. Do I have to pay money back if I don’t work all of my hours?
   No. Students do not have to pay money back if they do not work all their hours. However, they will not receive payment for hours they don’t work.

Student Loan Programs
Please note that the majority of Stafford Loans are delivered to Chatham College through electronic funds transfer. If students choose a lender that is not on our Preferred Lender list, Stafford and/or PLUS loan funds may come in the form of a check, which requires a student or parent signature. All other forms of student financial aid are disbursed to Chatham College via electronic funds transfer or check.
Federal Perkins Loan
This long-term, low-interest loan is administered by Chatham College and awarded to students who have demonstrated financial need. Repayment and interest charges begin nine months after graduation or cessation of at least half-time enrollment. Students awarded a Perkins Loan must sign a promissory note at the start of the term.

Federal Subsidized Stafford Loan
This long-term, low-interest loan is awarded to students who have demonstrated financial need. The interest rate is variable and is adjusted every July 1. Repayment and interest charges begin six months after graduation or cessation of at least half-time enrollment. To obtain this loan, the student must complete a master promissory note with a lending institution in addition to filing the FAFSA. Students are encouraged to contact the HUB at 412-365-1777 to obtain a list of preferred lenders.

Federal Unsubsidized Stafford Loan
This low-interest loan is available to all students regardless of financial need. The variable interest rate is adjusted every July 1. This loan also provides additional loan eligibility to independent students or to dependent undergraduate students whose parents are denied a federal Parent Loan for Undergraduate Students (PLUS). While repayment begins six months after graduation or cessation of at least half-time enrollment, the student must make interest payments or have the interest capitalized during in-school, grace, or deferment periods. To obtain this loan, the student must complete a master promissory note with a lending institution in addition to filing the FAFSA.

Federal Parent Loan for Undergraduate Students (PLUS)
This loan is made available through lending institutions to parents of dependent students. Parents must submit to the lending institution a loan application for a credit analysis. The variable interest rate is adjusted every July 1. Repayment begins within 60 days after the loan is fully disbursed. Deferment options are available.

Eligibility requirements and funding for the programs described here are subject to change without notice. Federal loans are available to U.S. citizens and permanent residents only.

Chatham Policies That May Affect Your Undergraduate Aid
1. Financial aid awards can be made only when a student has been accepted to a degree or a teacher certification program at Chatham and completed the FAFSA. If the student has submitted the FAFSA with estimated information, the award may be adjusted once the actual tax returns and supporting documentation are reviewed during the verification process.
2. Students are responsible for reporting to the College all financial assistance received from other sources such as outside scholarships, grants,
Office of Vocational Rehabilitation assistance, or tuition waivers. All outside assistance must be taken into account in the packaging of the student’s financial aid and may result in an adjustment of the aid package if notification is received after the initial package is awarded.

3. Financial aid is awarded annually and requires completion of the FAFSA each year.

Refund of Excess Financial Aid
Students may be eligible for a refund if their financial aid and/or other credits exceed current semester charges. Refunds are issued weekly after the add/drop period once all charges and financial aid have been applied to the student account. All refunds are automatically mailed directly to the student’s permanent address on file. Students who would like to request their refund be held for pick-up, or to request that Chatham College retain their refund to cover future expenses, must complete a Credit Authorization Form. This form must be completed within the first two weeks of each semester to ensure the refund is processed correctly.

The refund check will be made payable to the student unless the refund balance is generated by the receipt of a Parent Plus loan. In that event, the refund will be made payable to the parent and mailed to the parent’s address.

Please note: if a student has paid tuition via credit card and funds are received that create a credit balance, the funds are returned to the credit card, not the student.

Satisfactory Academic Progress
Good academic standing and satisfactory academic progress are necessary for financial aid eligibility. Full-time undergraduate students must complete 24 credits for every two terms of enrollment. Full-time undergraduate students have a required cumulative grade point average of 2.0. Part-time students must complete 75% of credits attempted and maintain a 2.0 cumulative grade point average. Please note that Chatham scholarships require different grade point averages.

Financial Aid for Study Abroad
Students enrolling in a study abroad program through a consortium agreement between Chatham College (home institution) and an accredited American institution (host institution) may be eligible to use their federal grants and loans to assist with educational costs. Chatham’s institutional financial aid cannot be used to assist with educational costs associated with a study abroad program.

A student must initiate the completion of a consortium agreement in order for the HUB to determine if her costs permit the use of federal grants or loans. The consortium agreement requires the student to obtain confirmation from the host institution of the actual program costs. In addition, the student must supply a list of the courses she will be enrolled in during the term abroad.
Upon receipt of the consortium agreement from the host institution, the registrar will confirm the number of credits to be accepted for Chatham credit. The director of financial aid will then calculate the student’s federal aid eligibility based upon the abroad cost of attendance. The student will then be notified of the exact amount of aid to be made available for the study abroad term.

**Undergraduate Financial Procedures**

**Undergraduate Tuition and Fees**
To be considered a full-time student for purposes of determining charges and full-time eligibility for financial aid, a student must be enrolled for 12 credits in the fall term, at least 12 credits for the combined spring/Maymester terms and 12 credits in summer terms.

For each term, charges are computed under the following tuition fee schedules:

**Full-time undergraduate tuition (12-18 credits) ..................$11,435**

**Part-time undergraduate tuition**
- 1-9 credits .......................................................................$555 per credit
- 10-11 credits ............................................................................... $9,380

**Campus Fee ............................................... $10/credit (maximum of $120)**

This fee entitles each student to all student publications (with a minor additional fee for yearbook); admission to college social events, student-sponsored concerts and lectures; and membership in the Chatham Student Government, Chatham Activities Board, and all other student organizations.

**Maymester Tuition**
For regular full-time students who take a Maymester course on campus, and are registered for a minimum total of 12 credits in the combined spring and Maymester terms, there are no additional tuition, room, or board charge for Maymester. Spring and Maymester are billed as one term. Some Maymester courses may involve extra expenses for special supplies or travel. International students must be registered for a minimum of 12 credits in the spring term in order to maintain their F-1 status.

**Room and Board**
Room charges are computed for each term under the following schedule. Students in single rooms will be charged a premium of $150 per semester unless they provide medical documentation that they need to live in a single room for specific health reasons.

**Campus Residence Halls ....................................................... $1,940 per term**

**Chatham Apartments ....................................................... $1,975 per term**
Linzer Apartments $760 per month ( billed twice per year)
Residents must be single or partnered Gateway or graduate students.

Chung Apartments $930 per month
At least one resident must be Gateway or graduate student. Up to two additional roommates are allowed.

Housing damage deposit $200
Residential students must pay a one-time damage deposit. The deposit is placed in escrow for the length of the resident's stay in the residence hall. The deposit, less any amount owed to the College, is refunded upon graduation or withdrawal.

Board, Residence Halls (per term)

<table>
<thead>
<tr>
<th>Plan Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>19-meal plan + $50 flex</td>
<td>$1,765</td>
</tr>
<tr>
<td>14-meal plan + $100 flex</td>
<td>$1,765</td>
</tr>
<tr>
<td>10-meal plan + $200 flex</td>
<td>$1,765</td>
</tr>
</tbody>
</table>

Students who live in Fickes, Rea, Laughlin or Woodland Halls are required to be on a board plan. Each board plan comes with "flex" dollars to be used in the snack bar, coffee bar, or dining hall. Students may use flex dollars for themselves, or they may use them for guests' meals. Students may change to another board plan during the add/drop period by completing a Change of Meal Plan form, available in the HUB. Meal plan changes after the add/drop period will not be granted without the written approval of the vice president for student affairs. Unused meals are forfeited at the end of each term. Unused flex dollars are forfeited at the end of the academic year.

Board, Chatham Apartments
Students who live in Chatham Apartments are required to be on a special board plan for apartment residents. Unused meals are forfeited at the end of each term. Unused flex dollars are forfeited at the end of the academic year.

<table>
<thead>
<tr>
<th>Plan Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 anytime meals + $200 flex</td>
<td>$325</td>
</tr>
</tbody>
</table>

In lieu of the Chatham Apartment meal plan, Chatham Apartment residents may choose one of the residential meal plans (see above).

Meal Options for Commuting Students
Commuting students have the option of purchasing any of the above listed plans (1 per term) by completing a Meal Plan Change form (available on the Chatham website). The form needs to be completed and submitted at the HUB prior to the end of add/drop.

Commuting students can also purchase Cougar Dining Dollars (similar to the Flex Dollars included with meal plans), which can be used in the snack bar, coffee bar, or dining hall. They may be purchased in increments of $25, beginning with a $50 purchase to open your account. They must be prepaid. The
Cougar Dollar form is available on-line and be be submitted in the HUB. Cougar Dollars do not expire until the student leaves Chatham.

**Chatham Telephone Service**
The College provided each resident student with a phone jack in the student’s room. The student is responsible for bringing a touch-tone phone. Incoming, 800/888 calls, and campus calls can be made from this phone.

All outgoing calls will need to be made using a calling card. Outgoing toll calls that are on-campus are always free and do not need a calling card.

**Miscellaneous Charges and Fees**

**Application for admission** ................................................................. $35
The application fee is not refundable and is not applied as credit to the student account.

**Late add/drop fee** .......................................................................... $25
Students who receive permission to make a course change after the end of the add/drop period will be assessed this fee.

**Late registration fee** ....................................................................... $25
Continuing students who register for classes after classes commence will be assessed this fee. It does not apply to new students or non-degree seeking students.

**Financial overload fee** ................................................................. $555 per credit
The standard tuition policy enables an undergraduate student to register for a sufficient number of courses to meet graduation requirements in eight terms. Students are assessed an overload fee per credit when they are registered for more than 21 credits in one term (spring and Maymester count as one term).

However, because the College wishes to encourage intellectual curiosity, the College may waive the overload fee under certain circumstances.

- If you are a dual degree or 3/2 student.
- If the credit will not be counted toward the 120-credit graduation requirement.
- If the combined spring and Maymester registration creates an excess but the spring term alone does not exceed 21 credits.

To petition for one of these exemptions, you need to complete the Academic/Financial Overload form (available on the Chatham website).

Please note that if you choose to waive the financial overload fee for any of the reasons listed above and you later decide:

- not to complete a dual degree or 3/2 program at Chatham College
- to use the waived credits toward the 120-credit graduation requirement
- to withdraw or take a leave of absence from the College subsequent to the waiver
the fee for the waived courses will be charged at the prevailing per credit rate and is due in full by the next billing cycle.

Course credits earned through Advanced Placement, summer study, and other approved non-Chatham programs are excluded from the overload fee requirement.

**Senior in absentia fee** ................................................................................. $555 per credit
When a senior is permitted in a rare emergency and with formal approval of the Committee on Academic Standing to complete all or a portion of her senior year in absentia, she is charged this fee per credit. The fee is waived if the student is enrolled in and paying for the tutorial during the in-absentia period.

**Applied art fee** ........................................................................................... $50 per course
Students enrolled in the visual arts department’s two- and three-dimensional studio courses and digital arts courses pay this fee to help defray the costs of materials, supplies, software, and equipment.

**Photography course fee** .................................................................................. $50 per course
This fee is charged for all photography and audiovisual courses requiring additional instructional supplies.

**Science laboratory fee** .................................................................................... $50 per course
This fee is charged to all science, psychology, and environmental studies courses with a laboratory component to help defray the costs of materials and equipment.

**Applied music fee** ......................................................................................... $250 per term/1-hour lesson per week

**Applied music fee** ......................................................................................... $125 per term/half-hour lesson per week
The applied music fee is charged each term for private instruction in piano, organ, voice, violin, or other instruments. Students majoring in music may take 12 credit hours of applied music at the rate of one course per term without charge in the junior and senior years. A student taking a course for noncredit must apply through the Laboratory School of Music.

**Experiential learning credit posting fee** ......................................................... $75 per credit
This fee is charged for each credit a student receives through faculty approval of her experiential learning portfolio.

**Replacement ID card** .................................................................................. $15
Replacement ID cards are available in the HUB during regular business hours.

**Student teacher placement fee** ................................................................. $450
This fee covers the cost of teacher placement charged by the school district.
Laundry fee ............................................................... $50 per term
All students living in a residence hall or the Chatham Apartments will be assessed this fee for the unlimited use of the laundry facilities. Graduate and Gateway residents of Linzer and Chung Apartments use coin-operated machines and are not assessed this fee.

Education/Social Work Insurance Fee ...................... $20 per term

Student health visits ....................................................... variable
The College bills the student directly for physician office visits. Additional fees are posted.

Student Accident and Sickness Policy ................ $570 per term

Audit fee ................................................................. $25
Any full-time student who registers for a course on a recorded audit basis is charged a nonrefundable application fee, payable at the time of registration. The academic regulations for overload must be maintained. Part-time and nonmatriculated students enrolled during the Fall and Spring terms, and all students enrolled during the summer terms, must pay all regular credit tuition and fees.

Graduation fee .............................................................. $50
This one-time fee covers the cost of the diploma and graduation materials and services.

Study Abroad application fee ................................. varies
Students who apply for Study Abroad programs will be charged a non-refundable fee to cover processing as follows:

- Term or year program ................................................ $15
- Summer study program ............................................ $15

Payment of Expenses
Account statements are mailed monthly to students or, by request, to parents or guardians. The statement shows all College charges and credits for the previous month, as well as any unpaid financial obligation to the College. Payment by check or money order should be made payable to Chatham College and addressed to Chatham College Student Accounts, Woodland Road, Pittsburgh, PA 15232. Payment by credit card is also available by completing the appropriate remittance attached to the Statement of Student Account.

Guidelines for Payment of Tuition and Fees
1. Tuition and fees are due in full the first day of classes.
2. Students with a balance on that day will be assessed a $25 late fee and registration will be cancelled at the end of the add/drop period if payment is not received.
3. When registration is cancelled at the end of add/drop for non-payment, tuition, fees, and room and board will be credited per the Institutional Refund Policy (see page 49), and any financial aid will be withdrawn. The student will still be liable for any bookstore charges, fines, late fees, etc., that have been levied against her account. Students will be expected to vacate College housing within 15 days of registration cancellation.

4. Students on a College approved payment plan are considered to be paid in full as long as all payments are made when due. A $25 late fee will be assessed for missed payments. Failure to make that payment, the late fee, and the current payment by the next month's due date will result in the registration being cancelled if the failure to pay occurs in August-September for fall or January-February for spring. Failure to pay during the remaining months will result in the student being ineligible to register for the next term.

The following actions also will be taken against any student with an outstanding balance:

- Place the student on financial hold
- Withdraw all charging privileges
- Withhold grades
- Withhold transcripts
- Withhold statement of transfer in good standing
- Cancel dining hall privileges
- Request that a student vacate the residence hall room
- Withhold the ability to register for future terms
- Cancel the student’s current registration at the College
- Withhold receipt of the degree
- Withhold participation in graduation ceremonies
- Garnish work-study wages

**Late payment fee.................................................................$25 per month**

The late fee is assessed monthly to any student account for which payment was not received by the due date as shown on the Statement of Student Account.

**Returned check fee..............................................................$25**

Students will be charged this fee for any check returned for insufficient funds, account closed, stop payment order, or for any other reason that would cause the check to be returned to the College.

**Collection fees................................................................. varies**

Every attempt will be made by the College to collect delinquent accounts. If College collection efforts are exhausted, the College reserves the right to assign delinquent accounts to its outside collection agency. In the event of assignment to the outside collection agency, the student shall be responsible for the delinquent balance plus collection fees. The exact amount of the collection fees will vary based upon the delinquent account balance.
Required Advance Deposit
All returning residential students must pay a $100 housing deposit each year. This payment is not refundable except for students who are ineligible to return because of academic failure. The deposit is applied to charges for the academic year, provided the student registers for courses.

Student Accident and Sickness Insurance
Chatham College requires all full-time students to have health insurance. The coverage can be provided by the College-sponsored plan or through a student’s own comparable health insurance plan. To purchase the Chatham Student Accident and Sickness Insurance plan, visit http://oak.chatham.edu and select the Update Insurance Information button. To use the College website, students need their student ID and pin numbers. A charge of $570 will be placed on the student’s fall term student account and the balance of $570 will appear on the spring term student account. Students should work with the HUB to ensure that the cost of the plan is included in the calculation of overall cost of attendance for student financial aid packaging.

Full-time students that have alternate coverage may waive enrollment in the Chatham College Accident and Sickness Insurance Plan by visiting http://oak.chatham.edu and completing the waiver form.

Any full time student who does not complete either the enrollment or waiver process online by August 20 (January 1 for new spring semester students) will automatically be enrolled in the Chatham College Accident and Sickness plan and the cost of this plan will be billed to their student account.

Institutional Refund Policy
If a student gives the College written notice of complete withdrawal before the first day of classes, she is refunded any advance payments of tuition, room and board, except for any nonrefundable advance deposits. A student who files a notice of complete withdrawal after the start of classes, but before the conclusion of the second week of the term, is liable for forfeited charges in the amount of 20 percent of tuition, room and board, and fees. If the student notifies the College of complete withdrawal after the end of the second week of classes, but before the end of the fourth week of classes, 50 percent of tuition, room and board, and fees is charged. Without exception, no refunds or reductions of charges are made after the first four weeks of classes.

Institutional Refund Policy Amounts (Fall/Spring)

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before start of class</td>
<td>100%</td>
</tr>
<tr>
<td>1st-14th day of term</td>
<td>80%</td>
</tr>
<tr>
<td>15th-28th day of term</td>
<td>50%</td>
</tr>
<tr>
<td>29th day of term and beyond</td>
<td>0%</td>
</tr>
</tbody>
</table>
Institutional Refund Policy Amounts (Maymester/Summer)

- Before start of class: 100%
- Before end of add/drop: 80%
- Term less than or equal to 30% complete: 50%
- Term greater than 30% complete: 0%

After the Institutional Refund Policy is applied, any balance is due upon withdrawal. Any credit amount will be refunded. If, after the add/drop period, a student withdraws from a class, no adjustments will be made for tuition and fees to the student’s account.

Appeals regarding any aspect of the charges, payments, or refund process should be addressed in writing to the director of student accounts in the HUB.

For the purpose of computing any refund, a student’s withdrawal date is the date on which the student initiates the withdrawal process by filing a notice of withdrawal or leave of absence.

Refunds for charges in room and board status will be calculated based on the same schedule of forfeited charges for a withdrawal or leave of absence. The date used for this calculation is the date on which the director of residence life and/or the vice president for student affairs receives written notification of the student’s intent to live off-campus.

Students sign a Housing Contract for two semesters. If a student chooses to live off-campus for the second semester, she must notify the director of residence life in writing by December 1. Students will be held to their Housing Contract for the second semester if written notification is not received by December 1, and their account will be billed room and board charges for the spring semester. If the student affairs division gives clearance for the student to live off-campus, the College will refund the student’s initial $200 housing damage deposit, less any amount owed for damages.

Students can change to another meal plan only until the end of the add/drop period. If a student wishes to change her meal plan after the add/drop period, such a change would need to be approved by the vice president of student affairs. Should approval be granted, charges will be prorated. The date for this calculation is the date on which the vice president of student affairs receives written notification of the student’s intent to change her meal plan.

Return of Federal Funds

The Return of Title IV Funds Calculation is applied for all students who received Federal Financial Aid and have completely withdrawn from the College. Withdrawal date is defined as the date the student begins the withdrawal process, or officially notifies the College of intent to withdraw, or the midpoint of the term for a student who leaves without notification to the College. Under these rules, the following guidelines have been established:
Students who withdraw from the College before 60 percent of the term may have a percentage of federal aid returned to the federal government. Federal financial aid includes the Pell grant, SEOG, Perkins loan, Stafford loans (subsidized and unsubsidized), and PLUS loans. This mandatory recalculation is based upon the percentage of earned aid using the following formula: Percent earned = Number of days completed in the term up to withdrawal date divided by the total number of days in the term. This is the percentage of federal financial aid disbursed that is permitted to be applied toward institutional charges.

The amount of federal financial aid that will be returned to the federal government is based upon the percent of unearned aid using the following formula: Aid to be returned = 100% minus percent earned times the amount of aid disbursed toward institutional charges.

When aid is returned, the student may owe a balance to the College. The HUB will invoice the student for any amounts owed. Students are responsible for any portion of their institutional charges that are left outstanding after federal funds are returned.

Funds are to be returned in the following order:
1. Unsubsidized Federal Family Educational Loans (FFEL)
2. Subsidized FFEL Loans
3. Federal Perkins Loans
4. FFEL PLUS Loans
5. Federal Pell Grants
6. Federal SEOG
7. Other Title IV assistance for which a return of funds is required.
8. Other federal, state, private, or institutional funds
9. Student
Undergraduate Academic Programs

General Bachelor’s Degree Requirements
The Bachelor of Arts degree at Chatham may be earned by fulfilling the following requirements:

1. The satisfactory completion of 120 credit hours or the equivalent, the last 20 credits to be completed in residence, and the satisfactory completion of two approved Maymester programs;

2. The satisfactory completion of all general education requirements;

3. The satisfactory completion of an approved major;

4. The satisfactory completion of the tutorial;

5. The completion of a minimum of 75 credit hours in residence at Chatham College for those students who enter with first-year status. All Chatham-directed Maymester courses, Chatham summer courses, and courses taken in cross-registration are credited toward fulfilling the residence requirement. Transfer students entering Chatham with sophomore standing are required to complete a minimum of 54 credit hours at Chatham College. Transfer students entering Chatham with junior or senior standing are required to be in residence for a minimum of three long terms and to complete successfully a minimum of 45 credit hours; and

6. A cumulative grade point average (GPA) of 2.0 in all course work.

The Bachelor of Science degree at Chatham may be earned by fulfilling the following requirements:

1. The satisfactory completion of 120 credit hours or the equivalent, the last 20 credits to be completed in residence, and the satisfactory completion of at least two approved Maymester programs;

2. The satisfactory completion of all general education requirements;

3. The satisfactory completion of an approved major;

4. The satisfactory completion of the tutorial;

5. The completion of the residence requirements outlined in item 5 under General Requirements, Bachelor of Arts degree; and

6. A cumulative GPA of 2.0 in all course work.
The Bachelor of Social Work or Bachelor of Interior Architecture degree at Chatham may be earned by fulfilling the following requirements:

1. The satisfactory completion of 120 credit hours or the equivalent, the last 20 credits to be completed in residence, and the satisfactory completion of at least two approved Maymester programs;

2. The satisfactory completion of all general education requirements;

3. The satisfactory completion of a major in either social work or interior architecture;

4. The satisfactory completion of the tutorial;

5. The completion of residency requirements outlined in item 5 under General Requirements, Bachelor of Arts degree; and

6. A cumulative GPA of 2.0 in all course work.

**Second Degree**

Students who already have a bachelor’s degree from a regionally accredited institution of higher education may take a second bachelor’s degree at Chatham by fulfilling the following requirements:

1. The satisfactory completion of 45 credit hours or the equivalent in residence;

2. The satisfactory completion of an approved major in a field different from that of their first degree;

3. The satisfactory completion of the tutorial;

4. A cumulative GPA of 2.0 in all course work; and

5. The satisfactory completion of three long terms.

Second degree students are exempt from all general education requirements.

**General Education**

Chatham College’s General Education curriculum requires courses in the liberal arts that cumulatively impart the broad skills needed to be World Ready Women.

- The intellectual habits of analytical reasoning and public presentation that enable lifelong learning.
- The sense of civic responsibility that comes from an understanding of the issues facing our communities, nations, and world and of our place in them.
- A general understanding of and appreciation for all places, cultures, arts, and people that enrich our lives.
- A knowledge of the self and of our abilities and values.

To be able to adapt to changing circumstances, students must be able to continue to learn, investigate, analyze, and make reasonable and ethical choices. This is learned by building knowledge and skills in broad areas that will give students a basis of understanding that they will use to deal with problems and
Undergraduate Academic Programs and Procedures

situations they encounter throughout their lives. Chatham's General Education program teaches students to learn how to know when they need additional information; find and evaluate that information; assimilate the information within the context of a problem or situation; combine the information with other knowledge and perspectives; and act upon it in ways that are ethical and beneficial to the whole.

The three primary themes of the College mission are Global Understanding, Environmental Responsibility, and Women's Public Leadership. The General Education program is designed to develop the liberal arts skills and knowledge of these aspects of the mission incrementally, from year one through four. The program leads students through courses in local, national, and global issues in a developmental fashion through a series of dedicated Core courses. The culmination is a final Integrative Seminar where students bring the perspectives of their major disciplines along with the liberal arts perspectives from the General Education curriculum to bear on a project relating to the themes of the College mission.

In addition to the broad liberal arts knowledge, the General Education Core courses also teach academic skills developmentally. Students will develop skills in information literacy, critical reading, analytical thinking, problem solving, and public communication through writing and speaking in each General Education course.

First-Year Student Courses

The first-year student sequence is a common intellectual experience that serves to introduce students to the College community and its culture, provide opportunities to learn about the city of Pittsburgh and the resources of the urban environment, and study issues of concern to women. These courses provide students with the analytical and communication skills essential for successful college performance.

First-Year College Seminar

College Seminars focus on topics of particular interest to individual Chatham faculty and introduce students to the themes of the College: Global Understanding, Women's Public Leadership, and Environmental Responsibility, or to the underlying concepts of these themes broadly defined (e.g., Women's Public Leadership vs. women and gender broadly conceived). These seminars provide students with an opportunity to develop and practice critical reading, analytical thinking and writing, and public communication in a participatory, seminar setting. While building these seminars upon their own scholarly passions, professors design these courses specifically for first-year students. Students are encouraged to ask difficult questions, consider and explore multiple answers, and develop strategies for articulating and arguing their intellectual positions. These seminars feature a discussion of writing concurrent with its regular practice through coursework. Supplemental Instruction is available through the Learning Center for any student who may require additional help with writing skills beyond what is normally covered in the classroom.
Arts First Seminar
This course provides an introduction to arts through visits to exhibitions and to musical, theatrical and other performances and gives the student the intellectual basis for appreciating the arts through lectures and hands-on studio work. The course also encourages self-discovery through the arts.

First-Year Science Seminar and Lab
With an emphasis on quantitative and formal reasoning, critical reading and analytical thinking, students will identify and evaluate data and become knowledgeable consumers of scientific information. In both the classroom and the laboratory, students will be challenged to solve problems through careful observation and active experimentation.

Sophomore-Level Course
Citizenship and Civic Engagement
Citizenship and Civic Engagement courses encourage student development of multifaceted knowledge about U.S. political, economic, and social issues coupled with the acquisition of abilities that foster effective participation in civil society. Courses may include service learning and/or experiential learning components.

Junior-Level Course
Diversity and Identity in Global Context
The intention of the courses in this area is to help prepare students for responsible citizenship in a global community. Students develop a broad, multifaceted knowledge of the breadth of human diversity within a global context. Students will acquire an understanding of how socially constructed categories such as race, ethnicity, gender, class, religion, sexuality, and nationality emerge, evolve, inform, and affect the individual. These courses consider texts, theories, and/or art through an explicit comparison between the United States and other societies, comparisons between or among other societies, or through an extensive study of one individual culture outside the United States.

Senior-Level Course
Integrative Seminar
The Integrative Seminar functions as a culminating, interdisciplinary experience for General Education by enabling graduating seniors to integrate and synthesize knowledge gained from their major with knowledge gained through general education by demonstrating the application of their disciplinary knowledge to courses broadly conceptualized around the College themes.

To integrate disciplinary knowledge and general education skills and experience, students must research, analyze, write, lead, debate, present, persuade, work as a group, and learn from one another and from people outside the College. The importance of this seminar as a culminating experience for students enables them to demonstrate to future employers that they have the skills needed to make a contribution in their professions by displaying those skills (writing,
research, creativity, analytical, oral, persuasive), knowledge (students will have expanded on the knowledge of their own disciplines and on that of others), leadership, and the ability to work collaboratively with others.

**Additional General Education Requirements**
The following requirements must be fulfilled for a student to graduate from Chatham College. These courses may be taken at any time during a student’s matriculation at the College.

**Quantitative Reasoning**
Quantitative reasoning courses are intended to help students develop their ability to understand information presented in mathematical terms and to use quantitative methods to answer questions and solve problems. Quantitative reasoning courses are in mathematics, numeracy, or statistics. Acceptable courses fulfilling the quantitative reasoning requirement may be determined by a student’s major program. Students are strongly encouraged to complete this requirement early in their academic career.

**Wellness**
From a holistic perspective, wellness courses include those involving physical activity, courses on healthy lifestyles, or courses on gaining a sense of personal fulfillment (i.e., spiritual fulfillment, meaningful life, or purposeful life).

Students are required to fulfill a total of four courses from a combination of integrated courses, lifetime activity courses, and/or developmental courses defined below. Students are required to take a minimum of two courses from the lifetime activity courses. The remaining two courses can be completed through any combination of courses in the categories listed below.

**Integrated Courses**
Integrated courses combine physical activity requirements with classroom work and may be individually or team-taught. Courses may be either one, two, or three credits, and they will include examinations, papers, laboratories, or other components of academic offerings.

**Lifetime Activity Courses**
These one-credit physical education courses are designed to teach a fitness activity that people are generally able to continue throughout their life. Course expectations are fulfilled largely during class time. These courses are offered on a pass-fail basis only, and particular courses may not be repeated under the same course number. Course topics may only be repeated at increasingly advanced levels.

**Developmental Courses**
These one- and two-credit courses explore one or more dimensions of physical, emotional or spiritual wellness, or life goals. The courses will include examinations, papers, laboratories, or other components of academic offerings.
Intercultural/International Experience
Participation in the global community is closely related to the ability to understand and appreciate cultural difference, and nothing brings this more sharply into focus than an examination of at least one other society's experiences and views of itself and the world. A foreign language not only affords unique access to a different culture and its ways of life and thought; it also increases awareness of one’s own language and culture. Similarly, international travel or intercultural experiences sharpen students’ perceptions of other cultures through direct engagement in diverse settings. For these reasons, Chatham College requires its students to complete an international/intercultural experience or demonstrate communicative ability in a foreign language at the intermediate level. They may do this through successful completion of one of the following:

- any language course at the 205 level or equivalent (3 credits)
- two sequential courses in a single language (6 credits)
- a Chatham Abroad or intercultural Chatham Away experience (3 credits)
- an approved international, intercultural experience or course.

Transfer Students
All students must complete all General Education requirements with the exception of the First-Year College Seminar. The First-Year College Seminar is required for students who enter Chatham with 20 or fewer credits. Students who transfer to Chatham College from another institution must complete the General Education requirements listed later in this section.

Quantitative Reasoning
The Quantitative Reasoning requirement may be met with a Chatham course approved by the student’s major program or an approved, equivalent Chatham course or other transfer course.

Intercultural/International Experience
The International/Intercultural Experience requirement may also be met with a Chatham Abroad or other study abroad experience; one language course at the 205-level or equivalent; a two-course sequence in a single language; or an approved international, intercultural experience or course. An approved, equivalent transfer course may meet this requirement.

Core General Education and Wellness Courses
First-Year Transfer students (1-20 credits) must complete the First-Year College Seminar.

Students may be able to transfer courses equivalent to the Arts First Seminar and the First-Year Science Seminar. If they have not had equivalent courses at another institution, students must take the designated Chatham General Education courses. Students are required to take the three remaining General Education courses (Citizenship and Civic Engagement, Diversity and Identity in Global Context, and Integrative Seminar) once they have completed the First Year College Seminar. Students are required to complete the four course wellness requirement.
**Sophomore Transfers (21-59 credits)** are exempt from the First-Year College Seminar. Students may be able to transfer courses equivalent to the Arts First Seminar and the First-Year Science Seminar. If they have not had equivalent courses at another institution, students must take the designated Chatham General Education Substitute courses within the first two semesters at Chatham. Equivalent courses for Arts First at other institutions include: course in art theory (visual art, music, theater), art history, or arts appreciation (any field), but **not** applied arts courses. Chatham substitute courses (transfer students only) for Arts First include: any Art History course; MUS 160, 161, 165, 174, 225, 232, 261, 266, 267; THT 241, 243, 252. Equivalent courses for First-Year Science Seminar at other institutions and Chatham substitute courses are an approved science course with lab. Students are required to take the three remaining General Education courses (Citizenship and Civic Engagement, Diversity and Identity in Global Context, and Integrative Seminar). Students are required to complete three wellness courses, with a minimum of one lifetime activity course.

**Junior Transfers (60+ credits)** are exempt from the First-Year College Seminar. Students may be able to transfer courses equivalent to the Arts First Seminar and the First-Year Science Seminar. If they have not had equivalent courses at another institution, students must take the designated Chatham General Education Substitute courses within the first two semesters at Chatham. Equivalent courses for Arts First at other institutions include: course in art theory (visual art, music, theater), art history, or arts appreciation (any field), but **not** applied arts courses. Chatham substitute courses (transfer students only) for Arts First include: any Art History course; MUS 160, 161, 165, 174, 225, 232, 261, 266, 267; THT 241, 243, 252. Equivalent courses for First-Year Science Seminar at other institutions and Chatham substitute courses are an approved science course with lab. Students may also transfer an equivalent course to Citizenship and Civic Engagement. Students with no equivalent transfer course must take Citizenship and Civic Engagement. No other Chatham course may substitute for this course. Students are required to take the Integrative Seminar and Diversity and Identity in Global Context. Students are required to complete two wellness courses with a minimum of one lifetime activity course.

**Accelerated Degree Students, Five-Year Masters Students, 4+1 Students** Chatham has a number of programs that require students to accelerate their undergraduate courses. In addition, some students have conflicts in the senior year that make completion of the General Education program difficult in the sequence described earlier. Students who know that they will have difficulty completing the senior year requirements should plan to take the three upper level General Education courses (Citizenship and Civic Engagement, Diversity and Identity in Global Context, and Integrative Seminar) in the sophomore and junior years. Students who take a semester or year abroad in the sophomore or junior year may also need to condense the sequence into a shorter time period than previously described.
Gateway Students
Gateway students must complete all General Education requirements. Gateway students who transfer 20 or fewer credits may substitute Expository Writing (ENG 102) or Academic Composition and Portfolio Development (ENG 104) for College Seminar (COR 105).

First-Year Sequence Requirements for International Students
International students who received TOEFL scores above 500 and full admission to the College will go through the regular first-year sequence similar to all other first-year students. Those admitted into the “Bridge Program” will take English as a Second Language (ESL) 101 and 102 in the fall term and, normally, ESL 103 and 104 in the spring term in lieu of the First-Year College Seminar. Depending upon a student’s English proficiency and academic progress after the ESL 101/102 sequence in the fall, academic advisors may recommend the First-Year College Seminar course in the spring. First-year international students are required to take the Arts First Seminar course and the First-Year Science course.

Grading for General Education Courses
Courses satisfying the general education requirement must be taken on a regular letter grade basis only except in cases where pass/fail grading is the only option. If a student fails a general education course, she must retake and pass the course or an appropriate approved substitute.

Tutorial
The tutorial, undertaken by the student during her senior year, is an extended independent project that acquires its focus from a continuing dialogue between the student and tutor. The study usually centers on the student’s major and may be conducted, at least in part, in the context of a group experience, such as a seminar. Such programs could include, for example, fieldwork, theatre production, creative work in the arts, independent research, or independent readings.

Administratively, the tutorial consists of eight credit hours of study, designed by the student and tutor, who is an appropriate faculty member. The tutorial in an interdisciplinary major must have the approval of the two academic programs, as must the balance of the interdisciplinary program. The eight credit hours normally are consecutive, four in each of two long terms, concluding in the senior year.

For students accepted into and enrolling in a health science or counseling psychology Five-Year Masters Program, the senior tutorial requirement may be fulfilled through completion of graduate course work.

The Tutorial Manual, which discusses in-depth tutorial requirements, deadlines, and guidelines, is available on the Academic Advising section of the Chatham
Undergraduate Academic Programs and Procedures

College website at http://www.chatham.edu/advising. Each senior should have an individual copy of the manual readily available for her perusal. Additional tutorial regulations are on page 76.

**Academic Program Options**

In addition to general education courses and electives that provide a foundation of skills, knowledge, and experiences, students are required to select a major (a program of courses providing an in-depth experience in an academic area). At her option, a student may pursue one or more minors, also programs of study focusing on an academic area, but requiring fewer courses than a major. Other opportunities for concentrated study at both the undergraduate and post-baccalaureate levels include teacher certification and certificates.

Students are expected to declare their majors no later than the end of their sophomore year, using the appropriate form available in the HUB. Students will not be allowed to register for the second term of their junior year until they have declared a major. Students may change majors anytime up to the start of the senior year.

**Program Major**


**Interdisciplinary Major**

A major may be pursued through concentrated study in two related programs. Such a major consists of a minimum of eight courses in each of the two programs, exclusive of the tutorial. Four courses in each program must be at the 200-level or above. Individual programs may require specific courses in fulfillment of the requirements. The tutorial must integrate the subject matter of the two programs. Such a major must be approved by both programs and supported by a letter from a full-time faculty member who has agreed to advise the student and direct her program, particularly in the interrelations of the subjects to be studied.
Multidisciplinary Major
A major program also may be pursued through concentrated study of several disciplines bearing on a single concern, possibly in disciplines not usually considered related. The major may be built around a single topic. Each of these majors must be approved by a committee of three full-time faculty members from disciplines most closely related to the proposed major. The responsibility for the approval and monitoring of the major rests with this committee.

Each student who considers undertaking a multidisciplinary major must consult with her faculty advisor concerning the selection of her major committee. The student prepares a proposal for her major that must include, but is not limited to, a statement of educational goals, the purpose of the proposed major, a detailed plan of study including all courses that would apply to the major, and a bibliography that reflects the body of knowledge upon which the major is built. The plan of study must adhere to the following guidelines: (1) the major consists of no fewer than 12 courses, including the two courses of tutorial; (2) no more than one independent study and one internship can be applied toward the major; (3) seven of the 12 courses must be at the 200-level or above.

Double Major
A student may earn a Bachelor of Arts, Bachelor of Science, or Bachelor of Social Work degree with a double major by fulfilling the requirements of two majors exclusive of the tutorial with no double counting of courses. If the two majors are for different degrees, then the student must choose which degree she wishes to receive. If the two majors require the same course, a substitute course must be approved by one of the programs. A single tutorial must integrate the subject matter of the two programs. Double majors must be approved by both programs and must be supported by a letter from a full-time faculty member who has agreed to advise the student and direct her program, particularly in the integration of the tutorial.

Double Degree
A student may earn two Chatham degrees concurrently by completing all the degree requirements specified by the College along with all the requirements for a second major, including a second tutorial, with no double counting of courses. A student must take an additional 45 credits, for a total of 165 credits. Engineering is available through a double degree program in cooperation with other institutions.

Program Minor
Such a minor consists of a minimum of five courses. Internships and independent studies may be a part of the requirements. There are no tutorial requirements for the minor.
College Minor
Such a minor is designed by faculty members or programs and focuses on a specialized field or area. A College minor is interdisciplinary in nature.

Cross-registration
Students at Chatham College may take advantage of a wide variety of undergraduate courses, programs, and opportunities available through the following institutions that, along with Chatham, form the Pittsburgh Council of Higher Education (PCHE): Carlow College, Carnegie Mellon University, Community College of Allegheny County, Duquesne University, LaRoche College, University of Pittsburgh, Robert Morris University, Pittsburgh Theological Seminary, and Point Park University. Through many interinstitutional programs sponsored by PCHE, a Chatham student may be a part of a wider university community rich in resources, talents, and learning opportunities.

Cross-registration permits full-time Chatham students to take courses at any other PCHE institution without additional tuition charges. Students can receive full credit for no more than one course per term, except that more than one physics course at Carnegie Mellon University can be taken for full credit in a single term. Grades from such courses will transfer to their Chatham records. With the approval of the vice president for academic affairs and their faculty advisors, first-year students may take advantage of this opportunity if that course is not available at Chatham. Additional information on cross-registration may be obtained from the HUB.

Special Academic Opportunities for Undergraduates
Five-Year Masters Program
Well-qualified Chatham students have the opportunity to earn a bachelor’s degree in the major of their choice, along with a master’s degree from Chatham College in as little as five years. The Five-Year Masters Program requires a demanding undergraduate load for three years, followed by full-time graduate studies.

Well-qualified Chatham students also have the opportunity to earn a bachelor’s degree from Chatham College and a master’s degree from the H. John Heinz III School of Public Policy at Carnegie Mellon University in as little as five years. Eligible students may be accepted into one of the following programs at the Heinz School: public policy and management, health care policy and management, information systems management, arts management, and educational technology management.

Students need to consult their advisors in their first year for guidance in developing an appropriate undergraduate course of study for the Five-Year Masters Program.

Eligibility
The Five-Year Masters Program is primarily for those who enter Chatham as first-year students, but is open to any undergraduate female student at Chatham.
Students are welcome to major in any subject they choose, providing they complete the necessary prerequisites to enter the graduate program.

**Undergraduate Program**

All students who expect to participate in the Five-Year Masters Program must complete all general education requirements, as well as fulfill prerequisites for the graduate program they intend to enter. Students also must complete all requirements for their undergraduate majors.

Students admitted to the Physician Assistant Studies and Counseling Psychology programs do not complete an undergraduate tutorial. However, they must complete a graduate research project in their graduate field of study that fulfills the tutorial requirements. Depending on the student’s curricular and co-curricular program (e.g., athletics, work-study), she may need to take courses in all three Maymester terms and at least one summer.

**Additional Information**

Students who wish to obtain additional information about the Five-Year Masters Program can contact the Office of Admissions, their undergraduate advisor, or the program director of the graduate program.

**Chatham Scholars Program**

The Chatham Scholars Program is designed to create a cohort of high-achieving students who will complete a program of academic enrichment. Students will take First Year Seminar, First Year Science, and a 1-credit Dialogues course in their first year, then choose two 3 credit, value-added, seminar work during their sophomore and junior years. Designated disciplinary seminars under the rubrics of Dialogues, Intellectual Traditions, and Faculty Seminars are designed to challenge and engage students with exceptional academic and leadership potential. These additional credits will be thematic in focus, will be modeled on a seminar format, and will offer inquiry on topics of special interest to faculty.

**The Accelerated Undergraduate Degree Program**

The Accelerated Degree Program is a special program for academically strong students who wish to complete a bachelor’s degree in three years. To qualify for the program, a student must be in the top 10 percent of her high school graduating class or have a cumulative 3.5 grade point average (GPA) on a 4.0 scale. Upon admission, a student must maintain a 3.0 GPA to continue in the program. Students in the program ordinarily take five courses each term, one course each interim, and a total of three courses in the two summers after her first and second years at Chatham. Overload fees are waived for any student in good standing in the program.

**Global Focus Program**

Established in 1995, the Global Focus Program concentrates on one region or topic of global interest each year to enable the College community to engage in a comprehensive study of that region or topic through course work, class assign-
ments, campus events, community activities, co-curricular programs, and service-learning projects. By the time she graduates, a Chatham undergraduate will have been introduced to four regions or topics of global interest in her curriculum work and co-curricular activities.

**Chatham Abroad**

The Chatham Abroad program offers eligible Chatham sophomores the experience of international study and travel as an integral part of their Chatham degree program. Chatham Abroad is a series of academic courses focused on interdisciplinary topics, which are taught by Chatham faculty during the Maymester term. Maymester courses are preceded by a required three-credit pre-course in the spring term. The courses, topics, and foreign sites vary from year to year, depending on faculty interests and experiences, the global economy, and current international political conditions.

**Semester in Washington**

Juniors in good standing with the desire to immerse themselves in an intensive study of public policy making in the nation's capital are eligible to participate in the American University's Washington Semester program.

**Public Leadership Education Network (PLEN)**

The Public Leadership Education Network (PLEN) is a consortium of women's colleges working together to educate women for public leadership. As a member of PLEN, Chatham College students are afforded the opportunity to join women students from across the country to learn about the public policy process.

PLEN offers students the opportunity to participate in semester-long internships in Washington, DC, as well as seminars and conferences. Women leaders in the Congress, courts, executive agencies, and non-governmental advocacy groups serve as teachers and mentors for participating students.

For more information about PLEN, stop by the Pennsylvania Center for Women, Politics, and Public Policy in Braun Hall or visit the Office of Student Affairs.

**French Studies in Angers**

Each spring Chatham College offers students in good standing the opportunity to study in Angers, France, at the CIDEF (Centre international d'études françaises). While all qualified students are encouraged to apply to this program, there are a limited number of opportunities for students to use Chatham/institutional merit or need-based aid towards the study program at CIDEF. A competitive application process taking into consideration Chatham GPA and letter(s) of recommendation determines participation in the CIDEF program. The chair of the modern language department and the Office of International Programs can supply more information about the application process.

The CIDEF is a Chatham-sized institution of approximately 520 students located at the Université Catholique de l'Ouest. Angers is situated in the chateaux
area of France, an hour or so south of Paris by fast train. Students travel to CIDEF from all over the world – Europe and Asia, as well as the Americas – so that American students make up only 10 to 15 percent of the student body. The emphasis of the program is on French language and culture as taught by native speakers and residents of the city.

For this program, students enroll at Chatham for French courses taken in Angers. Students receive both a CIDEF diploma and in-residence Chatham credits for their work in Angers as full-time students. The standard course load in Angers is 12 to 18 credit hours. Only students whose French language skills are beyond the beginning level may enroll in the Angers program. Those students who pass the CIDEF placement test at the intermediate or superior levels will take six contact hours of French language and 12 contact hours of electives in French. Grade evaluation is done for each course completed in the program by the Chatham College Modern Languages faculty sponsor in conjunction with the registrar.

Seoul Women’s University (Seoul, Korea)
Through a partnership with Seoul Women’s University, Chatham students in good standing may apply for selection to a special summer program in Seoul, Korea. Conducted in English, this one-month program from mid-July through mid-August focuses on Korean culture, politics, history, and economics. Field trips and excursions, as well as small-group interaction with Korean students, provide a unique opportunity for cross-cultural experiences. A limited number of scholarships may be available through Seoul Women’s University to help defray the cost of studying and traveling in Korea.

Acceptance into this program is dependent upon recommendation by Chatham College. Students who wish to obtain academic credit for this experience should consult with their advisors. Further information regarding this program can be obtained from the Office of International Programs.

Costa Rica, Institute for Central American Development Studies (ICADS)
Established in 1998, the partnership between Chatham and ICADS program combines academic, language training and service learning, and in-field opportunities. The for-credit, full-time program offers a four-week Spanish language immersion program, a semester-long internship and research program, and a field course in resource management and sustainable development. Founded in 1986, ICADS is a non-profit foundation focusing on Central American social and environmental issues. Participants are placed with Costa Rican families, facilitating language skills and active participation in the culture and society of the country. There is a two-part application process. First, students participate in a competitive Chatham application process. Second, a student applies to ICADS directly in a selective process.

For more information, contact the department of modern languages or the Office of International Programs.
The Japanese Studies Program
Chatham College offers this program each fall in partnership with Doshisha Women’s College in Kyoto, Japan. Now considered the “cultural capital” of Japan, Kyoto was the national capital for more than 1,000 years. Nijo Castle, Ryoanji rock garden, and more than 1,700 Buddhist temples and 300 Shinto shrines make Kyoto one of the most beautiful and historic Japanese cities.

The program offers Chatham women a cultural immersion experience and provides courses in both Japanese language and culture (culture courses are conducted in English). In addition to classroom study, students take field trips and stay with Japanese families.

Generally, participants in the program will have completed at least the sophomore year of studies, with a cumulative GPA of 3.0 or better. One year of study of the Japanese language is highly recommended and may be required. Acceptance into the program is dependent upon the recommendation of Chatham College.

A limited number of scholarships are available from Doshisha College. Information regarding scholarship opportunities and the application process is available from the Office of International Programs.

Study in Bulgaria
This program is offered in the fall and spring terms in partnership with the American University in Bulgaria (AUBG). The university combines the traditions of European higher education with the vitality of an American liberal arts curriculum for visiting students to study for a semester or academic year. This study abroad program is most appropriate for students with a specific interest in the Southeast Europe region, history, or political science. Courses are taught in English by European and American professors. The university was founded in 1991 and is located in Bladoevgrad, a cultural and economic center close to the Rila and Pirin Mountains, 60 miles south of Sofia, the capital city. Students live in residence halls and eat their meals in the university canteens. Students may apply to the American University of Bulgaria through Chatham’s Office of International Programs. Final admission to this study abroad program will be determined by AUBG.

Students selected for this program must be at least sophomores with a 3.0 GPA at the time of application. Students may apply all of their federal financial aid package to this program of study and will receive transfer credits toward their Chatham degree upon successful completion of the program.

For further information, contact the Office of International Programs.

Chatham Program in Rome
This study abroad program is offered in the fall or spring terms in partnership with the American University of Rome and the Pittsburgh Council of Higher Education. The American University of Rome is located in a four-story villa in
a prestigious area on the crest of Rome’s highest hill, the Juniculum, just a few minutes walk from the historic Trastevere district. With the exception of the cost of airfare, this study abroad program is similar to our current PCHE consortium arrangements, allowing students to register at Chatham and study in Rome at basically the same tuition cost as a semester at Chatham. Housing is billed separately. Most of the student’s current financial aid package also will apply to this program. Since students in this program live together in apartments, they usually prepare or purchase their daily meals. Taught in English by European faculty, courses are available in all the fields of the humanities and social sciences, in addition to the languages. Students may apply through the Office of International Programs by March for the fall term and by the end of September for the spring term.

**Service-Learning Program in Haiti**

A unique service-learning experience is available to first-year students (and others as space is available) who have completed at least one term of study at Chatham College. Selected students participate in a nine- to 12-day intensive program, normally held during the interim term, at the Hôpital Albert Schweitzer in Deschapelles, Haiti. Teams work on service projects that support the efforts of the hospital. Two members of the Chatham faculty or staff accompany each team of eight students. First-year students selected to participate in this program may apply the academic credit toward the First-Year Interim requirement. Further information regarding this opportunity is available in the Office for International Programs.

**Study Abroad Programs Through Other Colleges**

Any student may study abroad for credit in approved programs for any term, including the interim, summer, or full year. Normally, full-year programs are designed for juniors, while other programs are open to all classes. A student’s eligibility to apply for and enroll in a specific program is determined by the institution offering the program. The program of study must be sponsored by an accredited U.S. college or university or by a recognized foreign institution.

Interested students are encouraged to file the Chatham application well in advance of the deadlines required by the chosen programs, but no later than April 15 for programs that begin in the fall of the next academic year; October 31 for programs that begin in the spring; and March 31 for summer programs. Further information and the Chatham application form are available from the Office of International Programs.

**English Language and American Cultural Orientation Summer Program**

Chatham College’s English Language and American Culture Program focuses on teaching English as a second language and familiarizing students with American cultural practices. International students seeking admission to an American college or university are encouraged to enroll in these courses to improve their English-language abilities. The program includes four hours of daily language
instruction emphasizing listening, conversation and communication skills, and college-level reading and vocabulary study skills.

Students learn about American culture through faculty lectures, films, videos, and field trips. Through a program of cultural interaction, students are helped to feel comfortable and may enjoy all the benefits of Chatham and the city of Pittsburgh. While at Chatham for the summer programs, students may live in student housing.

**Undergraduate Academic Regulations**

**Academic Calendar**
The 2005-2006 calendar will consist of two terms of 15 weeks each and a three-week term in May known as Maymester. The credit hour is the unit of academic credit for all courses offered during any term. One credit hour is the equivalent of one semester hour. A minimum of 120 credit hours is required for graduation.

**Maymester Term**
The Maymester term provides an opportunity to carry out unique programs of study, both on- and off-campus. Each student must participate in at least two different Maymester sessions during her four years at Chatham and may enroll for a maximum of 5 credits per Maymester term. Maymester offers students a variety of options, including Chatham courses on- and off-campus, traditional independent studies, internships, and study abroad. Students who transfer to Chatham with a minimum of 45 credits in transfer are required to complete one Maymester term.

**Academic Load**
The average full-time academic load is 30 credits per year. The minimum full-time load is 24 credits per year. The minimum full-time credit load per term is 12. Students with programs below this limit are considered part-time and are charged on a per-credit basis.

**Academic Overload**
A program of more than 18 credit hours in any one term is considered an academic overload. The maximum load in the interim is five credit hours. To qualify for an overload, a student must have a 3.0 cumulative Chatham GPA. A student who has a GPA below 3.0 must request permission for an academic overload from the Committee on Academic Standing. All students intending to take more than 18 credits in a single term must complete an academic overload request form, available in the HUB.

**Independent Study**
A student may register for only one independent project (independent study, internship, or cooperative education experience) per term. Independent study
options are available in all academic programs. Up to 18 credits of independent study may count toward the 120 credits needed to graduate. Credit values for independent study are one, two, three, or four credits (in dance or physical education, one or two credits only).

Class Standing
Class standing is determined by the number of credits earned at Chatham or transferred to Chatham.

- 0 – 14 credits  First-Semester, First-Year Student
- 15 – 30 credits  Second-Semester, First-Year Student
- 31 – 44 credits  First-Semester Sophomore
- 45 – 59 credits  Second-Semester Sophomore
- 60 – 74 credits  First-Semester Junior
- 75 – 89 credits  Second-Semester Junior
- 90 + credits  Senior

Schedule Changes

Registration
All registration adding and dropping of courses occurs online via the Campus Connect system. Students must register for classes on the dates indicated on the College calendar. Registration after these dates may significantly reduce the availability of classes open for enrollment. Continuing students who register for classes after classes commence for the term will be assessed a late registration fee of $25.

Adding and Dropping Courses
Students may add or drop courses, with the approval of their advisors, until the end of the add/drop period for that term. If a course is closed, the student must obtain the instructor's signature on a special permission form available at the HUB. The length of the add/drop period depends on the length of the term.

<table>
<thead>
<tr>
<th>Term/Course Length</th>
<th>Add/Drop Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 weeks or more</td>
<td>See the Academic Calendar for published dates</td>
</tr>
<tr>
<td>6 weeks</td>
<td>See the Academic Calendar for published dates</td>
</tr>
<tr>
<td>Maymester</td>
<td>Throughout the first three days of class</td>
</tr>
<tr>
<td>Shorter than 3 weeks</td>
<td>Before the second class</td>
</tr>
<tr>
<td>One-day workshops</td>
<td>Before the workshop begins</td>
</tr>
</tbody>
</table>

There are no academic penalties for adds and drops occurring within the prescribed deadlines. However, there may be financial or financial aid penalties for adds or drops that occur after the first day of class. See the institutional refund policy for more information.
After the conclusion of the add/drop period, students wishing to add a course must petition the Committee on Academic Standing; students wishing to drop a course must petition the Office of Academic Affairs. Late adds and drops are normally limited to unusual circumstances that can be documented in writing. A fee of $25 will be charged for any authorized course change occurring after the prescribed deadlines.

Withdrawal from Courses
If a student wishes to withdraw from a course after the drop deadline but before the end of the 10th week of the regular term, a grade of W will be recorded on the transcript as an official withdrawal. During the Maymester term, the withdrawal period is through the first two weeks of the term and other, non-standard terms. Students wishing to withdraw from courses must fill out and submit a withdrawal form to the HUB. Course Withdrawal forms are available in the HUB.

The calendar for registration changes for summer school and other, non-standard terms is available in the online academic calendar.

Withdrawal from Courses for Non-Academic Reasons
Students may not withdraw from courses after the final withdrawal deadline. Withdrawal deadlines will be waived only in unusual circumstances that prevent the student from completing the course work and can be confirmed by authoritative documentation. Requests for withdrawal for non-academic reasons should be sent to the vice president for academic affairs, who will report the decision to the Committee on Academic Standing and the HUB.

Grades
Grade Point Average
A student’s grade point average (GPA) is calculated after the completion of each term; both cumulative and term GPAs appear in the student’s grade report and transcript. Pluses and minuses are included in the calculation. If a student earns an F grade in a course taken on a pass/fail basis, the F is included in the grade point calculation; P and LP grades do not affect the GPA.

The grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade point value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
</tbody>
</table>
C– 1.67  Minimal performance
D+ 1.33  Minimal performance
D 1.00
D– 0.67
F 0.00  Unsatisfactory performance, no credit
NG  No credit
I  Incomplete work in a course
W  Withdrawal from a course with no penalty
P  Pass, minimal value C–
LP Low pass, equivalent to D
F  Unsatisfactory, no credit

Midterm Grades
All undergraduate students receive a report of their midterm grades. These grades will not become a part of the student’s permanent record. The registrar establishes the submission date for midterm grades.

Final Grades
The registrar reports all grades and credits earned to all students and their advisors at the close of each term.

Repeat Courses
When available, students may repeat courses. Whenever a course is repeated, the academic record and transcript reflect all course enrollments and the grade earned for each enrollment. Upon completion of a repeated course, only the course credit(s) and the grade for the most recent attempt will be computed in the GPA. If a student withdraws from a repeated course, the withdrawal course will appear on the transcript, and the previous grade earned will continue to be counted in the GPA.

Incomplete Grade
The incomplete, or I, is a temporary grade given only when extenuating circumstances prevent completion of all course work on time. No student may receive a grade of “I” for a course simply because of failure to complete required assignments on time. Incompletes shall be granted only in cases of serious illness or injury, family crisis, or some other substantiated unforeseen circumstance beyond the control of the student that would make it impossible to complete all course requirements by the end of the term.

Incomplete grades are granted at the discretion of the instructor for the course. Students who believe they can demonstrate a legitimate need for an incomplete should 1) obtain an Incomplete Contract from the HUB, 2) seek instructor approval to take an incomplete and establish the terms of the contract, and 3) return the contract to the HUB. The deadline for completing this process is the day of the course’s scheduled final examination.
Unless the instructor stipulates a shorter time period for completion of the work, an incomplete must be satisfied within six weeks of the end of the term in which it was received. In exceptional cases (e.g. lengthy illness) the student may petition the Committee on Academic Standing to extend the period of the incomplete.

A regular letter grade will be recorded upon notification by the instructor to the registrar. Incompletes will convert to the grade of F at the end of the six week period unless an extension request is approved. As long as an “I” remains on her record for a course, a student may not enroll for credit in any course that has that course as a stated prerequisite. A student may not graduate while an “I” remains on her record.

Pass/Fail Grades
With the guidance of her advisor, a student may decide to take a course on a pass/fail basis rather than under the traditional grading system. If a student elects to take a course on a pass/fail basis, she must declare her intention at the time of registration. She may change this option during the first two weeks of the term.

For a cross-registered course, the student must declare her option to the Chatham registrar within two weeks of the beginning of the course.

A student may enroll for no more than 30 pass/fail credits during her studies at the College. Courses for major and minor credit may be taken pass/fail only with written permission from the program chair. General Education credits may not be taken on a pass/fail basis, except for lifetime activity courses in the wellness program. Tutorial 498 receives pass/fail credit until the completion of 499, which must be taken for a letter grade.

Internships may be taken only on a pass/fail basis.

Students choosing to take courses on a pass/fail basis will be graded as follows:

- P = Pass, minimal value C-
- LP = Low pass, equivalent to D
- F = Unsatisfactory, no credit

An F earned in a pass/fail course is calculated into the grade point average (GPA); P and LP grades do not affect the GPA.

Appeal of Grades
A challenge to a grade received in a course, thesis, tutorial, or other graduation requirement will be considered only when the student alleges that the grade received reflects other than appropriate academic criteria; that is, achievement and proficiency in the subject matter as stated in the course syllabus.

A student wishing to challenge a grade received in a course must first discuss the matter with the faculty member teaching the course in an effort to resolve the grievance informally. If the grievance is not settled, the student may then file a petition with the appropriate division chair, who will seek informal reconciliation. A student challenging a grade received in a course may file a petition with
the division chair no later than 120 calendar days after the date on which the grade was due in the Office of the Registrar.

If reconciliation is not achieved at the division level, the student may file a petition with the vice president for academic affairs. The decision of the vice president is final in the grade appeal process. A petition must be filed with the vice president no later than five working days after receiving the division chair’s decision in the case. The vice president will investigate the case, hearing both the student and the faculty member, and will render a decision within thirty calendar days of receiving the petition. The vice president will inform the student and the faculty member of the decision in writing.

Tutorial Regulations
Final copies of the tutorial are due to the Office of the Vice President for Academic Affairs according to the schedule provided annually in the Tutorial Manual. The final copies are distributed to the members of the board by the Office of the Vice President for Academic Affairs. Upon completion, students are required to submit a bound copy of their tutorial to the library.

With the support of their tutor, students may request an extension deadline from the Committee on Academic Standing. An extension request will be accepted until 5 p.m. one week before the final copies are due. Tutorial extension requests will only be granted when exceptional circumstances beyond the control of the student warrant them. If approved by the Committee, the extension will not be granted beyond the last day of classes. Failure to deliver final copies of the tutorial, or a petition requesting an extension according to the schedule above, results in an automatic F grade for Tutorials 498 and 499.

No incomplete grades will be given in Tutorial 498; only grades of P, LP, or F are given. No incomplete grades will be given in Tutorial 499 except in unusual circumstances that prevent the student from completing the work of the course and that can be confirmed by authoritative documentation. Requests for incomplete grades in Tutorial 499 should be directed to the vice president for academic affairs who will make the decision in consultation with the tutor.

At the end of the first term, the tutor grades the student’s work. The grade submitted for Tutorial 498 will be P, LP, or F. When Tutorial 499 is completed successfully and the grade is determined, the grade for 498 will be changed to the same grade as 499. If a student receives an F for 498, that grade will be figured into the grade point average (GPA). Students must receive a passing grade in 498 prior to registering for 499.

Transcripts
Graduates and students whose student account is in good standing may request an official copy of their College records. Each official transcript costs $3, payable at the time the request is submitted. Requests for transcripts, submitted in writing, should be directed to the HUB. Students whose accounts are delin-
Academic Honors

Dean's List, Fall and Spring Terms
To qualify for the Dean's List, a full-time, degree-seeking student must achieve an average of 3.5 or above and successfully complete a minimum of 12 credits for a letter grade. Maymester courses do not count toward the 12 credits in the spring term. One course required to be taken pass/fail (Maymester, internship, cooperative education experience up to three credits, or Tutorial 498) may be included in the 12-credit minimum.

Part-time, degree-seeking students who maintain an average of 3.5 and successfully complete a minimum of six credits for a letter grade will receive a letter of commendation. One course required to be taken pass/fail may be included in the six-credit minimum.

Program Honors
Program honors are awarded at graduation to students who distinguish themselves in their major field, interdisciplinary area, or multiple disciplinary concentration. Those honors are awarded at the discretion of the student's major program advisor and approved by the faculty. The minimum standard for program honors is a 3.0 overall GPA, a 3.5 GPA in the major or program, and exemplary performance on the tutorial. Students with interdisciplinary or double majors must meet the requirements for honors in each discipline in order to be eligible for program honors.

College Honors
College honors also are conferred at commencement as follows: cum laude: a cumulative average of 3.5 to 3.74; magna cum laude: a cumulative average of 3.75 to 3.89; summa cum laude: a cumulative average of 3.9 to 4.0. A student must complete at least 60 credit hours at Chatham to qualify for consideration for College honors. A student who is granted academic forgiveness from the Committee on Academic Standing must complete at least 60 graded credit hours at Chatham to be eligible for College honors.

Honor Societies and Awards
Chatham recognizes student achievement through membership in honorary societies: Beta Beta Beta (biology), Golden Z Club (service and leadership), Mortar Board (scholarship, leadership, and service), Omicron Delta Epsilon (economics), Phi Alpha (Social Work), Phi Beta Kappa (liberal arts and sciences), Phi Sigma Iota (foreign language), Pi Gamma Mu (Social Sciences), Psi Chi (psychology), and Sigma Tau Delta (English). Special awards also are presented at Closing Convocation each spring to students who excelled academically and made outstanding contributions to College and community affairs.
Terms of Study

Attendance
Every student enrolled at Chatham accepts the responsibility to attend all required class meetings. To obtain the fullest benefit from their courses, students must participate fully. This implies attending regularly, engaging in course activity, completing work on time, and making up work missed because of an emergency absence.

Final Examinations
Unexcused absence from an examination results in a failure grade for that examination. The vice president for academic affairs may excuse absences only in the case of a documented illness or other serious emergency.

Course Exemption
A student may be exempted from a current Chatham course if she has shown that she has satisfactorily fulfilled the main course objectives. However, no credit is awarded for such an exemption.

Credit by Examination
A student also may earn credit for a course by demonstrating superior achievement in a special written or oral examination. A student may not receive credit by examination for a course:
- she has failed
- for which she has already received credit
- for which she is presently registered after the third week
- that fulfills a general education requirement.

Students may apply no more than four courses by examination toward the degree. To take an examination, a qualified student must pay an application fee and have the permission of the course instructor, in consultation with the division chair and the registrar. For an additional fee, the course is placed on the student's transcript with the notation, “Credit by Examination.” The course is recorded after the student successfully completes the examination.

College Level Examination Program (CLEP)
Chatham currently awards credit for satisfactory performance on the College Level Examination Program (CLEP) tests. The five general academic areas are English composition, mathematics, social sciences and history, natural sciences, and humanities. A student is advised to take the examinations early in her academic program, preferably before achieving sophomore status.

Experiential Learning Credit Program
Chatham College recognizes that life experiences may provide a knowledge base equivalent to college course work. Through experiential learning, students have the opportunity to gain academic credit for knowledge gained through employ-
ment, job training, volunteer and civic activities, military service, and travel. Students who wish to apply for experiential learning credit are required to enroll in English 104, academic composition and portfolio development, a course that helps them prepare a portfolio documenting the knowledge gained experientially. Once the portfolio is complete, faculty members evaluate it and determine the number of credits to be awarded to the student. A processing fee is charged on a per-credit basis for all credits awarded to the student.

Degree-seeking students may earn a maximum of 30 Chatham credits for their portfolio. Credits earned through the Experiential Learning Credit Program may count toward the residency requirement for students entering the College with first-year or sophomore standing (see page 51). However, regardless of the number of credits earned through this process, the student must complete a minimum of 45 credits through traditional classroom instruction in residency at Chatham.

For information about experiential learning, or to register for the portfolio development course, students may contact Continuing Education at 412-365-1858.

**Auditing Courses**

Full-time students may audit a course by obtaining permission from the instructor and completing a Course Audit Application available from the HUB website. Students who are registered for 12 or more credits do not incur any additional charges for auditing a course. If a student's registration decreases to 11 credits or less while she is auditing a course, all regular per-credit tuition and fees apply to the audited course. For full-time students, the course audit option is restricted to Chatham courses, undergraduate or graduate level, and does not apply to independent studies. No credit is granted for course audits. A student can indicate that she would like to have the course audit recorded in her transcripts on the Course Audit Application. If the student wants to have the audit recorded on her transcripts, she must meet the same course requirements as the students who take the course for credit and must have the qualifications needed to take an academic overload if applicable. For full-time students, a nonrefundable recording fee of $25 will be charged for each recorded audit.

Part-time and non-matriculated students may audit a course by obtaining permission from the instructor and completing a Course Audit Application. All regular per-credit tuition and fees apply to the audited course. The course audit option is restricted to Chatham undergraduate courses and does not apply to independent studies. No credit is granted for course audits. A student can indicate that she would like to have the course audit recorded in her transcripts on the Course Audit Application. If the student wants to have the audit recorded on her transcripts, she must meet the same course requirements as the students who take the course for credit. For part-time and non-matriculated students, no additional recording fee is charged for the recorded audit.
Work in Absentia
Work done *in absentia* will be credited if it has the prior approval of the responsible program or faculty committee and the registrar.

Graduate Courses for Undergraduate Credit
Qualified, matriculated, undergraduate students not enrolled in the Five-Year Masters Program may receive permission to take up to six credits of graduate level courses relevant to their program of study. Students must receive a recommendation from their undergraduate academic advisor and permission from the graduate program director. The student is expected to perform graduate level work. These graduate level credits count toward the undergraduate degree and may not be applied to a graduate degree or program.

Academic Standards and Progress

*Chatham College Honor System and Academic Integrity Policy*

The student shall be responsible for maintaining the academic standards of the College as required by the faculty, the Committee on Academic Standing, and the institution’s honor code. Under the Chatham College Honor System, students are expected to be honorable in all academic situations. Integrity in academic matters requires intellectual independence in all types of college work. It does not discourage desirable kinds of cooperation among students, such as discussions on outside work, as long as the help is a constructive aid in learning. Honesty also demands that due credit be given for any source material. Academic honor includes the student’s responsibility not only to refrain from giving or receiving aid on an examination, but also to maintain the best conditions for effective work. In accepting admission to Chatham College, students automatically agree to be personally responsible in all matters pertaining to academic honor and pledge to abide by those rules considered by the College community to be a part of its honor code. Academic dishonesty is a violation of our Honor Code. Academic dishonesty includes, but is not limited to, cheating, plagiarism and lying.

**Definitions**

*Cheating* is the attempt, successful or not, to give or receive aid and/or information by illicit means in order to meet academic requirements. Examples of cheating include, but are not limited to: falsifying reports and documents; using any electronic device to transmit or receive information during an exam; taking information into an exam without permission; asking someone to take a test, write a paper, or complete any assignment for you, or agreeing to such a request; buying a paper and presenting it as your own; giving someone else a paper or providing other materials in an unapproved manner; obtaining a copy of an exam without faculty permission, and sharing copies of exams with students who have yet to take the exam.

*Plagiarism* is one form of cheating. Plagiarism is the use of the organizational design, ideas, phrases, sentences or larger units of discourse from another writer
or speaker without proper acknowledgment. In order to avoid plagiarism, you must document all sources of text and ideas that derive from someone else’s work. This includes, but is not limited to: enclosing in quotation marks text copied directly from a source and identifying that source; identifying a source of summarized or paraphrased material; identifying the source of an idea taken from someone else’s work; and acknowledging sources in all formats, including web pages, television, sound recordings, speeches, and traditional hard copy.

_Lying_ includes, but is not limited to: not being honest with a faculty or staff member when questioned about cheating or plagiarism; providing false information to college officials; or intentionally lodging false accusations of cheating or plagiarism against another student.

**Procedures for Handling Cheating and Plagiarism**

Faculty members must make a responsible effort to confront the student with the evidence of dishonesty within five working days of discovering a case of suspected cheating or plagiarism. Three possible scenarios follow:

1. If, after talking with the student, the faculty member is satisfied that no offense occurred, not further action is warranted.
2. If the student admits to wrongdoing, the faculty member must send an Academic Dishonesty Form to the Office of Student Affairs for inclusion in the student’s conduct file. In general, if this is the student’s first incident of academic dishonesty, the faculty member may decide what penalties will apply and the student will not be called before the Student Conduct Board. However, there may be instances when a first incident is serious enough to warrant sending the student to the Student Conduct Board; this decision is at the faculty member’s discretion.
3. If the student denies responsibility and the faculty member continues to believe academic dishonesty has occurred, the faculty member must send an Academic Dishonesty Form to the Office of Student Affairs to inform the Student Conduct Board (SCB) of the incident and that the issue has not been resolved. SCB will then convene a hearing. Procedures for convening and conducting a Student Conduct Board hearing are available in the Student Handbook (Chapter 4).

Upon receipt of an Academic Dishonesty Form, the advisor to the Student Conduct Board will inform the reporting faculty member if the student has been involved in other incidents of academic dishonesty. Faculty members should take this information into account when deciding on course specific penalties.

**Sanctions and Penalties for Cheating and Plagiarism**

Faculty members may decide on the penalty for the first incident of academic dishonesty. Penalties should reflect the severity of the offense. Typical penalties include:

1. requiring the student to resubmit the assignment or take a new examination
2. failing the student on the assignment or examination
3. lowering the student’s grade for the course
4. failing the student for the course

Regardless of the penalty decided upon, the faculty member must report the incident to the Office of Student Affairs by filing an Academic Dishonesty Form.

For a second or subsequent incident, the student must also go before the Student Conduct Board which will determine the appropriate course of action over and above the course-specific actions decided on by the course instructor. In addition to the above penalties, sanctions may include academic probation, suspension or expulsion from the college.

The student may appeal the above decisions in writing to the Office of Academic Affairs within 7 working days.

If the student has admitted to or been found responsible for academic dishonesty, the Dean of Students will maintain the first Academic Dishonesty Form in the student’s file. If no further incidents of academic dishonesty occur, the record will be destroyed upon graduation or separation from the college. If the student has committed two or more offenses, the Academic Dishonesty Forms and their disposition become part of the student’s permanent college record.

Responsibilities of the Faculty
At the beginning of each course and in writing on the course syllabus, faculty should explain plagiarism and cheating and the penalties for such behavior. They should refer students to the Student Handbook for a more detailed outline of policies and procedures.

Responsibilities of Students
Students are responsible for knowing the policies regarding academic dishonesty and the penalties for such behavior. Failure of an individual faculty member to remind students of what constitutes cheating and plagiarism does not relieve the student of this responsibility.

As required by the Honor Code, students should inform the faculty members of incidents of academic dishonesty taking place in their courses. If a student reports an honor code violation to a staff member, the staff member should direct the student to report the incident to the appropriate faculty.

Review of Academic Progress
A student’s progress is reviewed at the close of each term. At that time, the Committee on Academic Standing reviews the grades of all students who have not met College standards. While individual consideration is given to each student experiencing academic difficulty, CAS is guided in its decisions by the following minimal standards:

All students are expected to maintain at least a 2.0 cumulative grade point average (GPA).
Full-time students are expected to accumulate course credits, under the minimal normal course load of 12 credits per long term, at a rate consistent with achieving 120 credits by the end of 10 long terms. Students may be given a probationary period when they fall below either of these expectations.

Any student may be warned, placed on probation, or placed on mandatory leave of absence at any time by the Committee on Academic Standing for marked deficiency in scholarship.

**Academic warning:** All students beyond the first year will be placed on academic warning for excessive incompletes and/or a term average below 2.0.

**Academic probation:** All students will be placed on academic probation for a cumulative GPA below 2.0, or two semesters of term averages below 2.0. Probationary status may endanger the continuation of financial aid.

1. **FAST:** First-year students whose first term GPA falls below 2.0 are enrolled in the FAST (Fresh Approach to Study) Program. Designed to assess academic strengths and challenges, FAST emphasizes the skills necessary for successful college study.
   a) A FAST student whose cumulative GPA remains below 2.0 but fulfills her FAST learning contract and earns a 1.8 term GPA may be placed on FAST II.
   b) A FAST II student whose cumulative GPA remains below 2.0 but fulfills her FAST learning contract and earns a 2.0 term GPA may be given one additional semester of Extended Probation.
   c) If after three semesters, her cumulative GPA remains below 2.0, she will be placed on Mandatory Leave of Absence.

2. **REACH:** Upper classwomen whose GPAs fall below 2.0 will be enrolled in the REACH (REassessing Academic CHallenges) Program. This program assesses academic strengths and challenges and focuses especially on course content mastery.
   a) A REACH student whose cumulative GPA remains below 2.0 but fulfills her REACH learning contract and earns a 2.0 term GPA may be given one additional semester of Extended Probation.
   b) If after two semesters her cumulative GPA remains below 2.0, she will be placed on Mandatory Leave of Absence.

**Mandatory Leave of Absence (MLOA):** Chatham reserves the right to require a student to take a leave of absence for academic reasons following a review by the appropriate College authorities. This action, which requires the student to be away from the College for a specified period of time, is taken in the best interest of the student.

1. Chatham reserves the right to require a student to take a leave of absence if a review by the Committee on Academic Standing determines her scholarship to be unsatisfactory. At that time, the student will be advised of the steps she must take to demonstrate a serious commitment to academic study and thus gain reinstatement. In all cases, the student, her advisor,
and, when appropriate, the parent or guardian, will be notified of this action.

2. A student is subject to mandatory leave of absence for a semester of all “F” grades.

3. Normally, first-term, first-year students are not placed on MLOA, but are instead put on FAST. However, CAS may dismiss a first-year student if its findings indicate such action to be appropriate in the individual case.

4. Students who have been placed on MLOA must request reinstatement from the Office of Academic Affairs. Written requests for reinstatement must include documentary evidence that the student has fulfilled the requirements established by CAS at the time she was put on MLOA. For the term following reinstatement, the student’s academic standing is probationary, and she must fulfill the required probationary conditions. Students seeking readmission should contact the Director of Advising for help in the reinstatement process.

**Academic Forgiveness Policy**

Undergraduate students who have returned to the College after an absence of at least two consecutive terms have the option of applying to the Committee on Academic Standing (CAS) for Academic Forgiveness. (For the purposes of this policy, summer counts as a term; Maymester does not.)

This is a one-time opportunity for students to request that all grades received previously at Chatham be removed from their cumulative GPA calculation. Students will be eligible for Academic Forgiveness after they have returned to Chatham and completed a minimum of 12 credits maintaining a GPA of at least 2.0. Credits received for the forgiven courses will be retained, the grades will remain on the transcript, but they will no longer be calculated in the GPA. If this option is exercised, a minimum of 45 graded credits for graduation must be completed at Chatham College after the student’s return from her absence.

**Voluntary Leave of Absence**

A voluntary leave of absence may be granted for participation in an approved study-away program; for study abroad; study at another college or university in the United States; purposes of work, travel, or other nonacademic experience; health; or personal reasons. Students desiring a voluntary leave of absence must meet with the Director of Academic Advising to complete the appropriate paperwork.

If the leave is granted, the student may return to the College within one year without reapplying for admission. The student is expected to notify the Director of Academic Advising and pay the $100 deposit by April 20 prior to a fall return or by December 1 prior to a spring return.

A student who is absent from the College for more than two consecutive terms should contact the Office of Admissions to begin the readmission process. If the student needs financial assistance to return, she will be given full consideration.
Applications should be made to the Office of Admissions and Financial Aid.

**Mandatory Non-Academic Leave of Absence**
Chatham reserves the right to require a student to take a leave of absence following a review by the appropriate College authorities. This action, which requires the student to be away from the College for a specified period of time, is taken in the best interest of the student.

The College may require a Leave of Absence or Withdrawal for reasons that would supersede a voluntary Leave of Absence or Withdrawal. Upon the recommendation of the vice president for student affairs/dean of students, the College may require a Leave of Absence or Withdrawal at any time it is deemed reasonably necessary to protect the student, other students, members of the College community, or the interests of the College itself. When a student who has been on a required leave wishes to return to the College, she/he must apply in writing to the vice president for student affairs/dean of students at least one month in advance of their return. The student will not be permitted to return to the College until the appropriate staff members provide validation. If the student is approved to return, staff members may make recommendations to the vice president regarding conditions of return and/or continued enrollment.

**Withdrawal From the College**
To avoid unnecessary financial complications with the College and other loan providers, a student who wishes to withdraw from the College should contact the director of academic advising immediately to complete a Withdrawal From College form. Any refund will be made in accordance with both the College’s and federal government’s refund policies.

Upon the recommendation of the directors of student health and counseling and/or the College physician, the College may ask a student to withdraw for health reasons.

Students who return to the College after withdrawal must reapply and be reaccepted for admission. Students should contact the Office of Admissions to begin the readmission process.

**Summer Study**
Summer classes are open to students matriculating at Chatham College or at other institutions of higher education, students entering college, non-degree-seeking students, and accelerated high school students. Admission to the college is not required for registration. The full summer term is 12 weeks. Courses also may be offered through shorter terms. Chatham students must gain prior approval for courses taken elsewhere to count toward requirements at Chatham.
Teacher Certification

Chatham prepares undergraduate and post-baccalaureate students for certification in four areas: early childhood, elementary (K-6), secondary (7-12), and environmental (K-12). In addition, certification in special education (K-12) and School Counseling is available at the graduate level through the Master of Arts in Teaching. The curriculum for each area of certification is designed specifically to prepare the student to be successful at the appropriate level. Undergraduate students may begin the program during their first year with approval of their major advisor and the chair of the education program. The program also is open to post-baccalaureate students who seek certification without earning a graduate degree.

As part of the course work for each undergraduate education class, a student is required to spend time in field placement two-and-one-half to three hours per week, for approximately 10 weeks, in actual classroom settings to observe or demonstrate the techniques covered in the Chatham class.

In addition to field placements, the student is required to complete a student teaching assignment at the appropriate level under the supervision of a master teacher and a Chatham faculty member. Student teaching is a 14-week assignment. The time spent in student teaching affords on-the-job experience to practice and demonstrate what has been learned through course work, as well as to develop an effective individual teaching style.

To be admitted to student teaching, candidates must successfully complete the first four PRAXIS pre-professional tests that are part of the National Teacher Examinations before completing 18 hours of teacher preparation courses.

As the student nears completion of the certification course requirements, important information regarding the Commonwealth of Pennsylvania requirements will be made available.

Collaborative Programs

Carnegie Mellon University – H. John Heinz III School of Public Policy

Well-qualified Chatham students have the opportunity to earn a bachelor’s degree from Chatham College and a master’s degree from the H. John Heinz III School of Public Policy at Carnegie Mellon University in as little as five years. Eligible students may be accepted into one of the following programs at the Heinz School: public policy and management, health care policy and management, information systems management, arts management, and educational technology management. Interested students should speak with a faculty advisor or the director of academic advising for additional information.
University of Pittsburgh – Graduate School of Public Health, Department of Environmental and Occupational Health

This program allows highly qualified students interested in the study of environmental and occupational health to initiate their studies while they are undergraduates at Chatham. During their junior and senior years, students who are approved for the program may cross-register for courses at the University of Pittsburgh’s Graduate School of Public Health, in the Department of Environmental and Occupational Health. These courses will count toward the baccalaureate degree at Chatham. Up to six credits also will be applied toward a master’s degree in the department.

Engineering

Through a cooperative 3-2 arrangement with Carnegie Mellon University, Chatham students interested in engineering may spend their first three years at Chatham and complete the remaining two years of their engineering program at the affiliated school. Upon successful completion of the program, a student receives a Bachelor of Arts degree from Chatham and a Bachelor of Science degree in an engineering field from Carnegie Mellon University.

Carnegie Mellon University – Collaboration in Teacher Training

To advance the professional training of teachers, Chatham College and Carnegie Mellon University have established a three-year program open to qualified juniors. Students accepted in this program complete bachelor’s degrees in one of the departments in the respective colleges while also completing the requirements for teaching certification at Chatham. In the fifth year, students complete a Carnegie Mellon Master of Arts degree in one of the following areas: French, Spanish, English, history, psychology, biology, chemistry, or mathematics.

A student should indicate her intention to apply for this program during her sophomore year, so that she can begin taking appropriate courses.

Formal admission is decided in the spring of the junior year. Specific programs offer different combinations of major, teaching certification, and master’s courses during the junior, senior, and graduate (fifth) years, with close advising of students in each program. Master’s courses in each Carnegie Mellon department are carefully designed to provide graduate training relevant to the teaching areas of secondary schools. For application procedures and more information on this program, students may contact the Office of Academic Affairs at Chatham.
Academic Resources and Services

PACE Center - Programs for Academic Advising, Career Development, and Educational Enrichment
The College’s PACE Center, including the programs for Academic Advising, Career Development, and Educational Enrichment/Learning Center, is located on the third floor of the Jennie King Mellon Library. PACE offers students a comprehensive approach to academic and career planning as well as an academic support network designed to maximize each student’s academic success at the College.

Academic Advising
Advising Mission
The Chatham College advising system is designed to respond to student needs in a timely and conscientious manner while recognizing the individuality of each student's situation. Although students are ultimately responsible for their academic progress, every undergraduate student should be given the opportunity to work with an advisor who appreciates her unique interests and goals, who is knowledgeable about academic policies, and who is able to refer students to appropriate campus resources. Through these services, advisors help students as they develop academically, professionally, and personally.

Advising Assignment Policies
First-year students are assigned to a faculty member who has volunteered to serve as a first-year advisor. These faculty members represent every academic division of the undergraduate college. Initial advising assignments are based on the student's expressed interest area. Students who are undecided about their major areas of interest are advised by the director of academic advising and career counseling.

First-year advisors work intensely with their advisees throughout the first year, helping them to clarify and identify their interests, values, and goals. The advisors also provide information about the College requirements and help students adjust to college-level academic expectations.

Students may declare a major and change to a major advisor at any point after their first semester. They must declare a major before the registration period at the end of their sophomore year. While students are free to change majors as they desire, repeated changes may delay graduation.

Provisionally Admitted Student Advising
Provisionally admitted students are enrolled in the TRANSITIONS program, including IND 099, Essential Skills for Success @ Chatham. In addition, each student is assigned to work with the a PACE staff member. This staff member will mentor these students during their first year and until they have declared a major and transferred to a major advisor.
Transfer Student Advising
Transfer students who are ready to declare their majors are assigned to advisors in the major. Transfer students unsure of their majors are advised by the director of academic advising and career counseling.

Advising for Undecided Students
There are many resources available for students who are undecided about their majors. The director of academic advising and career counseling offers individual career counseling to assist students in exploring interests, skills, values, and personality and in relating them to college majors and careers. Inventories such as the Strong Interest Inventory and the Myers-Briggs Type Indicator are used to assist in career planning. Students are encouraged to try a variety of courses and experiential learning opportunities during their first year to help clarify their strengths and interests. Students also use the Discover on-line career guidance program to help them set major and career goals. The Career Exploration course (SDE 100) is offered for students who feel they would benefit from a step-by-step approach to the career decision-making process.

Preprofessional Advising
An undergraduate major in the liberal arts prepares students for a wide variety of professional options. A student planning a career that requires post-baccalaureate training, however, follows a special sequence of courses, and her progress is guided closely by specific faculty advisors and Career Development staff.

To prepare for the health professions – medicine, dentistry, occupational therapy, physical therapy, veterinary medicine, and public health – a student takes a series of biology and chemistry courses in addition to other requirements. She may decide to major in chemistry or biology, or pursue another major, as long as she completes the sequence of courses required for admission to a professional school.

The undergraduate degree program at Chatham also offers students excellent preparation for law school admission. Chatham’s liberal arts curriculum helps a student develop her ability to think, write, and speak precisely and effectively. Although law schools do not require a specific major, many students and faculty assume that one or more of the social sciences or humanities provides the best disciplinary background. However, as the practice of law becomes more complex, other majors also become relevant. A student who indicates an intent to apply for law school admission should work closely with the faculty prelaw advisor, as well as with her academic advisor.

The Teacher Preparation Program offers teacher certification programs in early childhood (N-3), elementary (K-6), secondary (7-12 in biology, chemistry, English, mathematics, physics, and social studies), and K-12 certification in environmental education. To receive state certification as a teacher, students must complete a sequence of courses in the principles and practice of education. Students also are expected to participate regularly in field experiences, including student teaching, during their course of study. In accordance with the Pennsyl-
vania State Department of Education requirements, candidates also must satisfy all regulations pertaining to teacher training contained in the Pennsylvania School Code. Requirements are subject to change based on PA State Department Regulations. All profession examinations must be passed before Chatham will submit certification applications.

All preprofessional students, regardless of academic field, receive guidance and assistance throughout their academic careers. The College advises students on courses of study, provides information on professional school admissions tests and requirements, and assists with the application process. Resources about the application process are available through Career Development. For more information about Chatham’s preprofessional advising programs, contact the director of academic advising and career counseling.

**Career Development**

Career Development assists students with career decision-making, job search strategy, graduate school planning, and experiential education activities, including community service, on-campus employment, and internships. Services are provided through individual counseling and advising as well as through group workshops. Students of all majors and class levels are encouraged to take advantage of activities early in their college careers to increase success and satisfaction with career and life planning. The following sections reflect some of the opportunities and services available through Career Development.

**Career Advising and Workshops**

Individual career advising and workshops are available for all students; these sessions address topics such as cover letter/resume writing, internship and job search strategies, graduate school planning, and related career concerns.

**Internship/Cooperative Education**

The Chatham Internship and Cooperative Education programs allow students to acquire firsthand work experience related to their academic studies and career plans. A student may enroll for a maximum of 17 internship and cooperative education credits during her undergraduate education. Each student undertaking an internship or co-op does so through Career Development with the sponsorship of a faculty member. Students receive individual guidance in selecting and applying for the experience, setting learning objectives, registering for credit, and evaluating the experience. The evaluation process includes students’ and site supervisors’ evaluations as well as reflection activities.

Internships may be paid or unpaid, are one to three credits, and may be completed year-round. The Internship Program is available to all undergraduate students with a 2.0 or above GPA. Cooperative Education positions are paid, available only during the school year, and carry 4 to 12 credits. Sophomores, Juniors, and Seniors with a 2.0 or above are eligible to participate in Cooperative Education.
Career Business Center
Located in the PACE Center, the Career Business Center is a one-stop center that houses career library and technical resources to help students explore career options, make informed decisions, and conduct their job, internship, and graduate school searches in a timely and professional manner. Students have access to books, print resources and guidelines, computers, printing, scanning, and faxing service during professional business hours.

College Central Network Opportunities Database
This 24-hour online resource allows students to search conveniently, by career interest and position type, through hundreds of listed opportunities targeted to Chatham students, alumnae, and graduate alumni. Go to www.collegecentral.com/chatham to find information on the following available positions:
- Full-time, part-time seasonal jobs;
- Internships and co-ops;
- Volunteer opportunities;
- Student employment.

Mentoring
Through mentoring, Chatham students are matched with professionals in fields of their choice and have the opportunity to learn, in depth, about different professions. Most matches are with Chatham alumnae. Students have the opportunity to identify mentors year-round through the Alumnae Mentoring Network program and the Mentor-by-Major Program held each spring semester.

Summer Employment
In addition to the summer internship opportunities, students may access listings of seasonal employment opportunities provided to Career Development by employers.

Part-Time Academic-Year Employment
There are many opportunities for part-time academic-year employment. The largest is the Federal Student Employment Program, which provides dozens of employment opportunities for students on campus as well as in the community. Career Development also posts part-time positions that do not require a financial aid awards.

Graduate and Professional School Planning
As a complement to faculty advising, Career Development assists students in clarifying goals for further education, identifying graduate programs, applying for admissions tests, reviewing graduate application essays, and locating sources of scholarships. Students are encouraged to begin this process as soon as they have identified career goals. A special handout of resources and websites for the graduate admissions process is available in the Career Business Center.
Professional Employment
Career Development assists students in refining their résumés, cover letters, interviewing skills, and job search strategies. In addition to the hundreds of full-time postings available through the Chatham College Central website, students have direct access to hundreds of regional and national employers through various job fair and networking events. An annual calendar of these events is available at Career Development.

Educational Enrichment/Learning Center
The Learning Center provides Chatham students with comprehensive services designed to enhance academic achievement. Professional specialists tutor in writing and mathematics. In addition, peer tutoring and computer-aided tutorials are available to support every course offered at the College. Designed in conjunction with the staff and faculty of the College, the programs offered by the Learning Center complement and support the College’s curriculum.

Academic Skills Programs
Students wishing to strengthen their academic skills may set up individual appointments or attend workshop sessions offered by the Educational Enrichment/Learning Center staff. Topics include test-taking, textbook mastery, procrastination control, time management, and note-taking. Diagnostic inventories such as the Learning and Study Strategies Inventory are available for students who wish to assess their strengths and weaknesses.

In addition, first-year and sophomore students may enroll in Transitions: Essential Skills for Success @ Chatham, a course designed to provide academic skills practice in the context of each student’s individual academic program.

The Center also administers the FAST (Fresh Approach to Study) and REACH (REassessing Academic CHallenge) programs, designed for students on academic probation.

Supplemental Instruction (SI) is available in writing, chemistry, biology, mathematics, and other selected courses.

Act 101 Program
The Act 101 Program is housed in the PACE Center. The program, funded by the Pennsylvania Department of Education, is designed to provide additional tutoring, academic counseling, and cultural enrichment to students from Pennsylvania who qualify and show academic promise. The Act 101 Program addresses student needs by providing individualized tutoring and academic counseling, academic support groups, and opportunities to participate in leadership conferences, workshops, seminars, cultural events, and other student development activities.

Services for Students with Disabilities
Academic accommodations for students with diagnosed disabilities are coordinated by the assistant dean of the PACE Center. Students present their docu-
mentation and arrange for reasonable accommodations at the beginning of each new term in which they are enrolled. The Center also provides accommodations such as texts on tape, distraction-limited testing, and peer note-takers for students who qualify. In addition, for students who suspect the presence of a disability but have not yet been tested, referrals for off-campus diagnostic testing are provided through PACE.

**Computer Resources**

Computer use is encouraged in all disciplines at Chatham. The main office of the Information Technology (IT) department is located in the Jennie King Mellon Library. A department of the Information Services Group, IT provides access to the College hardware, software, and network. All registered students receive network user IDs, file and printing services, e-mail, and computer mediated course environment accounts. Full- and part-time staff are available to answer technology related questions at the Help Desk or User Consultant station located in each public lab. Both PCs and Macintosh computers are available in public computing spaces.

IT staff regularly offers trouble-shooting sessions and training classes on frequently used software programs. Campus computer and information resources may be accessed through the Internet or from various on-campus locations. Each residence hall and most classroom buildings have computer clusters. Public labs have scanning stations, specialized software, and CD burners for use by registered students.

All residence hall rooms and faculty and administrative offices have direct Internet and LAN connectivity. Students who live in on-campus residence halls including Chatham Apartments may bring their computers and receive assistance connecting to the campus LAN and the Internet.

Students benefit from faculty using “smart” classrooms and other technology supports for teaching and learning.

The College media center also has a cluster of Macintosh computers in the Media Center. Sun and Silicon Graphics Workstations and two more clusters of Windows-based PCs are located in Buhl Hall. The art program offers Power Macintosh computing in the design studio.

**The Jennie King Mellon Library**

The Jennie King Mellon Library, a department of the Information Services Group, serves the Chatham community as a primary research, study, and resource center. Students may access the library’s collections through networked computer reference stations in the library and from other Internet accessible computers in residence halls and off campus. The collection includes nearly 100,000 volumes, 7,000 current periodical titles and databases, many of which are available online, and hundreds of microforms, software programs, and audio and video tapes. The library offers a wide variety of information and instructional services,
including access to on-line and CD-ROM databases, virtual reference service, interlibrary loans, database searching workshops, course-related instruction, and individual research consultations.

During library hours, professional librarians are available to answer questions, help with research papers or projects, and show students how to find and use library and other information sources. Chatham students also have access to the vast collections of colleges and universities in the Pittsburgh area through the library’s participation in regional library consortia.

**Office of International Programs**

Chatham College believes that providing students with a strong global perspective is critical as the world becomes ever more technologically and economically interconnected. Our commitment to internationalizing the campus has an across the curriculum approach, providing curricular and co-curricular experiences on campus and abroad, and involving all students regardless of major and all faculty regardless of discipline or teaching area.

As the center for Chatham’s international activities, the Office of International Programs provides learning opportunities and services that foster cross-cultural awareness, facilitate intercultural communications, and enhance knowledge of world cultures and societies.

The role of the Office is to:

- Provide opportunities abroad for students, faculty, and staff
- Administer Chatham Abroad
- Plan and develop new international opportunities
- Develop and maintain links with colleges and universities abroad
- Support the internationalization of the curriculum
- Assist the faculty in their internationalization efforts
- Maintain study abroad resource materials
- Provide assistance to international students and scholars
- Organize or assist with the organization of the Global Focus program and other co-curricular programs
- Coordinate international fellowship and scholarship opportunities

For more information, please contact us at 412-365-1159.

**Pennsylvania Center for Women, Politics, and Public Policy**

The Pennsylvania Center for Women, Politics, and Public Policy was established at Chatham College in 1998 through the generosity of The Hillman Foundation, Inc. The Center focuses specifically on women’s political involvement in Pennsylvania. The Center seeks to increase the level of political participation of women in Pennsylvania through its mission of education, public service, and research. The Center coordinates training programs in applied politics, offers educational programming, and conducts research on women in politics in Penn-
Academic Resources and Services

The Center engages women in experiential learning activities including internships, mentoring programs, advocacy work, and volunteer activities.

The Center’s activities have included:

- Public leadership seminars for College women;
- Political training programs for women throughout Pennsylvania;
- Candidate training for county government candidates;
- A scholar in residence program;
- Volunteer and advocacy work;
- An electronic mentoring program for young women;
- Scholarly lectures;
- Data collection about women in local politics in Pennsylvania; and,
- NEW Leadership Pennsylvania – a public leadership training program for college women throughout Pennsylvania.

For more information or to participate in Center activities, contact the executive director at 412-365-1892.

Regional Women’s Initiative

The Regional Women’s Initiative (RWI), a project of the Pennsylvania Center for Women, Politics, and Public Policy, was launched in the spring of 2005. With a focus on the ten-county region of southwestern Pennsylvania, RWI seeks to advance the status of women through its mission of increasing public awareness of gender disparity and empowering women to change the status quo on issues including equity in political representation, economic status and health. The work of RWI includes a virtual women’s center, a network of women leaders and data on women’s status in the region as well as public programs and strategic partnerships that provide training and empowerment opportunities.

The Rachel Carson Institute (RCI)

Continuing the legacy of Chatham’s most distinguished alumna, the Rachel Carson Institute strives to advance the understanding that all living things on Earth are linked, bound by systems and cycles that are both interdependent and currently at risk. The Institute was founded in 1989 as the environmental education and outreach arm of the College to promote awareness and understanding of current environmental issues through public symposia and educational programs. Carson, through her publication of Silent Spring, alerted the world to the dangers of chemical contamination of biological systems – both in the natural world and in humans. Her work led to the establishment of the United States Environmental Protection Agency, the banning of DDT, and the groundswell of public opinion that formed the modern environmental movement. The Institute’s programming falls on three areas: women’s environmental concerns and leadership in environmental policy, environmental education programs for youth, and campus-based programs for environmental stewardship and campus sustainability.
Women and the Environment
As consistent with the mission of a women’s college, the Institute’s programs on women and the environment are concerned with promoting a gendered perspective on environmental issues and developing women’s leadership in environmental policy making. Women and women’s perspectives are typically marginalized in positions of power in institutions with the greatest impact on the environment – national governments, corporations, and international financial institutions. Yet, women have mobilized communities, challenged conventional scientific understanding, developed new methods of documenting harm, and offered leadership in environmental transformation.

The WASTE Summit: Women Assessing the State of The Environment
Held in 2001, the summit brought together women from across the country to build a common agenda, share strategies, and forge a strong constituency for a new U.S. domestic and foreign policy agenda. Summit participants produced a status report on U.S. environmental policy since the United Nations Earth Summit 1992 to lobby for change on national and international levels. These recommendations were taken to the United Nations World Summit on Sustainable Development (UN Earth Summit) 2002.

Women’s Environmental Leadership and Legacy (WELL)
WELL is an interactive, multimedia exhibit that explores the role and legacy of 50 women leaders of the environmental movement worldwide. It tells the story of environmental change over time and women’s leadership in organizing communities, shaping policy, and generating new science to defend the Earth and human health. It is hosted on the RCI’s website at http://www.chatham.edu/rci/well/well.html.

Rachel Carson Leadership Award
This is a biennial award given by Chatham to recognize women who have made significant contributions to the environmental arena. Past recipients include Teresa Heinz ’95, Theo Colburn ’97, Maya Lin ’99, and Sandra Steingraber ’01.

Environmental Education Programs for Youth
Each year, in conjunction with local or national environmental groups, the Institute hosts a variety of educational programs for middle and high school students to provide education on current environmental issues and to encourage them to become actively involved in the movement toward a healthier, more sustainable global environment.

Chatham eColleg-ie
Chatham eColleg-ie is sponsored by the RCI and Green Horizons, the campus student environmental group. It is a long-term project designed to make the campus community more environmentally responsible through improved recycling systems, increased energy efficiency, and overall waste reduction.

For a list of programs and projects, visit the website at www.chatham.edu/rci.
Service-Learning and Community Service
Service-Learning and Community Service are integral parts of student life at Chatham. Resources include information on local, national, and international volunteering sites; “Year of Service” opportunities such as Americorps, the Peace Corps, and Teach for America; and contacts for the off-campus community service Federal Student Employment Program including the America Reads/America Counts tutoring program. New resources include listings of service-based scholarships, grants, and fellowships. Additional information about service opportunities is available at www.collegecentral.com/chatham.

There are also many ongoing service opportunities at Chatham, including seasonal blood drives, various food and clothing drives, Girl Scouts science and math mentoring program, United Way Campaign, and Alternative Spring Break trip. Students may also get involved in community service through Chatham student organizations or the Woodland Hall Community Service Floor, a small residential community-building program.

Chatham sponsors special Community Service events throughout the academic year, such as the Day of Service, a Family Weekend service project, and service in honor of the Martin Luther King, Jr., holiday.

Service is also an increasingly integral part of the academic life of the campus, as a growing number of faculty weave service into the fabric of the classroom. Many Chatham courses include a service component to combine practical learning experiences and research with opportunities for meaningful reflection.

Carriage House Children’s Center, Inc.
In the spring of 2004 Chatham College re-established a partnership with the Carriage House Children’s Center, Inc. (CHCC). CHCC was originally located on campus and in 1986 moved to its present location at 5604 Solway Street, only a short walk from Chatham. CHCC provides quality education and childcare for children ages six weeks through kindergarten, as well as an after-school program. CHCC serves as a laboratory school for Chatham College programs that center on early childhood education and development. Students are encouraged to consult with the appropriate faculty or staff to learn about the many opportunities for Chatham students to become involved at CHCC.