

2017-2018 UNDERGRADUATE COLLEGE CATALOG



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GENERAL INFORMATION

PEIRCE COLLEGE

1420 Pine Street
Philadelphia, PA 19102-4699

Toll free: 888-467-3472, ext. 9000
Fax: 215-670-9366

Email: info@peirce.edu
Online: www.peirce.edu
Portal: my.peirce.edu
Blog: blog.peirce.edu

SCHOOL CLOSING INFORMATION

School closing and delayed openings will be announced on:
KYWSchools.com, CBS3, NBC 10, 6 ABC, and FOX 29
my.peirce.edu
Twitter: @PeirceCollege
Facebook: Peirce College

Students may also sign up to receive text message alerts from the college. More information can be found on the My Info tab of the my.peirce.edu portal.

PEIRCE COLLEGE IS AN EQUAL OPPORTUNITY INSTITUTION.

Peirce College is an Equal Opportunity Institution. The College is committed to ensuring equal opportunity in all employment decisions, policies, and practices, and in connection with all educational programs and activities (including but not limited to recruitment, admissions, access to programs and course offerings, counseling, financial aid and scholarships, employment, use of facilities, and College-sponsored extracurricular activities).

The College will not engage in or tolerate unlawful discrimination, harassment, or retaliation on the basis of race, gender, ethnicity, religion, a religious group's actual or perceived shared ancestry or ethnic characteristics, age, national origin, color, disability, marital status, familial status, veteran status, ancestry, genetic characteristics, pregnancy, childbirth, or medical conditions related to pregnancy or childbirth, creed, citizenship, sexual orientation, gender identity or expression, military status, or any other protected classifications in its employment, admissions, programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and other applicable statutes and College policies.

The College's Policy on equal opportunity supports and is consistent with the College's commitment to enhancing diversity and inclusiveness. Diversity & Inclusion is broader than our commitment to equal opportunity associated with the protected classifications identified under local, state, or federal law. Diversity & Inclusion embraces diverse experiences, perspectives, ideas, styles, and affiliations as well as fosters an inclusive environment. We believe that we are much stronger as a College as a result of enriching our diversity and creating a culture that promotes inclusion. We strive to ensure that our policies and practices are respectful of diversity and inclusion.

We strive to ensure that we have policies and practices, which are respectful of diversity and inclusion. Inquiries or complaints relating to equal opportunity for prospective or current students may be directed to the Vice President, Human Resources/Chief Diversity & Inclusion Officer, who is available at the Human Resources Department, 3R Alumni Hall, 215-670-9328.

If a prospective or current student believes he or she requires a reasonable accommodation or has a question regarding educational services, activities, programs, or facilities that are accessible to or usable by students with disabilities, please contact the Facilitator, Perkins Grant/Student Disability Services Coordinator, who is available at the Mary W. Walker '33 Center for Academic Excellence, 2 Alumni Hall, 215-670-9251.

GENERAL INFORMATION

PEIRCE COLLEGE ACCREDITATION

Peirce College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA, 19104, phone 267-284-5000. The Commission on Higher Education is one of the six regional accrediting bodies in the United States. The Commission is recognized by the U.S. Secretary of Education and by the Council on Higher Education Accreditation (CHEA) to accredit degree-granting institutions that offer one or more post-secondary educational programs of at least one academic year in length in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico and the Virgin Islands, including distance education and correspondence education programs offered at those institutions. The Commission provides college accreditation to each institution as a whole, rather than specific programs at institutions.

Degree Program Accreditations and Approvals:

Some degree programs have earned specific accreditations and approvals. Peirce College accreditation includes the bachelor of science and associate in science degree programs and the Certificate of Proficiency in Paralegal Studies, which are recognized and approved by the American Bar Association (ABA).

The Accreditation Council for Business Schools and Programs (ACBSP) accredits the Peirce College Associate and Bachelor of Science degrees in Business Administration and the Bachelor of Science degree in Accounting.

The Peirce College Associate in Science in Health Information Technology and Bachelor of Science in Health Information Administration degree programs are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

The Society of Human Resource Management (SHRM) recognizes full alignment between the SHRM HR Guidelines and the Bachelor of Science in Human Resource Management curriculum at Peirce College.

DISCLAIMER

This Catalog is not a contract and is for informational purposes only. The College reserves the right, in its sole discretion, to update, revise, amend, discontinue, withdraw, suspend, modify, interpret, or make changes of any nature to this document as well as to any other policies, procedures, or programs of the College including, without limitation, with respect to the College's degree and non-degree academic programs of study, offerings, and requirements, departments, courses, announcements, class hours and schedule, academic calendar dates, tuition rates, fee schedules, financial aid offerings, minimum charges applicable under its refund policy and/or graduation requirements, at any time, with or without prior notice to any current or prospective student or employee or any other person. The most up-to-date catalog information can be found at www.peirce.edu.

MISSION STATEMENT

We equip adult learners, in a personalized, student-centered environment, to achieve their goals and successfully fulfill workforce needs.

GENERAL INFORMATION

PEIRCE INSTITUTION-WIDE LEARNING OUTCOMES

A Peirce College undergraduate will be able to:

1. Communicate clearly and effectively both orally and in writing
 2. Solve problems using critical, analytical, and quantitative skills
 3. Demonstrate up-to-date knowledge, skills, and methods in one's discipline
 4. Demonstrate information literacy
 5. Use information technology proficiently and responsibly
 6. Identify and respond to ethical issues in the workplace and the community
-

PEIRCE COLLEGE CORE VALUES

Encourage the pursuit of learning and growth.

We believe in the value of a quality education and embrace the lifelong benefits of personal and professional growth. We lead through effective teaching, coaching, mentoring, and tutoring, which empower people to achieve their goals and realize their full potential.

Make a difference through the delivery of exceptional customer service.

We are dedicated to consistently delivering the highest standard of total service to our internal and external customers. We accomplish this by anticipating and satisfying our customers' needs through caring and individualized attention that leads to an overall positive experience.

Play as a team; be a responsible partner in the process.

We foster a collaborative and cooperative approach to our work and expect each person to support the goals and mission of the team, and be accountable in promoting the standards of the College.

Open our minds to exploring new ideas and better ways of doing work.

We embrace changes in the marketplace and take calculated and appropriate risks to develop new and different ways to improve the processes and outcomes.

Work with passion and determination; be proactive.

We are a professional community with great heart and spirit. We demonstrate passion for people, for education, for the Philadelphia region and the pursuit of lifelong learning. We are committed to being successful and take initiative in the relationships and partnerships we create.

Engage others in open communication listen and build honest relationships.

We maintain open lines of communication conducive to creating productive work relationships that support and advance our mission and our culture.

Respect others and expect the same.

We are relationship oriented and believe that respect is a cornerstone of building healthy and positive experiences. We bring a high level of respect, professionalism, and courtesy to our day-to-day interactions with others.

Embrace and promote diversity.

We are an inclusive organization that values the uniqueness of students, alumni, faculty, staff, and the communities we serve. We firmly believe that diversity adds richness to the Peirce College experience for all.

Demonstrate flexibility and adapt to change.

We are responsive to the changing needs of our students, alumni, faculty, staff, and communities, while maintaining consistently high standards.

GENERAL INFORMATION

DEGREE PROGRAM INFORMATION

Peirce College provides relevant, practical degree programs that educate students to work in an ever-changing economy. Advisory group meetings are held on a regular basis with industry leaders to ensure that Peirce College degree and certificate programs are current with the demands of the market. In order to be responsive to those demands, Peirce College reserves the right to update degree requirements without notification. The degree requirements published at the time of admission to the College guarantees the maximum number of credit hours a student will be required to take to complete a degree and/or certificate program.

BACHELOR OF SCIENCE AND ASSOCIATE IN SCIENCE DEGREE PROGRAMS

Peirce College offers the following degree programs:

Associate Degrees

- Business Administration
- Criminal Justice Studies
- General Studies
- Health Information Technology
- Information Technology
- Paralegal Studies

Bachelor's Degrees

- Accounting
- Business Administration with concentrations in
 - Entrepreneurship/Small Business Management
 - Management
 - Marketing
- Criminal Justice Studies
- Healthcare Administration
- Health Information Administration
- Human Resource Management
- Information Technology with concentrations in
 - Networking, Administration, and Security
 - Programming and Application Development
- Organizational Leadership
- Legal Studies in Business
- Paralegal Studies
- Technology Management

A minimum of 61 credits is required to complete any associate degree program. A minimum of 121 credits is required for any bachelor's degree program. Most courses are offered in accelerated day, evening, on site, and online delivery options.

CERTIFICATES OF PROFICIENCY

Peirce students may earn certificates of proficiency in Paralegal Studies and Medical Coding.

GENERAL INFORMATION

OUTCOMES-BASED CURRICULUM

Peirce College offers an outcomes-based curriculum. For each course and for each degree program, faculty members have identified the specific outcomes students are expected to achieve. Course outcomes include the skills, competencies, and knowledge that indicate a student has mastered a subject. Program outcomes, as well as the outcomes of the core curriculum, are demonstrated in the capstone courses in all programs and concentrations. In order to graduate from the College, each student must demonstrate competency of those outcomes identified for his/her degree program.

COURSE DELIVERY OPTIONS

Peirce provides practical, high quality degree programs where most courses are taught in an accelerated format. Three-credit courses are 8 or 15 weeks in length in the fall and spring terms and 7 or 14 weeks in length in the summer term. Courses are offered in three interchangeable formats:

On campus in Center City, Philadelphia, PA; on site at company and community locations throughout the region; and online through distance learning. Peirce Fit[®] courses allow students to choose week to week to attend class on campus or online. Peirce also offers select courses in an intensive format. Intensive courses are accelerated courses that generally take place online over three weeks. Students should refer to the student policies for intensive courses that are listed in the catalog. Peirce also offers a bachelor's degree in Information Technology with a concentration in Networking, Administration, and Security through Competency Based Education (CBE). All formats use the same professors and curricula, and promote the same learning outcomes.

Regardless of the delivery format, all courses include 45 hours of direct faculty instruction and 90 hours of out of class work.

ON CAMPUS AND ON SITE CLASSES

Seven and eight week classes scheduled to meet on campus or on site meet for 28 and 32 hours of "in person" instruction, respectively. Classes that meet on campus or on site typically meet once per week for four hours. In accordance with the federal definition of credit hour, a three-credit course represents the equivalent of 45 hours of direct faculty instruction and 90 hours of out of class student work. Direct faculty instruction is instruction led by faculty teaching a course. Out of class student work is all work a student completes on his or her own, which includes preparatory work for class.

ONLINE CLASSES

Online classes are designed to include 45 hours of direct faculty instruction and 90 hours of out of class student work where all class work is completed online. Students will have deadlines throughout the course that they are expected to meet, usually on a weekly basis. Although delivered asynchronously, online courses may require participation in group meetings or phone conferences with faculty at specified times. For technology requirements, please refer to the Computer/Internet Requirements for Students policy, which appears in SECTION I.

For additional information, please visit our website at <http://www.peirce.edu> or contact the Admissions Office at 888-467-3472, extension 9000.

GENERAL INFORMATION

WRITING INTENSIVE COURSES

Because excellent written communication skills are essential for both academic and professional success, Peirce College has designated certain required courses as Writing Intensive. Writing Intensive courses are offered across the curriculum as an integral part of all degree requirements. Writing Intensive courses contain a variety of writing assignments that will help students master the course content while developing critical thinking, writing, and reading skills. A Writing Intensive course is designed to integrate the teaching of writing with the teaching of specific subject matter in a particular field or discipline. These courses approach writing as a process of planning, drafting, revising, and editing. Students should refer to the course descriptions for the writing intensive course designation.

COMPETENCY BASED EDUCATION (CBE)

CBE students follow the same curriculum as our traditional, accelerated model, but courses are broken down into competencies. Students work through the courses on their own pace and time. Learning materials are provided and activities are outlined in the online course environment. Students are responsible for working with a coach and faculty members to master the material and then complete the end-of-course assessment to demonstrate mastery of a competency by earning a grade of "B" or above. Students earn three college credits for the successful completion of each competency-based course.

GENERAL EDUCATION

MISSION STATEMENT

General Education provides an academic and professional foundation by facilitating intellectual discovery, personal and professional growth, academic readiness, and the desire for lifelong learning and success.

VISION STATEMENT

The General Education faculty established the Core Curriculum in support of Peirce College's degree programs to strengthen critical, analytical, and quantitative skills with courses in the social sciences, humanities, mathematics, sciences, communication, and the arts.

GOALS

The Core Curriculum advances the institution-wide learning outcomes listed on page 3.

CORE CURRICULUM

The purpose of core courses is to expose students to a variety of the crucial building blocks needed in all fields of study.

For associate degree programs the Core Curriculum consists of:	
Number of Courses	Course Subject
3	English/Communication courses (Required: ENG 101 English Composition, ENG 103 Rhetoric and Research, and COM 112 Speech Communication)
1	Mathematics course (Required: MAT 101 Introduction to College Mathematics)
1	Humanities course (Required: HUM 102 Introduction to Ethics)
1	Social Science course
1	Science course
1	Technology course (Required: BIS 111 Application Software Fundamentals)
1	General Education course

See page 8 for a listing of general education courses.

For bachelor's degree programs, the Core Curriculum consists of:	
Number of Courses	Course Subject
4	English/Communication courses (Required: ENG 101 English Composition, ENG 103 Rhetoric and Research, and COM 112 Speech Communication)
2	Mathematics courses (Required: MAT 101 Introduction to College Mathematics)
2	Humanities courses (Required: HUM 102 Introduction to Ethics)
2	Social Science courses
2	Science courses
1	Technology course (Required: BIS 111 Application Software Fundamentals)
1	General Education course

Students should discuss Core Curriculum choices with their Academic Advisor. Not all core courses are offered every session. See the Course Schedule for class offerings.

GENERAL EDUCATION

2017-2018 Core Curriculum Courses

ENGLISH/COMMUNICATIONS CORE AREA			
Course No.	Course Name	Prerequisites	Credits
COM 112	Speech Communication		3
COM 202	Intercultural Communication	C or above in ENG 101	3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
COM 345	Advanced Communication Skills	ENG 101 and one ENG /COM	3
ENG 101	English Composition	C or above in ENG 010 or placement into college-level English	3
ENG 103♦	Rhetoric and Research	ENG 101	3
ENG 202	Introduction to Literature	C or above in ENG 101	3
ENG 205	American Literature	C or above in ENG 101	3
ENG 325	Shakespeare in Context	C or above in ENG 101	3
ENG 330	Contemporary Literature	C or above in ENG 101	3

♦Writing Intensive Course

HUMANITIES/HISTORY CORE AREA			
Course No.	Course Name	Prerequisites	Credits
HUM 102	Introduction to Ethics	ENG 103	3
HUM 104	Critical Thinking and Reading		3
HUM 105	World Religions		3
HUM 107	Gender Issues		3
HUM 108	Introduction to the African American Experience		3
HUM 226	The History of 20th Century Art		3
HUM 275	Leadership and the Humanities	ENG 101	3
HUM 300	The Great Thinkers		3
HUM 400	Western Intellectual History	60 credits including ENG 101 and one upper-level general education course	3
HIS 105	U.S. History I		3
HIS 106	U.S. History II		3
HIS 250	Global Cultures I		3
HIS 260	Global Cultures II		3
HIS 320	African Civilizations		3

MATHEMATICS CORE AREA			
Course No.	Course Name	Prerequisites	Credits
MAT 101	Introduction to College Mathematics	C or above in MAT 010 or placement into college-level mathematics	3
MAT 102	College Algebra	C or above in MAT 010 or placement into college-level mathematics	3
MAT 109	Statistics I	C or above in college-level mathematics	3
MAT 210	Statistics II	C or above in MAT 109	3
MAT 213	Calculus I	C or above in MAT 102	3
MAT 214	Calculus II	MAT 213	3
MAT 355	Logical Reasoning	Any 100 or 200-level math course	3
MAT 370	Applied Discrete Mathematics	C or above in MAT 102	3

GENERAL EDUCATION

2017-2018 Core Curriculum Courses

SCIENCE CORE AREA			
Course No.	Course Name	Prerequisites	Credits
SCI 105	Exploring in Science of Life		3
SCI 115	General Physics		3
SCI 220	The Physical World		3
SCI 240	Anatomy and Physiology I		3
SCI 250	Anatomy and Physiology II	SCI 240	3
SCI 270	Pathophysiology	HIT 101 and SCI 240	3
SCI 330	Environmental Science	ENG 103	3

SOCIAL SCIENCE CORE AREA			
Course No.	Course Name	Prerequisites	Credits
ECO 101	Macroeconomics		3
ECO 102	Microeconomics		3
ECO 340	International Economics	C or above in ECO 101 and ECO 102; MAT 102, MAT 109, and MAT 210 are recommended	3
ECO 350	Managerial Economics	C or above in ECO 101 and ECO 102; MAT 102, MAT 109, and MAT 210 are recommended	3
PSC 101	Introduction to American Government		3
PSC 255	Politics in Industrializing Countries		3
PSC 301	Comparative Government		3
PSY 101	Introduction to Psychology		3
PSY 270	Abnormal Psychology	PSY 101	3
SOC 101	General Sociology		3
SOC 240	Sociology of Behavior and Illness		3

TECHNOLOGY CORE AREA			
Course No.	Course Name	Prerequisites	Credits
BIS 111	Application Software Fundamentals		3
BIS 322	Intermediate Office Applications	BIS 111	3

BUSINESS DIVISION

Bachelor of Science in Accounting 2017-18 Curriculum

The Accounting degree program is part of the Business Division

BUSINESS DIVISION MISSION STATEMENT

Through stimulating, high-quality, and career-relevant programs, the Peirce College Business Division offers students a thorough grounding in fundamental business and management practices; prepares them to assume leadership roles in the workplace and society; and equips them to meet their career and educational goals.

BUSINESS DIVISION VISION STATEMENT

The Business Division at Peirce College will provide a nationally recognized program in business education for undergraduate students and selected programs of graduate study. The programs of study will be distinguished by the personalized attention accorded to students, an integrated and contemporary curriculum, and the dedication of the faculty to creating challenging, pertinent academic and practical experiences, and thus, facilitating career opportunities for graduates.

ACCOUNTING PROGRAM DESCRIPTION

Peirce College's ACBSP-accredited Bachelor of Science in Accounting degree program will prepare students for employment in accounting firms, businesses, nonprofits, and government. Technical competence and critical thinking skills obtained in this program can lead to a challenging and exciting career in public or private accounting. Graduates from this accounting major will be well prepared for graduate study in accounting, business, and finance.

ACCOUNTING PROGRAM LEARNING OUTCOMES

Graduates of the Accounting program will be able to:

1. Apply generally accepted accounting principles in preparing financial statements for use in business decision making.
2. Integrate knowledge of accounting with information technology in the development of financial decisions.
3. Apply appropriate research methods to the analysis of accounting and financial issues and communicate recommendations.
4. Work in teams to complete projects and solve problems.
5. Assess ethical issues in economic competition and organizational management; make recommendations for resolutions.

BUSINESS DIVISION

Bachelor of Science in Accounting 2017-18 Curriculum (continued)

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ECO 101	Macroeconomics		3
ECO 102	Microeconomics		3
ENG 101	English Composition	C or above	3
ENG 103 ♦	Rhetoric and Research	ENG 101	C or above
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3
SCI	Science Core (choose 2)		6
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
BUS 100	Introduction to Business		3
ACC 101	Accounting Principles	Completion of college-level math with a grade of C or above	C or above
LAW 103	Business Law		3
MKT 101	Introduction to Marketing		C or above
MAT 109	Statistics I	MAT 102	3
ACC 201	Financial Accounting	ACC 101	C or above
ACC 203	Intermediate Accounting I	ACC 201	C or above
ACC 204	Intermediate Accounting II	ACC 203	C or above
ACC 222	Managerial Accounting	ACC 201	C or above
FIN 201	Introduction to Finance	ACC 201	C or above
INT 101	Introduction to International Business and Cultures	BUS 100	3

continued on next page

*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

BUSINESS DIVISION

Bachelor of Science in Accounting 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
MGT 210♦	Applied Management Concepts	BUS 100	C or above	3
ACC 301	Auditing	ACC 204	C or above	3
ACC 325	Taxation	ACC 204	C or above	3
MGT 310	Ethical Leadership	MGT 210 or BUS 250		3
FIN 401	Financial Analysis	FIN 201	C or above	3
ACC 450♦	Accounting Capstone	All 300 and 400-level Accounting and Finance courses	C or above	3
CWE 406 or ELE	Cooperative Work Experience or Elective Course			3
ELE	Electives (choose 7) Recommended ACC 401, ACC 410, MGT 404, ACC 303, MGT 405			21
GEN ED	General Education Core (choose 1)			3
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

♦Writing Intensive Course

BUSINESS DIVISION

Associate in Science and Bachelor of Science in Business Administration 2017-18 Curriculum

BUSINESS DIVISION MISSION STATEMENT

Through stimulating, high-quality, and career-relevant programs, the Peirce College Business Division offers students a thorough grounding in fundamental business and management practices; prepares them to assume leadership roles in the workplace and society; and equips them to meet their career and educational goals.

BUSINESS DIVISION VISION STATEMENT

The Business Division at Peirce College will provide a nationally recognized program in business education for undergraduate students and selected programs of graduate study. The programs of study will be distinguished by the personalized attention accorded to students, an integrated and contemporary curriculum, and the dedication of the faculty to creating challenging, pertinent academic and practical experiences, and thus, facilitating career opportunities for graduates.

BUSINESS ADMINISTRATION PROGRAM DESCRIPTION

Peirce College's ACBSP-accredited degrees in Business Administration will prepare students for employment in public and private sectors. Critical thinking and problem solving skills obtained in this program may lead to positions of responsibility in manufacturing, service industries, health care, and governmental agencies. Graduates from the business administration bachelor's level can apply for graduate studies in business and related fields.

BUSINESS ADMINISTRATION PROGRAM LEARNING OUTCOMES

Graduates of the Business Administration program will be able to:

1. Apply business principles including accounting, finance, management, and marketing to business situations.
2. Integrate information technology proficiently in the analysis of problems and the development of solutions for business situations.
3. Apply appropriate research methods to the analysis of business issues and communicate recommendations.
4. Work in teams to complete projects and solve problems.
5. Assess ethical issues in economic competition and organizational management; make recommendations for resolutions.
6. Apply principles fundamental to the discipline of a chosen Business Administration concentration.

BUSINESS DIVISION

Associate in Science in Business Administration 2017-18 Curriculum

The Associate in Science in Business Administration offers its students a foundation of academics and business principles that will help them develop as business professionals. With practical application an important part of the Peirce College education model, many students are able to adapt classroom learning to the workplace quickly. Associate degree graduates at Peirce College are strongly encouraged to continue their education and complete the bachelor's degree, opening the door to higher levels of responsibility. Those interested in pursuing a Peirce College bachelor's level Business Administration concentration should consider the following courses when selecting associate level electives:

Entrepreneurship/Small Business Management: ENT 200, ENT 225, ENT 280

Management: INT 101, MGT 204

Marketing: MKT 202, MKT 204, MKT 208

Please consult with your academic advisor when developing the best schedule for your needs and interests.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
ECO 101	Macroeconomics		3
ENG 101	English Composition	C or above	3
ENG 103 ♦	Rhetoric and Research	ENG 101 C or above	3
HUM 102	Introduction to Ethics	ENG 103	3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3
SCI	Science Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			28

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
BUS 100	Introduction to Business		3
ACC 101	Accounting Principles	Completion of college-level math with a grade of C or above C or above	3
ACC 201	Financial Accounting	ACC 101 C or above	3
ECO 102	Microeconomics		3
FIN 201	Introduction to Finance	ACC 201 C or above	3
LAW 103	Business Law		3
MKT 101	Introduction to Marketing	C or above	3

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*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

BUSINESS DIVISION

Associate in Science in Business Administration 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
BUS 250♦	Associate Business Capstone Course	BUS 100, ACC 201, ECO 101, ECO 102, MKT 101	C or above 3
CWE 104 or ELE	Cooperative Work Experience or Elective Course		3
ELE	Recommend Business Elective - Focus Option (choose 2) <i>See list on previous page</i>		6
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:			33
MINIMUM TOTAL CREDITS:			61

♦*Writing Intensive Course*

BUSINESS DIVISION

Bachelor of Science in Business Administration 2017-18 Curriculum

Peirce College offers a general Bachelor of Science in Business Administration that provides students with a customizable way to align more closely the acquisition of business knowledge with career needs and personal interests. This approach can accommodate previous experience and can enable the exploration of ways that business, society, and technology intersect within the global economy. Students of the general Business Administration bachelor's degree benefit from its solid base of academic and business fundamentals, as well as its ability to facilitate a more personalized academic journey through the selection of general education and business electives.

Please consult with your academic advisor when developing the best schedule for your needs and interests.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ECO 101	Macroeconomics		3
ECO 102	Microeconomics		3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3
SCI	Science Core (choose 2)		6
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

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**Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.*

♦Writing Intensive Course

BUSINESS DIVISION

Bachelor of Science in Business Administration 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement	Prerequisites	Grade	Min. Credits	
BUS 100	Introduction to Business		3	
ACC 101	Accounting Principles	Completion of college-level math with a grade of C or above	3	
LAW 103	Business Law		3	
MKT 101	Introduction to Marketing	C or above	3	
ACC 201	Financial Accounting	ACC 101	3	
ACC 222	Managerial Accounting	ACC 201	3	
FIN 201	Introduction to Finance	ACC 201	3	
BUS 250♦	Associate Business Capstone Course	BUS 100, ACC 201, ECO 101, ECO 102, MKT 101	3	
MAT 109	Statistics I	MAT 102	3	
HRM 201♦	Human Resource Management	BUS 100	3	
MGT 310	Ethical Leadership	MGT 210 or BUS 250	3	
MKT 401	Marketing Management	MKT 101	3	
FIN 401	Financial Analysis	FIN 201	3	
MGT 404	Operations Management	MGT 210 or BUS 250, and MAT 109	3	
BUS 450♦	Policy and Strategy Formulation	MGT 210 or BUS 250, FIN 401, and MGT 404	3	
BUS ELE	Business Elective Courses (choose 5)		15	
ELE	Elective Courses (choose 5)		15	
GEN ED	General Education Core (choose 1)		3	
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:			78	
MINIMUM TOTAL CREDITS:			121	

♦Writing Intensive Course

BUSINESS DIVISION

Bachelor of Science in Business Administration with a Concentration in Entrepreneurship/Small Business Management 2017-18 Curriculum

Students in the bachelor's level Business Administration degree with a concentration in Entrepreneurship/Small Business Management will be equipped with the skills necessary for success. This concentration has a strong foundation in business basics like finance and marketing and has an emphasis on the entrepreneur's and small business owner's unique challenges. Students will learn the techniques necessary for a successful startup, including capitalization, business plan development, competitive intelligence gathering, and launch plans. Students will learn the key success factors from experienced faculty who have owned or managed small businesses.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ECO 101	Macroeconomics		3
ECO 102	Microeconomics		3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3
SCI	Science Core (choose 2)		6
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

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**Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.*

♦Writing Intensive Course

BUSINESS DIVISION

Bachelor of Science in Business Administration with a Concentration in Entrepreneurship/Small Business Management 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement	Prerequisites	Grade	Min. Credits	
BUS 100	Introduction to Business			3
ACC 101	Accounting Principles	Completion of college-level math with a grade of C or above	C or above	3
LAW 103	Business Law			3
MKT 101	Introduction to Marketing		C or above	3
ACC 201	Financial Accounting	ACC 101	C or above	3
ACC 222	Managerial Accounting	ACC 201	C or above	3
FIN 201	Introduction to Finance	ACC 201	C or above	3
BUS 250♦	Associate Business Capstone Course	BUS 100, ACC 201, ECO 101, ECO 102, MKT 101	C or above	3
MAT 109	Statistics I	MAT 102		3
HRM 201♦	Human Resource Management	BUS 100		3
ENT 200	Introduction to Entrepreneurship	BUS 100		3
ENT 225	Accounting, Finance, and Taxes for Smaller Businesses	ACC 201 and ENT 200		3
ENT 280	Entrepreneurial Marketing	MKT 101 and ENT 200		3
BUS 310	Concepts in e-Commerce	BUS 100 and ENG 103		3
ENT 401	Entrepreneurial Strategies and Tactics	ENT 200, ENT 225, and ENT 280	C or above	3
MKT 401	Marketing Management	MKT 101		3
MGT 310	Ethical Leadership	MGT 210 or BUS 250		3
FIN 401	Financial Analysis	FIN 201	C or above	3
MGT 404	Operations Management	MGT 210 or BUS 250, and MAT 109	C or above	3
BUS 450♦	Policy and Strategy Formation	MGT 210 or BUS 250, FIN 401, and MGT 404	C or above	3
CWE 304 or ELE	Cooperative Work Experience or Elective Course			3
ELE	Elective Courses (choose 4)			12
GEN ED	General Education Core (choose 1)			3
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

♦Writing Intensive Course

BUSINESS DIVISION

Bachelor of Science in Business Administration with a Concentration in Management 2017-18 Curriculum

This concentration will help students develop the skills necessary to recognize, recruit, and manage talent; understand and construct effective organizations; and implement the company's vision and mission. Courses cover state-of-the art management techniques, leadership dynamics and team building, business ethics, and more. Equipped with critical thinking skills and strategic insight, graduates will be assets to employers who desire forward thinking management.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ECO 101	Macroeconomics		3
ECO 102	Microeconomics		3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3
SCI	Science Core (choose 2)		6
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
BUS 100	Introduction to Business		3
ACC 101	Accounting Principles	Completion of college-level math with a grade of C or above	C or above
LAW 103	Business Law		3
MKT 101	Introduction to Marketing		C or above
ACC 201	Financial Accounting	ACC 101	C or above
ACC 222	Managerial Accounting	ACC 201	C or above
FIN 201	Introduction to Finance	ACC 201	C or above
BUS 250♦	Associate Business Capstone Course	BUS 100, ACC 201, ECO 101, ECO 102, MKT 101	C or above

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*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

BUSINESS DIVISION

Bachelor of Science in Business Administration with a Concentration in Management 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement	Prerequisites	Grade	Min. Credits	
MAT 109	Statistics I	MAT 102		3
HRM 201♦	Human Resource Management	BUS 100		3
INT 101	Introduction to International Business and Cultures	BUS 100		3
MGT 204	Production and Operations Analysis	BUS 100		3
MGT 306	Organizational Dynamics	MGT 210 or BUS 250	C or above	3
MIS 302	Project Management	All 100 and 200-level required major courses must be completed or concurrently enrolled		3
MGT 310	Ethical Leadership	MGT 210 or BUS 250		3
MGT 405	Strategic Management	MGT 210 or BUS 250	C or above	3
MKT 401	Marketing Management	MKT 101		3
FIN 401	Financial Analysis	FIN 201	C or above	3
MGT 404	Operations Management	MGT 210 or BUS 250, and MAT 109	C or above	3
BUS 450♦	Policy and Strategy Formulation	MGT 210 or BUS 250, FIN 401, and MGT 404	C or above	3
CWE 104 or ELE	Cooperative Work Experience or Elective Course			3
CWE 304 or ELE	Cooperative Work Experience or Elective Course			3
ELE	Elective Courses (choose 3)			9
GEN ED	General Education Core (choose 1)			3
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

♦Writing Intensive Course

BUSINESS DIVISION

Bachelor of Science in Business Administration with a Concentration in Marketing 2017-18 Curriculum

Students who enter the bachelor's level business degree program with a concentration in marketing can pursue career-track positions in marketing management, advertising, promotions, and public relations. As companies become more competitive in the global business arena, finely honed marketing skills are in great demand. With courses that help develop critical thinking and strategic planning capabilities, the Peirce Marketing concentration will equip graduates with the knowledge and practical insight that employers desire.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ECO 101	Macroeconomics		3
ECO 102	Microeconomics		3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3
SCI	Science Core (choose 2)		6
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
BUS 100	Introduction to Business		3
ACC 101	Accounting Principles	Completion of college-level math with a grade of C or above	C or above
LAW 103	Business Law		3
MKT 101	Introduction to Marketing		C or above
ACC 201	Financial Accounting	ACC 101	C or above
ACC 222	Managerial Accounting	ACC 201	C or above
FIN 201	Introduction to Finance	ACC 201	C or above

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**Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.*

♦Writing Intensive Course

BUSINESS DIVISION

Bachelor of Science in Business Administration with a Concentration in Marketing 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
BUS 250♦	Associate Business Capstone Course	BUS 100, ACC 201, ECO 101, ECO 102, MKT 101	C or above	3
MAT 109	Statistics I	MAT 102		3
HRM 201♦	Human Resource Management	BUS 100		3
MKT 202	Consumer Behavior	MKT 101		3
MKT 204	Advertising Principles	MKT 101		3
MKT 208	Internet Marketing	MKT 101		3
MKT 301	Market Research	MKT 101		3
MKT 305	International Marketing	MKT 101		3
MKT 401	Marketing Management	MKT 101		3
MGT 310	Ethical Leadership	MGT 210 or BUS 250		3
FIN 401	Financial Analysis	FIN 201	C or above	3
MGT 404	Operations Management	MGT 210 or BUS 250, and MAT 109	C or above	3
BUS 450♦	Policy and Strategy Formulation	MGT 210 or BUS 250, FIN 401, and MGT 404	C or above	3
CWE 306 or ELE	Cooperative Work Experience or Elective Course			3
ELE	Elective Course (choose 4)			12
GEN ED	General Education Core (choose 1)			3
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

♦Writing Intensive Course

BUSINESS DIVISION

Bachelor of Science in Human Resource Management 2017-18 Curriculum

HUMAN RESOURCE MANAGEMENT PROGRAM DESCRIPTION

The Peirce College Bachelor of Science in Human Resource Management degree program prepares students for employment in the human resource field and to sit for the Professional in Human Resources (PHR) certification exam administered by the Human Resource Certification Institute (HRCI). Students will translate theoretical concepts into the practical solutions needed to address problems and perform strategically in the field of human resources. The program is aligned with curricular guidelines established by the Society of Human Resource Management (SHRM).

HUMAN RESOURCE MANAGEMENT PROGRAM GOALS

The goal of the Bachelor of Science in Human Resource Management degree program is to prepare Peirce College graduates for employment as successful and effective HR professionals in the competitive, global business community.

HUMAN RESOURCE MANAGEMENT PROGRAM LEARNING OUTCOMES

Graduates of the HRM program will be able to:

1. Demonstrate competency in core business disciplines and the ability to apply this knowledge to human resource management situations.
2. Assess core human resource management policies, procedures, and processes.
3. Evaluate statutory and legal requirements when administering human resource management policies and procedures.
4. Assess human resource management issues in a global context and choose and defend resolutions.
5. Apply appropriate research methods to the analysis of human resource management issues and communicate recommendations.

INSTITUTIONAL REQUIREMENTS				
Requirement	Prerequisites	Grade	Min. Credits	
PRC	PRC 100 or PRC 101*		1	
BIS 111	Application Software Fundamentals		3	
COM 112	Speech Communication		3	
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3	
ECO 101	Macroeconomics		3	
ECO 102	Microeconomics		3	
ENG 101	English Composition	C or above	3	
ENG 103♦	Rhetoric and Research	ENG 101	C or above	3
HUM 102	Introduction to Ethics	ENG 103		3
HUM/HIS	Humanities/History Core (choose 1)			3

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*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

BUSINESS DIVISION

Bachelor of Science in Human Resource Management 2017-18 Curriculum (continued)

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3
SCI	Science Core (choose 2)		6
GEN ED	General Education Core (choose 1)		3

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
BUS 100	Introduction to Business		3
ACC 105	Accounting for Non-Financial Managers	Completion of college-level math with a grade of C or above	3
FIN 105	Finance for Non-Financial Managers	ACC 105	3
MKT 101	Introduction to Marketing	C or above	3
MAT 109	Statistics I	MAT 102	3
MGT 210♦	Applied Management Concepts	BUS 100	3
HRM 201♦	Human Resource Management	BUS 100	3
HRM 306	Managing Employment Law	HRM 201	3
HRM 310	Training Development and Design	HRM 201	3
HRM 330	HR Information Systems	HRM 201	3
HRM 350	Human Capital Management	HRM 201	3
HRM 380	Labor and Employee Relations	HRM 201	3
HRM 395	Total Rewards	HRM 201	3
MGT 310	Ethical Leadership	MGT 210 or BUS 250	3
HRM 410	Organizational Development	HRM 201	3
HRM 420	Global HR and Diversity	HRM 201	3
MGT 404	Operations Management	MGT 210 or BUS 250, and MAT 109	3
HRM 450♦	HRM Capstone	All 300-level HRM courses must be completed	3
CWE 304 or ELE	Cooperative Work Experience or Elective Course (HRM 425 Recommended)		3
ELE	Elective Courses (choose 6)		18
GEN ED	General Education Core (choose 1)		3
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:			78
MINIMUM TOTAL CREDITS:			121

♦Writing Intensive Course

BUSINESS DIVISION

Degree Completion Program: Bachelor of Science in Organizational Leadership 2017-18 Curriculum

The Peirce College Bachelor of Science degree in Organizational Leadership enables students to strengthen the foundation of their academic experience with a curriculum designed to build the knowledge and skills that can lead to opportunities in a range of fields. With a focus on ethics, effective communications, and the dynamic development of organizations, students of Organizational Leadership learn how to leverage resources and apply theories and principles to leadership challenges they may face in their current or future places of employment.

ORGANIZATIONAL LEADERSHIP PROGRAM LEARNING OUTCOMES

Graduates of the Organizational Leadership program will be able to:

1. Apply theory and practice of leadership principles in identifying organizational problems and opportunities and communicate recommendations.
2. Integrate business knowledge with information technology and research methods to facilitate informed decision making.
3. Work in teams to complete projects and solve problems.
4. Assess ethical issues in economic competition and organizational management; make recommendations for resolutions.

The Bachelor of Science in Organizational Leadership is a degree completion program with a curriculum designed to allow students with significant transfer credit to expedite the completion of their bachelor's degree. Students must have completed 45 transferable credits prior to enrollment in this program.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC 101	Peirce College Orientation		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ENG 101	English Composition		3
ENG 103♦	Rhetoric and Research	ENG 101	3
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3
PSY 101	Introduction to Psychology		3
SCI	Science Core (choose 2)		6
SOC SCI	Social Science Core (choose 1)		3
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

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♦Writing Intensive Course

BUSINESS DIVISION

Degree Completion Program: Bachelor of Science in Organizational Leadership 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
BUS 100	Introduction to Business			3
ACC 105	Accounting for Non-Financial Managers	Completion of college-level math with a grade of C or above	C or above	3
FIN 105	Finance for Non-Financial Managers	ACC 105		3
MAT 109	Statistics I	MAT 102		3
MGT 210 ♦	Applied Management Concepts	BUS 100	C or above	3
MIS 205 ♦	Ethical Management of Information Technology			3
HRM 201 ♦	Human Resource Management	BUS 100		3
MGT 306	Organizational Dynamics	MGT 210 or BUS 250	C or above	3
MGT 310	Ethical Leadership	MGT 210 or BUS 250		3
HRM 310	Training Development and Design	HRM 201		3
MIS 302 ♦	Project Management	All 100 and 200-level required major courses must be completed or concurrently enrolled		3
HRM 410	Organizational Development	HRM 201		3
BUS 440	Applied Business Research	MAT 109 and MGT 310	C or above	3
ELE	Elective Courses (choose 13)			39
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

♦Writing Intensive Course

GENERAL STUDIES

Associate of Arts in General Studies 2017-18 Curriculum

GENERAL STUDIES DIVISION PROGRAM DESCRIPTION

The Associate in Arts in General Studies program is designed for students who want a broad educational experience or who need a two-year degree for career advancement. The program features core general education courses including humanities, history, arts, communication, English, social sciences, mathematics, science, and technology. The degree lays the foundation and prepares students for entry into a baccalaureate degree program.

GENERAL STUDIES DIVISION LEARNING OUTCOMES

The goals of the General Studies program are to:

1. Strengthen students' oral and written communication skills
2. Broaden students' social, political, historical, mathematical, and scientific knowledge
3. Refine students' capacity for critical thinking, analysis, and problem-solving in qualitative and quantitative contexts
4. Prepare students for continued work in their chosen academic fields
5. Enrich students' roles in their communities, families, and professions
6. Expand students' understanding of global interconnectivity

INSTITUTIONAL REQUIREMENTS				
Requirement	Prerequisites	Grade	Min. Credits	
PRC	PRC 100 or PRC 101*			1
BIS 111	Application Software Fundamentals			3
COM 112	Speech Communication			3
ENG 101	English Composition	C or above		3
ENG 103♦	Rhetoric and Research	ENG 101	C or above	3
HUM 102	Introduction to Ethics	ENG 103		3
MAT 101	Introduction to College Mathematics			3
SCI	Science Core (choose 1)			3
SOC SCI	Social Science Core (choose 1)			3
GEN ED	General Education Core (choose 1)			3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:				28

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement	Prerequisites	Grade	Min. Credits	
FIN 100	Introduction to Personal Finance			3
HUM 275	Leadership and the Humanities	ENG 103 and HUM 102		3
GEN ED	General Education Core (choose 2)			6
ELE	Elective Courses (choose 7)			21
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				33
MINIMUM TOTAL CREDITS:				61

*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

HEALTH PROGRAMS DIVISION

Bachelor of Science in Healthcare Administration 2017-18 Curriculum

HEALTHCARE ADMINISTRATION MISSION STATEMENT

The Peirce College Bachelor of Science degree in Healthcare Administration will prepare graduates for employment in administrative and management positions in hospitals, ambulatory care settings, healthcare insurance companies, non-profit organizations, and government agencies. The program focuses on developing culturally competent and ethically responsible healthcare leaders capable of managing and improving dynamic healthcare systems.

HEALTHCARE ADMINISTRATION PROGRAM LEARNING OUTCOMES

Graduates of the Healthcare Administration program will be able to:

1. Evaluate major components of the U.S. healthcare delivery system and related organizations
2. Illustrate how socio-cultural, economic, and political factors affect the health of a population
3. Summarize the health policy making process and evaluate current health policy
4. Manage administrative, clinical, and financial systems
5. Demonstrate select project management skills
6. Demonstrate the ability to select and apply appropriate quantitative and qualitative tools for fiscal management
7. Interpret and apply ethical principles relevant to the U.S. healthcare system
8. Use medical vocabulary and identify the structure and function of the human body
9. Interpret management theories and principles and apply them to a healthcare setting
10. Model leadership skills and behavior
11. Analyze data to identify trends that demonstrate quality, safety, and effectiveness of healthcare
12. Apply quality management tools

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals	C or above	3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above 3
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3

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*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

HEALTH PROGRAMS DIVISION

Bachelor of Science in Healthcare Administration 2017-18 Curriculum (continued)

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
SCI 240	Anatomy & Physiology I	C or above	3
SCI 250	Anatomy & Physiology II	SCI 240	3
ECO 101	Macroeconomics		3
ECO 102	Microeconomics		3
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
HIT 100	Medical Terminology		3
HCA 101	Introduction to Healthcare Administration	BIS 111, COM 112, and ENG 101	3
ACC 105	Accounting for Non-Financial Managers	Completion of a college-level math course with a grade of C or above	3
HIT 200	Statistical Applications in Healthcare	Both BIS 111 and SCI 250 with a grade of C or above	3
HCA 210♦	Healthcare Delivery in the US	HCA 101 and ENG 103	3
HIT 218	Healthcare Reimbursement	HCA 101	3
HCA 220	Cultural Competency for Healthcare Professionals	ENG 103	3
HIT 230	Computer Information Systems for Health Information Technology	BIS 111 must be completed with a grade of C or above. HCA 101 must be completed or concurrently enrolled	3
HCA 240	Healthcare Law and Ethics	HCA 210	3
HIA 310♦	Advanced Quality Management and Performance Improvement in Healthcare	All required 100 and 200-level HCA and HIT courses must be completed	3
HCA 320♦	Public and Community Health	HCA 210 and HCA 220	3
HCA 340	Financing Healthcare	ENG 103, HIT 200, and HIT 218	3
HIA 340♦	Healthcare Research Methods	All required 100 and 200-level HCA and HIT courses must be completed	3
HIA 350	Electronic Health Records	All required 100 and 200-level HCA and HIT courses must be completed	3

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♦Writing Intensive Course

HEALTH PROGRAMS DIVISION

Bachelor of Science in Healthcare Administration 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
HIA 480	Strategic Planning and Organizational Development in Healthcare	All 300-level courses must be completed or concurrently enrolled	C or above	3
HCA 460♦	Health Policy	All required 100 and 200-level HCA and HIT courses must be completed	C or above	3
HCA 480	Healthcare Administration Capstone	HIA 340	C or above	3
HCA 490 or ELE	Current Topics in Healthcare or Elective Course			3
ELE	Elective Courses (choose 8)			24
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

♦*Writing Intensive Course*

HEALTH PROGRAMS DIVISION

Associate in Science in Health Information Technology 2017-18 Curriculum

HEALTH INFORMATION TECHNOLOGY MISSION STATEMENT

The Peirce College Associate in Science in Health Information Technology degree program prepares graduates for employment in administrative and managerial positions in hospitals, clinics, managed care organizations, health insurance companies, health marketing firms, pharmaceutical companies, non-profit community-related organizations and associations, government agencies (local, state, and federal), law and consulting firms focused on healthcare issues, and other healthcare regulatory bodies.

HEALTH INFORMATION TECHNOLOGY PROGRAM GOALS

The goal of the Associate in Science in Health Information Technology degree program is to have Peirce College graduates apply sound theory and principles of health information technology based upon the 2012 AHIMA curriculum competencies. The Peirce College Health Information Technology program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

HEALTH INFORMATION TECHNOLOGY PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, graduates will be able to:

1. Apply diagnosis/procedure codes according to current guidelines
2. Evaluate the accuracy of diagnostic and procedural coding
3. Apply diagnostic/procedural groupings
4. Evaluate the accuracy of diagnostic/procedural groupings
5. Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status
6. Verify the documentation in the health record is timely, complete, and accurate
7. Identify a complete health record according to organizational policies, external regulations, and standards
8. Differentiate the roles and responsibilities of various providers and disciplines to support documentation requirements throughout the continuum of healthcare
9. Apply policies and procedures to ensure the accuracy and integrity of health data
10. Collect and maintain health data
11. Apply graphical tools for data presentations
12. Identify and use secondary data presentations
13. Validate the reliability and use secondary data sources
14. Apply healthcare legal terminology
15. Identify the use of legal documents
16. Apply legal concepts and principles to the practice of HIM
17. Apply confidentiality, privacy and security measures and policies and procedures for internal and external use and exchange to protect electronic health information
18. Apply retention and destruction policies for health information
19. Apply system security policies according to departmental and organizational data/information standards
20. Apply policies and procedures surrounding issues of access and disclosure of protected health information
21. Utilize software in the completion of HIM processes

HEALTH PROGRAMS DIVISION

Associate in Science in Health Information Technology 2017-18 Curriculum (continued)

22. Explain policies and procedures of networks, including intranet and Internet to facilitate clinical and administrative applications
23. Explain the process used in the selection and implementation of health information management systems
24. Utilize health information to support enterprise wide decision support for strategic planning
25. Explain analytics and decision support
26. Apply report generation technologies to facilitate decision-making
27. Utilize basic descriptive, institutional, and healthcare statistics
28. Analyze data to identify trends
29. Explain common research methodologies and why they are used in healthcare
30. Explain usability and accessibility of health information by patients, including current trends and future challenges
31. Explain current trends and future challenges in health information exchange
32. Apply policies and procedures to ensure the accuracy and integrity of health data both internal and external to the health system
33. Apply policies and procedures for the use of data required in healthcare reimbursement
34. Evaluate the revenue cycle management processes
35. Analyze policies and procedures to ensure organizational compliance with regulations and standards
36. Collaborate with staff in preparing the organization for accreditation, licensure, and/or certification
37. Adhere to the legal and regulatory requirements related to health information management
38. Analyze current regulations and established guidelines in clinical classification systems
39. Determine accuracy of computer assisted coding assignment and recommend corrective action
40. Identify potential abuse or fraudulent trends through data analysis
41. Identify discrepancies between supporting documentation and coded data
42. Develop appropriate physician queries to resolve data and coding discrepancies
43. Summarize health information related leadership roles
44. Apply the fundamentals of team leadership
45. Organize and facilitate meetings
46. Recognize the impact of change management on processes, people and systems
47. Utilize tools and techniques to monitor, report, and improve processes
48. Identify cost-saving and efficient means of achieving work processes and goals
49. Utilize data for facility-wide outcomes reporting for quality management and performance improvement
50. Report staffing levels and productivity standards for health information functions
51. Interpret compliance with local, state, and federal labor regulations
52. Adhere to work plans, policies, procedures, and resource requisitions in relation to job functions
53. Explain the methodology of training and development
54. Explain return on investment for employee training/development
55. Summarize a collection methodology for data to guide strategic and organizational management
56. Understand the importance of healthcare policy-making as it relates to the healthcare delivery system
57. Describe the differing types of organizations, services, and personnel and their interrelationships across the health care delivery system
58. Apply information and data strategies in support of information governance initiatives
59. Utilize enterprise-wide information assets in support of organizational strategies and objectives
60. Plan budgets

HEALTH PROGRAMS DIVISION

Associate in Science in Health Information Technology 2017-18 Curriculum (continued)

61. Explain accounting methodologies
62. Explain budget variances
63. Comply with ethical standards of practice
64. Evaluate the consequences of a breach of healthcare ethics
65. Assess how cultural issues affect health, healthcare quality, cost, and HIM
66. Create programs and policies that support a culture of diversity
67. Summarize project management methodologies
68. Explain Vendor/Contract Management
69. Apply knowledge of database architecture and design

The Peirce College Associate in Science in Health Information Technology degree program will prepare students for employment in hospitals, office-based physician practices, nursing homes, home health agencies, mental health facilities, public health agencies and other organizations that use patient data or health information such as pharmaceutical companies, law, and insurance firms.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals	C or above	3
COM 112	Speech Communication		3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above
HUM 102	Introduction to Ethics	ENG 103	3
MAT 101	Introduction to College Mathematics		3
SCI 240	Anatomy & Physiology I	C or above	3
SCI 250	Anatomy & Physiology II	SCI 240	C or above
SOC 240 or PSY 101	Sociology of Behavior and Illness or Introduction to Psychology (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			28

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**Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.*

♦Writing Intensive Course

HEALTH PROGRAMS DIVISION

Associate in Science in Health Information Technology 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement	Prerequisites	Grade	Min. Credits	
HIT 100	Medical Terminology		C or above	3
HIT 101	Introduction to Health Information Management	HIT 100	C or above	3
HIT 200	Statistical Applications in Healthcare	Both BIS 111 and SCI 250 with a grade of C or above	C or above	3
HIT 215	Legal Issues in Health Information Management	HIT 101 must be completed or concurrently enrolled	C or above	3
HIT 218	Healthcare Reimbursement	HIT 220 and HIT 225	C or above	3
SCI 270	Pathophysiology	HIT 101 and SCI 240	C or above	3
HIT 220	ICD-10-CM Coding	BIS 111 and HIT 101 must be completed with a grade of C or above. SCI 270 must be completed or concurrently enrolled	C or above	3
HIT 225	CPT/Outpatient Coding	BIS 111 and HIT 101 must be completed with a grade of C or above. SCI 270 must be completed or concurrently enrolled	C or above	3
HIT 230	Computer Information Systems for Health Information Technology	BIS 111 must be completed with a grade of C or above. HIT 101 must be completed or concurrently enrolled	C or above	3
HIT 250♦	Managing Quality and Performance Improvement in HIM	ENG 103 must be completed and HIT 200 must be completed or concurrently enrolled	C or above	3
HIT 297	HIT Professional Practice Workshop (<i>Required for students who enroll in the off-campus section of HIT 296</i>)	Faculty Chair approval required		0
HIT 298	HIT Professional Practice Experience	This course is taken in the final term of study in the HIT program. HIT 250 completed or concurrently enrolled. HIT 297 required for off-site PPE students.	C or above	3
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				33
MINIMUM TOTAL CREDITS:				61

♦Writing Intensive Course

HEALTH PROGRAMS DIVISION

Bachelor of Science in Health Information Administration 2017-18 Curriculum

HEALTH INFORMATION ADMINISTRATION PROGRAM DESCRIPTION

The Peirce College Bachelor of Science in Health Information Administration degree program will prepare graduates for employment in administrative and managerial positions in hospitals, multi-specialty clinics and physician practices, long-term care, mental health, and other ambulatory settings, software vendors, consulting firms, education and pharmaceutical managed care organizations, health insurance companies, health marketing firms, non-profit community-related organizations and associations, government agencies (local, state, and federal), law firms focused on healthcare issues, and other healthcare regulatory bodies.

HEALTH INFORMATION ADMINISTRATION PROGRAM GOALS

The goal of the Bachelor of Science in Health Information Administration degree program is to have Peirce College graduates apply sound theory and principles based upon the AHIMA curriculum competencies.

HEALTH INFORMATION ADMINISTRATION PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, graduates will be able to:

1. Evaluate, implement and manage electronic applications/systems for clinical classification and coding
2. Identify the functions and relationships between healthcare classification systems
3. Map terminologies, vocabularies and classification systems
4. Evaluate the accuracy of diagnostic and procedural coding
5. Verify that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status
6. Compile organization-wide health record documentation guidelines
7. Interpret health information standards
8. Format data to satisfy integration needs
9. Construct and maintain the standardization of data dictionaries to meet the needs of the enterprise
10. Demonstrate compliance with internal and external data dictionary requirements
11. Advocate information operability and information exchange
12. Analyze information needs of customers across the healthcare continuum
13. Evaluate health information systems and data storage design
14. Manage clinical indices/databases/registries
15. Apply knowledge of database architecture and design to meet organizational needs
16. Evaluate data from varying sources to create meaningful presentations
17. Validate data from secondary sources to include in the patient's record, including personal health records
18. Identify laws and regulations applicable to health care
19. Analyze legal concepts and principles to the practice of HIM
20. Analyze privacy, security and confidentiality policies and procedures for internal and external use and exchange of health information
21. Recommend elements included in the design of audit trails and data quality monitoring programs
22. Collaborate in the design and implementation of risk assessment, contingency planning, and data recovery procedures
23. Analyze the security and privacy implications of mobile health technologies
24. Develop educational programs for employees in privacy, security, and confidentiality

HEALTH PROGRAMS DIVISION

Bachelor of Science in Health Information Administration 2017-18 Curriculum (continued)

25. Create policies and procedures to manage access and disclosure of personal health information
26. Protect electronic health information through confidentiality and security measures, policies and procedures
27. Utilize technology for data collection, storage, analysis, and reporting of information
28. Assess systems capabilities to meet regulatory requirements
29. Recommend device selection based on workflow, ergonomic and human factors
30. Take part in the development of networks, including intranet and Internet applications
31. Evaluate system architecture, database design, data warehousing
32. Create the electronic structure of health data to meet a variety of end user needs
33. Take part in the development of information management plans that support the organization's current and future strategy and goals
34. Take part in the planning, design, selection, implementation, integration, testing, evaluation, and support of health information technologies
35. Apply analytical results to facilitate decision-making
36. Apply data extraction methodologies
37. Recommend organizational action based on knowledge obtained from data exploration and mining
38. Analyze clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare
39. Apply knowledge of database querying and data exploration and mining techniques to facilitate information retrieval
40. Evaluate administrative reports using appropriate software
41. Interpret inferential statistics
42. Analyze statistical data for decision making
43. Apply principles of research and clinical literature evaluation to improve outcomes
44. Plan adherence to Institutional Review Board (IRB) processes and policies
45. Educate consumers on patient-centered health information technologies
46. Collaborate in the development of operational policies and procedures for health information exchange
47. Conduct system testing to ensure data integrity and quality of health information exchange
48. Differentiate between various models for health information exchange
49. Discover threats to data integrity and validity
50. Implement policies and procedures to ensure data integrity internal and external
51. Apply quality management tools
52. Perform quality assessment including quality management, data quality, and identification of best practices for health information systems
53. Model policy initiatives that influence data integrity
54. Manage the use of clinical data required by various payment and reimbursement systems
55. Take part in selection and development of applications and processes for chargemaster and claims management
56. Apply principles of healthcare finance for revenue management
57. Implement processes for revenue cycle management and reporting
58. Appraise current laws and standards related to health information initiatives
59. Determine processes for compliance with current laws and standards related to health information initiatives and revenue cycle
60. Construct and maintain processes, policies, and procedures to ensure the accuracy of coded data based on established guidelines
61. Manage coding audits

HEALTH PROGRAMS DIVISION

Bachelor of Science in Health Information Administration 2017-18 Curriculum (continued)

62. Identify severity of illness and its impact on healthcare payment systems
63. Determine policies and procedures to monitor abuse or fraudulent trends
64. Implement provider querying techniques to resolve coding discrepancies
65. Create methods to manage Present on Admission (POA), Hospital Acquired Conditions (HACs), and other CDI components
66. Take part in effective negotiating and use influencing skills
67. Discover personal leadership style using contemporary leadership theory and principles
68. Take part in effective communication through project reports, business reports and professional communications
69. Apply personnel management skills
70. Take part in enterprise-wide committees
71. Build effective teams
72. Interpret concepts of change management theories, techniques and leadership
73. Analyze workflow processes and responsibilities to meet organizational needs
74. Construct performance management measures
75. Demonstrate workflow concepts
76. Manage human resources to facilitate staff recruitment, retention, and supervision
77. Ensure compliance with employment laws
78. Create and implement staff orientation and training programs
79. Benchmark staff performance data incorporating labor analytics
80. Evaluate staffing levels and productivity, and provide feedback to staff regarding performance
81. Evaluate initial and on-going training programs
82. Identify departmental and organizational survey readiness for accreditation, licensing, and/or certification processes
83. Implement a departmental strategic plan
84. Apply general principles of management in the administration of health information services
85. Evaluate how healthcare policy-making both directly and indirectly impacts the national and global healthcare delivery systems
86. Identify the different types of organizations, services, and personnel and their interrelationships across the health care delivery system
87. Collaborate in the development and implementation of information governance initiatives
88. Facilitate the use of enterprise-wide information assets to support organizational strategies and objectives
89. Evaluate capital, operating and/or project budgets using basic accounting principles
90. Perform cost-benefit analysis for resource planning and allocation
91. Evaluate the stages of the procurement process
92. Comply with ethical standards of practice
93. Evaluate the culture of a department
94. Assess how cultural issues affect health, healthcare quality, cost, and HIM
95. Create programs and policies that support a culture of diversity
96. Take part in system selection processes
97. Recommend clinical, administrative, and specialty service applications
98. Apply project management techniques to ensure efficient workflow and appropriate outcomes
99. Facilitate project management by integrating work efforts
100. Evaluate vendor contracts
101. Develop negotiation skills in the process of system selection
102. Manage information as a key strategic resource and mission tool

HEALTH PROGRAMS DIVISION

Bachelor of Science in Health Information Administration 2017-18 Curriculum (continued)

After meeting the requirements of the Associate in Science in Health Information Technology degree, students may continue their education by enrolling in the Bachelor of Science in Health Information Administration degree program.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals	C or above	3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3
PSY 101	Introduction to Psychology		3
SCI 240	Anatomy & Physiology I	C or above	3
SCI 250	Anatomy & Physiology II	SCI 240	C or above
SOC 240	Sociology of Behavior and Illness		3
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
HIT 100	Medical Terminology	C or above	3
HIT 101	Introduction to Health Information Management	HIT 100	C or above
HIT 200	Statistical Applications in Healthcare	Both BIS 111 and SCI 250 with a grade of C or above	C or above
HIT 215	Legal Issues in Health Information Management	HIT 101 must be completed or concurrently enrolled	C or above

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*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

HEALTH PROGRAMS DIVISION

Bachelor of Science in Health Information Administration 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
HIT 218	Healthcare Reimbursement	HIT 220 and HIT 225	C or above	3
SCI 270	Pathophysiology	HIT 101 and SCI 240	C or above	3
HIT 220	ICD-10-CM Coding	BIS 111 and HIT 101 must be completed. SCI 270 must be completed or concurrently enrolled	C or above	3
HIT 225	CPT/Outpatient Coding	BIS 111 and HIT 101 must be completed. SCI 270 must be completed or concurrently enrolled	C or above	3
HIT 230	Computer Information Systems for Health Information Technology	BIS 111 must be completed with a grade of C or above. HIT 101 must be completed or concurrently enrolled	C or above	3
BIS 235	Database Management Systems	BIS 111	C or above	3
HIT 250♦	Managing Quality and Performance Improvement in HIM	ENG 103 must be completed and HIT 200 must be completed or concurrently enrolled	C or above	3
HIT 297	HIT Professional Practice Workshop (<i>Required for students who enroll in the off-campus section of HIT 296</i>)	Faculty Chair approval required		0
HIT 298	HIT Professional Practice Experience	This course is taken in the final term of study in the HIT program. HIT 250 completed or concurrently enrolled. HIT 297 required for off-site PPE students.	C or above	3
HIA 310♦	Advanced Quality Management & Performance Improvement in Healthcare	All required 100 and 200-level HCA and HIT courses must be completed	C or above	3
HIA 320	HIPAA for the Healthcare Manager	All required 100 and 200-level HCA and HIT courses must be completed	C or above	3
HIA 340♦	Healthcare Research Methods	All required 100 and 200-level HCA and HIT courses must be completed	C or above	3

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♦Writing Intensive Course

HEALTH PROGRAMS DIVISION

Bachelor of Science in Health Information Administration 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
HCA 340	Financing Healthcare	ENG 103, HIT 200, and HIT 218	C or above	3
HIA 350	Electronic Health Records	All required 100 and 200-level HCA and HIT courses must be completed	C or above	3
HIA 370	HIM Compliance	All required 100 and 200-level HCA and HIT courses must be completed	C or above	3
HIA 400	Healthcare Data Analytics	All 300-level courses must be completed or concurrently enrolled for healthcare majors and MAT 109 for non-healthcare majors	C or above for HIA students	3
HIA 480	Strategic Planning and Organizational Development in Healthcare	All 300-level courses must be completed or concurrently enrolled	C or above	3
HIA 497	HIA Professional Practice Workshop (<i>Required for students enrolling in off-campus section of HIA 499</i>)	All required 300-level courses	C or above	0
HIA 498	Health Information Administration Capstone	All 300 and 400-level courses must be completed or concurrently enrolled	C or above	3
HIA 499	HIA Professional Practice Experience	HIA 497; approval of healthcare site, Faculty Chair approval required	C or above	3
ELE	Elective Courses (choose 4)			12
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

◆*Writing Intensive Course*

HEALTH PROGRAMS DIVISION

Certificate of Proficiency in Medical Coding 2017-18 Curriculum

The Medical Coding Certificate program equips students with the skills necessary to review patients' medical records and assign numeric codes for each diagnosis and procedure. Coding accuracy impacts billing and the revenue cycle as well as outcomes reporting activities. Health Information Management principles serve as the basis of our Medical Coding Certificate program. Students will learn about medical terminology, anatomy and physiology, pathophysiology, ICD coding, CPT coding, health information and delivery systems, healthcare reimbursement methods, and healthcare legal and compliance issues. Students enrolled in the Medical Coding Certificate program are required to complete a Professional Practice Experience (PPE) in which the student completes a minimum of 40 hours of authentic coding using a logic-based encoder.

MEDICAL CODING PROGRAM LEARNING OUTCOMES

Upon successful completion of the Medical Coding program, students will be able to:

1. Translate the fundamental concepts of medical terminology, pronunciation, and the breakdown of complex terms into basic word parts
2. Articulate the use of basic root words related to a number of general areas of medical terminology and patient care
3. Identify common health care abbreviations including those associated with medical diagnosis and treatment
4. Demonstrate and understand each body system including the medical terms for diseases, laboratory and diagnostic tests, and medical and surgical procedures specific to each system
5. Interpret and explain basic medical terminology relating to the following areas of cancer medicine: types of cancer; cancer classification; principles of naming, screening and early detection; diagnostic terms and testing; cancer treatment and medical terms associated with cancer
6. Distinguish between anatomy and physiology and describe ways they are interrelated
7. Name and describe the levels of organization from the atomic level to the human body
8. Define basic anatomical terms and recognize the ways in which the body can be physically intellectually dissected
9. Describe the importance of chemistry and chemical reactions in all body functions and discuss the role of inorganic and organic compounds in body processes
10. List and describe basic mechanisms of disease and risk factors associated with disease
11. Identify the major organs and/or specialized tissues/cells and give the generalized function of each for each of the body systems
12. List, identify and describe the disorders of all body systems
13. Describe the composition, groups, and functions of blood and the role of blood in homeostasis
14. Explain the differences in etiology, epidemiology, and pathophysiology, according to gender and age
15. Explain the major differences in clinical manifestations and treatment by gender and age
16. Explain the concept of health promotion and disease prevention by examining risk factors and the relationship between nutrition and disease
17. Explain the importance of screening recommendations and other therapeutic approaches in relation to health promotion
18. Use and maintain electronic applications and work processes to support clinical classification and coding
19. Apply diagnosis/procedure codes according to current nomenclature
20. Ensure accuracy of diagnostic/procedural groupings such as DRG, MS DRG, APC, and so on

HEALTH PROGRAMS DIVISION

Certificate of Proficiency in Medical Coding 2017-18 Curriculum (continued)

21. Adhere to current regulations and established guidelines in code assignment
22. Validate coding accuracy using clinical information found in the health record
23. Use and maintain applications and processes to support other clinical classification and nomenclature systems (ex. DSM IV, SNOMED-CT)
24. Resolve discrepancies between coded data and supporting documentation
25. Introduce health information management concepts common to allied health professionals
26. Describe characteristics of health care delivery and settings in the United States
27. Delineate career opportunities for health information management professionals
28. Describe types of patient records, including documentation issues associated with each
29. Describe numbering and filing systems and record storage and circulation methods
30. Explain indexes, registers, and health data collection
31. Introduce legal aspects of health information management
32. Provide an overview of coding and reimbursement issues
33. Apply policies and procedures for the use of clinical data required in reimbursement and prospective payment systems (PPS) in healthcare delivery
34. Apply policies and procedures to comply with the changing regulations among various payment systems for healthcare services such as Medicare, Medicaid, managed care, and so forth
35. Support accurate billing through coding, chargemaster, claims management, and bill reconciliation processes
36. Use established guidelines to comply with reimbursement and reporting requirements such as the National Correct Coding Initiative
37. Compile patient data and perform data quality reviews to validate code assignment and compliance with reporting requirements such as outpatient prospective payment systems
38. Ensure accuracy of diagnostic/procedural groupings such as DRG, APC, and so on
39. Apply current laws, accreditation, licensure, and certification standards related to health information initiatives from the national, state, and facility levels
40. Differentiate the roles of various providers and disciplines throughout the continuum of healthcare and respond to their information needs
41. Adhere to the legal and regulatory requirements related to the health information infrastructure
42. Apply policies and procedures for access and disclosure of personal health information
43. Release patient-specific data to authorized users
44. Maintain user access logs/systems to track access to and disclosure of identifiable patient data
45. Apply and promote ethical standards of practice

HEALTH PROGRAMS DIVISION

Certificate of Proficiency in Medical Coding 2017-18 Curriculum (continued)

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC 101	Peirce College Orientation		1
BIS 111	Application Software Fundamentals		3
SCI 240	Anatomy & Physiology I	C or above	3
SCI 250	Anatomy & Physiology II	SCI 240	3
SCI 270	Pathophysiology	HIT 101 and SCI 240	3
HIT 100	Medical Terminology	C or above	3
HIT 101	Information to Health Information Management	HIT 100	3
HIT 215	Legal Issues in Health Information Management	HIT 101 must be completed or concurrently enrolled	3
HIT 218	Healthcare Reimbursement	HIT 200 and HIT 225	3
HIT 220	ICD-10-CM Coding	BIS 111 and HIT 101 must be completed. SCI 270 must be completed or concurrently enrolled	3
HIT 221	Advanced ICD Coding	HIT 220	3
HIT 225	CPT/Outpatient Coding	BIS 111 and HIT 101 must be completed. SCI 270 must be completed or concurrently enrolled	3
HIT 226	Advanced CPT Coding	HIT 225	3
HIT 296	Medical Coding Professional Practice Experience	HIT 297	3
HIT 297	HIT Professional Practice Workshop (<i>Required for students who enroll in the off-campus section of HIT 296</i>)	Faculty Chair approval required	0
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			40
MINIMUM TOTAL CREDITS:			40

Students must first successfully complete ENG 101 with a grade of C or above before enrolling in the Medical Coding Certificate Program.

INFORMATION TECHNOLOGY DIVISION

Associate in Science and Bachelor of Science in Information Technology

INFORMATION TECHNOLOGY MISSION STATEMENT

The Peirce Information Technology program prepares graduates to be successful information technology professionals by providing them crucial critical thinking, problem solving, and life-long learning skills needed to respond to the ever-changing demands of the information technology field while also providing practical skills in high demand, state-of-the-art technology.

INFORMATION TECHNOLOGY VISION STATEMENT

After obtaining an Information Technology degree, Peirce College graduates will become effective technologists prepared for progressive professional responsibility, leadership, and long-term career success. They will advance the profession both through their own lifelong commitment to learning and professional growth, and through their participation in professional organizations. To enable these ends, the Peirce Information Technology program will provide an education that combines cutting edge practical skills with a solid theoretical foundation and time-honored critical thinking and analytical skills.

INFORMATION TECHNOLOGY PROGRAM LEARNING OUTCOMES

The program enables students by the time of graduation to be able to:

1. Analyze a problem and identify and define the computing requirements appropriate to its solution
2. Select, design, integrate, implement, evaluate, and administer computer-based systems to meet defined user needs
3. Function effectively on teams to accomplish a common goal
4. Analyze computing-related ethical, legal and social issues to enable responsible professional practice and an ability to synthesize policy recommendations
5. Communicate effectively with a range of audiences
6. Use and apply current techniques, concepts, tools, and practices in the core information technologies
7. Assist in the creation and execution of an effective project plan

INFORMATION TECHNOLOGY DIVISION

Associate in Science in Information Technology 2017-18 Curriculum

This program is designed to provide students the foundations of modern information technology, instilling a broad spectrum of fundamental technology knowledge and skills. Students learn applications software, networking and network security, database management systems, computer programming, and server administration. The program gives students the foundation needed to meet the technology needs of modern organizations today and into the future.

Most associate degree graduates at Peirce continue their education and complete the bachelor's degree, opening the door to increased responsibility, higher-level positions and increased opportunity for advancement. Please consult with your academic advisor for the best schedule for your situation.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above
HUM 102	Introduction to Ethics	ENG 103	3
MAT 101	Introduction to College Mathematics		3
SCI	Science Core (choose 1)		3
SOC SCI	Social Science Core (choose 1)		3
GEN ED	General Education Course (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			28

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
BIS 112	Programming Concepts	MAT 101	3
BIS 201	HTML and the World Wide Web		3
BIS 235	Database Management Systems	BIS 111	3
ITN 120	PC Fundamentals	BIS 111	3
ITN 130	Networking Fundamentals		3
ITN 144	Introduction to Network Security	ITN 130	3
ITN 200♦	Server Administration I	ITN 130	3

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*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

INFORMATION TECHNOLOGY DIVISION

Associate in Science in Information Technology 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
ITN 220	Help Desk and Customer Support Concepts	ITN 120		3
MIS 110	Usability Principles and Interaction Design			3
MIS 205♦	Ethical Management of Information Technology			3
ELE	Elective Course (choose 1)			3
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				33
MINIMUM TOTAL CREDITS:				61

♦Writing Intensive Course

INFORMATION TECHNOLOGY DIVISION

Bachelor of Science in Information Technology with a Concentration in Networking, Administration, and Information Security 2017-18 Curriculum

After meeting the requirements of the associate degree, students in the bachelor's program will deepen their knowledge of network operating system environments and gain understanding of material needed to design, build, secure, and maintain enterprise-grade networks support Microsoft Windows in enterprise. Most acquire the fundamental knowledge to pursue the industry's premier Microsoft Certified Systems Engineer (MCSE) certification. They will also learn the Cisco® Certified Network Associate (CCNA™) curriculum and that of CompTIA's Linux+™. Students also have the opportunity to explore new security technologies and standards, while building critical thinking and problem solving skills. The concentration culminates in a capstone project that allows the student to highlight knowledge gained in applied networking and security.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC/CBE	PRC 100 or PRC 101 or CBE 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ENG 101	English Composition		3
ENG 103♦	Rhetoric and Research	ENG 101	3
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra	C or above if you intend to take MAT 370	3
SCI	Science Core (choose 2)		6
SOC SCI	Social Science Core (choose 2)		6
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

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**Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.*

♦Writing Intensive Course

INFORMATION TECHNOLOGY DIVISION

Bachelor of Science in Information Technology with a Concentration in Networking, Administration, and Information Security 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
BIS 112	Programming Concepts	MAT 101		3
BIS 201	HTML and the World Wide Web			3
BIS 235	Database Management Systems	BIS 111		3
BIS 402	Systems Analysis and Design	MIS 302		3
ISC 310	Information Security and Risk Management	ENG 103		3
ISC 325	Access Control, Security Assessment, and Security in the Software Development Lifecycle	ENG 103		3
ISC 410	Asset Security and Security Engineering	ENG 103		3
ISC 425	Network Security and Security Operations	ENG 103		3
ITN 120	PC Fundamentals	BIS 111		3
ITN 130	Networking Fundamentals			3
ITN 144	Introduction to Network Security	ITN 130		3
ITN 200♦	Server Administration I	ITN 130		3
ITN 220	Help Desk and Customer Support Concepts	ITN 120		3
ITN 301	Linux Administration, Networking, and Security	ITN 144 and ITN 200		3
ITN 310	Network Routing and Switching I	ITN 200		3
ITN 311	Routing and Switching II	ITN 310		3
ITN 404♦	Network Security and Defense	ITN 144 and ITN 200		3
ITN 410	Server Administration II	ITN 200		3
ITN 425♦	IT Capstone in Networking, Administration, and Information Security	All IT courses required for the bachelor's degree must be completed or concurrently enrolled	C or above	3
MIS 110	Usability Principles and Design			3

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♦Writing Intensive Course

INFORMATION TECHNOLOGY DIVISION

Bachelor of Science in Information Technology with a Concentration in Networking, Administration, and Information Security 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
MIS 205♦	Ethical Management of Information Technology			3
MIS 302♦	Project Management	All 100 and 200-level required major courses must be completed or concurrently enrolled		3
ELE	Elective Courses (choose 4)			12
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

♦Writing Intensive Course

INFORMATION TECHNOLOGY DIVISION

Bachelor of Science in Information Technology with a Concentration in Programming Application Development 2017-18 Curriculum

After meeting the requirements of the associate degree, graduates from this program make excellent candidates for positions as application developers, programmers, and systems analysts. Students are equipped to determine the customer's needs and design and implement a systems-based solution. Bachelor's students will study higher-level application development in the .NET environment involving courses in ASP, SQL, XML, and the component object model for application development. Students will also explore tools used in systems analysis such as Microsoft Project and Visio. This concentration culminates in a capstone project that requires the student to build a working program or prototype to demonstrate practical skills and knowledge gained in this area of study.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above 3
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra	C or above if you intend to take MAT 370	3
SCI	Science Core (choose 2)		6
SOC SCI	Social Science Core (choose 2)		6
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

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**Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.*

♦Writing Intensive Course

INFORMATION TECHNOLOGY DIVISION

Bachelor of Science in Information Technology with a Concentration in Programming Application Development 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
BIS 112	Programming Concepts	MAT 101	C or above	3
BIS 201	HTML and the World Wide Web			3
BIS 235	Database Management Systems	BIS 111		3
BIS 323	Computer Programming II	BIS 112 with a grade of C or above	C or above	3
BIS 324	Computer Programming III	BIS 323 with a grade of C or above	C or above	3
BIS 325	Application Development	BIS 324 with a grade of C or above	C or above	3
BIS 330	JavaScript Programming	BIS 201 and BIS 325		3
BIS 345	Advanced Application Development	BIS 201 and BIS 325 with a grade of C or above		3
BIS 402	Systems Analysis and Design	MIS 302		3
BIS 403	Applied Systems Design	BIS 402		3
BIS 415	IT Capstone in Programming	All IT courses required for the bachelor's degree must be completed or concurrently enrolled	C or above	3
ISC 325	Assess Control, Security Assessment, and Security in the Software Development Lifecycle	ENG 103		3
ITN 120	PC Fundamentals	BIS 111		3
ITN 130	Networking Fundamentals			3
ITN 144	Introduction to Network Security	ITN 130		3

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◆ *Writing Intensive Course*

INFORMATION TECHNOLOGY DIVISION

Bachelor of Science in Information Technology with a Concentration in Programming Application Development 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
ITN 200♦	Server Administration I	ITN 130		3
ITN 220	Help Desk and Customer Support Concepts	ITN 120		3
ITN 301	Linux Administration, Networking, and Security	ITN 144 and ITN 200		3
MAT 109 or MAT 370	Statistics I or Applied Discrete Mathematics (choose 1)	MAT 102	C or above required for MAT 370	3
MIS 110	Usability Principles and Design			3
MIS 205♦	Ethical Management of Information Technology			3
MIS 302♦	Project Management	All 100 and 200-level required major courses must be completed or concurrently enrolled		3
ELE	Elective Courses (choose 4)			12
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

♦Writing Intensive Course

INFORMATION TECHNOLOGY DIVISION

Degree Completion Program: Bachelor of Science in Technology Management 2017-18 Curriculum

This program is designed for current information technology professionals seeking a degree that will advance their careers and prepare them to step into supervisory or management roles in IT. As a degree completion program, it enables students to build on their previous studies to put together a program that blends technology and business courses customized to meet their career goals and the needs of today's organizations.

TECHNOLOGY MANAGEMENT PROGRAM LEARNING OUTCOMES

Upon successful completion of the Technology Management degree, students will be able to:

1. Oversee the process of analyzing a problem and identifying and defining the technology requirements appropriate to its solution
2. Facilitate and manage the selection, design, integration, implementation, evaluation, and administration of computer-based systems to meet defined user needs
3. Manage and lead teams that function effectively to accomplish a common goal
4. Analyze computing-related ethical, legal and social issues to enable responsible professional practice and an ability to synthesize policy recommendations
5. Communicate effectively with a range of audiences
6. Employ a familiarity with current techniques, concepts, tools, and practices in the core information technologies to make sound business decisions
7. Create and execute an effective project plan

The Bachelor of Science in Technology Management is a degree completion program with a curriculum designed to allow students with significant transfer credit to expedite the completion of their bachelor's degree. Students must have completed 45 transferable credits prior to enrollment in this program.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC 101	Peirce College Orientation		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra	C or above if you intend to take MAT 370	3

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♦Writing Intensive Course

INFORMATION TECHNOLOGY DIVISION

Degree Completion Program: Bachelor of Science in Technology Management 2017-18 Curriculum (continued)

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
SCI	Science Core (choose 2)		6
SOC SCI	Social Science Core (choose 2)		6
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
ACC 105	Accounting for Non-Financial Managers	Completion of college-level math with a grade of C or above	3
BIS 201	HTML and the World Wide Web		3
BIS 235	Database Management Systems	BIS 111	3
BIS 402	Systems Analysis and Design	MIS 302	3
BUS 100	Introduction to Business		3
ISC 310	Information Security and Risk Management	ENG 103	3
ISC 425	Network Security and Security Operations	ENG 103	3
ITN 130	Network Fundamentals		3
MAT 109 or MAT 370	Statistics I or Applied Discrete Mathematics (choose 1)	MAT 102	3
MGT 210 ♦	Applied Management Concepts	BUS 100	3
MGT 306	Organizational Dynamics	MGT 210	3
MIS 110	Usability Principles and Design		3
MIS 205 ♦	Ethical Management of Information Technology		3
MIS 302 ♦	Project Management	All 100 and 200-level required major courses must be completed or concurrently enrolled	3
MIS 425 ♦	Special Topics in Management	All IT courses required for the bachelor's degree must be completed or concurrently enrolled	3
ELE	Elective Courses (choose 11)		33
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:			78
MINIMUM TOTAL CREDITS:			121

♦Writing Intensive Course

LEGAL STUDIES DIVISION

Associate in Science and Bachelor of Science in Criminal Justice Studies 2017-18 Curriculum

CRIMINAL JUSTICE MISSION STATEMENT

The mission of the Criminal Justice program is to provide students with the necessary theoretical and practical knowledge base to prepare them for a career in the field of criminal justice.

CRIMINAL JUSTICE VISION STATEMENT

The Peirce College Criminal Justice associate and bachelor's degree programs approach the study of Criminal Justice from both a practical and theoretical perspective. Appreciating that the field of Criminal Justice is constantly evolving, students will engage in a full range of courses that lay the basic foundation of knowledge required to work in the field of criminal justice while offering a variety of courses designed to cater to students' individual interests within the field. Students will work directly with faculty members who are practitioners in the criminal justice field, preparing them to deal with real life examples of issues that arise in the field of criminal justice and learning the critical thinking and effective communication skills necessary to negotiate those issues successfully.

CRIMINAL JUSTICE PROGRAM LEARNING OUTCOMES

Students will be able to demonstrate:

1. The ability to communicate effectively in the criminal justice profession
2. Proficiency in the methods for conducting, analyzing, and utilizing criminal justice research
3. Effective use of technology employed in the criminal justice system
4. The ability to identify and respond professionally to ethical issues in the criminal justice field
5. Critical thinking skills when navigating issues in the criminal justice system
6. Substantive knowledge and practical skills to succeed in the criminal justice field
7. An awareness of the ways in which the criminal justice system continues to change and the role of criminal justice professionals in implementing change

LEGAL STUDIES DIVISION

Associate in Science in Criminal Justice Studies 2017-18 Curriculum

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101 C or above	3
HUM 102	Introduction to Ethics	ENG 103	3
MAT 101	Introduction to College Mathematics		3
SCI	Science Core (choose 1)		3
SOC SCI	Social Science Core (choose 1) <i>Recommended SOC 101 or PSY 101</i>		3
GEN ED	General Education Core (choose 1) <i>Recommended PSC 101</i>		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			28

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
CJS 101	Introduction to Criminal Justice	C or above	3
CJS 104♦	Criminal Court System	C or above	3
CJS 107	Criminology	C or above	3
CJS 201	Introduction to Criminal Justice Research Methods	All 100-level CJS courses	3
CJS 204	Criminal Law	All 100-level CJS courses	3
CJS 207	Ethics in Criminal Justice	All 100-level CJS courses	3
CJS 230	Criminal Justice Capstone I	CJS 201, CJS 204, and CJS 207	3
CJS ELE	Criminal Justice Studies Elective (choose 1)		3
CWE 227 or CJS ELE	Cooperative Work Experience or Criminal Justice Studies Elective Course		3
ELE	Elective Courses (choose 2)		6
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:			33
MINIMUM TOTAL CREDITS:			61

*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

LEGAL STUDIES DIVISION

Bachelor of Science in Criminal Justice Studies 2017-18 Curriculum

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above 3
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT	Mathematics Core (choose 1)		3
SCI	Science Core (choose 2)		6
SOC SCI	Social Science Core (choose 2) <i>Recommended SOC 101 or PSY 101</i>		6
GEN ED	General Education Core (choose 1) <i>Recommended PSC 101</i>		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
CJS 101	Introduction to Criminal Justice	C or above	3
CJS 104♦	Criminal Court System	C or above	3
CJS 107	Criminology	C or above	3
CJS 201	Introduction to Criminal Justice Research Methods	All 100-level CJS courses	3
CJS 204	Criminal Law	All 100-level CJS courses	3
CJS 207	Ethics in Criminal Justice	All 100-level CJS courses	3
CJS 210	Law Enforcement & Police in Society	All 100-level CJS courses	3
CJS 213	The Correctional System	All 100-level CJS courses	3

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*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

LEGAL STUDIES DIVISION

Bachelor of Science in Criminal Justice Studies 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
CJS 230	Criminal Justice Capstone I	CJS 201, CJS 204, and CJS 207		3
CJS 304	Advanced Criminal Law and Procedure	CJS 204		3
CJS 310	Victims and Victimization	All 100-level CJS courses		3
CJS 401♦	Advanced Research Methods for Criminal Justice Studies	CJS 201		3
CJS 440♦	Criminal Justice Capstone II	All required CJS courses	C or above	3
CJS ELE	Criminal Justice Studies Elective Courses (choose 3)	All 100-level CJS courses		9
CWE 427 or CJS ELE	Cooperative Work Experience or Criminal Justice Studies Elective Course			3
ELE	Elective Courses (choose 9)			27
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

♦*Writing Intensive Course*

LEGAL STUDIES DIVISION

Degree Completion Program: Bachelor of Science in Legal Studies in Business 2017-18 Curriculum

LEGAL STUDIES IN BUSINESS MISSION STATEMENT

The mission of the Legal Studies in Business program is to provide students with the critical intellectual tools and practical application skills to explore the numerous intersections of law and business in American society. Graduates from this program will be prepared for career opportunities in either the legal or business field, and advanced degree programs in law and business studies.

LEGAL STUDIES IN BUSINESS VISION STATEMENT

Students in the Legal Studies in Business program will develop analytic and problem solving skills, critical reading and writing skills, strong oral communication skills, law and business research skills, and organizational and management skills to meet the challenges of today's top careers. The program will develop these crucial skills through an academic approach that endeavors to develop both a practical and theoretical understanding of key legal and business issues. Students in the Legal Studies in Business program will explore foundational legal concepts through coursework focusing on research, writing, contracts, business organizations, and business litigation. Students will also complete practical coursework in key business subjects including management, ethics, human resources, and marketing. Career pathways include positions in regulation, compliance, contacts, research analytics, lobbying, and corporate practice. Graduates from the Legal Studies in Business program will be well positioned for advanced degree pursuits including law school or graduate work in business studies.

LEGAL STUDIES IN BUSINESS PROGRAM LEARNING OUTCOMES

Upon successful completion of the Legal Studies in Business degree, students will be able to:

1. Utilize critical and analytical thinking skills in business and legal work assignments
2. Demonstrate professional writing skills and an ability to communicate effectively in business and legal environments
3. Demonstrate professional research, information literacy and information technology skills in the analysis of problems and solutions for business and business law situations
4. Develop and utilize the management, leadership, and organizational skills needed to succeed in business and legal environments
5. Demonstrate comprehension of business principles including accounting, finance, management, and marketing, and apply them to business situations
6. Identify, explain and demonstrate an understanding of and compliance with business and legal ethical standards

The Bachelor of Science in Legal Studies in Business is a degree completion program with a curriculum designed to allow students with significant transfer credit to expedite the completion of their bachelor's degree. Students must have completed 45 transferable credits prior to enrollment in this program.

LEGAL STUDIES DIVISION

Degree Completion Program: Bachelor of Science in Legal Studies in Business 2017-18 Curriculum (continued)

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC 101	Peirce College Orientation		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ECO 101	Macroeconomics		3
ECO 102	Microeconomics		3
ENG 101	English Composition		C or above
ENG 103♦	Rhetoric and Research	ENG 101	C or above
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT 102	College Algebra		3
SCI	Science Core (choose 2)		6
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
MAT 109	Statistics I	MAT 102	3
BUS 100	Introduction to Business		3
LAW 103	Business Law		3
LAW 120	Legal Research for Legal Studies in Business Majors	ENG 101	C or above
LAW 125	Legal Writing for Legal Studies in Business Majors	ENG 101	C or above
ACC 105	Accounting for Non-Financial Managers	Completion of college-level math with a grade of C or above	C or above
FIN 105	Finance for Non-Financial Managers	ACC 105	3
MKT 101	Introduction to Marketing		C or above

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♦Writing Intensive Course

LEGAL STUDIES DIVISION

Degree Completion Program: Bachelor of Science in Legal Studies in Business 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
LGL 201	Contract Law	All 100-level LAW courses must be completed		3
HRM 201 ♦	Human Resource Management	BUS 100		3
MGT 210 ♦	Applied Management Concepts	BUS 100	C or above	3
LGL 309	Business Organization	All 100-level LAW courses must be completed		3
MGT 310	Ethical Leadership	MGT 210		3
LAW 420	Business Litigation	All 100-level LAW courses must be completed	C or above	3
LAW 450	B.S. Capstone - Legal Studies in Business	All required program courses must be completed or concurrently enrolled	C or above	3
ELE	Elective Course (choose 11)			33
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:				78
MINIMUM TOTAL CREDITS:				121

♦*Writing Intensive Course*

LEGAL STUDIES DIVISION

Associate in Science and Bachelor of Science in Paralegal Studies 2017-18 Curriculum

PARALEGAL STUDIES MISSION STATEMENT

The mission of the Paralegal Studies Program is to provide the foundation and academic credential base that will prepare students for rewarding careers as paralegal professionals in the legal industry.

PARALEGAL STUDIES VISION STATEMENT

By approaching the study of law from a theoretical, conceptual, and practical perspective, the Peirce College Paralegal Studies Program will prepare students for the demands of the paralegal profession. Based on a curriculum that is focused on a full range of legal specialty practice areas and a broad scope of general education perspectives, students will obtain the critical thinking, analytical processing, and legal skill sets necessary to succeed as paralegals. As a means of assuring program quality and staying well-targeted to the dynamic demands of the legal profession, the College evaluates the program curriculum and student services on a continual basis and incorporates changes identified through the evaluation process. In collaboration with legal practitioners, employers, and professional associations, the College continues working toward the ultimate goal of improving and increasing the utilization of paralegal services.

PARALEGAL STUDIES PROGRAM GOALS

The primary goal of the Peirce College Paralegal Studies Program is to prepare students for rewarding careers in the legal industry as paralegal professionals working under the direct supervision of lawyers in the public and private sector. Peirce College strives to prepare students with an understanding of the substantive knowledge and practical skills necessary to meet the standards of industry proficiency, professional integrity, and academic excellence that are expected and required to serve the legal community.

PARALEGAL STUDIES PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students will be able to:

1. Utilize critical and analytical thinking skills in paralegal work assignments
2. Employ professional legal writing skills
3. Develop and utilize legal research and investigative skills
4. Communicate effectively in the legal profession
5. Develop and utilize the management and organizational skills required to be an effective paralegal
6. Identify, explain, and utilize the technology necessary to assist in the delivery of legal services
7. Identify, explain, and abide by the ethical rules governing the conduct of paralegals and attorneys, including the limitations on the practice of law by non-lawyers, and the practical ramifications of the requirement that paralegals work under the direct supervision of lawyers
8. Articulate, explain, and promote the emerging role of the paralegal in the legal profession, the distinction and diversity of the different areas of legal practice, and the paralegal's part in efficiently expanding the delivery of legal services to the public

LEGAL STUDIES DIVISION

Associate in Science in Paralegal Studies 2017-18 Curriculum

This program is approved by the American Bar Association (ABA) and provides a foundation for students aspiring to a career in the paralegal profession.† The associate degree serves as an important milestone in the credential base for a paralegal. Since legal employers more frequently require the bachelor's degree, Peirce associate graduates typically continue their studies to the next level.

Courses are available in both the on campus and the online format; however, the ABA requires students to take 10 credits in the on campus classroom. Consult with an Academic Advisor for a list of Paralegal courses offered online. Paralegal courses not available online that must be taken in the classroom are LGL 100, 102, 113, and 117.

† It is important to note that paralegals may not provide legal services directly to the public except as permitted by law. Paralegals work under the direct supervision of attorneys.

INSTITUTIONAL REQUIREMENTS				
Requirement	Prerequisites		Grade	Min. Credits
PRC	PRC 100 or PRC 101*			1
BIS 111	Application Software Fundamentals			3
COM 112	Speech Communication			3
ENG 101	English Composition		C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	C or above	3
HUM 102	Introduction to Ethics	ENG 103		3
MAT 101	Introduction to College Mathematics			3
PSC 101	Introduction to American Government			3
SCI	Science Core (choose 1)			3
GEN ED	General Education Core (choose 1)			3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:				28

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*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

LEGAL STUDIES DIVISION

Associate in Science in Paralegal Studies 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
LGL 100	Introduction to the Paralegal Profession		3
LGL 102	Legal Research	C or above	3
LGL 113♦	Legal Writing	ENG 101 C or above	3
LGL 117	Civil Litigation	All 100-level LGL courses must be completed or concurrently enrolled	3
LGL 201	Contract Law	All 100-level LGL courses must be completed	3
LGL 206	Tort Law	All 100-level LGL courses must be completed	3
LGL 207	Criminal Law	All 100-level LGL courses must be completed	3
LGL 215	Professional Legal Responsibility	All 100-level LGL courses must be completed	3
LGL 219	Legal Technology	BIS 111 and all 100-level LGL courses must be completed	3
LGL 220 or CWE 116	Paralegal Capstone I or Cooperative Work Experience	All 200-level LGL courses must be completed or concurrently enrolled	3
ELE	Elective Course (choose 1)		3
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS:			33
MINIMUM TOTAL CREDITS:			61

♦*Writing Intensive Course*

LEGAL STUDIES DIVISION

Bachelor of Science in Paralegal Studies 2017-18 Curriculum

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC	PRC 100 or PRC 101*		1
BIS 111	Application Software Fundamentals		3
COM 112	Speech Communication		3
COM 312	Practical Reasoning	BIS 111, ENG 103, COM 112, MAT 101, HUM 102	3
ENG 101	English Composition	C or above	3
ENG 103♦	Rhetoric and Research	ENG 101	3
HUM 102	Introduction to Ethics	ENG 103	3
HUM/HIS	Humanities/History Core (choose 1)		3
MAT 101	Introduction to College Mathematics		3
MAT	Mathematics Core (choose 1)		3
PSC 101	Introduction to American Government		3
SCI	Science Core (choose 2)		6
SOC SCI	Social Science Core (choose 1)		3
GEN ED	General Education Core (choose 1)		3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			43

PROGRAM REQUIREMENTS & ELECTIVES			
Requirement	Prerequisites	Grade	Min. Credits
LGL 100	Introduction to the Paralegal Profession		3
LGL 102	Legal Research	C or above	3
LGL 113♦	Legal Writing	ENG 101	3
LGL 117	Civil Litigation	All 100-level LGL courses must be completed or concurrently enrolled	3
LGL 201	Contract Law	All 100-level LGL courses must be completed	3
LGL 206	Tort Law	All 100-level LGL courses must be completed	3
LGL 207	Criminal Law	All 100-level LGL courses must be completed	3
LGL 215	Professional Legal Responsibility	All 100-level LGL courses must be completed	3

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*Students who place into developmental education courses and/or who have fewer than 15 credits are required to enroll in the Student Success Seminar, PRC 100.

♦Writing Intensive Course

LEGAL STUDIES DIVISION

Bachelor of Science in Paralegal Studies 2017-18 Curriculum (continued)

PROGRAM REQUIREMENTS & ELECTIVES				
Requirement		Prerequisites	Grade	Min. Credits
LGL 219	Legal Technology	BIS 111 and all 100-level LGL courses must be completed		3
LGL 220 or CWE 116	Paralegal Capstone I or Cooperative Work Experience	All 200-level LGL courses must be completed or concurrently enrolled		3
LGL 304	Family Law	All 100-level LGL courses must be completed		3
LGL 305	Real Estate Law	All 100-level LGL courses must be completed		3
LGL 308	Estate Law	All 100-level LGL courses must be completed		3
LGL 309	Business Organizations	All 100-level LGL courses must be completed		3
LGL 313♦	Advanced Legal Writing	All 100-level LGL courses must be completed		3
LGL 315	Advanced Legal Research	LGL 219	C or above	3
LGL 320	Advanced Legal Technology	LGL 219		3
LGL 430	Paralegal Capstone II: Advanced Civil Litigation	All required LGL courses with the exception of LGL 440 must be completed or concurrently enrolled	C or above	3
LGL 440♦	Paralegal Capstone III: Practical Skills and Regulation	All required LGL courses must be completed or concurrently enrolled	C or above	3
CWE 413 or ELE	Cooperative Work Experience or Elective Course			3
ELE	Elective Courses (choose 6) Legal Studies (LGL) Electives or Technology Emphasis** Courses Recommended			18
MINIMUM PROGRAM REQUIREMENTS & ELECTIVE CREDITS				78
MINIMUM TOTAL CREDITS:				121

♦*Writing Intensive Course*

***Technology Emphasis Courses include BIS 235, BIS 322, and ISC 310.*

LEGAL STUDIES DIVISION

Certificate of Proficiency in Paralegal Studies 2017-18 Curriculum

The ABA approved Post-Baccalaureate Certificate Program in Paralegal Studies is designed for the individual who has already completed a bachelor's degree with a major other than Paralegal Studies and is looking to make a career transition into the field of law. The Certificate of Proficiency Program is built on a core group of legal specialty foundation courses that give graduates the skill sets necessary to thrive in the legal environment. This intensive program of study is comprised of 10 legal specialty courses that can be completed in one academic year, and will prepare students for the transition to a career in the paralegal profession.* For candidates looking to move on to law school, the Post-Baccalaureate Certificate in Paralegal Studies can serve as the ideal preparation and foundation for that career plan.

*It is important to note that paralegals may not provide legal services directly to the public except as permitted by law. Paralegals work under the direct supervision of attorneys.

Students must have completed a bachelor's degree prior to enrollment in the certificate program.

INSTITUTIONAL REQUIREMENTS			
Requirement	Prerequisites	Grade	Min. Credits
PRC 101	Peirce College Orientation		1
LGL 100	Introduction to the Paralegal Profession		3
LGL 102	Legal Research	C or above	3
LGL 113 ♦	Legal Writing	ENG 101 C or above	3
LGL 117	Civil Litigation	All 100-level LGL courses must be completed or concurrently enrolled	3
LGL 201	Contract Law	All 100-level LGL courses must be completed	3
LGL 206	Tort Law	All 100-level LGL courses must be completed	3
LGL 207	Criminal Law	All 100-level LGL courses must be completed	3
LGL 215	Professional Legal Responsibility	All 100-level LGL courses must be completed	3
LGL 219	Legal Technology	BIS 111 and all 100-level LGL courses must be completed	3
LGL 220 or CWE 116	Paralegal Capstone I or Cooperative Work Experience	All 200-level LGL courses must be completed or concurrently enrolled	3
MINIMUM INSTITUTIONAL REQUIREMENT CREDITS:			31
MINIMUM TOTAL CREDITS:			31

♦Writing Intensive Course

UNDERGRADUATE FACULTY

MICHAEL BENTIL, D.B.A. (1998)

Associate Professor, Accounting

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B.A., Morehouse College

Subject Area: Financial Accounting, Managerial & Cost Accounting, Individual Taxation, Financial Analysis, Corporate Finance, International Capital Flow

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PATRICK J. COYLE, PH.D. (2006)

Professor, Information Technology

Ph.D., Capella University

M.S.I.T., Capella University

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A.A.S., Gloucester County College

Microsoft Certified Systems Engineer (MCSE)

CompTIA Certified A+ Systems Technician

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B.S.E.D., Shippensburg University

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UNDERGRADUATE FACULTY

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UNDERGRADUATE FACULTY

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Certificate, Webmaster, Penn State University

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Certified Web Design Concepts

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J.D., Temple University, James E. Beasley School of Law

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Associate Professor, Criminal Justice Studies

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M.A.T, Marygrove College

B. A., LaSalle University

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BROOKE QUIGG, D.B.A. (1975)

Professor, Business Administration

D.B.A., Argosy University

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B.S., Philadelphia University (formerly Philadelphia College of Textiles and Science)

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Subject Area: Public Health, Health Policy, Research Methodology, Mental Health, Trauma, Violence Prevention

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BEVERLY F. ELLIOTT, PH.D. (1971)

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Ph.D., Temple University

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UNDERGRADUATE FACULTY

MARGARET OBOZIAN, M.ED. (1972)

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Subject Area: English

JAMES TOBIN, M.ED. (1965)

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B.A., Villanova University

Subject Area: History, Political Science

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Comcast Cable

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KATHRYN MCCLUSKEY

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Program**

Temple University

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COURSE DESCRIPTIONS

Accounting (ACC)

ACC 101

Accounting Principles

A grade of C or above is required in this course.

Prerequisite: Completion of a college-level math course with a grade of C or above

This introductory course includes the theory and application of major accounting principles and procedures. The following topics and problems will be studied and practiced: journalizing, financial statements, adjusting and closing entries, and systems and controls.

ACC 105

Accounting for Non-Financial Managers

Prerequisite: Completion of a college-level math course with a grade of C or above

This course provides non-financial managers with an overview of accounting essentials and the skills and competencies they need to make informed and sound decisions based on hard financial data. Topics include: understanding financial information, analysis of financial statements, and decision making for improved profitability.

ACC 201

Financial Accounting

A grade of C or above is required in this course.

Prerequisite: ACC 101

This course builds on the basic skills that were developed in ACC 101. Topics include: analysis of the balance sheet, cash, inventories, investments, tangible fixed assets, liabilities, intangible assets, and miscellaneous topics. Material covered includes the utilization and interpretation of accounting principles, a detailed study of deferrals and accruals, plant and intangible assets, partnership and corporate forms of ownership, stocks and bonds, and their effect on business decisions, and financial statement analysis.

ACC 203

Intermediate Accounting I

A grade of C or above is required in this course.

Prerequisite: ACC 201

This course is a continuation of Financial Accounting. It begins with a review of fundamental accounting principles, and then moves on to an intensive study of financial statements, including the income statement, statement of cash flow and balance sheet and their interrelationship.

ACC 204

Intermediate Accounting II

A grade of C or above is required in this course.

Prerequisite: ACC 203

This course is a continuation of Intermediate Accounting I. It continues by providing a more in-depth analysis of a company's balance sheet with the study of fixed assets, liabilities, investments in debt, and equity securities.

COURSE DESCRIPTIONS

ACC 222

Managerial Accounting

A grade of C or above is required in this course.

Prerequisite: ACC 201

The course covers managerial accounting and how it is used by managers within organizations, to provide them with the basis to make informed operational business decisions. Topics emphasized are pro forma financial statements, budgets, cash flow analysis, forecasting, direct costing, break-even analysis, and capital expenditures.

ACC 301

Auditing

A grade of C or above is required in this course.

Prerequisite: ACC 204

This course covers the principles of auditing and other assurance services. It covers professional standards, professional ethics, audit evidence, audit planning, audit risk, audit reports, Sarbanes-Oxley Act, internal control, and the role of the Securities and Exchange Commission.

ACC 303

Cost Accounting

A grade of C or above is required in this course.

Prerequisite: ACC 204

This course covers the principles of cost concepts, cost behavior, and cost accounting techniques in manufacturing and service businesses, as well as how to determine the cost of products and services to set selling prices, bid on contracts, and analyze the relative profitability of various products and services. This course will help students understand how to use the accounting system as an effective information tool for management.

ACC 304

Computerized Accounting

A grade of C or above is required in this course.

Prerequisite: ACC 204

This course studies accounting as it is practiced in a computer-based financial information environment. An important learning objective of this course is the completion of the accounting cycle, design, and management of integrated accounting systems, preparation of computer-generated financial statements, and various special reports. Integrated modules include those commonly found in computer-based accounting systems. Topics covered include general ledger, accounts receivable, accounts payable, inventory, depreciation, taxes, sales, purchases, financial statement analysis, payroll, internal controls, and system setup.

ACC 325

Taxation

A grade of C or above is required in this course.

Prerequisite: ACC 204

This course covers the Internal Revenue Code for corporate, individual, and partnership taxation. Topics include tax compliance, tax policy, financial planning, taxable income, allowable deductions, and filing requirements.

COURSE DESCRIPTIONS

ACC 401

Advanced Accounting

A grade of C or above is required in this course.

Prerequisite: ACC 204

Students will study corporate and multinational consolidations in accounting, as well as international accounting standards, foreign currency transactions, interim reporting, and the Securities and Exchange Commission.

ACC 410

Government & Non-Profit Accounting

A grade of C or above is required in this course.

Prerequisite: ACC 204

This course examines the theories and practices of accounting for government and nonprofit entities. There will be an exploration of how accounting standards are met by utilizing the information and reporting requirements under the Generally Accepted Accounting Principles (GAAP). Students will have the opportunity to complete the form 990.

ACC 425

Special Topics in Accounting

A grade of C or above is required in this course.

Prerequisites: ACC 222, ACC 301, ACC 303, ACC 325, and FIN 401

Students will research special topics that will change based on current events and issues in the field of accounting. The topics are intended to prepare the student for the workplace and graduate school. Due to their ongoing importance in business, cases in professional ethics and issues in international accounting will receive special attention.

ACC 450♦

Accounting Capstone

A grade of C or above is required in this course.

Prerequisites: All 300 and 400-level Accounting and Finance courses must be completed.

The capstone course is a senior level course designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in accounting. The students will examine a number of real-world cases that relate to auditing and accounting issues. Students will prepare an approved academic project or paper that demonstrates mastery of the accounting program and that assesses the stated outcomes of their degree requirements. A standardized test will be administered to measure academic achievement across the curriculum. Students must be proficient in Microsoft Word and Microsoft Excel.

♦ *Writing Intensive Course*

COURSE DESCRIPTIONS

Business Information Systems (BIS)

BIS 111

Application Software Fundamentals

Become familiar with software applications used in the workplace, and have hands-on practice with the fundamental aspects of these applications. This course will cover the essential concepts of Microsoft Word, Excel, and PowerPoint. Students will learn the practical application of these programs in business contexts and learn to make effective decisions when selecting where and how to use these applications. This course will also prepare students for learning intermediate concepts in these software packages.

BIS 112

Programming Concepts

Prerequisite: MAT 101

This course introduces object-oriented programming. Topics explored include the concepts of objects, methods, functions, events, modularity, and logical structure. In this course, students will write, test, debug, and document their own basic computer programs. BIS 112 is currently taught using Alice, which provides a three-dimensional virtual world that students animate programmatically. Students will complete a team-based multi-week animation project that will include developing a script and storyboard, selecting and modifying characters, creating the required logic, and adding audio.

BIS 201

HTML and the World Wide Web

Experience a hands-on introduction to both fixed and responsive website design and implementation. Students will learn HTML5 & CSS markup, basic website administration, and key web design principles to enable them to use the web to communicate information effectively.

BIS 235

Database Management Systems

Prerequisite: BIS 111

This course introduces fundamental relational database design and practical database system use. Topics include database design techniques using the entity-relationship approach, the relational model, commercial query languages such as SQL, and normalization techniques. This course provides hands-on exercises for applying these techniques to real-world problems.

BIS 322

Intermediate Office Applications

Prerequisite: BIS 111

Building on the introduction provided in BIS 111, this course introduces intermediate applications of office productivity applications including word processing, electronic spreadsheets, and presentation software. Word processing topics include the creation of a variety of formal business documents, including form letters and professional newsletters. Spreadsheet topics include techniques to solve a wide range of business and financial problems. Presentation topics covered include customized design templates and interactive graphics. The practical application of these tools and techniques is emphasized throughout the course. This course will also prepare students for learning advanced concepts in these software packages. Students who have already taken BIS 215 and BIS 216 should not take this class.

COURSE DESCRIPTIONS

BIS 323

Computer Programming II

Prerequisite: A grade of C or above in BIS 112

This course builds on the introduction to computer programming provided in BIS 112. Topics include program structure and design, data structures, files and exceptions, control flow, modularization, object-oriented programming, and documentation. Students will learn how to take a problem, analyze and represent its requirements, and apply good design practices to solve it. This course is currently taught in the Python programming language.

BIS 324

Computer Programming III

A grade of C or above is needed for students planning/required to take BIS 325.

Prerequisite: BIS 323

Students apply various testing means to Python programs. Students write unit and acceptance tests using Nose, PyTest, DocTests, Behave, PyLint, and Coverage. As part of their study, they will learn about Test Driven Development (TDD) and Behavior Driven Development (BDD). Using the Command Prompt, creating Object-Oriented Design, using UML, applying multiple inheritance, and using polymorphism are also included.

BIS 325

Application Development

Prerequisite: A grade of C or above in BIS 324

Topics covered in this course are intermediate programming details and techniques using a professional integrated development environment. Students will program application development solutions that require decision-making, iteration, multiple forms, menus, common dialogs, functions, arrays, and exception handling. Debugging techniques and the creation of Windows executable files are also covered. This course is currently taught in the C# programming language.

BIS 330

JavaScript Programming

Prerequisites: BIS 201 and BIS 325

Students expand on the knowledge gained in BIS 201 and BIS 325 by further investigating the development of web pages using the JavaScript programming language. Using JavaScript, web pages can become dynamic, and interfaces can be enhanced with better modes of interaction. Some of the topics explored include how to create countdowns, monthly calendars, pull-down menus, banners, rollovers, slide shows, form validations, and cookies using external JavaScript files. An introduction to AJAX and jQuery is included.

BIS 345

Advanced Application Development

Prerequisites: BIS 201, BIS 235, and a grade of C or above in BIS 325

Students will use C#, SQL, and ADO.NET to create database applications using Visual Studio. This course builds upon the techniques acquired in previous application development courses. Students will work with text files, binary files, and XML files. They will use LINQ to query databases, and they will use the Entity Framework to map objects of an application to a database.

COURSE DESCRIPTIONS

BIS 402

System Analysis and Design

Prerequisite: MIS 302

Discover the principles, practices, and tools of modern systems analysis and design. Established and evolving methodologies for the development of business-related computer information systems are presented. Students are exposed to the full software development lifecycle, with an emphasis on requirements analysis and the creation and representation of design specifications. The roles of systems analysts, computer programmers, and end users in the development, installation, and maintenance of an information system are investigated.

BIS 403

Applied Systems Design

Prerequisite: BIS 402

Use the systems development skills learned in BIS 402 and apply them to a business problem. Working in teams, students analyze a business problem and design a systems-based solution. Teams make presentations highlighting their proposed designs and deliver a final system analysis report to the management of a hypothetical client.

BIS 415

IT Capstone in Programming

A grade of C or above is required in this course.

Prerequisite: All IT courses required for the bachelor's degree must be completed or concurrently enrolled.

The capstone serves as a final assessment of the program outcomes for the Programming & Application Development and Desktop Applications for Business concentrations. The capstone project provides students the opportunity to assimilate and apply the knowledge and skills they have acquired throughout their degree program. Students are encouraged to choose capstone topics that will benefit both themselves and their current or prospective employers.

Business (BUS)

BUS 100

Introduction to Business

Apply an interdisciplinary approach to study the role of the American business system in a global, political, and economic perspective. Topics include the historical development of the American business system; comparison of economic philosophies; functions of management, marketing, finance, and organizational structure; governments' intervention in business activity; the international business environment; and social responsibility.

COURSE DESCRIPTIONS

BUS 250◆

Associate Business Capstone Course

A grade of C or above is required in this course.

Prerequisites: BUS 100, ACC 201, ECO 101, ECO 102, and MKT 101

This associate level capstone course in business will examine management theory and functions, leadership, decision making, organizations as systems, and organizational structure and design. Theory will be applied to current management problems and issues through case studies. As a requirement for this course, students will take a standardized test to measure their academic achievement in the business curriculum.

◆ *Writing Intensive Course*

BUS 310

Concepts in e-Commerce

Prerequisites: BUS 100 and ENG 103

This course employs real world cases to explore the electronic commerce aspects of Internet-based business. Topics include online business strategies, payment systems, e-Marketing, e-Fulfillment, security, ethics, and legal issues of electronic business. Making extensive use of the Internet to link concepts in the course to real-life contexts, students will research contemporary issues in e-Commerce.

BUS 440

Applied Business Research

A grade of C or above is required in this course.

Prerequisites: MAT 109 and MGT 310

This course is designed to assist students with integrating research skills and professional business practices by providing an opportunity to apply current research to a business project. The purpose of business research is to assist managers in making more informed and responsible decisions. Therefore, students will be given the opportunity to sharpen critical thinking processes by studying and applying quantitative and qualitative methods to problem solving.

BUS 450◆

Policy and Strategy Formulation

A grade of C or above is required in this course.

Prerequisites: MGT or BUS 250, FIN 401, and MGT 404

This capstone course will integrate business knowledge and concepts for the purpose of policy making and strategy formulation. Students will develop a total organization approach to problem solving through case studies. As a requirement for this course, students will take a standardized test to measure their academic achievement in the business curriculum.

◆ *Writing Intensive Course*

COURSE DESCRIPTIONS

Communication (COM)

COM 112

Effective Speech Communication

This course provides study and practice in oral communication, written speech construction, rhetorical devices, and presentational skills. Organization and development of ideas, diction, clarity of expression, and the interaction of verbal and non-verbal behavior are all emphasized. Students taking this course online will need access to a webcam and a microphone.

COM 202

Intercultural Communication

Prerequisite: A grade of C or above in ENG 101

This course examines the concept of valuing differences by developing skills in understanding and working with persons from backgrounds different from the student's own, including differences in work ethic, ethnicity, gender, age, socioeconomic status, education, and sexual orientation. Through class assignments, this course also requires students to apply, in their day-to-day activities, the intercultural communication skills that they have acquired during the class.

COM 312

Practical Reasoning

Prerequisites: BIS 111, ENG 103, COM 112, MAT 101, and HUM 102

This course is an introduction to the basic principles of informal logic, practical reasoning, and argumentation. The course will build the core set of skills required to identify faulty reasoning, analyze arguments, and construct valid arguments.

COM 345

Advanced Communication Skills

Prerequisites: ENG 101 and one English or Communications course

This course is designed to refine and reinforce both oral and written communication skills appropriate for academic and professional settings. Requirements include, but are not limited to, oral presentations and written assignments particular to program majors. Knowledge of Power Point and research skills are also emphasized. Prior completion of BIS 111 is strongly recommended. Students taking this course online will need access to a webcam and a microphone.

Competency Based Education (CBE)

CBE 101

Introduction to Competency Based Education

CBE is a one credit course specifically designed and required for CBE students only. This course is intended for students to gain a deeper insight about the CBE program and review and strengthen useful tools that will impact their success in the program. This course also provides the student with a step-by-step process in the Learning Management System in which the students will complete their assignments. This course must be successfully completed within students' first term at Peirce in order to continue at the College.

COURSE DESCRIPTIONS

Cooperative Work Experience (CWE)

CWE 098

Associate Pre Co-operative Education Workshop

Prerequisite: 30 credits toward the associate degree credits must be completed.

CWE 099

Bachelor's Pre-Cooperative Education Workshop

Prerequisite: 105 credits toward the bachelor's degree must be completed

CWE 104

Business Administration/Management (Associates) Cooperative Work Experience

CWE 116

Paralegal Studies (Associates) Cooperative Work Experience

CWE 221

Year Up Information Technology Cooperative Work Experience

A grade of C or above is required in this course.

CWE 222

Year Up Business Administration Cooperative Work Experience

A grade of C or above is required in this course.

CWE 227

Criminal Justice Cooperative Work Experience

Prerequisites: CJS 101, CJS 104, and CJS 107

This elective course requires a supervised internship in an approved criminal justice setting. The Co-op is an excellent opportunity for students to put their working knowledge of the criminal justice system into action. By placing themselves in the environment where their learning comes to life, students will gain hands-on experience in the field of criminal justice.

CWE 304

Business Administration/Management (Bachelor's) Cooperative Work Experience

CWE 306

Business Administration/Marketing (Bachelor's) Cooperative Work Experience

COURSE DESCRIPTIONS

CWE 310

Business Administration/Business Law (Bachelor's) Cooperative Work Experience

Students planning to take cooperative work education for their associate's or bachelor's degree must first take a series of preparatory workshops, which prepare the student for the Co-op program. This prerequisite must be taken after 45 credits for the associate's degree program and/or 105 credits for the bachelor's program. All cooperative work experiences are optional. The supervised work experiences provide students with the opportunity to observe and participate in actual organizational processes in their area of special interest. A comprehensive work report is required of all students. Co-op experiences are either three or six credits. To participate in Co-op, students must discuss it with their Program Advisor and the Facilitator of Career Development Services (CDS)/Cooperative Education. Students must typically hold a 2.0 GPA to participate in Co-op. Students who fall below the required GPA must obtain a waiver from CDS.

CWE 320

Information Technology/Technology Management (Bachelor's) Cooperative Work Experience

CWE 325

Information Technology/Desktop Application for Business (Bachelor's) Cooperative Work Experience

Prerequisite: CWE 099

Students planning to take cooperative work education for their associate's or bachelor's degree must first take a series of preparatory workshops, which prepare the degree program and/or 105 credits for the bachelor's program. All cooperative work experiences are optional. The supervised work experiences provide students with the opportunity to observe and participate in actual organizational processes in their area of special interest. A comprehensive work report is required of all students. Co-op experiences are either three or six credits. To participate in Co-op, students must discuss it with their Program Advisor and the Facilitator of Career Development Services (CDS)/Cooperative Education. Students must typically hold a 2.0 GPA to participate in Co-op. Students who fall below the required GPA must obtain a waiver from CDS.

CWE 406

Accounting Cooperative Work Experience

Prerequisite: CWE 099

Students planning to take cooperative work education (Co-op) for their bachelor's degree must first take a preparatory workshop to prepare for the Co-op program. The prerequisite workshop must be taken after completion of 90 credits for the bachelor's degree program. All cooperative work experiences are optional. The supervised work experiences provide students with the opportunity to observe and participate in actual organizational processes in their area of special interest. A comprehensive work report is required of all students. To participate in Co-op, students must consult with their Program Advisor. Students must typically hold a 2.0 GPA to participate. Students who fall below the required GPA must obtain a waiver.

CWE 413

Paralegal (Bachelor's) Cooperative Work Experience

COURSE DESCRIPTIONS

CWE 427

CJS Cooperative Work Experience

Prerequisites: All CJS 100-level courses and CWE 099

Criminal Justice (CJS)

CJS 101

Introduction to Criminal Justice

A grade of C or above is required in this course.

This course introduces students to the criminal justice system and its three main components: law enforcement, the courts, and corrections. It reviews what constitutes a criminal offense, how crime is measured, and theories of crime causation. This course also looks at issues and challenges facing today's criminal justice system and examines possible future directions.

CJS 104♦

Criminal Court System

A grade of C or above is required in this course.

This course provides students with an overview of the criminal justice system and its processes. It examines the law, the structure of the American Court Systems, the function/roles of the courtroom work group, the pre-trial and trial processes, and sentencing.

♦*Writing Intensive Course*

CJS 107

Criminology

A grade of C or above is required in this course.

This course introduces students to the study of crime and criminal behavior, as well as to theories of crime causation. It reviews different types of crime and examines crime control policy.

CJS 201

Introduction to Criminal Justice Research Methods

Prerequisite: All 100-level CJS courses

This research-based course introduces the basic principles and issues imperative to understanding the application of the scientific method to research in the criminal justice field. This course exposes students to the various types of criminal justice data such as the Uniform Crime Report, victimization surveys, court and prison statistics, evaluation studies, and agency reports. This course requires students to apply their knowledge of statistics to gain a deeper understanding of its application to social science research methodology. The student will become well versed in computer based analyses of criminal justice data while examining the relationship between theory, hypotheses, and empirical research and differentiating between qualitative and quantitative methods.

COURSE DESCRIPTIONS

CJS 204

Criminal Law

Prerequisite: All CJS 100-level courses

This course provides students with an historical understanding of criminal law, theories of criminal liability, an overview of general legal principles, including various crimes and possible defenses to a criminal charge, and an awareness of the fundamental nature of law.

CJS 207

Ethics in Criminal Justice

Prerequisite: All CJS 100-level courses

This course provides students with an opportunity to explore one of the most important issues in Criminal Justice: ethics. Through an in-depth exploration of practical ethical considerations for those who work in the criminal justice system and illustrations and application of ethical decision-making tools, students will gain a deeper understanding of the importance of professional integrity and leadership skills.

CJS 210

Law Enforcement & Police in Society

Prerequisite: All CJS 100-level courses

This course gives students an overview of the police and their mission. It examines the evolution of policing as well as methods, issues, and challenges to present-day policing. The course also looks at technology in the service of law enforcement and explores the future of policing.

CJS 213

The Correctional System

Prerequisite: All CJS 100-level courses

This course provides an overview of the field of corrections. Topics covered are prisons and jails, correctional policies, agencies, prison life, and challenges facing corrections.

CJS 221

Introduction to Public & Private Security

Prerequisite: All CJS 100-level courses

This course provides an overview of the field of security operations and management. The history, threats to, and legal aspects of security are included, as well as global considerations. In addition, coverage of budgeting; planning; career opportunities; and future trends. With a focus on career preparation, this course introduces students to the most popular security sectors.

CJS 224

Juvenile Justice

Prerequisite: All CJS 100-level courses

This course gives students an overview of American juvenile justice in terms of both system and practice. It examines the juvenile offender, causes of juvenile crime, the juvenile court system, and juveniles in the adult court system. This course also looks at institutionalization, rehabilitation, the treatment of juveniles, and the future of juvenile justice in America.

COURSE DESCRIPTIONS

CJS 230

Criminal Justice Capstone I

Prerequisites: CJS 201, CJS 204, and CJS 207

This course combines the knowledge gained within the criminal justice curriculum and prepares students for upper-division courses in the discipline or for entry-level career positions in the criminal justice system. The student will develop and prepare a research project that will result in an end of class presentation.

CJS 304

Advanced Criminal Law and Procedure

Prerequisite: CJS 204

This course will build upon the knowledge and skills acquired in CJS 204: Criminal Law. Students will explore criminal pre-trial, trial, and post-trial procedures, as well as examine the U.S. Constitution and leading case law that impacts the rights of the accused.

CJS 310

Victims and Victimization

Prerequisite: All CJS 100-level courses

This course examines the causes of victimization and looks at theories associated with violent victimization. It analyzes the offender-victim relationship and presents ideas on preventing violence and responding to victimization.

CJS 317

Criminal Investigation

Prerequisite: All CJS 100-level courses

This course focuses on criminal investigation by examining the processes involved in identifying and arresting criminal suspects, identifying the types of crimes and offenses, and in preparing for court.

CJS 318

Homeland Security

Prerequisite: All CJS 100-level courses

This course addresses the functions of homeland security, critical infrastructure, and asset protection as they relate to government, industry, and the community. The key functions of threat prevention, crisis response, and operations recovery are addressed from a variety of perspectives given that homeland security is a responsibility that is shared by government agencies, the private sector, and individuals, encompassing a broad spectrum of professional career positions throughout our society. This course provides an overview of the elements involved in the homeland security function, as well as the challenges critical infrastructure managers in government and industry can/will face while maintaining mission operations and staff accountability in the midst of multiple overlapping roles and responsibilities.

COURSE DESCRIPTIONS

CJS 322

Probation & Parole

Prerequisite: All CJS 100-level courses

This course focuses on adult and juvenile probation, parole, and related institutions. An historical review of trends in probation and parole such as the community-based programs in work release, halfway house contract program planning, therapeutic community, and treatment team concepts in probation and parole are examined. Modern trends, such as the justice model, determinate sentencing, restorative justice, 'broken windows' supervision, and intensive supervision in the adult and juvenile system are also examined.

CJS 401♦

Advanced Research Methods for CJS

Prerequisite: CJS 201

Students will build upon the introductory research methods concepts that they learned in CJS 201: Introduction to Criminal Justice Research Methods. In this advanced course, students will examine theoretical perspectives that form the foundation of research methodologies. CJS 401 includes a deep look at quantitative statistical analysis, as well as an in-depth look at qualitative research skills. While CJS 201 introduced basic concepts, CJS 401 asks students to apply knowledge to the development of a research proposal presented during classroom activities.

♦*Writing Intensive Course*

CJS 411

Report Writing for CJS Majors

Prerequisite: All CJS 100-level courses

This course integrates technical writing skills and discipline specific report writing elements. With its emphasis on writing that covers ethics, investigative reporting, and interpersonal skills, this course demonstrates not only what information should go into reports, but also how to write this information well. This course is designed to enhance the knowledge of students by providing exposure to key elements of effective report writing communication methods and awareness. This course creates baseline awareness and actions to produce complete, concise, clear, correct, courteous, and legible reports. To augment report-writing strategies, engaging dialogue within the classroom will be initiated on seamless best practices in compliance with sample department guidelines and procedures.

CJS 424

Computer Crimes

Prerequisite: All CJS 100-level courses

This course examines all aspects of cybercrime from emerging global crimes of the Internet, to criminological perspectives on cybercrime, to investigating and prosecuting cybercrimes. It provides an overview of emerging global crimes, challenges faced by law enforcement, and the underlying reasons for the rise in such activities. Students will focus on the role of the cybercriminal, the victim, and the cybercriminal's impact on the criminal justice system.

COURSE DESCRIPTIONS

CJS 440◆

Criminal Justice Capstone II

A grade of C or above is required in this course.

Prerequisite: All required CJS courses

Students will build upon concepts addressed in CJS 230: Criminal Justice Capstone I, and the entire CJS Curriculum bringing together all of the essential elements of the criminal justice system. This course is designed to develop leadership skills and to discuss and explore economic, social, cultural, and political trends in the Criminal Justice profession. Students will apply the information acquired in the core curriculum to engage in simulations involving various issues that arise in this field. Simulations focus on the roles of the parties involved in the day-to-day functioning of the criminal justice system, as well as the ethical issues faced by each party. As part of the simulation process, students will also focus on proposed resolutions. Writing assignments will be integrated into the simulations. These assignments are designed to enhance students' understanding of the issues and proposed resolutions presented during classroom activities.

◆*Writing Intensive Course*

Economics (ECO)

ECO 101

Macroeconomics

Macroeconomics is a principles course that focuses on the aggregate economic variables of employment, output, and prices. The course serves as both an introduction to economics and as a survey of basic models of macroeconomic analysis. Topics include an investigation of the nature, scope, and methodology of economics; elementary models of supply, demand and comparative statics; national income accounting; the business cycle, employment, and price level determination; fiscal policy; and money and banking and monetary policy.

ECO 102

Microeconomics

Microeconomics is a principles course that focuses on the behavior of households and firms as economic agents. Topics include a review of the basics, including the nature of the economics discipline, elementary models of supply and demand and comparative statics; an extension of supply and demand analysis through own-price elasticity with applications; the theory of the firm under perfect competition and pure monopoly; resource pricing and input decisions, and the microeconomic aspects of international trade.

ECO 340

International Economics

Prerequisites: A grade of C or above in ECO 101 and ECO 102. MAT 102, MAT 109, and MAT 210 are recommended.

International Economics presents an in-depth study of international trade. Students will analyze why nations trade and invest, the gains from trade and investment, and the magnitude of these activities. Topics include trade restrictions, the costs of protection, foreign exchange markets, and the balance of payments.

COURSE DESCRIPTIONS

ECO 350

Managerial Economics

Prerequisites: A grade of C or above in ECO 101 and ECO 102. MAT 102, MAT 109, and MAT 210 are recommended.

Managerial Economics applies microeconomic theory to practical business applications, focusing on pricing, production, and resource allocation issues useful in decision-making. Topics include demand, the theory of the firm, production and costs, pricing decisions, demand estimation, game theory, and the theory of risk.

English (ENG)

ENG 010

Introduction to College Reading and Composition

A grade of C or above is required in this course.

This three-credit skills enhancement course is designed to increase students' academic readiness for college-level English courses. The course reviews critical thinking, the principles of reading comprehension, expository and reflective writing, and an intensive grammar review. Computer-assisted instruction is employed to facilitate students' abilities to engage in independent work. Additional recourses, such as tutoring, workshops, and mentoring will be mandatory for students to support both cognitive and non-cognitive skills. This course does not satisfy course requirements for any degree program.

ENG 101

English Composition

A grade of C or above is required in this course.

Prerequisites: A grade of C or above in ENG 010 or placement into college-level English.

Students will develop clear, logical, and forceful expository writing skills with emphasis on planning, structuring, developing, and documenting essays. Readings, observations, and discussions provide students with a basis for writing about themselves and their world. Research techniques are also included. This course is required of all students.

ENG 103♦

Rhetoric and Research

A grade of C or above is required in this course.

Prerequisite: A grade of C or above in ENG 101

This course focuses on the shift from introductory modes of writing explored in English 101 to higher order, objective, academic writing used in various disciplines and professions. Emphasis is placed on critical reading, thinking, writing, and research for different rhetorical modes and audiences. This course also introduces the research process and APA format as the basis for future collegiate coursework. This course is required for all majors after completing English 101 with a grade of C or above.

♦*Writing Intensive Course*

COURSE DESCRIPTIONS

ENG 202

Introduction to Literature

Prerequisite: A grade of C or above in ENG 101

This course focuses on reading, writing, and discussion about significant works of literature through the genres of short fiction, drama, and poetry. Students will be introduced to literary terminology, thematic devices, and critical interpretations of the texts.

ENG 205

American Literature

Prerequisite: A grade of C or above in ENG 101

This course will examine some of the most important literary trends in American literature with an emphasis on the relation of literature to American history and culture. The course provides a general introduction to literary theory and focuses on critical analysis of selected texts.

ENG 325

Shakespeare in Context

Prerequisite: A grade of C or above in ENG 101

The course explores Shakespeare's works in an historical, political, and social context and examines how and why his work still resonates with audiences. The course emphasizes discussion, application of literary theory, research, and creative and expository writing to analyze Shakespeare's comedies, tragedies, histories, and sonnets. Students may be required to participate in dramatic readings and presentations as well as attend film and stage productions.

ENG 330

Contemporary Literature

Prerequisite: A grade of C or above in ENG 101

Experience the contemporary work (1970-present) of selected poets, fiction writers, and dramatists who have explored major societal issues such as sexuality, religion, and war. Students will be exposed to literary theory and will focus on major literary concepts such as aesthetic distance, art and morality, authenticity, and ambiguity. This course emphasizes discussion, debate, and written expression of themes, thematic devices, and critical analysis of the selected texts.

Entrepreneurship/Small Business Management (ENT)

ENT 200

Introduction to Entrepreneurship/Small Business Management

Prerequisite: BUS 100

Students explore entrepreneurial processes and outcomes in this introductory course. Opportunity identification through analysis of industry niches will be reviewed. Students will develop the skills needed in order to turn a business opportunity into reality. Business plans, launch decisions, and obtaining risk capital will be studied.

COURSE DESCRIPTIONS

ENT 225

Accounting, Finance, and Tax for Smaller Businesses

Prerequisites: ACC 201 and ENT 200

Accounting systems, financial plans, and budgets for small businesses are some of the material covered in this course. Financing sources for start-up and growing businesses are examined. Income tax considerations in choosing a type of business organization are discussed.

ENT 280

Entrepreneurial Marketing

Prerequisites: MKT 101 and ENT 200

Focus is placed on marketing concepts as applied in the real world by entrepreneurs. Entrepreneurial marketing topics are presented, including customer segmentation, product/service development, marketing promotion, and distribution channel development.

ENT 401

Entrepreneurial Strategies and Tactics

A grade of C or above is required in this course.

Prerequisites: ENT 200, ENT 225, and ENT 280

Students will consider the various types of entrepreneurial entry strategies, factors influencing the selection of an appropriate strategy, and the translation of that strategy into effective tactics.

ENT 425

Special Topics - Entrepreneurship/Small Business Management

Prerequisites: ENT 200, ENT 225, and ENT 280

This course will cover special topics that will change based on current events and issues of importance to the entrepreneur or small business manager. The topics are intended to prepare the student for a leadership role in operating a successful small business. Due to their ongoing importance in business, cases in professional ethics and issues in international management will receive special attention.

Finance (FIN)

FIN 100

Introduction to Personal Finance

This course prepares students to become informed consumers of financial information and provides the skills and knowledge needed to effectively manage personal spending and make appropriate financial decisions. Topics presented include the following: the proper use of credit, funding education, insurance and risk management, budgeting skills, savings and checking account management, and the protection of assets and future income.

FIN 105

Finance for Non-Financial Managers

Prerequisite: ACC 105

This course will provide students with a solid foundation in the principles of finance as they apply in the real world. Students will develop an understanding of business financial operations, financial performance measures, financial decisions and their impact upon performance, budget creation and management, and the use of finance skills to drive a business forward.

COURSE DESCRIPTIONS

FIN 201

Introduction to Finance

A grade of C or above is required in this course.

Prerequisite: ACC 201

This course covers the major concepts and techniques of financial management. The following topics will be emphasized: the time value of money, capital budgeting, financial statement analysis, financial forecasting, short-term financial management, and the role of financial management in the corporation.

FIN 401

Financial Analysis

A grade of C or above is required in this course.

Prerequisite: FIN 201

This course helps students develop the skills they will need for making financial information management decisions in the context of planning and controlling the business enterprise. This course will emphasize the development of decision-making criteria in dealing with topics such as financial planning, capital budgeting, financing international trade, working capital, risk assessment, interest rates, debt, and equity management.

Healthcare Administration (HCA)

HCA 101

Introduction to Healthcare

A grade of C or above is required in this course.

Prerequisites: ENG 101, BIS 111, and COM 112

This introductory course is the first healthcare administration specific course a student takes on the journey towards a BS in Healthcare Administration at Peirce College. A broad overview of the business and healthcare educational knowledge skills and competencies to fill a variety of healthcare administrative and professional roles and functions in various healthcare organizations is provided. Topics covered include management, strategic planning, marketing, finance, health disparities, ethics, law, and risk management from the healthcare administration perspective.

HCA 210◆

Healthcare Delivery in the US

A grade of C or above is required in this course.

Prerequisites: HCA 101 and ENG 103

An introduction to the historical development, structure, and operation of major components of the American healthcare delivery system, this course reviews the evolution of the healthcare system's features, the organization and delivery of healthcare services, health policy formulation, allocation of healthcare resources, and the relation of healthcare costs to measurable benefits. Other topics include the impact of medical technology, research findings, and societal values on the evolving American healthcare delivery system. Career opportunities in healthcare management will be explored in order to allow students to narrow their focus to better position for a specific career.

◆*Writing Intensive Course*

COURSE DESCRIPTIONS

HCA 220

Cultural Competency for Healthcare Professionals

A grade of C or above is required in this course.

Prerequisite: ENG 103

Cultural competence is a set of behaviors, knowledge, attitudes, and policies that enable professionals to perform effectively and ethically in cross-cultural situations. A strong body of evidence supports the existence of health disparities based on race, ethnicity, class, gender, sexual orientation, immigrant status, religion, and other social and cultural markers, making it critically necessary for healthcare professionals to be equipped to address the needs of a diverse population. Drawing from a multicultural competency model, this course will provide students with an overview of multicultural theories, issues, and practices in a healthcare setting (including both direct and indirect care settings). Additionally, this course facilitates an examination of students' own experiences, perspectives, and biases to further the development of multicultural awareness in their professional lives.

HCA 240

Healthcare Law and Ethics

A grade of C or above is required in this course.

Prerequisites: ENG 103 and HCA 210

This course introduces the student to the U.S. legal system and provides an overview of the laws and regulations applicable to healthcare. Special emphasis is placed on the criminal aspects of healthcare, medical ethics, information management, patient consent, and patient rights and responsibilities. Through case study analysis, students will learn how to interpret laws and apply the ethical principles of autonomy, nonmaleficence, beneficence, and justice to healthcare controversies.

HCA 320◆

Public and Community Health

A grade of C or above is required in this course.

Prerequisites: HCA 210 and HCA 220

Healthcare students will be introduced to the development of the public health system and will examine the impact of environmental factors on disease trends and communicable disease controls. Students will develop skills in community assessment and health promotion strategies. The course will explore population and community health.

◆*Writing Intensive Course*

HCA 340

Financing Healthcare

A grade of C or above is required in this course.

Prerequisites: All required 100 and 200-level HCA and HIT courses must be completed.

Financing Healthcare is designed to introduce students interested in non-financial healthcare administration roles to the fundamental concepts and skills necessary to manage the operations of healthcare organizations. This course prepares students to solve quantitative problems using realistic examples and case studies. At the end of the course, students will be able to apply quantitative skills for healthcare financial management using practiced concepts and skills.

COURSE DESCRIPTIONS

HCA 460◆

Health Policy

A grade of C or above is required in this course.

Prerequisites: All required 100 and 200-level HCA and HIT courses must be completed.

In this course, students work through detailed case studies and solve complex healthcare problems from the perspective of both a healthcare planner and a board member. All steps of the strategic planning process are explored and practiced. Students will conduct a SWOT analysis, IT assessment, create a detailed business plan, communicate progress, and secure commitment to goals.

◆*Writing Intensive Course*

HCA 480

Healthcare Administration Capstone

A grade of C or above is required in this course.

Prerequisite: HIA 340

This course is the final healthcare administration specific course a student takes on the journey towards a BS in healthcare administration. A broad review of the business and healthcare educational knowledge skills and competencies to fill a variety healthcare administrative and professional roles and functions in various healthcare organizations is conducted. Topics covered include management, strategic planning, marketing, finance, health disparities, ethics, law, and risk management from the healthcare administration perspective. The student will leave the course with a healthcare administration portfolio as well as personal branding tools to secure or maintain a position as a healthcare administrator, manager, supervisor, professional, or graduate student.

HCA 490

Current Topics for Healthcare

A grade of C or above is required in this course.

Prerequisites: All HCA/HIT courses required for the bachelor's degree must be completed or concurrently enrolled.

The topics covered in this course are based on current events and issues in the field of healthcare administration. Students choose a project that will benefit their existing or potential employer or the HCA program.

◆*Writing Intensive Course*

Health Information Administration (HIA)

HIA 310◆

Advanced Quality Management and Performance Improvement in Healthcare

A grade of C or above is required in this course.

Prerequisites: All required 100 and 200-level HCA and HIT courses must be completed.

This course focuses on the management of quality and performance improvement processes in healthcare. Topics covered include benchmarking, utilization and resource management, risk management, case management, and critical paths. Special emphasis is placed upon the measurement of outcomes and analysis of clinical data to identify trends that demonstrate quality, safety, and effectiveness of healthcare.

◆*Writing Intensive Course*

COURSE DESCRIPTIONS

HIA 320

HIPAA For The Healthcare Manager

A grade of C or above is required in this course.

Prerequisites: All required 100 and 200-level HCA and HIT courses must be completed.

This course is an introduction to HIPAA. It begins with a review of HIPAA regulations, and then moves on to an intensive study of implementation and compliance with HIPAA. The student will be introduced to the Privacy and Security HIPAA regulations as they apply to the healthcare setting.

HIA 340◆

Healthcare Research Methods

A grade of C or above is required in this course.

Prerequisites: All required 100 and 200-level HCA and HIT courses must be completed.

This course builds upon the principles of healthcare statistics and focuses on inferential statistics and research methodology principles. Research methods including survey, observational, experimental, and quasi-experimental, and epidemiological research are examined as are methods of data collection, reporting, and presentation. The ethical, legal, and social implications of undertaking research on human subjects and role of the IRB are closely examined.

◆*Writing Intensive Course*

HIA 350

Electronic Health Records

A grade of C or above is required in this course.

Prerequisites: All required 100 and 200-level HCA and HIT courses must be completed.

This course is designed to prepare the health information manager with the necessary skills needed to operate in an electronic health record environment. In addition to EHR project management, goal setting and migration path development, the selection, implementation, and ongoing maintenance of EHR systems is explored.

HIA 370

HIM Compliance

A grade of C or above is required in this course.

Prerequisites: All required 100 and 200-level HCA and HIT courses must be completed.

This course examines the elements of a compliance program including associated policies and procedures, training and education, and auditing and monitoring. Compliance principles for healthcare settings including hospital outpatient services, physician practices, long-term care facilities, inpatient rehabilitation, home health, long-term acute care, and behavioral health are closely examined. Examples of audit tools including ambulatory coding review worksheets, audit summary sheets, and coding and DRG validation forms are discussed.

COURSE DESCRIPTIONS

HIA 400

Healthcare Data Analytics

A grade of C or above for HIA students

Prerequisites: All 300-level courses must be completed or concurrently enrolled for healthcare majors and MAT 109 for non-healthcare majors.

This course introduces the student to computerized statistical packages used to compute and interpret descriptive and inferential statistics. Students will learn how to apply analytical results to facilitate decision-making, analyze data to identify trends that demonstrate quality, safety, and effectiveness of healthcare, and make institutional recommendations.

HIA 480

Strategic Planning and Organizational Development in Healthcare

A grade of C or above is required in this course.

Prerequisites: All 300 - level courses must be completed or concurrently enrolled.

This course focuses on the application of general principles of management in the administration of health information services. Topics covered include organizational assessment and benchmarking, critical thinking, emotional intelligence, project and change management, consensus building, negotiation techniques, and problem solving and decision-making. Special emphasis is placed upon communication and interpersonal skills and professional development for oneself and staff.

HIA 497

HIA Professional Practice Workshop

Prerequisites: All required 300-level courses must be completed.

Students enrolled in the Bachelor of Science degree program in Health Information Administration must take this workshop in preparation for HIA 499 Professional Practice III. Students will enroll in the HIA 497 workshop after all 300-level courses in the program have been completed and in the semester prior to enrolling in HIA 499.

HIA 498

Health Information Administration Capstone

A grade of C or above is required in this course.

Prerequisites: All 300 and 400-level courses must be completed or concurrently enrolled.

This course is taken in the final session of study in the HIA program. Under the direction of a faculty member, students undertake an approved project within the scope of Health Information Administration. The approved project is designed to challenge the students' understanding of critical thinking and problem solving from a managerial perspective. Through successful completion of the project, students will demonstrate synthesis and application of knowledge and skills acquired during the course of study.

HIA 499

HIA Professional Practice Experience

A grade of C or above is required in this course.

Prerequisites: HIA 497, Approval of Healthcare Site and Approval of Faculty Chair

This course, taken during the final term of study, requires the student to complete a HIM management-focused Professional Practice Experience (PPE) in a clinical or non-clinical healthcare setting. Through successful completion of the management PPE and associated project, the student will apply and demonstrate program competencies.

COURSE DESCRIPTIONS

Health Information Technology (HIT)

HIT 100

Medical Terminology

A grade of C or above is required in this course.

This course examines the structure of the language of medicine with an emphasis on analysis of components, meaning, spelling, and pronunciation. The student will build a medical vocabulary applicable to body systems, the clinical laboratory, diagnostic testing, and healthcare in general.

HIT 101

Introduction to Health Information Management

A grade of C or above is required in this course.

Prerequisite: HIT 100

This course introduces the Health Information Technology (HIT) student to the discipline of Health Information Management (HIM). Emphasis is placed upon the history of healthcare, organization of healthcare delivery in the United States, and the evolution of the HIM profession including the exploration of career opportunities. Students are introduced to the medical record including types and content and health record documentation, documentation requirements, and the characteristics of data quality and integrity. The AHIMA Virtual Lab is used in this course.

HIT 200

Statistical Applications in Healthcare

A grade of C or above is required in this course.

Prerequisites: BIS 111 and a grade of C or above in SCI 250

This course introduces the student to basic descriptive, institutional, and healthcare vital statistics. Computation and interpretation of healthcare statistics covered in this course include: census, percent of occupancy, length of stay/discharge days, hospital mortality rates, obstetrical related rates, autopsy rates, and miscellaneous rates. Web-based resources, including MEDLINE, are used to evaluate health data and strengthen knowledge based research techniques and data selection, interpretation, and presentation.

HIT 215

Legal Issues in Health Information Management

A grade of C or above is required in this course.

Prerequisite: HIT 101 must be completed or concurrently enrolled.

This course builds upon the organization of healthcare delivery in the United States by introducing legal terminology and the legislative and regulatory processes within the scope of Health Information Management. Record retention laws and regulations such as release of information policies and procedures, patient rights and advocacy, professional and practice-related ethical issues, advanced directives, and privacy, confidentiality, and security are included. Special emphasis is placed upon external standards, regulations, and initiatives including licensure, certification, accreditation, HIPPA and ARRA. The AHIMA Virtual Lab is used in this course.

COURSE DESCRIPTIONS

HIT 218

Healthcare Reimbursement

A grade of C or above is required in this course.

Prerequisites: HIT 220 and HIT 225 must be completed for HIT students. HCA 101 must be completed for HCA students.

This course provides comprehensive coverage of commercial managed care and federal insurance plans and the associated regulatory, monitoring, and reporting guidelines. Payment methodologies and systems such as capitation, prospective payment systems, and RBRVS are examined as are billing processes and procedures including claims, EOB, ABN, and electronic data interchange.

HIT 220

ICD-10-CM Coding

A grade of C or above is required in this course.

Prerequisites: BIS 111 and HIT 101 must be completed. SCI 270 must be completed or currently enrolled.

This course provides a comprehensive introduction to the principles and conventions of the ICD-10-CM/PCS coding system. Students will assign diagnostic and procedural codes, diagnostic groupings, including DRGs, and evaluate case mix analysis in accordance with current regulations and established guidelines. Special emphasis is placed upon coding compliance strategies, auditing, reporting, and coding quality monitors. The AHIMA Virtual Lab is used in this course.

HIT 221

Advanced ICD Coding

A grade of C or above is required in this course.

Prerequisite: HIT 220

This course includes advanced concepts, principles, and conventions of the ICD-10-CM/PCS coding system. Students will assign diagnostic and procedural codes, diagnostic groupings, including DRGs, and evaluate case mix analysis in accordance with current regulations and established guidelines. Special emphasis is placed upon coding compliance strategies, auditing, reporting, and coding quality monitors. The AHIMA Virtual Lab is used in this course.

HIT 225

CPT/Outpatient Coding

A grade of C or above is required in this course.

Prerequisites: BIS 111 and HIT 101 must be completed. SCI 270 must be completed or currently enrolled.

This course provides a comprehensive introduction to the principles and conventions of the CPT and HCPCS coding systems. Students will assign diagnostic and procedural codes and diagnostic groupings, including APCs, in accordance with current regulations and established guidelines. Special emphasis is placed upon coding compliance strategies, auditing, reporting, and coding quality monitors. The AHIMA Virtual Lab is used in this course.

COURSE DESCRIPTIONS

HIT 226

Advanced CPT Coding

A grade of C or above is required in this course.

Prerequisite: HIT 225

This course includes advanced concepts, principles, and conventions of the CPT and HCPCS coding systems. Students will assign diagnostic and procedural codes and diagnostic groupings, including APCs, in accordance with current regulations and established guidelines. Special emphasis is placed upon coding compliance strategies, auditing, reporting, and coding quality monitors. The AHIMA Virtual Lab is used in this course.

HIT 230

Computer Information Systems for HIT

A grade of C or above is required in this course.

Prerequisites: A grade of C or above in BIS 111. HIT 101 or HCA 101 must be completed or concurrently enrolled.

This course explores computer information systems utilized in Health Information Management. Topics covered in this course include: the history of computers in healthcare, hardware and software components, communication and internet technologies, and commonly used software applications. Administrative systems covered include: financial, human resource, decision support, MPI (master patient index), ADT (patient registration), scheduling, practice management, materials management, and facilities management. Clinical systems covered include: EHR, PHR, radiology, laboratory, nursing, pharmacy, and patient monitoring. Emerging technologies such as telehealth, smart cards, biometrics, and voice recognition are explored and data security and data integrity concepts are expanded upon. The AHIMA Virtual Lab is used in this course.

HIT 250◆

Managing Quality and Performance Improvement in HIM

A grade of C or above is required in this course.

Prerequisites: ENG 103 must be completed and HIT 200 must be completed or concurrently enrolled.

This course provides comprehensive coverage of the theory and practice of performance and quality improvement processes in healthcare organizations. The role of teamwork in performance improvement is examined as is the development of staff and human resources to support monitoring activities. Case studies and real-world scenarios are used to reinforce understanding of performance improvement concepts and issues, and student learning is maximized with hands-on practice through analytical and practice tools. The AHIMA Virtual Lab is used in this course.

◆*Writing Intensive Course*

HIT 296

Medical Coding Professional Practice Experience (PPE)

A grade of C or above is required in this course.

Prerequisite: HIT 297

This course is the required Professional Practice Experiences (PPE) in the Medical Coding Certificate program and is completed off campus, at an approved site, or virtually. Off-campus PPEs are completed under the direction of a Clinical Site Supervisor and Clinical Site Coordinator. The student will complete 40 hours of authentic coding using a variety of patient/encounter types and a logic-based encoder. The AHIMA Virtual Lab is used in this course. Students who reside outside of the Commonwealth of Pennsylvania must enroll in the online PPE course.

COURSE DESCRIPTIONS

HIT 297

HIT Professional Practice Workshop

Prerequisite: Approval of Faculty Chair required

A student enrolled in the Associate in Science degree program in Health Information Technology must enroll in this workshop after completing 45 credits and prior to enrolling in HIT 298. Students must secure required clearances necessary for Professional Practice Experience (PPE) placement. Behavioral and academic expectations are discussed in order to prepare students for a successful Professional Practice Experience. Students who reside outside of the Commonwealth of Pennsylvania must enroll in the online PPE course.

HIT 298

HIT Professional Practice Experience

A grade of C or above is required for this course.

Prerequisites: This course is taken in the final term of study in the HIT program. HIT 250 completed or concurrently enrolled. HIT 297 required for off-site PPE students.

This Professional Practice Experience (PPE) course can be completed online or completed off campus, at an approved site. Online students complete virtual modules and are required to participate in a face-to-face component while off-campus students work under the direction of Clinical Site Supervisor and Clinical Site Coordinator in order to demonstrate application of the AHMA Associate Degree Entry Level Competencies and AHIMA Knowledge Clusters for Health Information Management Associate Degree Programs. Students who reside outside of the Commonwealth of Pennsylvania must enroll in the online PPE course.

HIT 299

HIT Professional Practice II

Prerequisites: HIT 298, approval of healthcare site, and HIT 218 and HIT 250 must be completed or concurrently enrolled.

This course is the final Professional Practice Experience (PPE) in the Health Information Technology program and is completed off campus, at an approved site, in a non-traditional setting. Under the direction of a Clinical Site Supervisor and Clinical Site Coordinator, the student will demonstrate application of the AHIMA Associate Degree Entry-Level Competencies and AHIMA Knowledge Clusters for Health Information Management Associate Degree Programs. Students are required to complete the Alternative Setting Manual and selected AHIMA Virtual Lab modules and must pass the comprehensive RHIT mock exam (RHIT exam blueprint and current passing score available at www.AHIMA.org).

History (HIS)

HIS 105

United States History I

In this course, students study United States history from the Age of Discovery/Exploration to the end of the Civil War, with emphasis on political developments, economic, social, intellectual, and cultural achievements. Students are encouraged to compare/contrast some of these developments/achievements to contemporary issues.

COURSE DESCRIPTIONS

HIS 106

United States History II

Students will study United States history from Reconstruction to the 21st century with emphasis on political developments and economic, social, intellectual, and cultural achievements. To have a better understanding of these developments and achievements, students are encouraged to compare/contrast current political, economic, social, and cultural issues to those of the 21st century.

HIS 250

Global Cultures I

Learn about the important civilizations of the western and non-western world from early antiquity to 1500 C.E. The course examines the contributions of Asians, Africans, and Europeans in terms of cultural and religious attitudes, artistic achievements, socioeconomic developments, and the growth of world trade.

HIS 260

Global Cultures II

This course explores the important civilizations of the western and non-western world from 1500 C.E. to the present by examining the contributions of the Asians, Africans, Europeans, and Amerindians in terms of cultural and religious attitudes, artistic achievements, socioeconomic developments, and the expansion of world trade. The course also includes the spread of Marxism and impact of western ideas on non-western nations.

HIS 320

African Civilizations

A survey of Africa's contributions to world history and civilizations from 5000 B.C.E. to 1800 C.E. is presented with an intensive analysis of the major issues in African civilizations. Students will learn about different African civilizations and what roles these civilizations played in other world civilizations.

Human Resource Management (HRM)

HRM 201 ♦

Human Resource Management

A grade of C or above is required for HRM students.

Prerequisite: BUS 100

This course is a survey of the management function from the human resources perspective, with an introduction and overview of human resources practice areas such as employment law and compliance, recruitment, selection, training and development of staff, compensation and benefits, motivation, and performance appraisal. Students will be challenged to examine human resources situations and apply their knowledge.

♦*Writing Intensive Course*

COURSE DESCRIPTIONS

HRM 306

Managing Employment Law

Prerequisite: HRM 201

This course explores government regulations and legal precedents affecting human resource management. The focus will be on how to maintain legal compliance in a business setting and is designed to inform students of the impact employment-related statutory and decisional law have upon human resource managers and employees. Case studies will broaden students' exposure to the many ways compliance can affect a company's morale, bottom line, and legal exposure.

HRM 310

Training Development and Design

Prerequisite: HRM 201

In this course, students will consider various theoretical models of training and development as well as the impact of effective training and development programs on successful organizations. The course will focus on needs assessment, performance based objectives, return on investment, and evaluation techniques. Students will identify ways in which training and development affect turnover, employee satisfaction, engagement, and morale.

HRM 330

HR Information Systems

Prerequisite: HRM 201

In this course, students will focus on selection, implementation, and maintenance of HR information systems. Key applications such as staffing, performance management, total compensation, compliance, and workforce planning will be examined.

HRM 350

Human Capital Management

Prerequisite: HRM 201

Students will learn a strategic approach to managing employees. Recruitment and retention practices will be discussed. Legal requirements, case studies, and best practices will be utilized to determine how to apply diverse practices to specific situations including human resource planning process, forecasting methods, performance management, affirmative action, and succession planning.

HRM 380

Labor and Employee Relations

Prerequisite: HRM 201

This course explores the bargaining relationship, arbitration techniques, collective bargaining content, and the use of mediation in resolving conflict, as well as relationship and conflict management. The course will review how the industrial relations system in the United States works in general, as well as specific areas such as the future of unions in the United States, comparisons with the industrial relation systems of other countries, relationships with human resource management models, various models of dispute resolution, issues in labor-management cooperation, and differences and similarities between public and private sector industrial relations. General business relationship management will also be explored.

COURSE DESCRIPTIONS

HRM 395

Total Rewards

Prerequisite: HRM 201

Students will examine basic concepts and components of developing a total rewards system. Strategic and operational decisions in the design and coordination of a rewards system will be utilized. Topics will include job analysis, job evaluation, designing pay structures, pay-for-performance plans, performance appraisals, benefits, international pay systems, and legal issues in compensation.

HRM 410

Organizational Development

Prerequisite: HRM 201

Organizational development is planned change designed to bring about a specific result, through an ongoing, systematic process. The course covers the history, and methods, of organizational development. Learners will examine the formal and informal functions of organizations based on a systems model. Learners will also learn to analyze and solve organizational problems using a step-by-step method of diagnosis and intervention.

HRM 420

Global HR and Diversity

Prerequisite: HRM 201

This course examines cultural differences in values and attitudes, which may affect international HRM effectiveness, staffing, compensation, employee relations, law and compliance, as well as the challenges of managing a global workforce. Issues such as offshoring, outsourcing, and asynchronous teamwork will be investigated. The course will place a special emphasis on diversity within domestic HRM as well as globally.

HRM 425

Special Topics - Human Resource Management

Prerequisite: HRM 201

Human Resources is a rapidly-changing environment. This course focuses on key special topics in human resources, with an emphasis on modern human resources, 21st century challenges, ethics, technology, and the economy. Students are encouraged to use news media and other sources to explore these concepts.

HRM 450◆

HRM Capstone

A grade of C or above is required in this course.

Prerequisites: All 300-level HRM courses must be completed.

As Human Resources evolves, it is vital that HR professionals be well-versed in strategic management in order to more closely align HRM with business objectives. This course emphasizes the strategic management process from the HR perspective. Course materials and case studies will explore strategic alignment, balanced scorecard principles, and analysis. Students will complete a research-based capstone paper as well as a hands-on human resources project. A standardized test will be administered to measure academic achievement across the curriculum.

◆*Writing Intensive Course*

COURSE DESCRIPTIONS

Humanities (HUM)

HUM 102

Introduction to Ethics

Prerequisite: ENG 103

This course is an introduction to the nature of ethical thinking. The course will explore the methods and concepts associated with the field of ethics, which are required to make value judgments about human behavior. The ethical problems will be approached from a global perspective through the humanities and social sciences.

HUM 104

Critical Thinking and Reading

This course emphasizes active reading, reading comprehension, and critical and analytical thinking. It will prepare students for future course content such as education, ethics, history and politics, science and the environment, race, ethnicity and gender, family issues and relations. Students will read, discuss, and analyze a variety of academic texts. Reaction papers, summaries, quizzes, and participation in class discussions will be required.

HUM 105

World Religions

The major world religions will be examined: Hinduism, Buddhism, Judaism, Christianity, and Islam as well as a few small scale traditional religions from around the globe. The course explores these religions as a combination of doctrine, concept, worship, traditions, socio-economic conditions, and environment from a perspective of intercultural appreciation and understanding.

HUM 107

Introduction to Gender Issues

Explore the cultural, religious, socio-economic, and political forces that have shaped and defined gender issues historically. Topics such as marriage and the family, gender and race relations, identity and socialization, and work-related issues are discussed.

HUM 108

Introduction to the African American Experience

Discover the history, methodology, and relevance of Afrocentricity within academia and the workplace. Topics covered include an overview of African American history, economics, politics, religion, and family. The understanding of these various topics fosters better race relations in America and the world.

HUM 226

The History of 20th Century Art

This course will examine the major movements in art history from the Impressionist period to the present. Through the study of historically significant paintings, the course will trace the movement of art from the middle of the 19th century to the present showing how key artists contributed to the progress of art.

COURSE DESCRIPTIONS

HUM 275

Leadership, Ethics, and the Humanities

Prerequisites: ENG 103 and HUM 102

This course opens an inquiry into the relationship between leadership and ethics. The course will offer an exploration of ethical and leadership theory grounded in philosophy, literature, and political theory from the ancient period to the present. Special attention will be given to the application of these theories to contemporary problems in leadership and ethics.

HUM 300

The Great Thinkers

This course introduces some of the great thinkers and their writings from a variety of historical periods. These great thinkers raised questions about humanity that are still relevant to the modern world. The course will explore different ways of thinking which can be applied to other coursework, as well as the student's personal and professional life.

HUM 400

Western Intellectual History

Prerequisites: 60 credits including ENG 103 and one upper level Gen Ed core course.

This course will engage the major movements in thought from the Enlightenment and its historical antecedents to the 20th century. The course will examine progress made in mathematics, science, literature, philosophy and the social sciences during this historical period. This is a writing intensive course designed for students to engage in scholarly research and writing.

International Business (INT)

INT 101

Introduction to International Business and Cultures

Prerequisite: BUS 100

Students will be introduced to the complexities of doing business in the global marketplace. The role of the World Trade Organization (WTO), regional trade agreements, protectionism, and cultural and language differences are a few of the topics to be studied. In addition, the evolution of modern international trade theory, as well as the effect of floating exchange rates on multinational corporations and trading nations, and balance of payments will be examined.

COURSE DESCRIPTIONS

Information Security (ISC)

ISC 310

Information Security and Risk Management

Prerequisite: ENG 103

Material presented in this course comes from the Information Security and Risk Management domain of the CISSP Common Body of Knowledge (CBK). Students will learn to define, describe, and discuss the planning, organization, and roles of individuals in identifying and securing an organization's information assets. Students will also learn to develop, use and recognize policies, procedures, and guidelines used in information security and risk management. Finally, students should be able to explain, from a management perspective, human resource issues as they relate to confidential, proprietary, and private information.

ISC 325

Access Control, Security Assessment, and Security in the Software Development Lifecycle

Prerequisite: ENG 103

Material presented in this course comes from the Identify & Access Management, Security Assessment & Testing, and Security in the Software Development Lifecycle domains of the CISSP Common Body of Knowledge (CBK). Students will learn to identify and apply access control concepts and methodologies, implementing these controls within centralized and decentralized environments across the enterprise's computer systems. Identifying, detecting, and correcting measures are emphasized in order to manage risks, vulnerabilities, and exposures within a system. Students will also learn security assessment and testing strategies, as well as methods and techniques to ensure security in the software development life cycle and the software development environment.

ISC 410

Asset Security and Security Engineering

Prerequisite: ENG 103

Material presented in this course comes from the Asset Security and Security Engineering domains of the CISSP Common Body of Knowledge (CBK). Students will learn the concepts of data management, data standards, data classification, and data security controls. They will also learn security design principles through the study of security evaluation models, vulnerabilities of security architectures, software and system vulnerabilities and threats, and the application and use of cryptography.

ISC 425

Network Security and Security Operations

Prerequisite: ENG 103

Material presented in this course comes from the Communications & Network Security and Security Operations domains of the CISSP Common Body of Knowledge (CBK). Students will learn the concepts, techniques, and methods used to ensure secure network design, components, and communication channels against network attacks. Students will also learn the various concepts and methodologies surrounding security operations including investigations, resource protection, incident response, change and configuration management, and business continuity and disaster recovery.

COURSE DESCRIPTIONS

Information Technology Networking (ITN)

ITN 120

PC Fundamentals

Prerequisite: BIS 111

This course introduces students to the basics of computer hardware and software. In doing so, students gain the expertise to be able to build computer systems, acquire the knowledge needed to work with others in the support field, and develop expertise in basic computer systems. This course aligns with the outcomes of CompTIA's A+ Certification Exam and the TestOut PC Pro Certification Exam.

ITN 130

Networking Fundamentals

This course focuses on designing, building, administering and troubleshooting computer network environments. Students will utilize cloud, mobile, and virtualization techniques in order to stay on top of emerging technologies. This course centers on the material from CompTIA's Network+ Certification Exam and the TestOut PC Pro Certification Exam. It is a vital part of becoming a better network administrator.

ITN 144

Introduction to Network Security

Prerequisite: ITN 130

Students will develop a basic understanding of the network security field. Topics covered include general security concepts, data communication security, infrastructure security, and cryptography. The concepts presented in this course map to the exam objectives for CompTIA's Security+ exam.

ITN 200◆

Server Administration I

Prerequisite: ITN 130

This course focuses on how to install, configure, and administer Windows Server in a network environment. This course provides an introduction to Windows Server, addresses the materials from Microsoft's 70-410 Server Certification Exam, and enables students to setup and maintain the Microsoft Windows Server environment. Additionally, students will complete a course-long project comparing and contrasting various network operating systems, which will expand their knowledge base and help prepare them for the hybrid networks they are likely to face outside of the classroom.

◆*Writing Intensive Course*

ITN 220

Help Desk and Customer Support Concepts

Prerequisite: ITN 120

Students will delve into the material related to operating an IT Help Desk along with effective customer support concepts. Students will learn to recognize the skills, processes, technology, and information needed to run a successful help desk. Using real world computer support examples and case studies, students will learn how to support computer systems, software, and the customers who use them. Troubleshooting and customer service skills are emphasized so that students can apply these skills when they are in the field. Assigned research projects, using the Internet and other resources, provide the opportunity to explore help desk problems and solutions encountered in industry.

COURSE DESCRIPTIONS

ITN 264

Wireless Network Security

Prerequisite: ITN 144

Students will learn basic wireless network security including vulnerabilities, security options, and costs connected with implementing secure wireless networks. Topics covered include wireless WANs and LANs, Bluetooth, Voice Over Internet Provider (VOIP), wireless cryptography, and designing and implementing a secure wireless network.

ITN 301

Linux Admin, Networking, & Security

Prerequisites: ITN 144 and ITN 200

This course provides hands-on experience in the installation, operation, troubleshooting, and administration of the Linux operating system for both workstations and servers. Coverage will include system administration, security, and the Linux client/server environment. Security issues related to Linux, including encryption, VPNs, and network troubleshooting utilities will be covered as well. This course addresses the material from CompTIA's Linux+ Certification Exam.

ITN 310

Routing & Switching I

Prerequisite: ITN 200

Students may receive credit for the ITN 310-311 sequence or ITN 312 but not both.

This course focuses on configuring, managing and administering routers, switches, VLANs and Inter-VLAN routing within a routed IP Network. In developing an effective IP Network, students will build on the basic understanding of networks that they developed in ITN 130 to address more advanced elements of IP Networking. This competency addresses material from Cisco's ICND1 Certification Exam.

ITN 311

Routing & Switching II

Prerequisite: ITN 310

Students may receive credit for either the ITN 310-311 sequence or ITN 312 but not both.

This course focuses on the skills you will need to install, administer, and troubleshoot small to medium-sized enterprise branch networks. You will focus on utilizing LAN switching, IP routing and services, as well as a variety of LAN and WAN technologies. This class takes the background knowledge and skills acquired in ITN312 and builds on it here to complete the Cisco ICND2 and prepare you for the CCNA certification. This course centers on the material from Cisco's ICND2 Certification Exam.

ITN 312

Network Routing and Switching Condensed

Prerequisite: ITN 200

Students may receive credit for either the ITN 310-311 sequence or ITN 312 but not both.

Using a state-of-the-art lab simulation program, Students will gain hands-on experience in the installation, configuring, operation, and troubleshooting of medium-size routed and switched networks. Administrative tasks involved in routing and switching for both local and wide area network environments will be addressed. Students will also learn basic security threat mitigation. Upon completion of this course, students will have the fundamentals needed to prepare for the Cisco Certified Network Associate (CCNA) certification exam.

COURSE DESCRIPTIONS

ITN 404◆

Network Security and Defense

Prerequisites: ITN 144 and ITN 200

Develop a solid foundation in network security fundamentals with an emphasis on perimeter defense including coverage of routers, firewalls, virtual private networks, intrusion detection, and wireless security. Students will learn which techniques deter attacks, how to detect intrusion attempts, how to identify vulnerabilities and take appropriate countermeasures, and how to harden a network against possible attacks and break-ins. Students will complete a session-long project in which they design all aspects of a secure, corporate network based on the stated requirements of an expanding organization. The material covered in this course is related to the Security Certified Network Specialist SCO-451 Tactical Perimeter Defense Exam.

◆*Writing Intensive Course*

ITN 410

Server Administration II

Prerequisite: ITN 200

This course addresses the skills needed to install, configure, maintain, and administer Windows Server in a network environment. Students will focus on the major services, such as File and Print, Remote Access, Active Directory and Group Policy. Using these services, students will become proficient in developing, designing and implementing an effective Windows networking environment. This course covers the materials from Microsoft's 70-411 Server Certification Exam.

ITN 425◆

IT Capstone in Networking and Network Security

A grade of C or above is required in this course.

Prerequisites: All IT courses required for the bachelor's degree must be completed or concurrently enrolled.

The capstone serves as a final assessment of the program outcomes for the Networking and Network Security concentrations. Students assimilate the knowledge and skills they have acquired throughout their degree program. Working in teams, they analyze a case study, design and implement a network for the case company, and develop a security plan for the network they have designed. Project teams prepare a written proposal summarizing their findings and present their recommendations to classmates.

◆*Writing Intensive Course*

Law (LAW)

LAW 103

Business Law

A survey of the basics of the legal system as it applies to the legal environment of business is presented. The course covers basic business law concepts, including contract law, business forms and formation, the Uniform Commercial Code, and the regulatory environment of business.

COURSE DESCRIPTIONS

LAW 113

Law in America

Provides an introduction to, and overview of, the American legal system and how the law affects individuals on a daily basis. Topic coverage includes the various sources of law, legal reasoning, the courts and dispute resolution, the legal profession, governmental power, individual rights, criminal wrongs, family relationships, civil wrongs, contracts, business relationships, and property. Students will be able to distinguish civil law from criminal law and gain a thorough understanding of the litigation process and its objectives and goals.

LAW 120

Legal Research for Legal Studies in Business Majors

A grade of C or above is required in this course.

Prerequisite: ENG 101

Students receive hands-on training in the use and application of primary and secondary legal sources to real world fact scenarios, emphasizing business law related skills and processes. The course covers all modern methods of legal research, including both traditional book-based legal research and electronic legal research tools.

LAW 125

Legal Writing for Legal Studies in Business Majors

A grade of C or above is required in this course.

Prerequisite: ENG 101

Focus on technical writing skills, grammar, punctuation, proofreading, and legal writing principles for Business Law. Students will become familiar with legal writing principles through numerous writing assignments. Students will draft, revise, and critique various legal letters and internal memoranda relevant to Business Law. Assignments will utilize legal research skills and proper legal citation format.

LAW 420

Business Litigation

A grade of C or above is required in this course.

Prerequisite: All LAW 100-level courses

This course provides students with an overview of today's business litigation. Students will examine the commercial litigation process from pre-complaint investigation through trial. Students will analyze all the key strategic and tactical decisions, from the perspectives of both plaintiff and defendant, in all phases of a commercial litigation case, including the decision to litigate, the initial investigation by plaintiff, the complaint, responding to the complaint, discovery, experts, pre-trial motions, settlement negotiations, jury focus groups, Daubert motions, final pretrial conference, and trial.

LAW 425

Special Topics - Business Law

A grade of C or above is required in this course.

Prerequisites: All required LAW and LGL courses, MGT 310, MGT 404, and HRM 306 must be completed or concurrently enrolled.

This course identifies a special topic, which will periodically change based on current events and issues in the field of business law. This course requires students to actively engage in research, writing, and discussion to produce a detailed written analysis of the special topic. Students are encouraged to develop material that will benefit both themselves and their existing or potential employers.

COURSE DESCRIPTIONS

LAW 450

BS Capstone for Legal Studies in Business Students

A grade of C or above is required in this course.

Prerequisites: All required program courses must be completed or concurrently enrolled.

This course will utilize a classroom simulation of a 'C-suite' ' the key executive leaders in a business ' and will provide students with hands-on experience with many of the legal and ethical practices, decisions and activities business leaders must address including basic organizational matters of a corporation or LLC, governance, regulation, marketing law, business litigation, negotiations, transactional law and contracts, secured transactions, and employment law. Students will research and draft documents for different hypothetical business and legal situations in these areas. Students will further examine major regulatory and technological trends in the area of legal studies in business. Finally, students will examine various graduate degree programs, professional organizations, and post-graduate certifications that can advance their careers in legal studies in business.

Legal Studies (LGL)

LGL 100

Introduction to the Paralegal Profession

Students receive an overview of key legal topics, which will prepare students for more in-depth coverage that occurs in the upper-level paralegal courses. Additionally, the course introduces students to typical paralegal duties and functions through hands-on paralegal assignments.

LGL 102

Legal Research

A grade of C or above is required in this course.

Students receive hands-on training in the use and application of primary and secondary legal sources to real world fact scenarios, emphasizing the paralegal role in that process. The course covers all modern methods of legal research, including both traditional book-based legal research and electronic legal research tools.

LGL 113♦

Legal Writing

A grade of C or above is required in this course.

Prerequisite: ENG 101

Focus on basic writing skills, grammar, punctuation, proofreading, and legal writing principles. Students will become familiar with legal writing principles through numerous writing assignments. Students will draft, revise, and critique various legal letters and internal memoranda. Assignments will utilize legal research skills and proper legal citation format. Note taking and listening skills will also be developed through in-class exercises.

♦*Writing Intensive Course*

COURSE DESCRIPTIONS

LGL 117

Civil Litigation

Prerequisites: All 100-level LGL courses must be completed or concurrently enrolled.

Learn about the civil litigation process in both the federal and state court systems, emphasizing the paralegal role in that process. Students will learn practical skills related to preparing and conducting client and witness interviews; drafting pleadings, discovery, and settlement documents; and preparing for deposition and trial. The civil litigation paralegal's professional ethical responsibilities will be closely examined. This course will also introduce students to the basics of contract, tort, and evidence law in order to examine the civil litigation process effectively.

LGL 201

Contract Law

Prerequisite: All LGL or LAW 100-level courses

Gain an understanding of the requirements for a legally enforceable contract and the arguments most commonly used to nullify a contract. Students will perform research using formbooks and case law, write specific sections of contracts, and then write a complete contract and an analysis of the contract for a final project.

LGL 206

Tort Law

Prerequisite: All required LGL 100-level courses

Probe the causes of action and available defenses under the law of torts. It includes a detailed examination of intentional torts, negligence, and strict liability law. The interaction of decisional and statutory law in the development of tort law will be discussed, as well as the role of insurance, and the ethical responsibilities of a practicing paralegal.

LGL 207

Criminal Law

Prerequisite: All required LGL 100-level courses

Develop a basic understanding of the nature, purpose, principles, and doctrines of criminal law. Students will study the criminal justice process from arrest through trial, sentencing, and appeal, including an overview of the juvenile process. Students will learn the roles of the various participants in the criminal justice system. Students will explore the general principles of criminal liability, the material elements of substantive crimes, criminal defenses, and the constitutional rights of the accused. Students will perform various tasks undertaken by the paralegal in criminal practice, such as preparing pleadings, motions to suppress evidence, and protecting the constitutional rights of the accused.

LGL 215

Professional Legal Responsibility

Prerequisite: All LGL 100-level courses

Gain an understanding of the rules of professional responsibility. Students will analyze the rules, case applications of the rules, and related professional conduct forms and procedures. Students will learn to identify situations in which the rules apply and to formulate strategies to insure the rules are not violated.

COURSE DESCRIPTIONS

LGL 219

Legal Technology

Prerequisites: BIS 111 and all LGL 100-level courses

Use legal databases and develop a clear understanding of how these databases are utilized through practical application projects. Students will receive instruction concerning electronic filing and information tools such as the federal PACER system, state and local electronic filing, and docket systems. Students will be introduced to concepts and theories behind the creation, employment, and management of litigation support databases, and the most commonly used litigation database programs. In addition, students will learn the basics of some commonly used software that is particular to certain areas of legal practice.

LGL 220

Paralegal Capstone I

Prerequisite: All 200-level LGL courses must be completed or concurrently enrolled.

This course is designed to facilitate assimilation of the skills and knowledge students have obtained from the LGL courses required for the associate degree. Students will have the opportunity to refresh and solidify their legal writing, legal research, and communication skills. Essential ethical issues will also be addressed. Students will examine different areas of legal practice, different work situations, professional organizations, legal publications, and electronic databases. Students will research and investigate job opportunities available for paralegal associate degree graduates and develop an employment plan. They will also assess individual strengths, weaknesses, and career goals. This course will give students an opportunity to craft professional letters to businesses to obtain informational interviews and job interviews. Networking, cover letters, resumes, and interviewing will also be explored in detail.

LGL 304

Family Law

Prerequisite: All LGL 100-level courses

Explore substantive as well as procedural aspects of such topics as marriage, divorce, support, alimony, custody, equitable distribution, and protection from abuse through the study of statutes, case law, and rules of civil procedure. Students will apply knowledge through hands-on paralegal assignments.

LGL 305

Real Estate Law

Prerequisite: All required LGL 100-level courses

Discover real property law, with an emphasis on real estate transactions and the tasks performed by lawyers and paralegals in representing buyers and sellers in the transfer of real property interests. This course includes analyses and discussions of major issues in real property law related to possession and ownership, easements and licenses, surveys, title examinations, title insurance, contracts for the transfer of interests in real estate (including sales and leases), deeds, mortgages and other encumbrances, financing, closings, as well as the ethical responsibilities of the real estate paralegal.

COURSE DESCRIPTIONS

LGL 308

Estate Law

Prerequisite: All LGL 100-level courses

Focus on the concepts and tools of estate law and practice, emphasizing the paralegal role in that process. The course provides hands-on practice in dealing with estate planning and administration through lectures, demonstrations, and projects that require working with the language and forms common in the planning, probate, and administration of an estate.

LGL 309

Business Organizations

Prerequisites: All LGL or LAW 100-level courses

Learn the details of the law of business organizations and its practical application, emphasizing the paralegal role in that process. The course concentrates in detail on the variety of business formats (including sole proprietorships, partnerships, and publicly traded, professional, and close corporations), and the legal framework that governs formation, operation, and dissolution of business entities.

LGL 313♦

Advanced Legal Writing

Prerequisites: All LGL 100-level courses

Develop professional legal writing skills by building on the practical work begun in the Legal Writing I and Legal Research classes. This course emphasizes the development of those critical writing and revision skills necessary for professional legal writing through the drafting of case briefs and legal memoranda, as well as pleadings and discovery documents. The basic principles of grammar and spelling, task-specific formatting, and the rules of legal citation will be reviewed and incorporated into each of the student's several practical application exercises.

♦*Writing Intensive Course*

LGL 315

Advanced Legal Research

A grade of C or above is required in this course

Prerequisite: LGL 219

Build on the knowledge and skills obtained in LGL 102. Topics include the organization and hierarchy of the different legal authorities and how each legal authority assists in the research process. Students receive advanced instruction on the use of computerized legal research tools, such as Internet searches, Westlaw, and LexisNexis.

COURSE DESCRIPTIONS

LGL 320

Advanced Legal Technology

Prerequisite: LGL 219

This hands-on course builds on the knowledge and skills acquired in LGL 219 Legal Technology. Students will gain a greater understanding of the function and utility of specific technology tools, including case management, e-discovery and trial software so they can assist attorneys in ensuring a more effective and efficient litigation workflow. Through classroom exercises and written assignments, students will learn how to spot critical e-discovery issues and how to best resolve them. To better navigate the wealth of legal technology related issues and concepts, students will analyze federal and state case law, court rules, and ethical rules. Critical issues such as the use of mobile devices, social media, metadata, computer forensics, and cloud computing in the context of discovery, security, and confidentiality will also be examined. Students will learn advanced computer assisted research techniques using Westlaw, LexisNexis, and other research and investigative databases.

LGL 406

Employment Law

Prerequisite: All LGL 100-level courses

Students will examine the legal framework of the employer/employee relationship and the current law's practical application, emphasizing the paralegal role in that process. The course concentrates on the statutory requirements of today's labor laws, discrimination laws, hiring and firing restrictions and mandates, privacy in the workplace issues, sexual harassment regulations, and workplace safety rules.

LGL 407

Advanced Criminal Law

Prerequisite: LGL 207

Build on the student's knowledge and skills acquired in LGL 207: Criminal Law. Topics in the course will include a detailed discussion of criminal law statutes. Students will gain exposure to many aspects of a criminal law case, including the paralegal's duties with attorneys involved in the case, prosecutors, police, the client, and correctional agencies. Students will explore the criminal justice system including the pre-trial stage, lineups, trial, and other relevant procedures. A prerequisite for this course is a working knowledge of The Bill of Rights of the U.S. Constitution, and in particular, how it relates to the rights of the accused.

LGL 408

Workers Compensation

Prerequisites: All LGL 100-level courses

Students will examine the fundamentals of the Workers Compensation Act. Students will analyze workers' compensation law with respect to injury, notice, course, and scope of employment, insurance coverage, basic medical terminology, and disability issues. This course will present various factual situations for purposes of discussion, analysis, and practice procedures.

COURSE DESCRIPTIONS

LGL 410

Bankruptcy Law

Prerequisite: All LGL 100-level courses

Gain familiarity with federal bankruptcy law and practice through a close examination of the bankruptcy code and the applicable procedural rules as they relate to bankruptcy chapters 7, 11, and 13 filings. Students will examine and discuss the ethical concerns of a bankruptcy paralegal. This course emphasizes the practical application of the student's knowledge of bankruptcy law through the preparation of a complete bankruptcy petition and all the related documents typically required for filing with the U.S. Bankruptcy Court, as well as the preparation of common bankruptcy motions.

LGL 418

Real Estate Settlement Procedures

Prerequisite: LGL 305

Examine the various federal and state statutes applicable to real property law from a practicing paralegal's perspective, including the Real Estate Settlement Procedures and the Truth in Lending Acts. Students will examine and analyze the typical tasks involved in a real estate transaction by preparing relevant documents such as an Agreement for Sale of Real Estate, a HUD-1 settlement sheet, and related tax documents. Students will learn how to professionally read and analyze deeds, title rundowns, mortgage instruments, and other relevant documents related to real estate ownership and transactions.

LGL 419

Intellectual Property

Prerequisite: All LGL 100-level courses

Explore the legal concepts that underlie patents, trademarks, and copyrights. Students will learn methods used to research various intellectual property questions and become familiar with the forms most commonly employed in intellectual property

LGL 430

Paralegal Capstone II: Advanced Civil Litigation

A grade of C or above is required in this course.

Prerequisites: All required LGL courses with the exception of LGL 440

Providing a classroom simulation of a law office, this course will offer students hands-on experience with many of the practical and professional activities in which civil litigation paralegals typically engage. In addition to individual projects, students will be divided into plaintiff and defendant teams and work together on certain projects, simulating team projects in a law office. Students will conduct a client interview, draft legal memoranda, and draft and analyze pleadings, discovery documents, and motions. In addition, students will examine regulation trends and the NALA and NFPA paralegal certification exams and procedure, and will examine the testing techniques for the civil litigation portion of those exams. This course will give students an opportunity to review and enhance many of legal concepts and skills encountered previously in their paralegal program, emphasizing the practical aspects of legal research, legal writing, and civil litigation.

COURSE DESCRIPTIONS

LGL 440◆

Paralegal Studies Capstone III: Practical Skills and Regulation

A grade of C or above is required in this course.

Prerequisite: All required LGL courses.

Expanding on the classroom simulation of a law office experience established in the LGL 430 Capstone II: Advanced Civil Litigation course, the LGL 440 Capstone III: Practical Skills and Regulation course will offer students hands-on experience with many of the practical and professional activities in which civil practice, non-litigation paralegals typically engage. Students will research and draft for hypothetical clients: estate planning documents, divorce documents, business organizational documents, and real estate transactional documents. Students will further examine the regulatory trends in the profession and the NALA and NFPA paralegal certification exams for the covered subject areas. This course will give students another opportunity to review and enhance many of the legal concepts and skills encountered while pursuing the undergraduate paralegal degree at Peirce, and will formally introduce students to the professional certification/regulation process for paralegals.

◆*Writing Intensive Course*

Mathematics (MAT)

MAT 010

Arithmetic & Elementary Algebra

A grade of C or above is required in this course.

This three-credit skills enhancement course is designed to increase students' academic readiness for college-level math courses. The course reviews computation and problem solving while concentrating on the concepts of beginning algebra. Percents, decimals, and fractions as well as signed numbers and powers (to include scientific notation) are covered. Beginning algebra topics of variables and expressions through solving linear equations, and the Cartesian coordinate system are included. Computer-assisted instruction is employed to facilitate students' abilities to engage in independent work. Students are expected to reflect back on the course content and seek additional means, through resources provided in this course, to continue restructuring thought patterns and reinforcing skills with regular practice. This course does not satisfy course requirements for any degree program.

MAT 101

Introduction to College Mathematics

Prerequisite: A grade of C or above in MAT 010 or placement into college-level mathematics.

Content begins with basic mathematical foundations and extends to include topics from finance and algebra such as simple and compound interest, investments, and loans. Concepts are interwoven with practical applications.

MAT 102

College Algebra

Prerequisite: A grade of C or above in MAT 010 or placement into college-level mathematics.

Designed to provide the student with a solid foundation in quantitative thinking, this is a course in real number algebra that focuses on operations and properties. Abstract and practical problems are solved using algebraic methods. The course provides practice in the use of variables in expressions and equations, reading and writing mathematical symbols, algebraic problem-solving, functional analysis, and interpreting and creating graphs.

COURSE DESCRIPTIONS

MAT 109

Statistics I

Prerequisite: MAT 102

Students will be introduced to quantitative reasoning for solving a variety of statistical problems, including business-related problems. Content focuses on statistical studies, statistical graphs, descriptive statistics, elementary discrete probability, discrete probability distributions, continuous probability distributions, and estimation of unknown parameters by confidence intervals. Students learn to calculate measures of central tendency and variation, use probability to make statistical decisions, and interpret graphical and quantitative data. Use of the computer for processing data and interpretation of computer output is required.

MAT 210

Statistics II

Prerequisite: A grade of C or above in MAT 109

Business Statistics II focuses on inferential statistics and the logic and application of hypotheses testing, correlation, simple regression, and multivariate analysis. Although parametric statistics is the focus, an introduction to several nonparametric methods may be included. Building on the understanding of simple designs, students learn the basics of two of the main branches of multivariate methodology, namely multiple regression and analysis of variance.

MAT 213

Calculus I

A grade of C or above is required in this course.

Prerequisite: A grade of C or above in MAT 102

This course provides an introduction to calculus, especially as it applies to business, economics, and the sciences. Topics presented include limits and continuity, techniques of differentiation, and exponential and logarithmic functions. Indefinite and definite integrals may also be covered. When possible, the computer will be used to enhance concept development.

MAT 214

Calculus II

Prerequisite: MAT 213

Calculus II is a continuation of the study of calculus, especially as it applies to business, economics, and the sciences. Topics presented include techniques of integration, multivariable differentiation and integration, and an introduction to volumes of rotation and differential equations. When possible, the computer will be used to enhance concept development.

MAT 355

Logical Reasoning

Prerequisites: Any 100 or 200-level Mathematics class; MAT 101 or MAT 102 is recommended

This course engages students in critical analysis of propositions for evaluation of truth or falsity and of arguments for evaluation of validity or invalidity. Students analyze elementary arguments and logical fallacies, design truth tables, and evaluate categorical, disjunctive, and hypothetical syllogisms in symbolic and linguistic form. Students solve problems in natural language and symbolic form in deductive propositional logic, deductive predicate logic, and inductive logic. Among the latter topics are Mill's methods, arguments by analogy, statistical reasoning, and explanation. Students also investigate contributions of prominent logicians and interpret readings in logical analysis.

COURSE DESCRIPTIONS

MAT 370

Applied Discrete Mathematics

Prerequisite: A grade of C or above in MAT 102

This course engages students in logical thinking leading to analysis of algorithms in mathematics, programming, and graphical and tree structures. Although there is some mathematical theory in this course, emphasis is on the practical nature of discrete mathematics. Students solve problems on Boolean and arithmetic circuits, logical form and equivalence, valid and invalid arguments, elementary number theory and proof, mathematical induction and recursion, and graphs, trees, circuits, and paths. By way of mini projects, students investigate Russell's Paradox and The Halting Problem, the duality principle, the pigeonhole principle, finite-state automata, and algorithm efficiency.

Management (MGT)

MGT 204

Production and Operations Analysis

Prerequisite: BUS 100

This course provides an introduction to how operations managers handle the problems and issues they face on a daily basis. Students will have the opportunity to discuss the basic language, concepts, insights, and tools that operations managers utilize in order to gain a competitive advantage for their organizations.

MGT 210◆

Applied Management Concepts

A grade of C or above is required in this course.

Prerequisite: BUS 100

Study management theory and functions, leadership, decision-making, organizations as systems, and organizational structure and design. The role of the manager as a planner, organizer, and director will also be discussed.

◆*Writing Intensive Course*

MGT 306

Organizational Dynamics

A grade of C or above is required in this course.

Prerequisite: MGT 210 or BUS 250

Examine the ways in which formal organizations function as unique cultures with their own norms, expectations of members, styles of leadership, organizational personalities, and relationships outside the organization. Special emphasis will be put on topics relating to individual, interpersonal, team, and organizational dynamics.

COURSE DESCRIPTIONS

MGT 310

Ethical Leadership

Prerequisite: MGT 210 or BUS 250

This course will focus on the ways current and emerging leaders can assess the values that influence their actions. There will be an examination of the ethical dilemmas of leadership, the foundations and context of moral judgment, the moral implication of decision making within an organization and its impact upon staff, morale, personal integrity, and citizens. Students will have the opportunity to evaluate the leadership role as it relates to the shaping of an organization's ethical culture. There will be an emphasis on critical thinking, normative decision-making, and the role of value in implementing policies and managing an ethical organization.

MGT 404

Operations Management

A grade of C or above is required for this course.

Prerequisites: MGT 210 or BUS 250, and MAT 109

Discover the direction and control of processes that convert resources into goods and services. Explore the broad areas of systems design, operation, and control. Operations management is the planning, control, and measuring of the progress of a project within the scope of a larger program body. As the global economy expands, these topics become increasingly important in the United States as we struggle to maintain our lead in productivity and competition.

MGT 405

Strategic Management

A grade of C or above is required in this course.

Prerequisite: MGT210 or BUS 250

This course will examine the strategic management process of achieving a company's objectives by evaluating the following components: mission, analysis of internal and external conditions, development of long-term goals and strategies, implementing strategies, and evaluating their results.

MGT 425

Special Topics - Management

A grade of C or above is required in this course.

Prerequisites: HRM 201 and MGT 310

The professor for this course will identify a special topic, which will change based on current events and issues in the field of management. Students are encouraged to choose projects that will benefit both themselves and their existing or potential employers.

Management Information Systems (MIS)

MIS 110

Usability Principles and Interaction Design

This course introduces students to the principles and practice of human-computer interaction (HCI), covering the design, layout, and evaluation of effective user interfaces; and exposing students to user analysis, usability testing, and the role of HCI in the systems development lifecycle. Key topics include requirements data gathering, task analysis, human factors principles, graphical design, heuristic evaluation, and user testing.

COURSE DESCRIPTIONS

MIS 205◆

Ethical Management of Information Technology

Students are introduced to the enormous impact that ethical and legal issues play in today's information technology world. Students will think critically about the IT profession's responsibilities to its end users, clients, and to society at large. Topics addressed include the ethics of system and software development, privacy, security, intellectual property, and civil liberties. Students are provided with the foundation they need to face difficult and complex situations, make sound personal decisions, set organizational policies in difficult situations, and to make a positive impact in the IT field.

MIS 302◆

Project Management

Prerequisites: All 100 and 200 level required major courses must be completed or concurrently enrolled.

Students will be prepared to focus on the management process and apply it to managing Information Systems projects. During this course, a running case study following a project implementation provides a step-by-step analysis of the management process. Assignments using Microsoft Project will allow students to practice hands-on what they are learning. The course provides the fundamental skills needed to prepare for the Project Management Institute (PMI) Certification Exam.

◆*Writing Intensive Course*

MIS 425◆

Special Topics - Technology Management

A grade of C or above is required in this course.

Prerequisites: All IT courses required for the bachelor's degree must be completed or concurrently enrolled.

The capstone serves as a final assessment of the program outcomes for the Technology Management program. Students assimilate the knowledge and skills they have acquired throughout their degree program. The course requires students to prepare a portfolio of case studies analyses, policy memos, and strategic recommendations, focusing on a particular topic identified by the instructor, which will change over time based on current events and issues in the field of technology management.

◆*Writing Intensive Course*

Marketing (MKT)

MKT 101

Introduction to Marketing

A grade of C or above is required in this course.

This is a survey course that covers the evolution of marketing, the variables that enter into marketing management decision-making, and the impact of both controllable and uncontrollable factors in the environment. Emphasis is placed on the marketing mix: product, price, promotion, and distribution.

COURSE DESCRIPTIONS

MKT 202

Consumer Behavior

Prerequisite: MKT 101

Study consumer behavior with applications for marketing strategy development. Explore the cultural, social, and psychological influences on consumers and the consumer decision-making process.

MKT 204

Advertising Principles

Prerequisite: MKT 101

Explore concepts of mass communications in developing selected markets and audience appeal, along with the techniques, methods, and formats used to create persuasive messages and psychological appeals. Compare various advertising and promotional media. Current government and industry regulations and truth-in-advertising, along with the special benefits of publicity, are also examined.

MKT 208

Internet Marketing

Prerequisite: MKT 101

The integration of traditional bricks and mortar methods with Internet marketing concepts will be explored. The seven-stage cycle of Internet marketing will be discussed, as well as the developing necessity of adopting a successful Internet marketing strategy by small and large firms alike. The role of third-party Internet infrastructure facilitators will be examined. Develop and create a successful Internet marketing plan.

MKT 209

Business to Business Marketing

Prerequisite: MKT 101

This course examines the strategies and tactics used in the marketing of products and services to business and commercial customers. Topics covered in this course include understanding the purchasing function, the organizational buying process, organizational buying behavior, sales and sales management, business marketing channels, supply chain management, pricing and negotiation, and customer retention.

MKT 301

Marketing Research

Prerequisite: MKT 101

Study the most up-to-date business techniques and methods to collect, record, analyze, and report marketing data and information and learn how this data is used in product planning and design, pricing policies, audience appeal, promotion policies, and the development of new marketing strategies and policies.

MKT 305

International Marketing

Prerequisite: MKT 101

Current multinational marketing policies and concepts involving both consumer and industrial market structures are examined. International channels of distribution, pricing policies, competitive strategies, and regulations are important components of this course.

COURSE DESCRIPTIONS

MKT 308

Customer Relationship Management

Prerequisite: MKT 101

Topics presented include creating a customer relationship management (CRM) culture, building a CRM infrastructure, managing customer information, assessing customer lifetime value, managing the customer life cycle, and creating customer loyalty programs. Emphasis will be placed on devising a market intelligence system; understanding techniques of customer acquisition, retention, loyalty, and segmentation; identifying and satisfying unmet customer needs; and creating opportunities for cross selling.

MKT 401

Marketing Management

Prerequisite: MKT 101

Develop a deeper awareness of the institutions and methods employed in the marketing of goods and services. Such topics as marketing strategies, opportunity and environmental analysis, new product development, and pricing are discussed.

MKT 425

Special Topics - Marketing

A grade of C or above is required in this course.

Prerequisites: MKT 101, MKT 305, and MGT 210 or BUS 250

The professor for this course will identify a special topic, which will change based on current events and issues in the field of marketing. Students are encouraged to choose projects that will benefit both themselves and their existing or potential employers.

Peirce College New Student Orientation (PRC)

PRC 100

Student Success Seminar

A grade of C or above is required in this course.

This three-credit course will develop the academic and professional expertise of new students by focusing on study, note-taking, time management, research, computer, and critical thinking skills. Students will learn how to use the many resources of the college, from student support services and financial aid to career development services, from the online and on campus classroom and the Peirce library to career-specific student and professional organizations efficiently. This course will teach students how to acquire and develop lifelong learning skills by providing the tools and habits needed to achieve educational, career, and personal success. This course must be successfully completed within the first 14 weeks of enrollment.

PRC 101

Peirce College 101

Peirce College 101 is a one-credit orientation course.

This course is designed to help students who have transferred or returned to Peirce College with 15 or more credits adjust to college study and establish skills that will assist them in being successful at Peirce College. This course must be successfully completed within the first 14 weeks of enrollment. Students must earn a 'P' to pass this course.

COURSE DESCRIPTIONS

Political Science (PSC)

PSC 101

Introduction to American Government

Investigate American government and politics, emphasizing constitutional development, political development, civil rights, political parties, pressure groups, and contemporary issues.

PSC 255

Politics of Industrializing Countries

This course focuses on the government and politics of the industrializing nations of Africa, Asia, Latin America, and Eastern Europe. Students will examine problems and issues facing these countries in their search for appropriate strategies and models of development.

PSC 301

Comparative Government

This course provides a comparative analysis of contemporary political institutions, parties, and processes in both western and non-western countries. Students will also explore how religion and culture impact governmental systems.

Psychology (PSY)

PSY 101

Introduction to Psychology

Discover the basic principles and theories of psychology with an emphasis on application and understanding of this information as it relates to us as individuals, members of the workforce, and members of society. The course also identifies some of the key figures in the discipline and their approach to the subject.

PSY 270

Abnormal Psychology

Prerequisite: PSY 101

This course introduces students to psychopathology, the scientific study of abnormal behavior, including diagnosis, epidemiology, etiology, and treatment. Students will be encouraged to think critically about the topics and draw from real life situations.

Science (SCI)

SCI 105

Exploring the Science of Life

This is a general biology course designed for the non-science major that explores life on earth from its smallest form, cells, to its largest form, population. Topics such as cells, genetics, evolution, diversity of life, and ecology will be introduced through the text as well as guided hands-on laboratory activities.

COURSE DESCRIPTIONS

SCI 115

General Physics

This course presents a conceptual approach to the study of matter and energy in our universe. Physical principles, such as those of motion, pressure, heat, electricity, sound, and light are explored through readings and discussions. Topics include Newton's Laws, atomic structure, and nuclear energy. Demonstrations by laboratory experiments or computer simulations enhance learning. A practical project linking electronics to the personal computer is a requirement. Easy-to-do home experiments comprise extra credit assignments.

SCI 220

The Physical World

The course content is an overview of the interrelated systems of the earth: astronomy, geology, oceanography, and meteorology. Because knowledge and understanding of our planet is critical to our social well-being and vital to our survival, the course provides experiences to enhance awareness of the scientific principles that influence our planet, its rocks, mountains, atmosphere, and oceans. This course is a meaningful, non-technical course promoting basic understanding of earth science principles and concepts.

SCI 240

Introduction to Anatomy and Physiology

A grade of C or above is required for all health majors.

Focus is on both the structure and function of the human body. Anatomical terminology, the names of major body areas, and a brief overview of functions that must be performed to sustain life are included in this course. The study of organ systems begins with the largest organ, the skin, and progresses to an overview of the major systems of the human body and to the terminologies associated with them.

SCI 250

Anatomy and Physiology II

A grade of C or above is required for all health majors.

Prerequisite: SCI 240

A continuation of SCI 240, this course surveys the endocrine, lymphatic, cardiovascular, digestive, respiratory, reproductive, and urinary systems, as well as introducing human development, genetics, and immunology.

SCI 270

Pathophysiology

A grade of C or above is required for HIT, HIA, and Medical Coding Certificate students.

Prerequisites: HIT 101 and SCI 240

This course explores the process of disease in adults and children. Etiology, epidemiology, and pathophysiology, according to gender and age, are examined along with the clinical manifestation of disease and treatment. Cells and tissues are discussed as the central concepts of pathophysiology including gene-environment interaction (genetic diseases), mechanisms of self-defense (immunity and inflammation), and cellular proliferation (biology, clinical manifestations, and treatment of cancer). Pathophysiologic alterations are examined in the following systems: neurologic, endocrine, reproductive, hematologic, cardiovascular and lymphatic, pulmonary, renal and urologic, digestive, musculoskeletal, and integumentary.

COURSE DESCRIPTIONS

SCI 330

Environmental Science

Prerequisite: ENG 103

Hot topics such as global warming, alternate energy sources, human population, and air pollution are covered in this course. Other topics such as environmental history, politics, and economics will be addressed. Students will be challenged to learn and discuss current environmental issues and to compare past issues and their impact on the environment that we live in and perceive in the present. What will the future of earth as an environment inhabited by the human race look like?

Sociology (SOC)

SOC 101

General Sociology

Fundamental concepts of human relationships are explored, including class stratification and social mobility in America, the mass media, the family, religion, education, and global inequality. The course also focuses on how key sociological theories are applied.

SOC 240

Sociology of Behavior and Illness

Examine the relationship between social factors and health, interaction between practitioners and patients, and the impact of the health care delivery system on the individual's ability to adapt. The course will focus on how key sociological theories are applied to health, illness, and health care.

I. ACADEMIC

STUDENT RESPONSIBILITY

All students are responsible for familiarizing themselves with the College's academic policies and procedures (as well as the specific instructions of the person responsible for directing student academic and/or student social activities) including, but not limited to the following academic publications:

- Academic Calendar
- Schedule of Courses
- Undergraduate College Catalog including all student policies listed therein

If students have any questions about a particular policy or procedure, they should contact the Assistant Dean, Student Support Services at 215-670-9423 or via email at info@peirce.edu. We are here to help. Any changes in a student's educational schedule could have an effect on his or her academic or financial status. It is the student's responsibility to follow the appropriate academic policies and procedures when making or adjusting educational plans.

Students should contact their Academic Advisor and Financial Aid Specialist before making any decisions about their studies at the College.

ACADEMIC HONESTY

Peirce College's reputation as an institution of higher learning is characterized by the high academic standards it has established for its students. The College expects students to display personal integrity as they approach their assignments and to complete these assignments in the spirit of academic honesty.

The College considers acts of academic dishonesty to be serious violations of its Code of Student Conduct and Responsibility and will take action against students for violations of this policy (as well as against former students where the College learns of a violation after the student has graduated or ceases to be enrolled).

Any conduct or activity by a student that earns or improves a grade or receives any form of credit by fraudulent or dishonest means is considered an act of academic dishonesty and a violation. In addition, engaging in any conduct including the following examples in which a reasonable person in the same or similar circumstances would recognize as academic dishonesty is considered a violation. Examples of acts of academic dishonesty that are violations of the Code of Student Conduct and Responsibility include, but are not limited to, the following:

- **Acquiring information**

Obtaining research or answers related to any assigned work or examination from any source not authorized by the professor. Students must be the owner of all of their coursework.

Working with another person or persons on any assignment or examination when not specifically permitted by the professor. Although studying together is allowable, students must maintain the integrity of their coursework. Students must seek permission from the instructor before working together on any coursework.

Viewing the work of other students during any examination.

Using, buying, selling, stealing, soliciting, copying, or possessing, in whole or part, the contents of any examination without prior written permission from the professor.

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Submitting or presenting as one's own work any research paper or other writing assignments prepared by others.

- **Providing information**

Supplying answers or research information for any assigned work or examination (on behalf of yourself or another individual) when not specifically authorized by the professor to do so.

Informing any person or persons of the contents of any examination prior to the time the examination is given.

- **Plagiarism**

Incorporating the work or idea of another person into one's own work without formally and properly acknowledging, documenting, and citing the source of that work or idea.

Attempting to receive credit for work performed by another person, including papers obtained in whole or part from individuals or other sources.

Copying or improperly utilizing copyrighted computer programs or data files belonging to someone else.

Copying another person's paper/work in whole or in part and handing it in as your own.

Paying for and/or downloading from the Internet, all or any portion of a paper, presentation, graphics, or multimedia files and submitting them as your own.

Copying words, graphics, or statistics directly from sources of information, such as web pages, magazine/newspaper articles, or books without and properly acknowledging, documenting and citing the sources.

Paraphrasing information (i.e., changing a few words) from sources, such as web pages, magazine/newspaper articles, or books without formally documenting the sources.

Reuse of Prior Materials: Submitting substantially the same work to satisfy requirements for one course that has been submitted to satisfy requirements for another course, without prior permission of the instructor of the course for which the work is being submitted.

- **Conspiracy**

Agreeing or participating with one or more persons to commit any act of academic dishonesty.

- **Fabrication of information**

Falsifying the results obtained from a research or laboratory experiment.

Presenting results of research or laboratory experiments without the research or laboratory experiments having been performed.

Substituting for another student to take an examination or to do any academic work or assignment for which academic credit will be received.

Changing answers or grades after academic work has been returned to the student and claiming professor error.

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Submitting work for credit or taking an examination and employing a technique specifically prohibited by the professor in that course, even if such technique would be acceptable in other courses.

- **Abuse of resource materials**

Mutilating, destroying, concealing, stealing, or altering any materials provided to assist students in the completion of academic work, including library books, journals, computer files, microfilm and microfiche files, online resources, materials placed on reserve by the instructor, or any such materials as the instructor may provide or assign.

Copying any data files or copyrighted computer program(s) for one's own personal use or the use of others.

Copying without permission of the owner, or mutilating or destroying any copyrighted media, printed or electronic (for example, film, video, music, graphics, books, articles, papers, dissertations, art, photography, or manuscript).

Peer-to-Peer File Sharing: Peer-to-peer file sharing is prohibited. This applies to College owned computers as well as personally owned computers that are using the College's network. Under the Acceptable Use Policy, the College's network connections may not be used to violate copyright laws.

SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

For violations regarding unauthorized use of computers systems and facilities (includes email, logins, or passwords), please refer to the Acceptable Usage of Computer Systems and Facilities policy, which appears in SECTION III.

Violations of this policy are subject to penalties as set forth in the Code of Student Conduct and Responsibility.

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ACADEMIC GRIEVANCE

Students on occasion have academic grievances. It is incumbent upon the faculty, staff, and administration to treat students who have grievances with respect and courtesy. Students with grievances should follow the procedure stated in this policy in order to attempt a resolution of their grievances. Throughout the process, students are required to treat the faculty, staff, and administration with respect and courtesy.

Students who wish to appeal an academic dismissal should refer to the Academic Dismissal policy, which appears in SECTION I.

A student who has an academic grievance related to attendance, grades, assignments, or instructors must initiate the academic grievance procedure described below within 30 calendar days from the last date of class¹. Grades are posted on the student portal at <https://my.peirce.edu> under the My Classes tab. A student's failure to view course grades does not exempt the student from the 30-day limit.

A student who has an academic grievance related to attendance, grades, assignments, or instructors must adhere to the following procedure:

- A. Contact the instructor to discuss the grievance. Only after the student has met with the instructor, either in person or by phone, may the student proceed to step B below.
- B. Should this discussion not yield a resolution that is satisfactory to both the student and the instructor, the student has seven calendar days from the date of the instructor's decision to appeal to the designated Faculty Chair/Program Manager. Such a request must be made in writing and must document the student's attempt to first resolve the grievance with the instructor. Grievances related to Business, Information Technology, Health, or Legal Studies courses may be directed to the designated Faculty Chair/Program Manager. Grievances related to General Education courses may be directed first to the Program Manager, General Education. If, after the Program Manager, General Education, has had the opportunity to render his/her opinion, the student is not satisfied with the resolution of the academic grievance, the student may appeal within seven calendar days from the date of the determination by the Program Manager, General Education, to the Dean, Information Technology and General Education.
- C. If, after the Faculty Chair/Program Manager has had an opportunity to render his/her opinion, the student is not satisfied with the resolution of the academic grievance, the student may appeal within seven calendar days from the date of the determination by the Faculty Chair/Program Manager. Such a request must be made in writing to the Vice President, Academic Advancement and must document the student's attempt to first resolve the grievance with the Faculty Chair/Program Manager. If no written request is submitted within the seven-day period, the decision of the Faculty Chair/Program Manager shall be final.
- D. Upon a student's written request for a review, the Vice President, Academic Advancement, will confirm that a proper review of the grievance was conducted. If, upon review, the Vice President, Academic Advancement, determines that a proper review was conducted, the decision of the Faculty Chair/Program Manager shall be final. The Vice President, Academic Advancement, may choose to affirm or alter the decision and, therefore, is responsible for the final decision.

¹ However, if a student has a complaint about unlawful discrimination, harassment, or retaliation, he or she is directed to follow the complaint procedure set forth in the College's Equal Opportunity policy in SECTION VII. If a student has a complaint about student disability services, the student is directed to follow the complaint procedure set forth in the Student Disability Services policy set forth in SECTION I.

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A student who has a grievance concerning academic advising must initiate the procedure described below within 30 calendar days of the date that the student knew or reasonably should have known of the grounds of the alleged grievance.

A student with a grievance related to advising must adhere to the following procedure:

- A. Contact his/her Academic Advisor to discuss the grievance. Only after the student has met with the Academic Advisor, either in person or by phone may the student move to the next step.
- B. Should this meeting not yield a resolution that is satisfactory to both the student and the Academic Advisor, the student may appeal to the Dean, Academic Advising and Registrar. Students must appeal within seven calendar days from the date of the determination by the Academic Advisor. Such a request must be made in writing and must document the student's attempt to first resolve the grievance with the Academic Advisor.
- C. Should the matter not be resolved with the aid of the Dean, Academic Advising and Registrar, the student may appeal to the Vice President, Academic Advancement. Students must appeal within seven calendar days from the date of the determination by the Dean, Academic Advising and Registrar. Such a request must be made in writing and must document the student's attempt to first resolve the grievance with the Dean, Academic Advising and Registrar.
- D. If, after the Vice President, Academic Advancement, has had an opportunity to render his/her opinion, the student is not satisfied with the resolution of the grievance, the student may appeal within seven calendar days from the date of the determination by the Dean, Academic Advising and Registrar, by submitting a written request to the Vice President, Student Services, for review. If no written request is submitted within the seven-day period, the decision of the Dean, Academic Advising and Registrar, shall be final.
- E. Upon a student's written request for a review, the Vice President, Student Services and Retention Management, will confirm that a proper review of the grievance was conducted. If, upon review, the Vice President, Student Services and Retention Management, determines that a proper review was conducted, the decision of the Dean, Academic Advising and Registrar, shall be final. The Vice President, Student Services and Retention Management, may choose to affirm or alter the decision and, therefore, is responsible for the final decision.

ACADEMIC PROGRESS, PROBATION, AND DISMISSAL

Academic Progress

It is important to Peirce College that students advance successfully toward their educational goals. To that end, students must maintain a term 2.0 GPA to demonstrate academic progress towards the completion of their degree or certificate program. A term is defined as the 15-week period of time (fall, spring) and 14-week period of time (summer). Both full-time and part-time students must demonstrate academic progress.

Academic Progress Requirements for Accounting Degree Students

Accounting degree-seeking students must maintain a 2.7 term GPA to demonstrate academic progress towards the completion of the accounting degree program. A term is defined as the 15-week period of time (fall, spring) and 14-week period of time (summer). Both full-time and part-time accounting students must demonstrate academic progress. If, after the completion of a term (fall, spring, and summer), an accounting student does not demonstrate academic progress (2.7 term GPA), the student shall be placed on academic probation. A student placed on academic probation has the next enrolled term (fall, spring, and summer) to improve his/her GPA to 2.7. The Dean of Academic Advising and Registrar will mail each student placed on academic probation a letter of the student's probationary status. Non-receipt of the letter by the student does not exempt the student from probationary status. An accounting student placed

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on academic probation who does not improve his/her GPA to at least a 2.7 in the next enrolled term (fall, spring, and summer), will be dismissed from the accounting program. For general information on academic dismissal, please refer to the Academic Dismissal policy, which appears in SECTION I. The Dean of Academic Advising and Registrar will send each accounting student who is dismissed from the accounting program a letter documenting action taken and stating the reason for dismissal. Non-receipt of the letter by the student does not exempt the student from the dismissal status. A one-time reinstatement to the accounting program may be requested in writing, within ten calendar days of notification, to the Dean of Academic Advising and Registrar. Students will receive written notification of the decision made by the Faculty Chair. The decision made by the Faculty Chair shall be final. Accounting students who are dismissed from the accounting program will have the option to change their major to another degree program. Students are required to have a 2.0 GPA to request a change of major. For general information on academic progress, please refer to the Academic Progress, which appears in SECTION I.

Academic Probation

Academic probation is a means of informing students that their record is unsatisfactory while there is still time to remedy the situation. Students will be placed on academic probation when their records indicate that normal progress toward a degree is in jeopardy. Probation should be interpreted as a serious warning to improve the quality of academic work. If, after completion of a term (fall, spring, and summer), a student does not demonstrate academic progress as described in the guidelines below, the student shall be placed on academic probation. A student placed on academic probation has the next enrolled term (fall, spring, and summer) in which to improve his/her term GPA to 2.0. When a student has been placed on academic probation, a notation of such probation shall be placed on the student's permanent record. Students with fewer than 15 credits attempted will not be placed on academic probation.

Although academic probation is not determined for students with fewer than 15 credits attempted, academic standing is still monitored. Students who fall below a 2.0 GPA for any term are considered to be in poor academic standing. The Dean of Academic Advising and Registrar will mail each student placed on academic probation a letter about the student's probationary status. Non-receipt of the letter by the student does not exempt the student from probationary status. A student on academic probation may be restricted to 12 credits per term (fall, spring, and summer).

Academic Dismissal

A student placed on academic probation who does not improve his/her GPA to at least 2.0 in the next enrolled term (fall, spring, and summer) according to the guidelines above will be academically dismissed from Peirce College. Students who fall below a 2.0 GPA for any term are considered to be in poor academic standing.

The Dean of Academic Advising and Registrar will send each student who is academically dismissed a letter documenting the action taken and stating the reason for dismissal. Non-receipt of the letter by the student does not exempt the student from dismissed status. The status is effective for one calendar year from the date of dismissal. A one-time reinstatement of the student may be requested in writing to the Dean of Academic Advising and Registrar no sooner than one year after the date of dismissal.

Academic dismissal may be appealed in writing to the Dean of Academic Advising and Registrar within ten calendar days of notification. Students will receive written notification of the decision made by the Dean of Academic Advising and Registrar. The decision made by the Dean of Academic Advising and Registrar shall be final. When a student has been academically dismissed from Peirce College, a notation of such dismissal shall be placed on the student's permanent record. Satisfactory academic progress (SAP) for financial aid purposes may differ from these policies. Please refer to the SAP information under SECTION VIII for specific requirements.

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ACADEMIC STANDING

Dean's List

Dean's List honors will be calculated and awarded to full-time students at the completion of each term (fall, spring, and summer). Students carrying a full load of 12 credits during a term (fall, spring, and summer) and earning a term grade point average (GPA) of 3.700 to 3.999 will earn the distinction of being placed on the Dean's List. Part-time students completing a minimum total of 18 credits in a year (May 1st – April 30th) but fewer than 12 credits in any one term (fall, spring, and summer) and earning a cumulative GPA of 3.700 to 3.999 will earn the distinction of being on the Dean's List for the previous academic year. A letter from the Dean of Academic Advising and Registrar is sent to each student receiving the honor.

President's List

President's List honors will be calculated and awarded to full-time students at the completion of each term (fall, spring, and summer). Students carrying a full load of 12 credits during a term (fall, spring, and summer) and earning a term GPA of 4.0 will earn the distinction of being placed on the President's List. Part-time students completing a minimum total of 18 credits in a year (May 1st – April 30th) but fewer than 12 credits in any one term (fall, spring, and summer) and earning a cumulative GPA of 4.0 will earn the distinction of being on the President's List for the previous academic year. A letter from the President of Peirce College is sent to each student receiving this honor.

Acknowledgement of Academic Achievement

Academic Achievement recognition will be calculated and awarded to full-time students at the completion of term (fall, spring, and summer). Students carrying a full load of 12 credits during a term (fall, spring, and summer) and earning a term GPA of 3.50 to 3.69 will be recognized for their academic achievement. Part-time students completing a minimum total of 18 credits in a year (May 1st – April 30th) but fewer than 12 credits in any one term (fall, spring, and summer) and earning a cumulative GPA of 3.50 to 3.69 will be recognized for academic achievement for the previous academic year. A letter from the Dean of Academic Advising and Registrar is sent to each student receiving this recognition.

ATTENDANCE AND PARTICIPATION

Student participation is an essential part of the instructional process. Students are expected to contribute to the learning environment of their courses and to fulfill their academic responsibilities through active participation in the learning process. Regular and punctual class attendance is required of all students in all courses. Attendance and participation policy is tracked on a weekly basis. Students should check each course syllabus to determine the specific participation standards for each course. Students who do not meet the attendance and participation standards may receive a lower grade and/or lose financial aid funding. Students are reminded that final grades are determined by performance of course requirements, including attendance and participation whether on campus, on site, or online. Instructors will record attendance for each class.

It is the student's responsibility to contact the instructor when the student anticipates being absent or late for class. If the student arrives after the class has begun, it is the student's responsibility to inform the instructor for the purpose of confirming attendance. The student is responsible for making up missed assignments when permitted by the instructor.

Solely logging into an online course does not demonstrate academic attendance and/or participation. "Attendance" in online courses, or a week in a course where the student opts to attend online, is determined by the student's participation in the course. Participation in online courses may include the

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following academic activities: initiating contact with a faculty member to ask a course related question, submitting an assignment, taking an exam, contributing to threaded discussions, or participating in a chat.

Given the learning environment of online courses, even in situations where a student is not “absent” in the traditional sense, it is the student’s responsibility to contact the professor regarding situations that may prevent the student from fully participating as required. Students who stop participating and/or attending courses may be considered unofficially withdrawn and, therefore subject to the Return to Title IV Calculation (R2T4). For more information, please review the Drop/Add, Withdrawal, and Unofficial Withdrawal policies found in SECTION I.

Veterans Affairs (VA) students who are receiving Chapter 33 benefits and who are expecting to receive full housing benefits are required to attend Peirce Fit classes on campus. VA students enrolled under any other Chapter are eligible to participate in the Peirce Fit delivery, on campus and/or online. For an explanation of military benefits, contact your enrollment representative or academic advisor.

Undergraduate International students, who are on an F-1 Visa, are required to attend full-time (12 credits) in fall and spring terms. International students are required to attend and participate fully on campus for 3 out of 4 Peirce Fit courses taken per term. In the summer term, International students may attend classes online and/or on campus.

BOOKSTORE

Peirce College uses an online bookstore called eCampus. The bookstore can be accessed at www.ecampus.com/peirce. If using financial aid to purchase books, instructions can be found at <http://www.peirce.edu/Current/Services/Bookstore.aspx>.

CAREER DEVELOPMENT SERVICES AND COOPERATIVE EDUCATION

Career Development Services

Career counseling, planning, and job search assistance are vital components of students’ academic experience. In order to best leverage their academic performance within their careers, students are strongly encouraged to visit the Office of Career Development Services (CDS) at their point of enrollment at Peirce. By meeting with a member of the CDS team, students can learn about career-based tools, services, and resources that can support them in their career development. Students can also find career-related information on the web portal at my.peirce.edu under the Student Services tab. CDS staff offer guidance and support for career exploration, development, and access. Students are able to receive assistance with their career-based needs including resume and cover letter writing, mock interviews, graduate school preparation, and techniques to launch an effective job search. CDS also hosts events and activities that teach and allow students to practice networking skills, build a professional image, fine-tune their understanding of business etiquette, and sharpen their salary negotiation skills. For those ready to pursue career opportunities, CDS hosts career fairs and an online job board that connects students and alumni with job and internship opportunities. Finally, for students who are undecided about their career path, Career Development Services administers career interest inventories and provides individualized counseling appointments to help students clearly understand and align their career values and goals.

CDS provides all services at no cost to students who are seeking full-time or part-time employment, internships, or cooperative education opportunities. Students interested in continuing their education beyond a bachelor’s degree are encouraged to meet with CDS to explore programs and institutions, identify potential resources, and to develop an application plan. Alumni can also access CDS’s services

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and programming at no cost. Both students and alumni should contact CDS to set up appointments and to find out about available workshops and programs.

CDS is located in Suite 67 in College Hall and is usually open 8:30 a.m. to 7:00 p.m., Monday – Thursday, and 8:30 a.m. to 5:00 p.m. on Friday. Please contact the CDS office to confirm available office hours.

Cooperative Work Experience (Co-op)

Cooperative Work Experience (Co-op) enhances classroom theory with real-life experience. An optional component for most of Peirce's academic programs, Co-op enables degree-seeking students to gain practical, first-hand experience in jobs related to their career interests and academic disciplines. Peirce is a strong proponent of Co-op and recommends that students take advantage of this learning experience.

Co-ops are full-term, running across two sessions (i.e., Co-ops are scheduled for 15 weeks in the fall, spring, or summer).

Co-ops are designed for students who:

- Have an overall minimum GPA of 2.5
- Have completed 22 credits toward a certificate, 30 credits toward an associate degree, or 90 credits toward a bachelor's degree
- Can commit to a minimum of 135 hours of work at their Co-op location
- Have completed either the Pre-Cooperative Workshop, which is a no-cost, 7-week, online course that prepares students for the Co-op experience, or the Co-op Portfolio Project

For students who opt to participate in Co-op, CDS provides assistance in identifying potential options (though students are ultimately responsible for securing their Co-op location). Generally, students must complete their cooperative education experience within the Commonwealth of Pennsylvania. Once students have secured a Co-op opportunity, they are assigned a faculty Co-op advisor who oversees the Co-op experience.

For more information, please contact Career Development Services at 215-670-9202 or cds@peirce.edu.

CODE OF STUDENT CONDUCT AND RESPONSIBILITY

All students enrolled at Peirce College are expected to give prompt and thorough attention to their academic responsibilities, to extend courtesy and respect to the faculty and employees of the College, and to respect their fellow students. In addition, each student is responsible for his/her own actions and for ensuring that his/her personal conduct while on the College premises² complies with the standards established by the College. This Code of Student Conduct and Responsibility has been developed to promote student growth, to provide students with due process, and to uphold the College's educational mission and standards.

All students are expected to familiarize themselves with this Code of Student Conduct and Responsibility. Unfamiliarity with this Code does not excuse infractions.

All students who violate the Code of Student Conduct and Responsibility fall within the jurisdiction of the Student Disciplinary System, details of which are set forth below.

² *The premises of the College includes all buildings within which the College provides educational and related student and alumni services and/or conducts its business operations, whether owned, leased, or provided without charge for use; the campus and surrounding grounds and parking areas adjacent to these buildings; and vehicles owned or leased by Peirce College.*

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Peirce College expects the following conduct of all students and alumni:

- Conduct yourself at all times in a manner that displays respect and courtesy for all members of the College community.
- Act with honesty and integrity as you approach your academic responsibilities and prepare your assignments.
- Treat all students, alumni, faculty, and staff, as well as visitors to the College without regard to age, sex, race, color, religion, creed, national origin, ancestry, citizenship, disability, sexual orientation, gender identity, marital status, veteran's status, military status, or membership in any other group protected under local, state, or federal law.
- Be positive and creative in your approach to resolving problems.
- Report for class free from the influence of drugs or alcohol.
- Report any person to Campus Security any person who you know to possess any type of firearms, weapons of any type either purchased or man-made, fireworks or explosive devices while on campus.
- Provide appropriate notice of an unavoidable absence from or lateness in reporting for class or inability to participate in class fully.
- Complete and submit your course assignments on time.
- Perform your scholastic responsibilities and undertake your studies in a prudent and thorough manner.
- Handle with care the property and equipment of the College to prevent its damage, loss, misuse, or theft.
- Report to the Chief Auxiliary Services Officer (215-670-9297) or Security (215-670-9284) accidents, injuries (whether your own, another student's, an employee's, or a visitor's), fire, theft, and other unusual incidents immediately after occurrence or discovery.
- Follow all student and academic policies, rules, and procedures established by the College that are applicable to you as a student as well as the specific instructions of the person responsible for directing your academic and/or student social activities.
- Refrain from using for personal, non-academic reasons the property and supplies of the College.
- Provide complete and honest information in connection with all student and academic records.
- Refrain from manipulating, falsifying, or misrepresenting your educational records (academic or otherwise) or those regarding any other student(s) or concerning Peirce College employee records to others, both within the College community and outside the College community.
- Refrain from accessing, viewing, printing, imputing, deleting, or changing any records, including your own educational records (academic or otherwise) or those regarding any other student(s) or concerning Peirce College employee records (whether in written, electronic, or some other form) without proper authorization from the College.
- Ensure at all times that your conduct is consistent with the standards for student conduct established by Peirce College. Peirce College considers these expectations to be the general standards that govern the conduct of its students. Your failure to meet these expectations may result in counseling or, in cases of serious misconduct, formal disciplinary action up to and including expulsion from the College. A discussion of Peirce College's Student Disciplinary System is found later in this section of the Catalog.

Initiating Proceedings for Violation of Code of Student Conduct and Responsibility

Any student, faculty member, staff member, administrator, individual member, of the College community or any group within the College may report a suspected violation of the Code of Student Conduct and Responsibility. Such complaint must be made in writing to the Assistant Dean, Student Support Services. After a preliminary investigation, the Assistant Dean, Student Support Services, shall determine if there is sufficient information to bring charges against a student. Disciplinary proceedings are initiated by the

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Assistant Dean, Student Support Services, by transmitting a formal charge letter to the student(s), setting forth the charges. Proceedings related to non-academic violations may be initiated at any point during a student's career at the College. There is no time limit on proceedings related to academic dishonesty, which may be initiated even after a student has graduated or ceases to be enrolled.

Relationships with Civil Authorities

Because the College has an interest in preventing inappropriate behavior independent from that of civil or criminal authorities, the College reserves the right to proceed with disciplinary proceedings regardless of possible or pending civil claims or criminal charges arising out of the same or other events. When the College has jurisdiction in a matter subject to the Code of Student Conduct and Responsibility, it also has the right to report the matter, whenever appropriate, to civil or criminal authorities. While off-campus misconduct will not normally be the basis for disciplinary action, where the College has an identifiable interest separate from that of the off-campus community, such conduct may be subject to disciplinary action and review by the College.

Policies and Offenses Covered by the Code of Student Conduct and Responsibility

Students who know and uphold the standards established by Peirce College for scholastic performance and appropriate student conduct will find their experience at the College rewarding and valuable toward satisfying their personal academic and career goals. Unfortunately, there are times when a student may fail to perform or to conduct him/herself in a manner that is consistent with the College's guidelines and expectations.

In cases of misconduct, Peirce College reserves the right to discipline any student responsible for such behavior. Examples of misconduct covered by the Code of Student Conduct and Responsibility and subject to review and enforcement through the Student Disciplinary System include, but are not limited to the following:

- Violating the provisions of Peirce College's Code of Student Conduct and Responsibility or the provisions of any published policy or procedure or regulation of the College, including, but not limited to the policies set forth in this Catalog, including without limitation the policies entitled Equal Opportunity, Academic Honesty, Acceptable Usage of Computer Systems and Facilities, Alcohol and Illegal Drugs and Non-Violence.
- Intentionally engaging in behavior that disrupts or obstructs the instruction of students, any College-sponsored or supervised student activities, and/or the management and business affairs of the College.
- Verbally or physically abusing any person while on College premises or at a College-sponsored or College-supervised function.
- Stealing property that belongs to the College, any student or employee of the College, or any other person doing business with and/or associated with Peirce College.
- Failing to comply with directions given by any employee of the College who is engaged in performing his or her official duties.
- Engaging in other serious misconduct as determined in the sole discretion of the College.
- Committing or threatening to commit an act of violence against any member of the College community (including any student, officer, faculty member, manager, supervisor, employee, or graduate of the College or any other person doing business with or associated with the College).

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Disciplinary Penalties for Violations of the Code of Student Conduct and Responsibility

Students found guilty of a violation of this Code of Student Conduct and Responsibility will be penalized based on the nature and extent of the violation. Although, generally, the College will follow a disciplinary system as described in the following three sections, every situation is unique and the College reserves the right to decide that a level of sanction different from that which normally would apply would be more appropriate, including initiating discipline at an intermediate level or bypassing a level of sanction. In addition, some types of violations are so serious that, if engaged in, the College will almost always give a sanction of disciplinary dismissal/expulsion even where the student had not previously received any other lesser disciplinary sanction.

Violations Involving Academic Dishonesty

For violations against the Policy on Academic Honesty, the College will impose, but not be limited to, one or more of the following penalties:

- Level One: The student shall be given a grade of zero for the assignment, test, or paper that is the subject of an incident of academic dishonesty.
- Level Two: The student shall be given a failing grade for the course.
- Level Three: The student shall be expelled from the College and will not be eligible for re-admittance.

Unless otherwise provided documentation of academic dishonesty, the College shall initiate discipline as a Level One Violation. In the case of intentional academic dishonesty, the College reserves the right to initiate discipline as a Level Two Violation. Once a student has been penalized at a certain violation level, the next subsequent violation by that student shall be initiated at the next higher violation level.

In addition, other penalties may be given including, without limitation, dismissal from leadership positions and/or honor societies related to the College and/or being prohibited from participating in the College's commencement ceremony and/or related activities. In the event a student receives any of these penalties, a notation of the violation shall be placed in the student's file in the Office of the Assistant Dean, Student Support Services.

Violations Not Involving Academic Dishonesty

If students are found to have violated the Code of Student Conduct and Responsibility for any reason other than academic dishonesty, the College will impose, not be limited to, one or more of the following penalties:

- Level One: The student is given a disciplinary warning and may be required to participate in support services, counseling, and/or workshops.
- Level Two: The student is placed on disciplinary probation. Under this level, the student may be dismissed from leadership positions and/or honor societies related to the College and/or being prohibited from participating in the College's commencement ceremony and/or related activities. In addition, other sanctions may be given, including without limitation, monetary penalty, mandatory counseling, community work, required educational programming, or such other sanctions as the College deems appropriate.
- Level Three: The student shall be expelled from the College and will not be eligible for re-admittance.

Based on the nature of the offense, the College reserves the right to assign the appropriate discipline level. Please refer to the Disciplinary Penalties for Violations of the Code of Student Conduct and Responsibility policy, which appears in SECTION I.

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Students should also be aware that their conduct may result in the College reporting incidents to police or other law enforcement authorities and the initiation of legal action. In the event a student receives a sanction of disciplinary probation, suspension, or disciplinary dismissal/expulsion, a notation of such probation or dismissal shall be placed in the student's files in the Office of the Registrar and the Office of the Assistant Dean, Student Support Services.

In addition, with respect to a violation of the Non-Violence policy, any weapon found on College property will be confiscated. Any student found to be in possession of a weapon or fireworks and explosive devices while on the College premises (which includes all buildings within which the College provides educational and related student services and/or conducts its business operations, whether owned, leased, or provided without charge for use; the grounds and parking areas adjacent to these buildings; and vehicles owned or leased by Peirce College) or while participating in any off-campus College activity or event may be immediately suspended from the College at the discretion of the Assistant Dean, Student Support Services, and may remain suspended until the matter has been investigated.

Other Sanctions

Additional sanctions may be imposed to cover specific conditions or situations including, but not limited to, restitution or replacement of lost, damaged, or stolen property; payment for damage or personal injury; suspension of privileges to participate in any College-sponsored activity; suspension of eligibility to use certain College facilities; prohibition from participating in commencement ceremony and/or related events; referral to drug abuse or alcohol counseling; or periodic meetings with the Assistant Dean, Student Support Services, or a counselor.

Structure of the Student Disciplinary System

The goal of the following procedures and structure is to promote fundamental fairness and to protect students from arbitrary or capricious disciplinary action and will be adhered to as faithfully as possible. However, if circumstances dictate variation from these procedures and structure, the variation will not invalidate a decision unless the circumstances prevented a fair hearing.

The Assistant Dean, Student Support Services,³ shall have the following duties and responsibilities with regard to the Student Disciplinary System:

- Coordinate all aspects of the College's disciplinary system, including informing students of charges lodged against them, investigating charges, and undertaking such other activities as may be necessary to implement the provisions of the Student Disciplinary System.
- Coordinate the gathering of all facts regarding a violation of the Code of Student Conduct.
- Conduct interviews with students charged with a violation of the Code of Student Conduct; the Assistant Dean, Student Support Services, will provide students who have been charged an opportunity to discuss the matter.
- Determine student accountability for violations of the Code of Student Conduct in a manner that ensures fundamental fairness and to assign sanctions in cases where guilt is determined.
- Advise students charged with a violation of the Code of Student Conduct of their appeal options.
- Maintain disciplinary records in accordance with the College's policy on retention of student records and with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. For related information on FERPA, please refer to the FERPA policy, which appears in SECTION IX.

³ References to the "Assistant Dean, Student Support Services" throughout this policy also includes his or her designee, where the Assistant Dean, Student Support Services is either unavailable or believes it is appropriate to excuse himself/herself for conflict reasons.

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Disciplinary Procedures

Students charged with a violation of this Code of Student Conduct shall be presumed to be innocent of all charges until their guilt has been determined on the basis of an admission of guilt or on the basis of evidence properly submitted. The following procedures have been established to ensure fundamental fairness in disciplinary proceedings. Accused students shall be provided the following:

- A written notice of the alleged charges against them. If additional charges are brought, a further written notice will be sent. These notices are sent via first class as well as certified mail. It shall be considered proper notice if the notice is forwarded to the last known home address on record in the Office of the Registrar.
- An interview with the Assistant Dean, Student Support Services, in which the student is (1) fully informed of the charges lodged against him/her and of the procedures under the Student Disciplinary System and (2) given an opportunity to discuss the matter.
- The opportunity to review all available information and documents gathered during the preliminary investigation and to provide a statement, other information, or a list of individuals who may provide information on the student's behalf.
- A forum to present relevant information on his or her own behalf. Such relevant information may take the form of witness statements or witness testimony.
- The right to refuse to answer any question or make any statement; in this situation, the Assistant Dean, Student Support Services, shall make the decision solely on the basis of the evidence presented.
- A decision based upon the preponderance of evidence presented. The decision shall take into consideration the severity of and conditions under which the alleged misconduct/violation of policy occurred; whether the alleged misconduct/violation of policy involved more than one rule or standard of conduct; the credibility of each of the witnesses or witness statements; and any other evidence the Assistant Dean, Student Support Services, deems relevant in his or her sole discretion.

Evidence is admissible, at the sole discretion of the Assistant Dean, Student Support Services, when it is shown to be relevant to the factual issues of the case. Evidence obtained by a search of a student's person or property by an authorized College administrator (such as the Assistant Dean, Student Support Services, or a Security Officer) shall be admissible where the College official has reasonable cause to believe both that the Code of Student Conduct and Responsibility had been violated and that this particular piece of evidence of the violation was present.

Only after a decision of guilt is reached will information concerning an accused student's past disciplinary record be considered in determining appropriate sanctions.

All interviews or meetings conducted by the Assistant Dean, Student Support Services, during the course of his/her investigation shall be closed to the public. Witnesses who are called to testify shall not be permitted to attend any other interview or meeting except that in which they themselves testify. If the report of alleged misconduct/policy violation involves more than one student, the students involved may request that their matter be handled separately from the other students. The Assistant Dean, Student Support Services, shall determine whether separate investigations are warranted.

After the Assistant Dean, Student Support Services, has completed his/her investigation, accused students are entitled to written notification by certified mail of the decision within three business days of the rendering the decision.

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Right of Appeal

Students found guilty have seven calendar days from the date of the decision letter to submit a written request to the Vice President, Student Services & Retention Management, for an appeal, setting forth the basis of the appeal and any substantiating material. If no written request is submitted within the seven-day period, the decision of the Assistant Dean, Student Support Services, shall be final.

Students found guilty may request an appeal to the Vice President, Student Services & Retention Management, on the grounds that: (1) information that was not available at the time of the hearing has become available and could reasonably be expected to have altered the outcome of the case; (2) the College's disciplinary system was violated in a way that adversely affected the outcome of the case; or (3) the sanction was unduly harsh and not justifiable. The Vice President, Student Services & Retention Management, shall have the discretion to grant written requests for appeal by students found guilty by the Assistant Dean, Student Support Services. If the Vice President, Student Services & Retention Management, denies a written request for appeal, the decision of the Assistant Dean, Student Support Services, is final. If the Vice President, Student Services & Retention Management, determines that a student's request for appeal has merit, the Vice President, Student Services & Retention Management, shall hear the appeal and render a decision. The Vice President, Student Services & Retention Management, shall provide the student with written notice of his/her determination within three business days of rendering his/her decision.

Except as provided in the next paragraph, the decision of the Vice President, Student Services & Retention Management, shall be final.

In cases where the sanction imposed is expulsion from the College, the student shall have the right within seven calendar days from the date of the determination by the Vice President, Student Services & Retention Management, to submit a written request to the President & Chief Executive Officer for review of the disciplinary procedures followed.

If no written request is submitted within the seven-day period, the decision of the Vice President, Student Services & Retention Management, shall be final. If a proper written request is received, the President & Chief Executive Officer will confirm that the Assistant Dean, Student Support Services, and the Vice President, Student Services & Retention Management, conducted a proper review of the matter. If, upon review, the President & Chief Executive Officer determines that a proper review was conducted, the decision of the Vice President, Student Services & Retention Management, shall be final. If, upon review, the President & Chief Executive Officer determines that a proper review was not conducted, the President & Chief Executive Officer shall conduct such additional review as he or she feels, in his or her sole discretion, is necessary to render a decision. The President & Chief Executive Officer may choose to affirm or alter the decision of the Vice President, Student Services & Retention Management, and, therefore, is responsible for the final decision. Except under emergency situations as set forth below, until accused students have exhausted their appeal rights, their status at the College shall not be affected. However, as noted below, students who are being investigated for a violation of the College's Code of Conduct, are in the process of appealing a charge that they violated the Code of Conduct or have been found to be in violation of the College's Code of Conduct may be prohibited from participating in the commencement ceremony. In cases alleging malicious or violent acts, a student may be prohibited from attending classes or other College-sponsored events pending the outcome of the investigation.

Emergency Situations/Interim Suspension

Because situations may arise that may not be fully covered by this Code, the Assistant Dean, Student Support Services, is granted the sole discretion to exercise good judgement in emergency situations. Toward that end, the Assistant Dean, Student Support Services, shall have the authority in emergency

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situations to issue temporary rules and regulations to prohibit student conduct including, but not limited to, suspending a student's right to be present on the College's premises pending further disciplinary proceedings when a student's presence is deemed by the College to be a threat to order, health, safety, or the College's educational mission. These determinations shall be made on the basis of evidence presented to the Assistant Dean, Student Support Services. The premises of the College include all buildings within which the College provides educational and related student services and/or conducts its business operations, whether owned, leased, or provided without charge for use, the campus as well as surrounding grounds and parking areas adjacent to these buildings, and vehicles owned or leased by Peirce College.

Subject to the emergency nature of the situation and where reasonably possible, the Assistant Dean, Student Support Services, will provide the student with an opportunity to be heard before a decision is made to impose an interim suspension or conditions on the student's attendance. Where feasible, the Assistant Dean, Student Support Services, may expedite the investigation of a charge against a student against whom an interim suspension or conditions of attendance are imposed.

COMMENCEMENT CEREMONY

Although degrees are conferred three times per year in August, December, and May, the commencement ceremony is held once a year in June. All candidates for graduation must complete an Application for Graduation, pay the graduation fee at time of application, and apply for graduation online at: <https://my.peirce.edu> under the My Classes tab. Failure to complete this form in a timely manner may preclude a student from participating in the ceremony and graduating within a student's desired timeframe. Degrees will not be conferred retroactively. Students who have met all academic and financial obligations, but who have not applied for graduation will have their degrees conferred during the next conferral period. To participate in Commencement, all degree and/or certificate Program Requirements & Electives must be satisfied. For more information, please review the Degree and Certificate Program Requirements & Electives for Graduation policy.

All students must pay a graduation fee. The graduation fee helps subsidize the cost of the commencement ceremony, the diploma, and the postage associated with the mailing of the diploma. This fee does not include the cost of the cap and gown for the commencement ceremony. The graduation fee must be paid whether or not a student participates in commencement. All financial obligations to the College must be met in order to participate in the commencement ceremony. Students who have not met financial obligations and/or have not completed required course work will not be permitted to participate in the ceremony and will not be able to receive their diploma. In addition, students who are being investigated for a violation of the College's Code of Conduct or have been found to be in violation of the College's Code of Conduct may be prohibited from participating in the ceremony.

COURSE AUDITING

Students or alumni may audit courses for the purpose of reviewing course content. Grades will not be provided and credit will not be granted for audited courses. Audited courses may not be applied to course requirements for degree programs. Financial aid will not be applied to the cost of audited courses. Class space must be available and audit fees must be paid in advance in order for students or alumni to audit a course. The Course Audit Application must be completed by the student or alumni and approved by the Dean, Academic Advising and Registrar. Students or alumni have seven calendar days from the start date of a course to drop or add an audited course. Refund schedules from the College's drop/add and withdrawal policies will be applied to audited courses.

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Students or alumni who wish to audit a course in which they have not previously received credit must pay full tuition for the requested course. Although, in these cases, full tuition is required, grades will not be provided, credit will not be granted, and the course may not be applied to fulfill degree requirements. Students seeking to audit a course in which transfer credit was earned may do so only if they are enrolled in additional courses at the College. Alumni who have received a Bachelor of Science degree in Paralegal Studies or a Post-Baccalaureate certificate in Paralegal Studies, are eligible to audit a Paralegal Studies course. Grades will not be provided and credit will not be granted for audited courses. Financial aid will not be applied to the cost of audited courses. Class space must be available and audit fees must be paid in advance in order for a Bachelor of Science degree in Paralegal Studies or a Post-Baccalaureate certificate in Paralegal Studies alumni to audit a Paralegal Studies course. The Course Audit application must be completed by the alumni and approved by the Dean, Academic Advising and Registrar. Alumni have seven calendar days from the start date of a course to drop or add an audited course. Refund schedules from the College's drop/add and withdrawal policies will be applied to audited courses.

DEGREE AND CERTIFICATE PROGRAM REQUIREMENTS & ELECTIVES FOR GRADUATION

The College offers degree programs in Accounting, Business Administration, Criminal Justice Studies, General Studies, Healthcare Administration, Health Information Administration, Health Information Technology, Human Resource Management, Information Technology, Legal Studies in Business, Organizational Leadership, Paralegal Studies, and Technology Management. For more information about these programs, students should contact their Enrollment Representative or Academic Advisor.

For programs that offer this option, students may complete more than one concentration within a degree program; however, only one degree will be conferred. Students are encouraged to speak with their Academic Advisor before making the decision to complete more than one concentration within a degree program. Only the title of the earned degree or certificate program will appear on the diploma. A concentration within a particular degree does not appear on the diploma. The official transcript lists the degree program and concentration and/or certificate awarded.

For Bachelor's Degree Students

To qualify for graduation from Peirce with a bachelor's degree and to be eligible for participation in the commencement ceremony, students must fulfill the following requirements:

- Successfully complete the total number of credits required for that program.
- Maintain a cumulative grade point average of at least a 2.0.
- To qualify for graduation from Peirce's accounting program, accounting students must earn a 2.7 major and cumulative GPA.
- Successfully complete general education requirements.
- Meet all financial obligations to the College.
- Otherwise be in compliance with the College's policies and procedures including without limitation the Code of Student Conduct and Responsibility and the other policies and procedures contained in this policy section of the Undergraduate College Catalog.

For Associate Degree Students

To qualify for graduation from Peirce with an associate degree and to be eligible for participation in the commencement ceremony, students must fulfill the following requirements:

- Successfully complete the total number of credits required for that program.
- Maintain a cumulative grade point average of at least a 2.0.
- Successfully complete general education requirements.
- Meet all financial obligations to the College.

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- Otherwise be in compliance with the College's policies and procedures, including without limitation the Code of Student Conduct and Responsibility and the other policies and procedures contained in this student policy section of the Undergraduate College Catalog.

For Certificate Students

To qualify for graduation from Peirce with a certificate and to be eligible for participation in the commencement ceremony, students must fulfill the following requirements:

- Successfully complete the total number of credits required for that certificate.
- Maintain a cumulative grade point average of at least 2.0.
- Meet all financial obligations to the College.
- Otherwise be in compliance with the College's policies and procedures, including without limitation the Code of Student Conduct and Responsibility and the other policies and procedures contained in this Undergraduate College Catalog.

Criteria for Awarding Posthumous Degrees

In certain rare instances, Peirce College may award a posthumous degree. In such cases, students who have earned a minimum of 45 credits toward an associate degree or 90 credits toward a bachelor's degree and have been in good standing at the time of their death may be eligible to receive a posthumous degree. Each request will be carefully reviewed by the Vice President, Academic Advancement. After approval, the posthumous degree will be conferred. Such degrees will be considered for award only in the academic year in which the student would normally have graduated.

DISABILITY SERVICES

In its commitment to ensuring that no otherwise qualified student with a disability is subjected to unlawful discrimination in the context of his/her educational experience, Peirce College makes certain that students with disabilities are provided equal access to educational and career development programs and/or student activities. Consequently, the College will make, on behalf of qualified students with learning and physical disabilities of which the College is aware, reasonable accommodations that do not impose undue hardships on the College. If a student believes he/she requires a reasonable accommodation or has a question regarding educational services, activities, programs, or facilities that are accessible to or usable by students with disabilities, please contact the Facilitator, Perkins Grant & Student Disability Services Coordinator, in the Mary W. Walker '33 Center for Academic Excellence, 2 Alumni Hall, 215-670-9251. All information associated with a disclosure of this nature is confidential, and the College will communicate this information to others only on a need-to-know basis.

Grievance Procedure

A student who has a grievance concerning disability services that have been requested or are being provided must initiate the procedure described below within 60 calendar days of the alleged occurrence. A student with a grievance related to disability services that have been requested or are being provided must adhere to the following procedure:

- A. Contact the Facilitator, Perkins Grant & Student Disability Coordinator, to discuss the grievance. Any person(s) acting on behalf of the student may file a grievance with the Facilitator, Perkins Grant & Student Disability Services Coordinator. Only after the student has met with the Facilitator, Perkins Grant & Student Disability Services Coordinator, either in person or by phone, may the student proceed to step B below.
- B. Should this meeting not yield a resolution that is satisfactory to both the student and the Facilitator, Perkins Grant & Student Disability Services Coordinator, the student or person(s) acting on behalf of the student may appeal to the Assistant Dean, Student Support Services. Students must appeal within seven calendar days from the date of the determination by the

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Facilitator, Perkins Grant & Student Disability Services Coordinator. Such a request must be made in writing and must document the student's attempt to first resolve the grievance with the Facilitator, Perkins Grant & Student Disability Services Coordinator.

- C. Should the matter not be resolved with the aid of the Assistant Dean, Student Support Services, the student or person(s) acting on behalf of the disabled student may appeal to the Vice President, Student Services & Retention Management. Students must appeal within seven calendar days from the date of the determination by the Assistant Dean, Student Support Services. Such a request must be made in writing and must document the student's attempt to first resolve the grievance with the Assistant Dean, Student Support Services.
 - D. Upon a student's written request for a review, the Vice President, Student Services & Retention Management, will confirm that a proper review of the grievance was conducted. If, upon review, the Vice President, Student Services & Retention Management, determines that a proper review was conducted, the decision of the Assistant Dean, Student Support Services, shall be final. The Vice President, Student Services & Retention Management, may choose to affirm or alter the decision and, therefore, is responsible for the final decision.
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DROP/ADD

Students are strongly encouraged to discuss with their Academic Advisor and Student Financial Services any changes to their academic plan. Drop/Add requests can be submitted at <https://my.peirce.edu> under the My Classes tab. Students requesting to drop/add must adhere to the following policies:

Drop

Students are allowed seven calendar days from the start date of a course to drop a course. Day one of the drop period begins the first day of class. For example, if a student's class begins on Monday, the student has through the following Sunday to drop the course. Students who do not attend and/or participate in class for the first two consecutive weeks from the start of class will be administratively dropped. Financial penalties may apply for students who are dropped. Please refer to the Attendance and Participation policy that appears in SECTION I and the financial aid policies that appear in SECTION VIII.

For exact dates, please consult the academic calendar, which may be found at <https://my.peirce.edu>. The student is responsible for initiating the drop process with his/her Academic Advisor. Students should discuss the academic consequences of dropping a course with their Academic Advisor. Students should discuss the financial ramifications of dropping a course with their Financial Aid Specialist. The effective drop date is determined by the date the student phones, faxes, emails, or submits online or in person the drop request to the Academic Advisor. It is strongly recommended that students drop/add courses at <https://my.peirce.edu>. Any work the student has contributed and submitted via class companion websites will be removed upon completion of processing a drop.

In general, students are not required to have the approval of an Academic Advisor and/or Financial Aid Specialist to drop/add courses. However, students who have a hold on their account such as a financial aid or placement hold are required to gain approval from their Academic Advisor/Financial Aid Specialist. Holds to students' accounts are indicated on the student portal at <https://my.peirce.edu> under the My Classes tab.

Add

Students are allowed seven calendar days from the start date of a course to add a course. A course cannot be added after the seventh calendar day. The effective add date is determined by the date the student phones, faxes, emails, or submits online or in person the add request to the Academic Advisor. In general, students are not required to have the approval of an Academic Advisor and/or Financial Aid

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Specialist to drop/add courses. However, students who have a hold on their account such as a financial aid or placement hold are required to gain approval from their Academic Advisor/Financial Aid Specialist. Holds to students' accounts are indicated on the student portal at <https://my.peirce.edu> under the My Classes tab.

Students are encouraged to discuss course schedule changes or additions with their Financial Aid Specialist and Academic Advisor. Full tuition will be charged for a class that is added. Students are responsible for contacting the professor, obtaining textbooks, and completing any missed work for the newly added course. Generally, students can expect to have some course assignments due during the first week of class. Adding a class after the course start date, may result in a student missing required assignments for the first week. It is strongly encouraged that students register for classes and obtain their required textbooks in advance of a class start date.

Once classes are selected, students become preregistered. It may take 24-48 hours before your classes to become "current". A current class is the equivalent of being registered and able to attend class. Once it has been determined that you can cover the cost, your classes are made current by a member of the Student Financial Services department. If a class is left in the pre-registered status, then you are unable to attend that course until your financial issue has been resolved.

GRADING

Final grades are based on the performance of class requirements as stated in the course syllabus and/or modified during the course by the instructor. Grades submitted become part of the College's permanent student records. Some important information about grading follows:

- Grades are calculated and submitted by the instructor within 72 hours of the last day of the session.
- Failed courses in major subjects must be repeated at Peirce College.
- Courses in which grades of F, D-, D, D+, or C- are earned may be repeated.
- Courses for which a grade of "C" or above has been earned may not be repeated.
- Students must earn a grade of "C" or above in certain major courses and some prerequisite courses.
- The original grade earned will remain on the transcript. The higher of the two grades will be computed in the grade point average.
- Students who wish to contest a grade must follow the Academic Grievance policy. Please refer to the Academic Grievance policy, which appears in SECTION I.
- It is the student's responsibility to withdraw from a course.
- Instructors do not have the authority to enter a grade of "W".
- If a student enrolls to repeat a course but does not complete the course and receives an approved withdrawal, a "W" will appear on the student's transcript.
- A student who voluntarily withdraws by the withdrawal deadline as stated in the academic calendar will receive a "W" and will be charged in full for the course.
- In online, on campus, and Fit classes, students who fail to attend the first two weeks of class will be administratively dropped.
- In intensive classes, students who fail to attend the first day of class will be administratively dropped.
- The effective date of drop, add, or withdrawal is determined by the date the student phones, faxes, emails, or submits online or in person the request(s). Students are strongly encouraged to review their request(s) with their Academic Advisor and Financial Aid Specialist.

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The following chart illustrates the grading scale at Peirce College:

Letter Grade	Course Average	Grade Point Equivalent
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	< 60	0.0
P	Passing	None
W	Voluntary Withdrawal	None
I	Incomplete	0.0

Resolving Incomplete Grades

Incomplete grades are assigned due to illness, emergency, or extenuating circumstances. The granting of an Incomplete grade is done at the sole discretion of the instructor and should not be considered the “norm”. An Incomplete grade must be requested in writing from the student to the instructor no later than 24 hours prior to the last class session. If the Incomplete is granted, students have up to 14 calendar days from the date of the last class session to resolve the Incomplete. **Unresolved Incomplete grades will change to an “F” after 14 calendar days.**

Course Grade Requirements

Students are expected to meet the passing grade requirements for courses taken. For some major courses, students are required to earn a grade of “C” or above. Students who do not meet this grade requirement are required to repeat the course. For a listing of “C” or above courses, please see the course description section of the College Catalog.

GRADUATION HONORS

Special recognition is granted at the commencement ceremony to degree students (associate and bachelor’s degrees) who maintained a high cumulative GPA at completion of their studies at Peirce College as follows:

Cumulative Grade Point Average	Honors
3.950-4.0	Summa Cum Laude
3.850-3.949	Magna Cum Laude
3.700-3.849	Cum Laude

Graduation honors are calculated at the end of each term (fall, spring, and summer) in which the student completed requirements for the degree program. The cumulative GPA for students completing the requirements for an associate degree may include grades for enrolled/completed bachelor’s level courses. Graduation honor cords are given to students before the start of the commencement ceremony.

Peirce College does not award graduation honors to students earning a Certificate of Proficiency.

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For related information regarding Graduation Honors, please refer to the Commencement policy, which appears in SECTION I.

INTERNATIONAL STUDENTS

Peirce College values the rich academic and cultural diversity that International Students add to our campus. Therefore, the following guidelines have been provided regarding admissions and employment as they apply to On Campus International Students, as well as to Peirce College's Designated School Official. These are important rules set forth by United States Citizenship and Immigration Service (USCIS) and adhered to by Peirce College.

Admissions

- In addition to Peirce College's application materials, international students are required to submit an International Form, an Affidavit of Support, and proof of financial responsibility. Proof of financial responsibility should include original, unaltered bank certificates, official award letters such as scholarships or assistantship grants, and/or letters from guarantors accompanied by the guarantor's financial ability (proof of financial ability proven by bank certificates and letters from employer) to sponsor the student. Proof of financial responsibility may not include anticipated earnings. If an International Student is transferring from a foreign university or college to Peirce College, the student's transcript needs to be translated into English and evaluated based on America's college credit system. Proof of secondary school completion and English proficiency are required. Students must use an agency that holds a membership with the National Association for Credit Evaluation Services (NACES) for transcript translation services. The email address is <http://www.naces.org>.
- After all documents are reviewed, Peirce College's Designated School Official (DSO) will administer the student's I-20A-B. International Students can then either apply for an F-1 Visa at the appropriate consular post in their home country or in certain circumstances, apply for a change of status to F-1 through the USCIS Service Center with jurisdiction over the Commonwealth of Pennsylvania. Certain students are permitted to take a full course load while their change of status is being processed. Individuals in the United States pursuant to a B-1/B-2 visa, however, are not permitted to enroll in a course of study without first obtaining the change of status in the United States on an F-1 visa abroad. Both the I-20A-B and the Change of Status application need to be certified and processed by Peirce College's DSO. All International Students on F-1 Visas need to review and sign the International Student Contract, which is administered through the International Student Advisor.
- In order to be in F-1 status, students must apply for full-time study and remain full-time on campus students, which is defined as 12 credit hours per term. The only exception to this rule is during the last semester of study before graduation; students are then allowed to enroll in the amount of credits needed to graduate. The annual vacation for International Students is during the summer. During this period, they can take as many classes as they wish or choose not to enroll in classes. Students are also required to attend all International Student meetings held by Peirce College.

Acceptable Employment without an Employment Authorization Document (EAD)

- On Campus employment is defined by 87 C.F.R. rule 214.2(f) (9) (i) as employment on the campus of the institution that issued the I-20 or at an off-campus location which is educationally affiliated with the school. Employment must not exceed 20 hours, except during annual vacation periods and when school is not in session. During these two periods of time, International Students are permitted to work full-time in on campus employment. For new students with initial entry to a new school, employment may begin no sooner than 30 days prior to the start of

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classes. On Campus employment is not permitted for a student who has not completed his/her course of study unless it is practical training.

- Curricular Practical Training (CPT) as defined by 8 C.F.R. 214.2 (f) (10) (i): “Alternate work/study, internship, cooperative education, or any other type of required internship or practicum which is offered by sponsoring employers through cooperative agreements with the school.” Students who have received one year or more of full-time CPT are ineligible for post-completion practical training. Because Peirce College’s mission is to promote quality business, healthcare, technology, and legal related education, it is recommended that International Students participate in three semesters of part-time CPT, along with a year of post- completion practical training. However, the amount of part-time CPT in which a student may engage is unlimited, but Academic Advisors should always keep in mind that one year or more of full-time CPT disqualifies students for their Optical Practical Training (OPT). In addition, students must have completed one academic year of full- time academic study and presently be in F-1 status before participating in undergraduate CPT. A request for CPT must be made with Peirce College’s DSO. After reviewing and approving the request, Peirce’s DSO shall complete the following:
 - A. Verify the student’s F-1 status and completion of one full academic year.
 - B. Update the student’s SEVIS record with an authorization of CPT for part-time or full-time employment.
 - C. Print and endorse student’s updated I-20 that shows the CPT authorization.
 - D. Provide student with I-20 and approval to begin CPT. A student may begin curricular practical training only after receiving his/her I-20 with DSO’s endorsement.

Acceptable Employment Requiring EAD Card (After completion of one year of study in F-1 status)

- Internship with an International Organization as defined by ICE rule 214.2 (f) (9) (iii): “A bona fide F-1 student who has been offered employment by a recognized international organization within the meaning of the International Organization Immunities Act (59 Stat. 669) must apply for employment authorization to the Service office having jurisdiction over his or her place of residence.” Students must present a written certification from the international organization describing the student’s employment responsibilities, along with Form I-20 (certified by DSO showing eligibility for employment, and completed form I-765 with relative fee).
- Severe Economic Hardship as defined by 8 C.F.R. 214.2 (f) (9) (ii) “is caused by unforeseen circumstances beyond the student’s control. These circumstances may include loss of financial aid or on campus employment without fault on the part of the student, substantial fluctuations in the value of currency or exchange rate, inordinate increases in tuition and/or living costs, unexpected changes in the financial condition of the student’s source of support, medical bills, or other substantial and unexpected expenses.” The DSO may recommend the student for off-campus employment by certifying the following:
 - A. The student has been in F-1 status for one academic year (nine months).
 - B. The student is in good academic standing as defined by the academic institution and is carrying a full course of study (at least 12 credits per term).
 - C. The student has shown that acceptance of employment will not interfere with the student carrying a full course of study and that it will not exceed 20 hours per week when school is in session.
 - D. The student has proven through affidavits, bills, and/or currency rates that employment is necessary to avoid severe economic hardship. The DSO shall copy these documents and enclose them with the student’s EAD application. These supporting materials aid in a positive, efficient adjudication result from the USCIS Service Center.
- Students must re-apply for employment authorization under Severe Economic Hardship on a yearly basis.

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- Special Student Relief Program is defined as students whose means of financial support, as reflected in their I-20, comes from Indonesia, South Korea, Malaysia, Thailand, or the Philippines and who demonstrate severe economic hardship may be authorized to work off campus under more relaxed standards than those applicable to other students seeking authorization based on unforeseen economic necessity. Special benefit requirements are available for Haitian students from September 15, 2010–July 22, 2011.
- Optional Practical Training (OPT), as defined by 8 C.F.R. 214.2 (f) (10) (ii), “permits students to be authorized before and/or after completing his/her studies to work up to a total of 12 full-time months. A job offer is not required but may be advantageous to enable the student to utilize the full amount of authorized time.” After a student has been enrolled for one academic year of full-time academic study and is presently in F-1 status, OPT can be authorized by the DSO under any of the following circumstances:
 - A. During annual vacation, or when school is not in session, provided that the student intends to enroll for the following session and has remained in acceptable legal and academic standing.
 - B. While school is in session, provided that OPT does not exceed 20 hours per week, but authorization is immediately terminated if the student transfers schools.
 - C. Must request (recommended 90 days in advance) before bachelor’s graduation keeping in mind students must complete all Practical Training within 14 months following graduation.
 - D. Students who completed a bachelor’s, master’s, or doctoral degree in a STEM field (Science, Technology, Engineering, or Math) and are on post-completion OPT may apply for a 17-month extension if they have a job or job offer from an E-Verify employer. The I-765 must be filed with USCIS before the student’s current post-completion OPT employment authorization expires.

EMPLOYMENT AUTHORIZATION CHECKLIST

The following procedures should be followed by all students applying for employment under Optional Practical Training, Severe Economic Hardship, and Internship with an International Organization. All applicants should review the stated specific policies and procedures for the type of employment for which they are applying; additional materials, stated in the previous sections and not listed below, may be required.

International Student Responsibilities:

- All students must apply in-person to Peirce College’s Designated School Official before submitting EAD application.
- Complete Form I-765 (application for employment authorization) and its accompanying signature card (Form I-765Card). Obtain forms at www.uscis.gov/i-765.
- Provide two photos (19/16” x 13/8”). 1600 Callowhill Street can take the appropriate photos.
- Photocopy of Form I-94 (front and back) is required.
- Submit photocopy of Visa and passport photo.
- Photocopy of form I-20 bearing DSO’s recommendation must be submitted.
- Provide photocopy of any previously issued EAD (front and back).
- A required fee in the form of a certified money order or personal check must be paid to the “U.S. Department of Homeland Security”. Consult with the designated school official for the required fee amount.
- Students are to send the completed materials listed above to the following address:
USCIS Dallas Lockbox
USCISPO Box 660867
Dallas, TX 75266

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- Students seeking OPT may apply as early as 90 calendar days prior to completion of study. OPT lasts for 12 months.
- Students must not begin their employment until the EAD card has been issued. Students must inform their DSO upon receipt of their EAD card.

DSO Responsibilities:

- Carefully review the information provided by the student.
 - Verify the student's eligibility for OPT, including whether the student has been in full-time student status for at least one academic year, and the dates of prior periods of curricular and optional practical training previously granted.
 - Print a new I-20, which will include page 3 reflecting the OPT recommendation.
 - Sign the I-20 where required. Both the student and the DSO must sign where indicated on page 1 of the I-20. The DSO must also sign and date page 3. The DSO must sign on page 3 no more than 30 days before the I-20 is received by USCIS.
 - The 30-day-page-3 DSO signature requirement is not found in the regulations, but is found in the instructions to Form I-765.
 - Make file copies.
 - Give the endorsed I-20 to the student, who should also sign it. Also, instruct the student on how to apply to USCIS for the OPT EAD card, reminding the student of the I-765 filing deadlines.
-

LEAVE OF ABSENCE

Students who wish to request a leave of absence for up to three terms must do so in a written request to their Academic Advisor. Students who do not return within three terms and, therefore, have not completed a class within one calendar year will be withdrawn from the College. Students withdrawn from the College, after one calendar year of non-attendance, will need to apply for re-admittance. Please refer to the Withdrawal from College policy and the Readmit policy for more information.

MILITARY PERSONNEL

Peirce College recognizes that location, relocation, and deployment constraints make traditional course management and attendance difficult for military personnel. When military priorities arise, the following options are available regardless of the amount of coursework completed:

- Elect to receive an extension without additional charge
 - Drop the course without academic or financial penalty (financial stipulations may vary for students using VA benefits)
 - Students must inform their instructor, Academic Advisor, and the College's VA Certifying Official in writing by mail, email, or fax as soon as possible and provide copies of deployment papers or supportive documentation.
-

RETENTION OF STUDENT RECORDS

Current student transcripts and related academic information is contained in the student's official academic file, maintained by the Office of the Registrar. The College retains a student's official academic file indefinitely.

Official transcripts will not be issued to or on behalf of students who are indebted to the College.

The College maintains disciplinary records in the student's file in the Office of the Assistant Dean, Student Support Services. The disciplinary file contains documentation of all disciplinary actions taken against the student and related information. The College retains a student's disciplinary file indefinitely. Where a

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student has been dismissed from the College for disciplinary reasons, a notation of such dismissal shall be placed in the student's disciplinary file.

TIME TO DEGREE COMPLETION

From the date of matriculation to the College, the maximum timeframe for students to complete an associate degree is five (5) years and the maximum timeframe for students to complete a bachelor's degree is ten (10) years. Students who fail to meet this requirement will have their coursework re-evaluated and it will be determined if additional course work is needed to satisfy the graduation requirements. Throughout their course of study, students are required to maintain contact with their academic advisor and/or financial aid specialist to ensure that they are making academic progress and that they have sufficient funds (if eligible) to sustain enrollment.

Students who are readmitted to the College, after one calendar year or more of non-enrollment, will return to the College under the most current degree Program Requirements & Electives and College policies. For more information on the Readmit policy and procedures, please refer to the Readmit Policy, which appears in SECTION IV.

UNOFFICIAL WITHDRAWAL

Students are responsible for meeting attendance/participation requirements for the courses in which they are enrolled. In addition, students are required to follow the Withdrawal from Class policy for courses in which they started but did not continue participation. Class withdrawal dates are listed on the academic calendar, which is posted at my.peirce.edu and at www.peirce.edu. Students who fail to follow the Withdrawal from Class policy, will receive the appropriate grade earned for the course. However, students who cease enrollment for all classes within a given session and earn a grade of "F", may be subject to financial aid penalties. Under this circumstance, a withdrawal calculation is required to determine financial aid eligibility. Based on the calculation, previously dispersed aid funds may need to be returned which may result in the student owing a balance to the College.

WITHDRAWAL FROM CLASS

A request to drop a course after the assigned drop date will be treated as a "withdrawal". A "W" grade is given to students who officially withdraw from a course on or before the withdrawal date noted in the academic calendar.

The "W" grade is not computed into the grade point average. Instructors do not have the authority to enter a grade of "W". Accordingly, students are responsible for completing the required paperwork to withdraw from a course. The withdrawal form is available from Academic Advisors or online at <https://my.peirce.edu> under the My Advising tab.

The completed withdrawal form is submitted to the Academic Advisor. Students cannot withdraw at my.peirce.edu. The effective withdrawal date is determined by the date the student phones, faxes, emails, or submits online or in person the request to withdraw to the Academic Advisor. Students must discuss the academic consequences of withdrawing from a course with their Academic Advisor. All withdrawals are subject to a Return to Title IV calculation (R2T4). This may result in the reduction of a student's financial aid award. This change may also result in a student owing a balance to the College and/or not receiving an expected student loan refund. Students should be aware that ceasing class attendance/participation prior to the end of a payment period may negatively impact their financial aid package.

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Not attending or participating in class does not automatically result in a course withdrawal. Students who wish to withdraw from a class must follow the withdrawal procedure. Students who stop attending and participating in class and do not follow the withdrawal from class procedure may be subject to financial aid penalties as listed under the Unofficial Withdrawal policy, which appears in SECTION VIII.

Students are fully responsible for all tuition and related costs associated with the course from which the student is withdrawing. Students should be aware that withdrawals can lead to violations of the financial aid Student Academic Progress (SAP) Policy. Students who request a course withdrawal from their Academic Advisor by telephone must follow up in writing within seven calendar days in order to document the request. Any work the student has contributed and submitted via Class Companion websites up to the withdrawal date will be deleted upon completion of the processing of the withdrawal.

For related information, please refer to the Institutional Withdrawal and Refund and SAP policies, which appear in SECTION VIII.

WITHDRAWAL FROM THE COLLEGE

Students who wish to withdraw from the College may do so by submitting a written or email request to their Academic Advisor. Students cannot withdraw from the College at my.peirce.edu. The effective withdrawal date is determined by the date the student submits his/her request to withdraw from the College. Students should contact their Financial Aid Specialist to discuss any potential financial ramifications of withdrawing from the College.

Students who are not enrolled in classes up to one calendar year after the end date of their last completed course(s) will be withdrawn from the College. Students withdrawn from the College, after one calendar year of non-attendance, will need to apply for re-admittance.

Please refer to the Readmit policy, which appears in SECTION IV.

For related information regarding students' financial responsibility, please refer to the Institutional Withdrawal and Refund policy, which appears in SECTION VIII and the Tuition Payment policy, which appears in SECTION XII.

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AVERAGE STUDENT COURSE LOAD

During a term (fall, spring, and summer), the normal full-time student course load falls between 12 and 18 credit hours. Students considering taking more than 18 credits per term (fall, spring, and summer) are encouraged to meet with their Academic Advisor to discuss their academic needs. Students should be aware that taking an overload in courses may impact their financial aid and personal and professional commitments. To determine an academic plan that is most appropriate students should consult with their Academic Advisor or Enrollment Representative.

BACKGROUND CLEARANCES AND THE POTENTIAL IMPACT OF A CRIMINAL RECORD ON INTERNSHIP AND JOB OPPORTUNITIES IN THE CRIMINAL JUSTICE SYSTEM

Students in the Criminal Justice Studies (CJS) program need to be aware that in order to be considered for internship and/or employment opportunities in the field of criminal justice, students must satisfy the requirements of the internship placement and/or employer as well as applicable law. These requirements in many instances include, but are not limited to, being required to undergo criminal background check and/or other field/position specific clearances in connection with applying for and/or continuing an internship and/or employment opportunity.

Consistent with applicable requirement and law, students should be aware that having a criminal record may in some instances impact a student's eligibility for a specific internship or employment opportunity. This decision is not made by Peirce College but is made solely by the internship placement and/or employer.

Please note that Peirce College does not conduct such background checks or other specific clearances and is not requiring or requesting a student to provide such information to the College. It is the responsibility of a student to furnish directly to the internship placement and/or employer any required background check or other clearance information.

Peirce College shall not be responsible for any changes that may occur with respect to the requirements for placement or employment. Students are expected to comply with all applicable requirements.

Failure to satisfy applicable requirements of an internship may require a student to adjust their course selections. The student is also responsible for the cost of any background checks or other clearances.

BACKGROUND CLEARANCES AND OTHER REQUIREMENTS FOR HEALTH INFORMATION TECHNOLOGY AND HEALTH INFORMATION ADMINISTRATION PROGRAMS

All students enrolled in the Associate in Science degree in Health Information Technology (HIT) or Health Information Administration programs are required, as a condition of completing their degree, to satisfactorily complete their Professional Practice Experiences ("PPEs") by earning a grade of "C" or above. HIT students must successfully complete two PPEs and HIA students must successfully complete one PPE. The Faculty Chair, Health Programs has the ultimate responsibility for identifying, securing, and managing adequate and appropriate sites in which students can receive quality PPEs. Examples of the types of health care providers and agencies that may serve as host PPE sites include, for example: HIM service providers, software vendors, insurance companies, pharmaceutical firms, outpatient behavioral health centers, and various state agencies.

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As a condition of being accepted by an approved health care provider or agency, HIT students must satisfy the requirements of the health care provider or agency as well as applicable law, both prior to being placed in the Professional Practice Experience. These requirements in most instances include but are not limited to the following background check and other clearances:

- Completed physical exam, immunization records, and/or diagnostic tests
- Hepatitis B vaccine series (3 doses) completed or in progress or signed waiver.
- All immunizations up to date and corresponding Immunization Record completed
- Negative PPD test for TB (tuberculosis) within last 6 months.
- Chest x-ray (normal results) for positive TB test.
- Child Abuse Clearance
- PA State Police Criminal Background Check
- For additional information on Child Abuse Clearances and PA Police Criminal Background Checks, please visit the Pennsylvania Department of Public Welfare website at <http://www.dpw/state.pa.us/findaform/childabusehistoryclearanceforms/index.htm> or call 1-800-692-7462.
- If student has been a resident of PA for less than 2 years, an FBI Background Check is required.
- Drug testing (prior to placement) as well as drug and/or alcohol testing during placement.

These requirements may need to be periodically updated and/or renewed as required by the College, the health care provider or agency and/or applicable law. There also may be additional requirements that must be met throughout the PPE experience.

The student is also responsible for the cost of these clearances.

Please be advised that the list above is a general summary only and the specific requirements of Peirce College, the health care provider or agency, as well as applicable law is subject to change at any time, with or without prior notice. It is the responsibility of the student to furnish, to the host PPE site (or as may be directed otherwise), all background checks and clearances as a condition of acceptance at the host PPE site as well as a condition of continued eligibility to participate in the PPE. The host PPE site makes the sole determination of accepting the student for the PPE. Peirce College shall not be responsible for any changes that may occur with respect to the requirements for placement. HIT and HIA students are expected to comply with all applicable requirements. Failure to satisfy these requirements will prevent a student from being able to be placed in and/or remaining in a Professional Practice Experience and will delay and/or may prevent a student from completing his/her degree.

COMPETENCY BASED EDUCATION

Placement into CBE

Students entering the CBE program must have two years' experience in information technology, complete the CBE assessment, and submit a resume with a completed application. CBE students must have completed and/or satisfied Developmental Education course requirements.

Grading

In general, students must achieve a minimum grade of a B, with grades being assigned as A, A-, B+, and B. Students who successfully complete a competency will earn, at minimum, a grade of "B". Students are given an opportunity to review the competency if they do not produce a passing grade. Students who have attempted the competency 3 times without mastery, will need to appeal to the CBE Coach to continue.

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Enrollment Period (Add) Policy

Students enrolling into the CBE program after the term begins will be enrolled until the end of the enrollment period, which is five weeks from the start of the term. Students are permitted to add CBE courses throughout the term by gaining approval from his/her CBE Coach.

Drop Policy

Students are allowed up to 14 calendar days from the start date of a term to drop from the CBE program and receive 100% tuition reimbursement. Students who do not participate in CBE courses during the first 14 calendar days of enrollment will be administratively dropped.

Withdrawal Policy

A request to drop a course after the assigned drop date will be treated as a “withdrawal”. A “W” grade is given to students who officially withdraw from a course on or before the withdrawal date noted in the CBE academic calendar.

Academic Progress

CBE students must attempt and earn 6 college level credits and achieve a 3.0 GPA per term. By the midpoint of the term, students must complete 3 credits in order for student academic progress to be on track. Students must also complete 67 percent of all credit hours attempted, and complete the degree program in the maximum timeframe of no more than 150 percent of the average length of the program. For bachelor’s programs 150 percent of time is 6 years.

Transfer Credits

Peirce College reserves the right, in its sole discretion, to allow students to earn up to 90 credits toward a bachelor’s degree and up to 30 credits toward an associate degree through any combination of transfer credits, credit by examination, and portfolio assessment.

Repeat Policy

Students who earn “W” or “F” in a CBE course, will need to enroll in the course the following term. Students are encouraged to meet with their CBE Coach to discuss their academic plan.

Graduation Requirements

CBE students are required to pass IT Certifications prior to graduation. Peirce College will pay one time for CBE students to take the A+ and Security+ examinations. Your CBE Coach will discuss in more detail all certifications required for graduation.

Participation

Student Participation is essential. Students are expected to contribute to the learning environment of their courses and to fulfill their academic responsibilities through active participation in the learning process. Solely logging into a CBE online course does not demonstrate academic participation. Participation includes the following academic activities: initiating contact with a faculty member to ask a competency related question, submitting an assignment, taking an exam, contributing to discussions, or participating in a chat. It is also required to communicate with the CBE Coach twice a month (via in person, online, or phone). Failure to do so will jeopardize or risk your academic standing in the CBE program.

It is the student’s responsibility to contact the CBE Coach regarding situations that may prevent the student from participating. Students who stop participating and/or attending courses may be considered unofficially withdrawn and, therefore subject to the Return to Title IV Calculation (R2T4).

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COURSE REPEAT

When courses are repeated, the highest grade received for a course is used to calculate student GPAs. The lower grade(s) are not included in the GPA calculation. Grade reports and transcripts will reflect all courses attempted and earned. **Retired courses cannot be repeated. For questions regarding retired courses, students should contact their Academic Advisor.**

In accordance with the Grading policy, found in SECTION I, please note the following:

- Courses in which grades of W, F, D-, D, D+, or C- have been earned may be repeated
- Courses for which a grade of "C" or above has been earned may not be repeated

Repeating Failed or Withdrawn Courses

Students can repeat a course in which they earned a grade of "F" or "W". Financial Aid will potentially pay for the same course taken up to 3 times. Any class taken a fourth will not be covered under Title IV funding (financial aid).

Meeting Course Grade Requirements

Students who have not failed or withdrawn from a course but need to repeat a course due to a "C" or above requirement not being achieved, can repeat the course a second time utilizing financial aid funds (if available). In instances where a student has not been successful after completing a course for a second time, the student must appeal to his/her Academic Advisor prior to taking a course for a third time or more. Financial Aid will not cover the cost of courses taken for a third time (with the exception of courses in which the student has earned a grade of "F" or "W"), or if a credit was earned prior to the second time. The appeal is made by the student to the Academic Advisor addressing the reasons why an exception to the course repeat rule is requested and a plan for succeeding in the course if the request is approved.

Students requesting to take a course for a third time should plan to repeat the course in the next upcoming session. All financial obligations must be satisfied in order to register. All balances must be paid by the end of the session. Students should contact Student Financial Services to make these payment arrangements.

CREDIT BY EXAMINATION

At the sole discretion of the College, a student who is currently enrolled at Peirce College and pursuing a degree or certificate may apply for credit by examination (or test out) in certain subjects. In order for a student to receive credit by examination, he/she must comply with the following process:

- Before submitting a request, the student must obtain approval from his/her Academic Advisor.
- The student may take the exam to test out of a course only one time per course.
- A student may not test out of a course that he/she previously completed with a grade lower than a "C" or received a "W" (Withdrawal).
- The non-refundable fee for Credit by Examination must be paid before scheduling the test with the Program Advising Center. If the student does not successfully test out of the course, the fee will be credited toward future tuition charges at Peirce College within one calendar year from date of test out.
- The student must complete the test within the scheduled time and follow test-taking procedures as outlined by the test administrator.

CREDIT FOR PRIOR LEARNING

Peirce College reserves the right, in its sole discretion, to allow students to earn up to 90 credits toward a bachelor's degree and up to 30 credits toward an associate degree through any combination of transfer

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credits, credit by examination, and portfolio assessment. Credit for portfolio assessment is not applicable to legal specialty courses (LGL & LAW courses). Students wishing to receive a degree or certificate from Peirce College must complete a minimum of 15 credits of the major core courses offered by Peirce College. Students may consult with their Academic Advisor or Enrollment Representative for a list of these courses. In addition, students who are solely seeking a certificate program must consult with their Academic Advisor or Enrollment Representative to review Credit for Prior Learning requirements.

CREDIT PORTFOLIO ASSESSMENT

At the sole discretion of the College, a portfolio assessment provides a means for students to earn college credit when job-related training and experience, non-job-related training, volunteer work, travel, or hobbies are similar to the learning outcomes for a particular course. As a general guideline, a portfolio should take 20 to 30 hours to complete. Students may not submit for credit for portfolio assessment for a course that he/she has previously completed with a grade lower than a "C". Credit for portfolio assessment is not applicable to legal specialty courses (LGL & LAW courses). To apply for credit for work experience, the student must comply with the following process:

- Provide a personal resumé identifying the job held and specific responsibilities. Credit for Portfolio Assessment may be awarded for currently or previously held jobs.
- Submit a reference letter from the appropriate manager/supervisor documenting the nature, frequency, and duration of the work experience that is related to the course. For example, if applying for credit for work experience for ACC 101, the letter should describe duties, responsibilities, length of service, and level of competence in the accounting department.
- Write an essay that demonstrates how the learning objectives for the course have been met by the prior experience.
- Provide documentation such as job descriptions, certificates, examples/samples of work, awards, performance evaluations, licenses, dates and times of participation in the activity, letters or memos supporting participation, or anything else that would help to prove/confirm work experience.
- Students should consult with their Academic Advisor, the designated Faculty Chair/Course Coordinator, and the Transfer Credit Evaluator prior to constructing the document. The completed document is to be submitted to the Transfer Credit Evaluator.

For IT Courses

Most of the IT courses in the Peirce College curriculum have an industry standard test equivalent. Students should consult with their Academic Advisor or Enrollment Representative if they would like to apply an industry test or certification for IT course credit.

The College maintains an updated list of industry certifications that students can use to verify work experience. Students may use their industry credentials that may not apply directly, as documentation, to prove proficiency in a lower level course, as long as the test credentials and objectives match the course outcomes and the student completely addresses them in the learning essay.

At the discretion of the Faculty Chair, students may include a course's final project as part of the Credit for Portfolio Assessment documentation that they submit, along with the learning essay required, to show that they meet the course outcomes as outlined in the syllabus.

If the Credit for Portfolio Assessment is approved, the title of the course, credit hours, and notation of Credit for Portfolio Assessment will be recorded on the student's permanent record. The credit hours earned for Portfolio Assessment are not included in the calculation of the student's grade point average.

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Please see current fee schedule at <https://my.peirce.edu> under the My Finances tab, for exact fee for Credit for Portfolio Assessment.

If the evaluator requests additional information from the student before granting credit, the student will receive a pending notification and an explanation of what must be added or amended. The Credit for Portfolio Assessment documentation may only be resubmitted once, prior to the end of the following term (fall, spring, and summer). Should the Credit for Portfolio Assessment be denied, the fee would be applied toward future tuition charges at Peirce College within one year from date of denial. If the Credit for Portfolio Assessment submission is denied, the student may not subsequently seek Credit for Portfolio Assessment or test out for this same course but must enroll in the actual course for credit.

EVALUATION OF TRANSFER CREDITS

Peirce College welcomes students who wish to transfer credits from other institutions. Submission of official transcripts from all previous colleges attended, in which you expect to receive transfer credit for, are required within 30 days of the submission of your admissions application. Initially, the student will be provided with an unofficial transcript evaluation. After acceptance, the Office of the Registrar will evaluate each official transcript and those credits approved for transfer will be entered on the student's academic record. It is the student's responsibility to bring to the attention any and all courses from all other institutions the student wishes to have considered for transfer credit. Peirce College, in its sole discretion, may permit the transfer of credits in the following instances:

- The institution where credits are earned holds regional or association accreditation or is a candidate for such accreditation. Peirce College reserves the right, in its sole discretion, to consider transfer credits from non-accredited institutions for courses that are consistent with Peirce College academic standards.
- The courses are applicable to the student's academic program at Peirce and are equivalent to courses that Peirce offers.
- The student received a grade of "C" or above.
- The course is equivalent to at least three Peirce College credits. When converting quarter hour credits to semester credits, the earned quarter hours will be multiplied by 2/3 to determine semester credits. Each Peirce College three-credit course requires 45 contact or clock hours.

Specialized courses that are time sensitive will be considered for transfer credit. All technology and health information management courses will be reviewed by the course coordinator to determine if credit will be granted. Subject to the above criteria, general education and business/legal courses may be transferable regardless of age. Courses that do not meet the above criteria may be accepted at the sole discretion of the College provided the student wishing to transfer can prove proficiency in the course through credit by examination. Developmental courses are not transferable.

Matriculated students who wish to take a course at another institution must complete and submit an Off-campus Class Form to their Academic Advisor. This form is found on the Peirce College website at web portal at <https://my.peirce.edu> under the My Advising tab. This request must then be approved by the Transfer Credit Evaluator prior to taking any off-campus courses. Failure to do this may result in the credits not being accepted by the College.

Courses are evaluated in accordance with the American Council on Education (ACE) Guides and The Directory of National Program on Non-collegiate Sponsored Instruction (PONSI) Guide. These guides include, but are not limited to, *Accredited Institutions of Postsecondary Education*, *The Guide to the Evaluation of Educational Experiences in the Armed Services*, *The National Guide to Educational Credit for Training Programs*, and *External Degrees in the Information Age*.

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When credits are transferred from another institution either at inception of the program of study or during the program at Peirce, the grade does not transfer. The grades from another institution do not impact the cumulative grade point average (GPA) for courses completed at Peirce College.

ADVANCED PLACEMENT (AP) EXAMS

Peirce College reserves the right, in its sole discretion, to allow any student who has passed an Advanced Placement examination in a subject applicable to his/her academic program to apply the credits toward a degree or certificate program at Peirce College. These credits will be handled in the same manner as transfer credits.

Peirce College reserves the right, in its sole discretion, to award transfer credit to students who successfully complete Advanced Placement examinations when applicable to the student's chosen program. Students must consult with their Academic Advisor or Enrollment Representative to review Advanced Placement examinations and the transferability of AP credits. Transfer credits do not impact a student's GPA.

Peirce College will use the ACE Guide's recommended credit-granting score to determine eligibility for awarding credits for AP Exams. Official documentation of the exam(s) and score(s) must be provided to obtain credit.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Peirce College reserves the right, in its sole discretion, to allow any student who has passed a general or subject CLEP examination in a subject applicable to his/her program to apply the credits toward a degree or certificate program at Peirce. These credits will be handled in the same manner as transfer credits.

Transfer credits do not impact the student's grade point average (GPA). Peirce College will use the ACE Guide's recommended credit-granting score to determine eligibility for awarding credits for CLEP exams. Official documentation must be submitted early in the degree program to avoid duplication of course work. It is in the student's best interest to submit documentation during the student's first 15-week period at Peirce College.

Peirce College is not a CLEP testing site; however, students may obtain information about local testing sites by contacting the College Board at 1-800-257-9558 or accessing the College Board's website: <http://clep.collegeboard.org/search/test-centers>.

DEFENSE ACTIVITY FOR NONTRADITIONAL EDUCATIONAL SUPPORT (DANTES) EXAMINATIONS

DANTES offers credit by examination through standardized tests, such as DSST. These tests were originally developed for the U.S. Armed Forces but now available for civilian use. DSST exams are funded by DANTES if you are an active duty, guard or reserve military member. Please note that as of December 2010, DANTES no longer funds retesting on a previously funded DSST exam title.

Peirce College reserves the right, in its sole discretion, to award transfer credits for DANTES examinations when applicable to a student's chosen degree program. Transfer credits do not impact a student's GPA.

A student's eligibility to receive credit for courses based on other standardized tests will be reviewed and evaluated on a case-by-case basis based on ACE standards.

II. ACADEMIC ADVISING

GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE DEGREE TRANSFER STUDENTS

Students who transfer to Peirce College with an associate degree must have completed the following General Education bachelor's degree prerequisites: BIS 111, COM 112, ENG 101, ENG 103, HUM 102, MAT Elective, General Education Elective. If these prerequisites were not completed with a grade of "C" or above during the student's associate degree program, the prerequisites may be completed at Peirce College.

INDEPENDENT STUDY

Independent Study allows students to undertake well-defined course work, research, or study projects, conducting their work under the guidance of an instructor in the chosen area, without regular class meetings. The Faculty Chair/Program Manager from the specified department must give academic approval for Independent Study requests. Independent Study will be approved at the discretion of the College and should not be considered the "norm". Request for Independent Study forms are available at web portal at <https://my.peirce.edu> under the My Advising tab and should be submitted to the student's Academic Advisor. The following conditions must be met:

- Independent Study may only be requested when the course is a required course or a prerequisite for a required course for graduation and there are no other course options.
- If the course has been cancelled and that course is a required course or a prerequisite for a required course for graduation and there are no other course options, then an Independent Study may be requested.
- The student must have a minimum 2.0 cumulative grade point average to qualify for Independent Study.
- The student may enroll in a maximum of two Independent Studies per term (fall, spring, and summer).
- The request for Independent Study should be submitted no later than two weeks prior to session start, except when a course has been cancelled.

The faculty member is responsible for contacting the student as early as possible in the first week of the session. The faculty member will inform the student of course responsibilities and expectations and provide textbook information. If the student does not respond to messages, the faculty member will notify the Office of Academic Operations, and the student may be dropped from the Independent Study.

Independent Study follows the same drop/add/withdraw procedures as any other course. The student has seven calendar days after the first contact by the faculty member to drop the class. If the course is dropped after the seventh day, full tuition is charged for the course. The student must formally drop the class during this period or receive an "F" if he/she does not follow through with course obligations. For related information, please refer to the Drop/Add and Withdrawal policies, which appear in SECTION I. The effective drop/add/withdraw date is determined by the date the student phones, faxes, emails, or submits online or in person the request to drop, add, or withdraw from an Independent Study.

INTENSIVE COURSE FORMAT

Intensive Courses are accelerated courses that generally take place online over three consecutive sessions.

Eligibility Requirements

Students who are in good academic standing (2.0 GPA or higher) and have the approval of their academic advisor are eligible to participate in Intensive Courses. Developmental coursework and

II. ACADEMIC ADVISING

prerequisites must be successfully completed. Eligible students who receive Financial Aid are required to review their intensive course registration with their Financial Aid Specialist. This discussion will allow students a better understanding of the Financial Aid implications for adding and dropping an intensive course.

Attendance and Participation

Students who participate in intensive courses must be fully prepared to engage in coursework and class activities. This may require students to review materials and read texts in advance of the first session. Students should refer to their course syllabus for assignments. Course syllabi can be found on the class website.

Students are required to have their texts in advance of the course start date to prepare for assignments or to review materials that are required for the first day of class. **Participation in all scheduled class sessions is required.** Students who do not meet this requirement may be administratively dropped or withdrawn from the course. **Grading penalties may apply for students who arrive late to class or leave early.**

Orientation

Before the start of each session, students taking Intensive courses for the first time will be required to participate in a brief orientation session. This session will provide more details about the Intensive course format, session timelines, and expectations for learning.

Registration

Eligible students must have the approval of their academic advisor to take an Intensive Course. Please review the student eligibility requirements. Students must register and order books for Intensive Courses at least one week in advance of the session start date. For exact start dates, please refer to the schedule for Intensive Courses, which can be found on the student portal at <https://my.peirce.edu>.

Drop/add

Students must add an intensive course at least one week in advance of the course start date. No late adds to class are permitted. For exact start dates, please refer to the academic calendar and course schedule, which may be found at <https://my.peirce.edu>. Students are allowed seven calendar days from the start date of the course to drop an intensive course. Day one of the drop period begins the first day of class. Students who do not fully attend and/or participate in class sessions for the first weekend session will be administratively dropped.

Course Withdrawal

Students who are unable to complete their intensive course after the drop period may request a course withdrawal. Please refer to the Intensive course schedule for withdrawal dates.

PREREQUISITE COURSES

A prerequisite is a course or group of courses that must be taken and successfully completed before another course is taken. Example: ACC 101 is a prerequisite for ACC 201. Students must have met all prerequisite course requirements prior to the first day of class. While students may preregister for classes that have prerequisites that are not yet met, it is the student's responsibility to be certain that all prerequisites have been successfully completed. If a student learns that he/she has not successfully completed a prerequisite course, it is the student's responsibility to drop the course for which the prerequisite is required. For example, a student may pre-register for ACC 101 in session 1 and ACC 201 in session 2 at the same time. However, if the student does not successfully complete ACC 101, it is the

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student's responsibility to drop ACC 201. If at any time during the session the College learns that a student has not successfully completed a prerequisite, he/she will be contacted to drop the course.

Students must earn a grade of "C" or above in some prerequisite courses. See the current College Catalog for a list of courses, prerequisites, requirements, and descriptions. The College Catalog may be accessed at <https://my.peirce.edu> under the My Advising tab.

III. ACCEPTABLE USAGE OF COMPUTER SYSTEMS AND FACILITIES

ELECTRONIC COMMUNICATIONS & DATA

This policy applies to Peirce College's **Electronic Communications Resources** owned, leased, or managed by the College, including, but not limited to, the following:

- All components of the electronic communications physical infrastructure (for example, telephones, desktop computers, laptops, printers, servers, routers, and wireless devices).
- All electronic communications and data (for example, staff and student information), or other identifiers associated with the College's systems and services (for example, email addresses and logins).
- Internet access, telephone (office and cellular), electronic mail, fax, photocopying, audio, and video recording, instant messaging and social media (for example, personal websites, blogs, Facebook, Twitter, and LinkedIn; collectively, "Electronic Communications Resources").

All students are required to use their Peirce College electronic identification (i.e., login) when utilizing a College computer. All users of the College's Electronic Communications Resources and Technology shall have no expectation of privacy over such use.

Electronic Communications Resources are provided to students for the sole purpose of research and other activities related to College courses. As an exception to the foregoing limitation, students may use the Electronic Communications Resources for personal purposes, provided that such use:

- is kept to a minimum.
- does not directly or indirectly interfere with the College's operation of the Electronic Communications Resources.
- does not negatively impact a student's work-study employment, performance, or obligations to the College.

Students shall not, under any circumstances, use Peirce College Electronic Communications Resources for unlawful activities, including:

- commercial purposes.
- personal financial gain.
- disruptive purposes or to defame the College or any third party.
- distribution of jokes, personal graphics, video clips, or solicitations.

Students must **not** give the impression that they are representing, giving opinions, or otherwise making statements on behalf of Peirce College, unless authorized to do so and limited to student work study-related matters. All authorized electronic communications sent on behalf of the College must contain the College's approved legal disclaimer.

Students must **not** directly, by implication, or through use of software, employ a false identity (i.e., spoof), or the name or electronic identification of another.

Students must **not** use Peirce College electronic communications resources for purposes that could reasonably be expected to directly or indirectly cause excessive strain on the College's Electronic Communications Resources or interference with others' use of the College's Electronic Communications Resources. This includes, but is not limited to:

- Sending or forwarding electronic mail chain letters.
- Exploiting electronic communications systems for purposes beyond their intended scope to amplify the widespread distribution of unsolicited electronic communications.

III. ACCEPTABLE USAGE OF COMPUTER SYSTEMS AND FACILITIES

- Sending an extremely large message or sending multiple electronic communications to one or more recipients to interfere with the recipients' use of electronic communications systems and services.
- Excessive bandwidth utilization (for example: downloading movies).

The electronic communication method known as **Instant Messaging** (IM or ICQ) and any derivations of unsanctioned electronic communications tools are not permitted to be used on or in connection with Peirce College's Electronic Communications Resources, unless configured and installed by a member of the College's Information Technology Department for College-related educational/research/business and other specifically authorized purposes. Reasonable efforts are made by the College to filter out **unsolicited** electronic messages, sent or posted as part of a larger collection of messages, all having **substantially identical content, and commonly referred to as "spam"**. However, given the nature of **the Internet**, the College cannot prevent users from receiving electronic communications they might find offensive. The College is not responsible for any harm, loss, or damage incurred by an individual as a result of personal use of or inability to use the College's Electronic Communications Resources.

The use of **cell phones** at Peirce College by students, although not prohibited, should not interfere with the learning environment. Cell phone use is not permitted in classrooms, computer labs, and the Library under any circumstances. Cell phones used within the premises of the College must be programmed so that notification of incoming calls cannot be heard by others.

The use of personal or College owned **Visual Recording Devices** and/or **Audio Recording Devices** are generally not permitted on College premises. Students are further prohibited from recording conversations or lectures at the College or for arranging for or assisting others (students, employees, or non-employees) to do so.

Visual recording devices include, but are not limited to, cameras, video cameras, cellular camera phones, and/or any other device that is capable of taking, storing, or displaying a visual picture, whether in real time or time delayed. Audio recording devices include, but are not limited to, tape recorders, video cameras with audio components, and/or any other device that is capable of capturing, storing, or playing sounds.

Peirce College Electronic Communications Data, (which includes, but is not limited to electronic mail, web, PC or server based data, created or owned by the College) must reside on College servers and not on desktops or laptops. In addition, College Electronic Communications Data cannot be backed up nor duplicated onto personal devices. Peirce College does not restrict access to, nor prohibit the use of personal mass storage devices for students. Examples include thumb drives and USB storage devices. Students must comply with the College's limitations on data storage of electronic communications. Failure to comply with such limitations will result in automatic warning and the eventual inability to use electronic communications until the student reduces data storage to acceptable thresholds.

Technology Usage

The term "Peirce College Technology" includes all College-leased, licensed, or owned hardware and software, all College websites, network systems, databases, any online or distance learning system used by the College, and all documentation relating to the foregoing. Activities covered by this policy include, but are not limited to, usage of College applications and the Internet; files, data, and printing; network and/or distance learning system usage; security and confidentiality of data; and passwords.

III. ACCEPTABLE USAGE OF COMPUTER SYSTEMS AND FACILITIES

All Peirce College students must use Peirce College Technology only for course-related educational/research, and other specifically supported purposes. Minimal personal use of Peirce College Technology by students is permitted, provided that such use:

- is kept to a minimum.
- does not directly or indirectly interfere with the College's operation of Peirce College Technology.
- does not negatively impact other students, faculty, and Peirce College Technology (labs, library, classrooms, wireless, etc.).
- is not for political, romantic, for-profit, or other commercial purposes.

Peirce College students are not permitted to use any Peirce College employee's telephone or fax without direct and supervised approval of a manager or his/her designee. Long distance telephone and fax calls are paid for by the student when the bill is received by the College.

Under no circumstances may a Peirce College student login at or use a Peirce College employee's computer.

All students must protect their User Login from unauthorized use. Students are responsible for all activities on their User Login or that originate from their User Login.

A student may access only files, communications, and data that are created by the student, or that are publicly available, or to which the student has been given authorized access. **A student is prohibited from accessing, viewing, printing, imputing, deleting or changing any records including his or her own records or those regarding any other student(s) or concerning any Peirce College employee record** without proper authorization from the College. A student may not use or access another student's or employee's User Login, password, or email. A student cannot login at more than one computer at a time or allow his or her Login to be used on multiple computers.

All students must abide by all applicable laws and rules, including, but not limited to, copyright laws, software license terms, property rights, website, and Internet service provider terms of use, and privacy laws and policies.

Students must not install, download, or store any software or other electronic content on, or remove any software or data from, Peirce College's Technology or Electronic Communications Resources. Examples of software or other electronic content include, but are not limited to, music, games, screen savers, commercial shareware, and freeware software.

Students are prohibited from any activity that might be harmful to or compromise the security of Peirce College Technology or any information on Peirce College Technology or Electronic Communications Resources, such as, creating or propagating viruses, Trojan horses, worms, or other invasive or destructive content or software; disrupting services; allowing unauthorized persons to access or use Peirce College Technology; or damaging files; and/or vandalizing any Peirce College Technology or making any attempt to harm or destroy data of another student, faculty, administrative, or staff member.

Students cannot register, sell, or lease College owned equipment or software for personal profit or benefit. Students shall not connect any non-College owned hardware or software to Peirce College Technology. This includes, but is not limited to, hubs, wireless routers, network cards, external peripheral or external storage, or recording devices (USB, CD, or DVD burners), home computers, PDA's, cell phones, iPods, or other handheld devices.

III. ACCEPTABLE USAGE OF COMPUTER SYSTEMS AND FACILITIES

Students are prohibited from using Peirce College Technology or Electronic Communications Resources to disparage, ridicule, or denigrate any person or group on the basis of age, sex, race, color, religion, creed, national origin, ancestry, citizenship, disability, sexual orientation, gender identity, marital status, veteran's status, military status, or membership in any other group protected under local, state, or federal law or to access, post, download, transmit, copy, or distribute any material or message which disparages, ridicules, or denigrates any person or group in this manner.

Students are required to act in compliance with the Code of Student Conduct and Responsibility policy at all times, including when using Peirce College Technology or Electronic Communications. This includes when using Peirce College Technology to access and use social media networks. Students are prohibited from using Peirce College Technology or Electronic Communications Resources to send and post messages that contain abusive objectionable language, that defame, bully, harass, or libel others or infringe the privacy rights of others. Students shall not view, download, copy, send, post, or access information that is illegal, obscene, or otherwise inconsistent with the College's nondiscrimination policy or policy prohibiting harassment (for example sexual images, sexist comments, racist messages, ethnic slurs and religious slurs).

Students shall not broadcast unsolicited messages, send unwanted mail, make harassing telephone calls, or send chain letters using Peirce College Technology or Electronic Communications Resources.

Students are prohibited from using Peirce College Technology or Electronic Communications Resources to access, archive, distribute, edit, or record adult oriented websites or sexually explicit or suggestive materials.

Students are prohibited from using Peirce College Technology or Electronic Communications Resources for personal or commercial profit. Examples include, but are not limited to, selling access to your User Login or to Peirce's systems or networks and using Peirce's resources to run a personal business.

Students are prohibited from engaging in any other activity that does not comply with the general principles presented above. When in doubt as to whether an activity is prohibited, students should contact their faculty member or the Assistant Dean, Student Support Services.

Monitoring and Violations

Peirce College will seek to maintain system security and integrity, but students should not assume that their information in their accounts or on Peirce College Technology or Electronic Communications Resources they use is private. The College may access, inspect, search, block, monitor, review, record, archive, and/or disclose any usage conducted through information stored on or information transmitted through Peirce College Technology as well as Electronic Communications Resources, both in real time and after the fact, whether conducted at the College or remotely. In addition, the College reserves the right to access, inspect, search, block, monitor, review, record, archive, and/or disclose any files or other information created, stored, received, or transmitted through College computer or activity on network accounts. By using Peirce College Technology and Electronic Communications Resources, you hereby consent to the foregoing and waive any right to privacy in connection with the activities described in this policy.

Any violations of this policy will result in appropriate corrective and/or disciplinary action. For related information, please refer to the Code of Student Conduct and Responsibility policy, which appears in SECTION I.

III. ACCEPTABLE USAGE OF COMPUTER SYSTEMS AND FACILITIES

The College reserves the right to seek compensation and/or indemnification from a student for damage(s) arising from violations of this policy. In addition, the College and/or third parties may pursue criminal and/or civil action for violations of law.

PRINTING

Students will be provided a printing account that will allow them to manage their printing needs at student accessible printers located throughout the College. Student IDs or the Smartphone App are required to release print requests, make copies, and send a fax. Each session, students will have an allowance of \$5.00 per course in order to meet printing and copying needs. For example, students taking 2 classes per term will have \$10 on their account for printing and copying. Color printing and fax is now available to students. Double-sided printing is highly encouraged because it allows students more printing impressions at lesser cost than single-sided printing.

Printing accounts will be replenished at the start of each academic session. **Print allowances do not roll over from session to session.**

Students who use more than their print allowance will be able to add additional funds using their physical student ID card at the Student Print Pod located on the third floor of College Hall. Additional funds added by students cannot be refunded, however these additional funds can roll over from session to session. Students will not be able to apply financial aid funds to their printing accounts.

Pricing information for students who need to purchase additional impressions:

Printed Single-sided impression = .05 each (Two single-sided prints = .10 each)
Printed Double-sided impression = .04 each (One double-sided print = .08 each)
Printed in Color (single-sided) impression = .20 each (Two single-sided prints = .40 each)
Printed in Color (double-sided) impression = .15 each (One double-sided print = .30 each)
Color copies = .10 each
Faxing = .25 each

Printer locations:

Library
Walker Center for Academic Excellence
Student Print pods (College Hall 3rd & 6th floors)

Pay Station (no refunds)

The Pay Station is located on the 3rd Floor of College Hall. The Pay Station will accept \$1, \$5, and \$10 bills only.

STUDENT EMAIL

Peirce College provides all students with an email address to facilitate communications between students and the College. When using email to contact Peirce faculty or staff, students are required to use the College-supplied email address.

The College will send all official email communications to students' College-supplied email address. Students are responsible for reviewing their email at their assigned email address on a frequent and consistent basis. Students should be aware that some email communications are time sensitive.

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Failure to review email in a timely manner does not absolve students from complying with the content of such communications.

Confidentiality regarding student records is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). All use of email, including use for sensitive or confidential information, will be consistent with FERPA. For this reason, Peirce will not and cannot respond to any email from a student not using the official College-supplied email address.

To ensure confidentiality, some private information may be made available only through <https://my.peirce.edu>, which is password protected. In these cases, students will receive email correspondence directing them to <https://my.peirce.edu>, where they can access their confidential information. The confidential information will not be available in the email message.

For more information, please refer to the FERPA policy, which appears in SECTION VIII.

STUDENT VERIFICATION

Peirce College uses a system of secure logins and passwords to ensure that students registering for the course are the students who participate and receive credit.

- Peirce requires that students use a login/password to access their online classes. The password must be reset every 90 days.
- There are no high-stakes exams in Peirce courses that comprise the majority of the grade.
- There are multiple means of assessments in courses, including discussions, projects, papers, quizzes, and exams.

These three, taken together, ensure that the person who is getting credit for the course is in fact the person who has enrolled.

In accordance with the Acceptable Usage of Computer Systems and Facilities, Academic Honesty, and Code of Student Conduct and Responsibility policies, students are responsible for keeping their logins and passwords secure, and upholding the integrity of their coursework. This practice assists the College in protecting students' privacy and in ensuring that grades are awarded to the appropriate students. Students should immediately report any misuse of student information to the Assistant Dean, Student Support Services.

IV. ADMISSIONS

In compliance with relevant federal, state, and local laws, the College does not unlawfully discriminate in its admissions decisions on the basis of age, sex, race, color, religion, creed, national origin, ancestry, citizenship, disability, sexual orientation, gender identity, marital status, veteran's status, military status, or membership in any other group protected under local, state, or federal law.

Peirce College has an open admissions policy. To be admitted to Peirce College as a matriculated student, all required official documents must be on file with Peirce College. Students who have completed the admissions process but not yet submitted all required official documents are considered non-matriculated and may enroll for up to 15 credits. Students will be notified about final acceptance into a matriculated program after review of the official documents.

For International Admissions, please refer to the Academic portion of the catalog.

Admissions Requirements

Peirce College will accept any freshman, transfer, or degree completion student who applies, submits required documents, and adheres to the required criteria:

Freshmen/First Year Students

Students who have earned fewer than 15 college credits must submit:

- A completed application for admission with application fee.
- A copy of the official high school diploma or transcript or a copy of the GED or state equivalency diploma and scores.
- Official college transcripts for transfer evaluation.

Freshmen/First Year students who have not earned a grade of "C" or above in College level English and mathematics are required to take the placement test and enroll in the Student Success Seminar, PRC100. For more information, please see the Orientation Course Requirement and the Placement Policy found in this section.

Transfer Students

Students who have earned 15 or more college credits but fewer than 45 college credits must submit:

- A completed application for admission with application fee.
- Official college transcripts for transfer evaluation.

Transfer students who have not earned a grade of "C" or above in College level English and mathematics are required to take the placement test. Transfer students are required to enroll in the Student Success Seminar, PRC100, or the Peirce College Orientation Course, PRC101.

For more information, please see the Orientation Course Requirement and the Placement Policy found in this section. Transfer students placed into Developmental Education courses must take the Student Success Seminar, PRC100.

Degree Completion Students

Students who have earned 45 college level credits or more must submit:

- A completed application for admission with application fee.
- Official college transcripts for transfer evaluation.

Degree completion students are required to enroll the Peirce College Orientation Course, PRC101. For more information, please see the Orientation Course Requirement found in this section. Degree Completion students are not required to take the placement test.

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The College reserves the right, in its sole discretion, to accept or deny credits. It is the student's responsibility to submit to the College all transcripts for courses from other institutions, which the student wishes to be considered for transfer credit within 30 days of completion of the Peirce College Application for Admission.

Peirce College reserves the right to require students who may benefit to take a reduced course load. Please refer to the Placement policy, which appears in this section.

Full-time Students

Full-time students enrolled in a degree or certificate program are required to take no fewer than 12 credit hours per term (fall, spring, and summer).

Part-time Students

Part-time students enrolled in a degree or certificate program are enrolled in fewer than 12 credits per term (fall, spring, and summer).

Application Fee

A non-refundable application fee must be submitted with the application. The fee is valid for a one-year period.

COMPUTER / INTERNET REQUIREMENTS FOR STUDENTS

All students are required to own or have access to a personal computer with Internet access. Students who do not own a personal computer and are using a computer such as one at the College or at work are responsible for ensuring that they have access to a computer at a time when work can be completed and must have rights to download and install software, as needed, for classes.

To support students in meeting this requirement, Peirce offers the option of purchasing a new Windows base notebook/Laptop. Students eligible for financial aid and who have unexpended funds can use those funds toward the purchase of a laptop computer. Students who do not have financial aid and/or are not receiving a refund can work with Student Financial Services to make payment arrangements toward the purchase of a laptop computer.

MICROSOFT OFFICE

Peirce provides every student with a downloadable copy of the Microsoft Office Software suite, for either Apple Mac or Windows. There are several classes that require the Windows Version of Office be used.

APPLE Mac

Peirce offers the Apple Mac version of Microsoft Office and an Apple Mac purchase option to students. All students should expect on occasion to need in their classes the ability to run Windows-based software. Apple Mac users have the option of using virtualization options like Parallels or VirtualBox to run Windows. Note: These virtualization options are for experienced user of MAC. The Apple Store can provide support if needed.

Students who have questions before making any computer purchase may contact the Information Technology department at 215-670-9400 or email servicecenter@peirce.edu.

IV. ADMISSIONS

CREDITS FROM PEIRCE JUNIOR COLLEGE

Grades for courses taken at Peirce Junior College and Peirce College are reflected on the student's academic record including transcripts. Students may request a copy of their official Peirce Junior College transcript as well as their Peirce College transcript.

For information on ordering transcripts, please refer to the Transcript Request policy, which appears in SECTION XI.

ORIENTATION COURSE REQUIREMENT

Peirce College's orientation courses are designed to assist students' transition into the College by focusing on the necessary skills to achieve academic success. PRC 100, the Student Success Seminar, is a required three-credit orientation course for all new, returning, or transfer students with fewer than 15 college credits earned. Students must earn a minimum grade of "C" to pass this course. Students enrolled in developmental courses are required to take and pass PRC 100.

PRC 101, Peirce College 101, is a required one credit orientation course for all returning or transfer students with 15 or more college earned credits and who are not enrolled in the developmental courses. Students must earn a grade of "P" in this pass/fail course.

Students must complete the designated orientation course within the first term (fall, spring, and summer) of enrollment. Students who do not successfully complete this course upon the initial attempt must immediately repeat it in the subsequent session. **Students must take and pass their designated orientation course to continue their enrollment at the College.**

To register, students can contact the Admissions Office at 888-467-3472, ext. 9214, contact their Academic Advisor, or register through <https://my.peirce.edu>. Financial Aid can be applied to the orientation courses for students who meet Financial Aid eligibility requirements. For more information about PRC 100, PRC 101, or other support services for first year students, please visit the First Year Initiative website at https://my.peirce.edu/ics/New_Students/.

PLACEMENT POLICY

Students who are admitted or readmitted to Peirce College without approved transfer credit (i.e. a grade of "C" or above from an accredited college) in English 101 and/or college-level math are required to take a skills assessment. The College uses the assessment to place students in the appropriate level of English and/or math for initial coursework. The assessment is generally administered on the computer. A paper and pencil version of the assessments and special accommodations for disabled students are available.

Students receiving a score of 73% or above in the assessment(s) will select college-level courses with the guidance of an Enrollment Representative.

Students receiving a score less than 73% in these assessments will be required to take and pass developmental English and/or developmental math with a grade of "C" or above. Students who do not pass their designated developmental course(s) must immediately repeat the course in the following academic term. Please refer to the Academic Progress policy, which appears in SECTION I and the Course Repeat policy, which appears in SECTION II.

IV. ADMISSIONS

SAT/ACT Scores

Students who have achieved the minimum SAT or ACT scores listed below, within five years of their admission to the College, are waived from taking the English and math skills assessments and are placed directly into college-level mathematics and English courses.

SAT: Math 550 ACT: Math 23

SAT: Critical Reading 550 ACT: English 23

SAT: Writing 550 ACT: Reading 23

Completion of Developmental Courses

Students who do not pass their assigned developmental course(s) after their first attempt are required to meet with the Assistant Dean, Student Support Services, in order to register again. Students who do not pass their assigned developmental course(s) after their second attempt are academically dismissed. The Assistant Dean, Student Support Services, will send each student who is academically dismissed a letter documenting the action taken and stating the reason for dismissal. Non-receipt of the letter by the student does not exempt the student from dismissed status. Students may request a onetime reinstatement, in writing to the Assistant Dean, Student Support Services, within ten calendar days of notification. Students will receive written notification of the decision made by the Assistant Dean, Student Support Services. The decision made by the Assistant Dean, Student Support Services, shall be final. When a student has been academically dismissed from Peirce College, a notation of such dismissal shall be placed on the student's permanent record.

For more information, please review the Academic Dismissal policy that appears in SECTION I.

Developmental Program Grievance

A student with a grievance related to developmental program services such as developmental courses, academic advising, or tutoring, must adhere to the following procedure:

- A. Contact his/her Academic Advisor or instructor to discuss the grievance. Only after the student has met with the Academic Advisor or instructor, either in person or by phone, may the student proceed to step B below.
- B. Should this meeting not yield a resolution that is satisfactory, the student may appeal to the Assistant Dean, Student Support Services. Students must appeal within seven calendar days from the date of the determination by the Academic Advisor or instructor. Such a request must be made in writing and must document the student's attempt to first resolve the grievance with the Academic Advisor or instructor.
- C. Should the matter not be resolved with the aid of the Assistant Dean, Student Support Services, the student may appeal to the Vice President, Student Services & Retention Management. Students must appeal within seven calendar days from the date of the determination by the Assistant Dean, Student Support Services. Such a request must be made in writing and must document the student's attempt to first resolve the grievance with the Assistant Dean, Student Support Services.
- D. Upon a student's written request for a review, the Vice President, Student Services & Retention Management will confirm that a proper review of the grievance was conducted. If, upon review, the Vice President, Student Services & Retention Management, determines that a proper review was conducted, the decision of the Assistant Dean, Student Support Services, shall be final. The Vice President, Student Services & Retention Management, may choose to affirm or alter the decision and, therefore, is responsible for the final decision.

Mandatory Orientation Program

The Orientation Program is designed for new students. Students taking developmental courses must take the Student Success Seminar, (PRC100). This three-credit orientation course is provided on campus and

IV. ADMISSIONS

online. The orientation session provides an introduction to the developmental education program as well as provides an overview of requirements for new students to the College. The session will also include an overview of basic computer skills essential for students enrolled at Peirce College. Students must take and pass PRC 100 with a grade of "C" or above. If the student does not pass the Orientation course after two attempts they must submit an appeal and meet with the Assistant Dean, Student Support Services. New students with 15 or more college level credits must take the one credit Peirce College 101 (PRC101) and pass with a grade of "C" or above. If the student does not pass this course after two attempts they must submit an appeal and meet with the Assistant Dean, Student Support Services.

Academic Advising

Upon enrollment and placement into the developmental education program, students will work with an enrollment representative. Within the first few weeks of classes, students will be assigned an academic advisor. Students enrolled in developmental courses are required to complete an education plan with their assigned academic advisor and work with their advisor to select courses for their first year of enrollment at the College. Students are required to consult with their academic advisor to select courses for their first year of enrollment. The goal is to provide students with an understanding of their educational goals, starting with year one.

READMIT

Students who have been on inactive status for a full calendar year may apply for re-admittance by completing and submitting a Peirce College application.

The Admissions Office, Student Financial Services, and the Dean, Academic Advising and Registrar will review the application and determine, in their sole discretion, whether re-admittance is appropriate.

Students reapplying must meet all current Peirce College entrance requirements (includes students who applied and never enrolled in classes). Students re-admitting to the College are required to pay the application fee.

Some students may be required to take the Peirce College placement exams. Thus, resulting in taking Developmental Education courses. Please refer to the Placement policy, which appears in this section.

Each re-admitted student will confer with an Enrollment Representative to discuss the student's academic schedule. The student will return to the College under the most current degree Program Requirements & Electives and College policies.

Please refer to the financial aid policies listed in this catalog under SECTION VIII regarding academic progress and financial aid eligibility.

For re-admitted students, technical courses, such as computer courses, will be applied toward a student's degree Program Requirements & Electives only if the courses are not more than ten years old. Courses more than ten years old will be reviewed by the Associate Professor and Dean, Information Technology and General Education, and Director, Competency Based Education to determine if credit will be granted. At the sole discretion of the College, general education, business, and legal courses may be applied toward a re-admitted student's degree Program Requirements & Electives regardless of when they were taken.

Students who were previously dismissed due to a poor academic history must complete an Educational Development Plan (EDP) prior to re-admittance.

IV. ADMISSIONS

Students who were academically dismissed are restricted to no more than one re-admittance. In addition, students who were academically dismissed may be required to follow academic conditions determined by the College. Students who fail to meet these conditions will be dismissed from the College.

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EMERGENCY RESPONSE AND EVACUATION PROCEDURES

Peirce College values the safety of its students, faculty, administration, and staff. In the event of an emergency, Peirce College will respond immediately and appropriately by using timely warning, lock down, shelter in place, and/or evacuation procedures as described below. Under the direction of campus security and/or other designated College personnel such as, the Chief Auxiliary Services Officer, emergency response procedures will be enacted. In the event that emergency procedures are enacted, the College will provide timely and ongoing updates to the College community as appropriate.

On a biannual basis, the College will conduct testing for emergency response and evacuation procedures. Notification of scheduled testing of the emergency response and evacuation procedures will be shared with the College community, through the College email system, student portal at <https://my.peirce.edu>, or the College website at <http://www.peirce.edu>, documentation of the testing of emergency response and evacuation procedures, which will entail a description of the exercise, date, time, a copy of the announcement and meeting notes after assessing the test, will be placed on file the Office of the Chief Auxiliary Services Officer.

The following emergency procedures are also provided on the Peirce College website at <https://www.peirce.edu/about/consumer-information> and on the student portal at <https://my.peirce.edu> under the Student Services tab. In consultation with local police, fire officials, campus security, and/or members of Peirce's emergency response team, the Chief Auxiliary Officer will confirm an emergency. Emergency response and evacuation procedures at all off site locations will be coordinated by the Facilities and Security Departments at each individual site. Once a significant emergency or dangerous situation involving an immediate threat to the health or safety of students, faculty, administration, and/or staff has been confirmed by the Chief Auxiliary Services Officer or designee, the College will use the following procedures:

1. Determine the appropriate segments or segments of the campus community to receive the emergency notification
2. Under the direction of the Chief Auxiliary Services Officer, Vice President, Marketing & Admissions; and/or the Assistant Dean, Student Support Services, determine the content of the notification
3. Initiate the timely warning and emergency notification procedures
4. Provide detailed follow up information through any of the means listed in the timely warning and emergency notification section
5. Document the use of emergency procedures (date, time, description of procedures enacted will be kept on file in the Office of the Chief Auxiliary Services Officer)

TIMELY WARNING POLICY

In the event that a situation arises, either on or off campus, that, in the judgment of the College, constitutes an ongoing or continuous threat, a [campus wide] "timely warning" will be issued to students, faculty, and staff. This warning will be issued through the College email system, public address system, student portal at <https://my.peirce.edu>, the College website at <http://www.peirce.edu>, and/or other means deemed appropriate by the College. Alerts will also be sent out via text message for students who opt into the system. Depending on the particular circumstances of the crime or threat, especially in situations that could pose an immediate threat to the community and individuals, additional notices may be posted within and outside of the premises of the College, including any site other than the 1420 Pine Street campus.

Anyone with information warranting a timely warning should report the circumstances to Security Services by dialing 215-670-9444. Security telephones, located on the wall adjacent to the elevators on each floor of College Hall and inside the elevators of College Hall and Alumni Hall connect directly to Security

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Services. Students at any site other than the 1420 Pine Street campus should immediately contact the local Police Department by dialing 911.

TIMELY WARNING AND EMERGENCY NOTIFICATION

In the event that a situation arises, either on or off campus, that in the judgment of the College, constitutes an emergency or dangerous situation involving an immediate, ongoing, or continuous threat to the health or safety of students, faculty, administration, and/or staff, a (campus wide) “timely warning” (emergency notification) will be issued without delay while taking into account the safety of students, faculty, and staff. The only exception is if the warning will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or mitigate the emergency. This warning will be issued through the College email system, public address system, student portal at <https://my.peirce.edu>, the College website at <http://www.peirce.edu>, or other means deemed appropriate by the college. Alerts will also be sent out via text message for students who opt in to the system.

SHELTER IN PLACE (INSIDE)

This means there is an immediate threat to the College. This is a complete classroom and College lockdown.

1. Notification will be provided to the College community via email, through the College email system, public address system, student portal at <https://my.peirce.edu>, the College website at <http://www.peirce.edu>, or other means deemed appropriate by the College.
2. Under the direction of the Chief Auxiliary Services Officer, campus security, or other designated personnel, individuals will be instructed to:
 - a. Move all students, staff and identified visitors into the nearest classroom, office or secure room.
 - b. Lock all interior and exterior doors.
 - c. Turn off all lights.
 - d. Move all students, staff, and visitors away from windows and doors.
 - e. Have everyone crouch down and remain quiet.

Anyone who is physically unable to crouch down may use a low chair. Anyone who uses wheelchairs should remain in their wheelchairs. If a person is out of the wheelchair at the time of lockdown, efforts should be made to assist the person back into the wheelchair unless doing so jeopardizes safety. Staff members who are working with students outside the usual classroom should remain in or go to the closest safe location. Moveable furniture can be used as a buffer between students and doors/windows.

If an ID card is not displayed, it will be assumed that the assailant is present in that room and a police emergency response team will enter.

SHELTER IN PLACE (OUTSIDE)

This represents a process that prevents unauthorized personnel from entering the College and requires all occupants to remain inside the College for their safety. All exterior doors are locked and entrances are monitored by campus security. This allows the College to maintain normal business operations but curtails outside activity. This procedure is typically used when there is a civil disturbance outside of the College premises. The following steps will be taken in these instances:

1. Notification will be provided to the College community through the Peirce College email system, public address system, student portal at <https://my.peirce.edu>, the Peirce College website at <http://www.peirce.edu>, or other means deemed appropriate by the College.

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2. Under the direction of the Chief Auxiliary Services Officer, campus security, or other designated personnel will lock all exterior doors, and be posted near the entrances/exits of the building to prevent entry or exit except in the case of fire. They will instruct everyone on campus through the public address system to remain inside the campus and not leave the building until further notice. Individuals, present inside the campus, will be instructed to:
 3. Continue with daily activities inside the campus.
 4. Be vigilant and immediately report any suspicious activity to Security at 215-670-9284 or from a campus phone by dialing extension 9444.
 5. Not, under any circumstances, enter or exit the building until authorized to do so by emergency personnel.
 6. Once the situation has been safely resolved and it has been determined to unlock the campus, the Chief Auxiliary Services Officer or his designees will notify everyone through the public address system to resume normal activity.
 7. Campus security will unlock all doors.
-

EVACUATION

This represents a process by which all occupants are required to immediately exit the College.

1. Campus Security on duty is responsible for contacting the Chief Auxiliary Services Officer to inform him of the type of emergency and receive further instructions. With the exception of the fire alarm system being activated, the Chief Auxiliary Services Officer will make the decision whether or not to evacuate in conjunction with law enforcement and/or the fire department.
2. Notification of all personnel and students to evacuate the building will be given by sounding the fire alarms and via the public address system.
3. Floor wardens will be responsible for instructing students, staff and visitors to form a single line and proceed immediately into the fire exits staying on one side of the staircase and leaving the other side open for fire fighters and equipment.
4. Each fire warden is responsible for the evacuation of their assigned area, to include restroom checks and the assistance of any disabled employees or visitors in their space.
5. All faculty are floor wardens and are responsible for making sure students are safely evacuated.
6. Faculty are responsible for closing and locking their classroom doors and taking their class lists when exiting the classroom.
7. Staff floor wardens are responsible for the safe exit of employees and visitors in their assigned areas.
8. Under no circumstances shall any individual be allowed to enter the facility unless the Fire or Police Official has given the "all clear", and the client representative has directed reentry.
9. Elevators **ARE NOT TO BE USED** under any circumstances should the following conditions exist:
 - a. Fire (contained to this facility)
 - b. Natural Gas Leaks (inside the facility)**NOTE:** If an evacuation is under way due to an emergency **OUTSIDE** the facility, elevators **MAY BE USED**.
10. All individuals present are requested to maintain a calm demeanor during the evacuation as this will help to maintain order during the evacuation process. They are also requested to ensure all necessary doors have been unlocked and not tie up telephone lines.
11. When exiting the building, individuals should go to the following evacuation gathering locations:
 - If exiting from Alumni Hall, proceed south on 15th St. to Lombard St. and east to Broad St.
 - If exiting from College Hall onto Pine St. or Waverly St. proceed east to Broad St.

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- If exiting the building from College Hall onto Pine St. or Waverly St. proceed east to Broad St. Once you arrive at the evacuation gathering location, please await further instructions from campus security.
12. Campus Security will remain in the lobby area to ensure the safe evacuation of the facility and to assist emergency personnel as needed. Once it has been determined the campus is clear, all personnel must evacuate the buildings.
 13. The College's Building Engineer and the Chief Auxiliary Services Officer will coordinate with the Fire Department and/or Law Enforcement in assisting them with floor plans and critical utility service locations.
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ALCOHOL AND ILLEGAL DRUGS

Peirce College maintains a strong commitment to programs that promote the health, well-being, and safety of its students and the security of its premises. Consistent with this commitment, the College has established this policy governing the unlawful use, consumption, possession, selling, distribution, dispensing, and manufacture of alcoholic beverages and illegal drugs.

Prohibited Conduct

With regard to alcoholic beverages, students of Peirce College are prohibited from the following:

- Using, consuming, possessing, selling, distributing, dispensing, or manufacturing alcoholic beverages while on the premises of the College and while off campus participating in any College-sponsored activity or event.⁴
- Storing any alcoholic beverages in a locker, automobile, or other repository on College premises.
- Being under the influence of alcoholic beverages while on the premises of the College or while off campus participating in any College-sponsored activity or event. With regard to illegal drugs, Peirce College prohibits its students from the following:
 - Storing any illegal drug in a locker, automobile, or other repository on College premises.
 - Being under the influence of illegal drugs while on the premises of the College or while off campus participating in any College-sponsored activity or event.
- Using, consuming, possessing, selling, distributing, dispensing, or manufacturing illegal drugs while on the premises of the College and while off campus participating in any College-sponsored activity or event. For the purposes of this policy, the term illegal drugs includes the following:
 - Any chemical substance the manufacture, use, possession, or sale of which is prohibited by law as listed in Schedules I through V of Section 202 of the federal Controlled Substance Act (21 U.S.C. § 812) or any controlled substance the possession, manufacture, distributions, sale, or acquisition by misrepresentation of which is prohibited under the Pennsylvania Controlled Substance, Drug, Device, and Cosmetic Act (35 Pa. C.S.A. 780-101 et seq.).
 - Any legally-dispensable controlled substance, or prescription (medications available only as prescribed by a licensed physician) obtained through fraud, deceit, misrepresentation, subterfuge, forgery, or alteration of a prescription, or used by any individual other than the person for whom it was prescribed.
 - Any over-the-counter medication capable of impairing one's alertness and/or physical or mental reflexes that is taken for purposes of abuse or misuse.

⁴ For purposes of this policy, the "premises" of the College includes all buildings within which the College provides educational and related student services and/or conducts its business operations, whether owned, leased, or provided without charge for use, the campus as well as surrounding grounds and parking areas adjacent to these buildings, and vehicles owned or leased by Peirce College.

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- Inhalants, such as chemical thinners, aerosol lacquers, and certain types of glues that can impair mental faculties and produce medical problems.

In addition, members of the College community (including former students or graduates) while on College premises or while off campus participating in any College-sponsored activity or event are expected to conduct themselves in compliance with this policy as well as conduct themselves in a manner in which they do not cause harm to themselves or others, and that they neither break laws nor contribute to the negligence of others. The College reserves the right to revoke College privileges in such circumstances.

Penalties

A student found to be in violation of any provisions of this policy will be subject to disciplinary action under the Code of Student Conduct, which may range from required counseling to disciplinary warnings to suspension or expulsion.

In addition, a student may be subject to criminal prosecution under applicable federal, state, and local laws. A description of the applicable legal sanctions under local, state, and federal law for the unlawful possession or distribution of illegal drugs and alcohol is available within this section of the Catalog as well as on the website of the Pennsylvania Liquor Control Board: <http://www.lcb.state.pa.us>.

Further, any alcoholic beverages found on College premises will be confiscated and destroyed, and any illegal drugs found on College premises will be turned over to the appropriate law enforcement authorities.

If the College reasonably suspects a student is involved with alcohol or illegal drugs in violation of this policy, the student may be required to submit to drugs and/or alcohol testing. A student's failure to submit to the requested testing is a violation of this policy and will be grounds for disciplinary action up to and including suspension or expulsion. However, such test need not be administered when Peirce College has independent proof that this policy has been violated. If the College reasonably suspects that a student is involved with alcohol or illegal drugs in violation of this policy, the student may be required to submit to a search of his or her clothing, belongings, and/or possessions, including his or her vehicle, if it is parked on College premises. A student's refusal to submit to a search under these circumstances may also subject the student to disciplinary action.

For information on financial aid penalties for drug violations, please refer to Federal and State Aid Penalties policy, which appears in SECTION VIII.

Peirce College's Commitment to Health Education, Counseling, and Treatment

The College is committed to providing educational programs and counseling to students or alumni concerning the risks associated with alcohol and illegal drug use and/or abuse. Information on the health risks associated with alcohol and drug use and abuse are available at Mary W. Walker '33 Center for Academic Excellence (215-670-9251) and within this section.

Students and alumni in need of confidential drug or alcohol counseling may find out about local programs and resources by contacting a counselor in the Mary W. Walker '33 Center for Academic Excellence (215-670-9251) or by referring to the list of treatment centers later in this section. In addition, the College is committed to providing every student or graduate with alcohol and drug education from multiple resources during student orientation programs. Additionally, the Mary W. Walker '33 Center for Academic Excellence (215-670-9251) will provide resources and programs that promote drug and alcohol awareness.

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Annual Review

The following departments will be represented on the College's Drug and Alcohol Policy Review Team: Academic Advancement, Office of Student Financial Services, Human Resources, and the Mary W. Walker '33 Center for Academic Excellence. The Team will review this policy annually to determine its effectiveness and recommend any necessary changes.

ALCOHOL, DRUG USE, AND LEGAL SANCTIONS

The following is a summary of significant legal sanctions under local, state, and federal law for the unlawful possession or distribution of illegal drugs and alcohol. In addition, any student who is convicted under state or federal law involving the possession or sale of a controlled substance will be ineligible for federal student financial aid for specific periods of time, depending upon the nature and number of the offense(s).

ALCOHOL

The Pennsylvania Vehicle Code as well as the Pennsylvania Crimes Code provides penalties pertaining to the possession and distribution of alcohol. Prohibitions include, among other things the following:

The Pennsylvania Vehicle Code, 75 Pa. C.S.A. § 3101 et seq.

- Pennsylvania has set .08% Blood Alcohol Content (BAC) as the legal limit for driving under the influence convictions.
- This law prohibits, among other things, a driver in any vehicle from consuming any controlled substance or having an open container of alcohol in the vehicle while the vehicle is in operation on any highway in Pennsylvania. Violations under this law range from requires fines to imprisonment as well as revocation of driving privileges.

The Pennsylvania Crimes Code, 18 Pa. C.S.A. § 5505 et seq.

- Public Drunkenness —A person is prohibited from appearing in public manifestly under the influence of alcohol to the degree that he/she may endanger himself/herself or other persons or property or annoy other persons in the vicinity. Penalties range from a fine of up to \$300 to imprisonment for up to 90 days.
- Misrepresentation of Age — Individuals are prohibited from misrepresenting one's age knowingly and falsely, in order to obtain liquor or malt or brewed beverages. Penalties also include suspension of license from 90 days to two years. It is also a crime to knowingly, willfully, and falsely to represent that another is of legal age to obtain liquor or malt or brewed beverages. Penalty is a minimum fine of \$300 and imprisonment for up to one year.
- Purchase, Consumption, Possession, or Transportation of Liquor or Malt or Brewed Beverages by a Minor — Minors are prohibited from the attempt to purchase, consume, possesses, or knowingly transport such beverages. Penalties range from fines of up to \$300, imprisonment of up to 90 days, and license suspension of 90 days for first offenses; penalties for three or more offenses are up to \$500 in fines, imprisonment of up to one year, license suspension for up to two years.
- Prohibited Sale to Minors — It is a crime to intentionally and knowingly sell, furnish, or purchase with intent to sell or furnish, any liquor, malt, or brewed beverages to minors. Penalty for a first violation is \$1,000; \$2,500 for each subsequent violation; and imprisonment for up to one year for any violation.
- False Identification Cards — It is a crime to intentionally, knowingly, or recklessly to manufacture, make, alter, sell, or attempt to sell an identification card falsely representing the identity, birth date, or age of another. Minimum fine is \$1,000 for first violation; \$2,500 for subsequent violations; and imprisonment for up to two year for any violation. It is also a crime to possess a

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false identification card or for a minor to obtain or attempt to obtain liquor or malt or brewed beverages by using a false identification card.

Supplemental information may also be found at the website for the Pennsylvania Liquor Control Board, <http://www.lcb.state.pa.us>.

ILLEGAL DRUGS

Numerous laws pertain to the distribution and possession of illegal drugs. These include the following:

- **The Controlled Substance, Drug, Device and Cosmetic Act**, 35 Pa. Cons. Stat. § 780- 101 et seq., prohibits, among other things, the manufacture, sale, distribution, or possession of any controlled substance. Penalties under the Act range in severity depending on the act committed and the controlled substance involved. First time violators may be sentenced to imprisonment for up to one year, ordered to pay a fine up to five thousand dollars (\$5,000), or both. Repeat offenders may be sentenced to imprisonment for up to three years, ordered to pay a fine up to twenty-five thousand dollars (\$25,000), or both.
- **The Pharmacy Act, 63 Pa. Cons. Stat. § 390-8**, prohibits any person from, among other things, procuring or attempting to procure any drug through fraud, deceit, misrepresentation, subterfuge, by forgery or alteration of a material fact, or by the use of a false statement in any prescription. Any person who violates the Act may be sentenced to imprisonment for up to one year, ordered to pay a fine up to five thousand dollars (\$5,000), or both. For each subsequent offense, an individual may be sentenced to imprisonment for up to three years, ordered to pay a fine up to (\$15,000), or both.
- **The Federal Controlled Substances Act, 21 U.S.C. § 801 et seq.**, prohibits, among other things, the manufacture, distribution, dispensing, or possession, with intent to manufacture, distribute, or dispense, of a controlled substance. Penalties under the Act range in severity depending on the type and quantity of the controlled substance involved.

The maximum penalties for individuals include life imprisonment, a fine of four million dollars (\$4,000,000), as well as possible additional penalties. Penalties are increased for repeat offenders. Double penalties apply when the violation of the law takes place within one thousand feet of the property of a school or college. The penalty for simple possession is a sentence of a term of imprisonment for up to one year, a fine up to one thousand dollars (\$1,000), or both.

HARMFUL EFFECTS OF ALCOHOL AND DRUG USE

Alcohol

Long Term Health Risks

- Hepatitis or cirrhosis of the liver
- High blood pressure
- Stroke
- Ulcers and inflammation of the stomach
- Cancer, including breast cancer and those of the head and neck
- Birth defects to infants of pregnant women

Immediate Effects

- Decreased respiration rate
- Impaired judgment
- Loss of coordination
- Risk of asphyxiation due to vomiting

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Social Effects

- Decreased academic and professional productivity
- Increased likelihood of automobile accidents
- Difficulty maintaining relationships
- Impaired judgment in public and social situations

For more information about alcohol abuse and prevention, please visit <http://www.collegedrinkingprevention.gov/>.

Marijuana

Long Term Health Risks

- Heavy cough
- Lung infections
- Respiratory tract and lung cancer
- Decreased immuno response
- Heart attack

Immediate Effects

- Increased heart rate
- Short term memory loss
- Impaired judgment
- Loss of coordination

Heroin

Long Term Effects

- Addiction
- Arthritis
- Infection of the heart valves
- Collapsed veins
- Contraction of infectious disease such as hepatitis or AIDS

Immediate Effects

- Decreased respiration
- Nausea
- Confusion
- Decreased sensation of physical pain

Cocaine

Long Term Health Effects

- Irregular heartbeat
- Increased likelihood of heart attack
- Strokes
- Seizures
- Nausea
- Respiratory infections and failure
- Paranoia
- Auditory hallucinations

Immediate Effects

- Increased energy
- Decreased appetite
- Increased body temperature
- Dilated pupils

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- Increased heart rate

Hallucinogens and Disassociative Drugs

- Long Term Health Effects
- Abnormal heart beat
- Decreased breathing rate
- Withdrawal symptoms
- Psychotic episodes long after use

Immediate Effects

- Intense mood swings
- Separation from reality
- Increased appetite
- Increased heart rate
- Nausea
- Sweating
- Dizziness
- Numbness
- Tremors
- Muscle contractions

Inhalants

Long Term Effects

- Hearing loss
- Spasms or neuropathy
- Bone marrow damage
- Brain damage
- Damage to the central nervous system
- Kidney failure
- Depression
- Muscle weakness

Immediate Effects

- Increased heart rate
- Feeling of warmth
- Muscle weakness
- Impaired judgment
- Agitation
- Excitability
- Lowering of inhibitions
- Loss of sensation
- Lack of coordination

For more information about drug abuse and prevention, please visit <http://www.drugabuse.gov/>.

Additional Drug and Alcohol Prevention Resources

The Pennsylvania Department of Health refers people to the Network of Drug and Alcohol Single County Authorities (SCA), which is responsible for coordinating all alcohol and other drug prevention, intervention, and treatment efforts. **The Philadelphia SCA** gives the following contact information for people seeking treatment for Drug & Alcohol abuse:

- People on medical assistance from the state of PA, call 1-888-545-2600
- People without medical assistance, call 215-546-1200

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- People with private insurance should contact their insurer for information.

For information about local self-help meetings contact:

- Alcoholics Anonymous (www.sepennaa.org) call 215-923-7900
- Adult Children of Alcoholics (www.adultchildren.org)
- Al-Non-Alateen (<http://www.al-anon.alateen.org>) call 215-222-5244 (for family and friends of alcoholics)
- Nar-Anon (www.na.org) call 215-629-6757
- Cocaine Anonymous (www.ca.org) call 610-876-6666

Local substance abuse treatment centers include:

Family Center of Thomas Jefferson University Specialized Program for Pregnant Women

1201 Chestnut Street

11th Floor

Philadelphia, PA 19107

215-955-8577

- Primary Focus: Substance abuse treatment services
- Services Provided: Substance abuse treatment, Methadone/LAAM Maintenance
- Type of Care: Outpatient
- Special Programs/Groups: Persons with co-occurring mental and substance abuse disorders, persons with HIV/AIDS, Pregnant/postpartum women, women
- Forms of Payment Accepted: Self payment, Medicaid, Medicare, private health insurance
- Payment Assistance: Payment assistance
- Special Language Services: Spanish

Consortium

26 S. 40th Street

Philadelphia, PA 19104

215-596-8300

- Primary Focus: Substance abuse treatment services
- Services Provided: Substance abuse treatment
- Type of Care: Outpatient
- Special Programs/Groups: Women
- Forms of Payment Accepted: Self payment, Medicaid, Medicare

Horizon House

Outpatient Substance Abuse Program

120 South 30th Street, 5th Floor

Philadelphia, PA 19104

215-386-5128 x524

Intake: 215-386-5128

Website: <http://www.hhinc.org/>

- Primary Focus: Substance abuse treatment services
- Services Provided: Substance abuse treatment
- Type of Care: Outpatient
- Forms of Payment Accepted: Self payment, Medicaid

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Jefferson Intensive Outpatient

111 South 11th Street

Philadelphia, PA 19107

Main hospital: 215-955-6000

Website: <http://www.jeffersonhospital.org/>

- Primary Focus: Substance abuse treatment services
- Services Provided: Substance abuse treatment
- Type of Care: Outpatient
- Special Programs/Groups: Criminal justice clients
- Forms of Payment Accepted: Self payment, Medicaid
- Payment Assistance: Sliding fee scale (fee is based on income and other factors)

Jefferson Outreach Drug/Alcohol Program

833 Chestnut Street, 2nd Floor Suite 210-E

Philadelphia, PA 19107

215-955-8856

- Primary Focus: Substance abuse treatment services
- Services Provided: Substance abuse treatment
- Type of Care: Outpatient
- Special Programs/Groups: Persons with co-occurring mental and substance abuse disorders, persons with HIV/AIDS, Gay and lesbian, seniors/older adults, pregnant/postpartum women
- Forms of Payment Accepted: Self payment
- Payment Assistance: Sliding fee scale (fee is based on income and other factors)

John F Kennedy Community Mental Health Center

Walk In Clinic

112 North Broad Street

Philadelphia, PA 19102

215-568-0860

- Primary Focus: Substance abuse treatment services
- Services Provided: Substance abuse treatment
- Type of Care: Outpatient
- Special Programs/Groups: Adolescents, persons with co-occurring mental and substance abuse disorders, women, men, criminal justice clients
- Forms of Payment Accepted: Self payment, Medicaid, Medicare, private health insurance
- Payment Assistance: Sliding fee scale (fee is based on income and other factors), payment assistance
- Special Language Services: Spanish

Northeast Treatment Centers

Spring Garden Counseling Center

499 N. 5th Street, Suite B and C

Philadelphia, PA 19123

215-451-7000

- Primary Focus: Substance abuse treatment services
- Services Provided: Substance abuse treatment
- Type of Care: Outpatient
- Special Programs/Groups: Persons with co-occurring mental and substance abuse disorders, women, men, criminal justice clients
- Forms of Payment Accepted: Self payment, Medicaid, Medicare, private health insurance

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- Payment Assistance: Sliding fee scale (fee is based on income and other factors)

Rehab After Work

1420 Walnut Street
Suite 500
Philadelphia, PA 19102
215-546-2200

Website: <http://www.rehabafterwork.com>

- Primary Focus: Substance abuse treatment services
- Services Provided: Substance abuse treatment
- Type of Care: Outpatient
- Special Programs/Groups: Adolescents, DUI/DWI offenders
- Forms of Payment Accepted: Self payment, private health insurance
- Special Language Services: French, German

Wedge Medical Center Substance Abuse Services

2009 South Broad Street
Philadelphia PA 19148
Phone: 215-271-2200

Website: <http://www.wedgepc.com/>

- Primary Focus: Mental health and substance abuse services
- Services Provided: Substance abuse treatment
- Type of Care: Outpatient, partial hospitalization/day treatment
- Special Programs/Groups: Persons with co-occurring mental and substance abuse disorders, persons with HIV/AIDS, women, men, DUI/DWI offenders, criminal justice clients
- Payment Accepted: Self payment, private health insurance
- Payment Assistance: Sliding fee scale based on income and other factors
- Special Language Services: Spanish

Other resources include:

Caron Philadelphia

450 Plymouth Road, Suite 301
Plymouth Meeting, PA 19462
800-854-6023

Website: www.caron.org

Caron is a nationally recognized non-profit provider of alcohol and drug addiction treatment. Caron has more clinical programs to meet the specific needs of each patient regardless of their age, gender, or severity of their addiction than any other treatment center in the United States. With experience in treating co-occurring disorders, Caron offers the most comprehensive treatment programs for adolescents, young adults, adults and their families. All of Caron's programs are staffed by full-time professionals to ensure each patient receives an individualized treatment team, consisting of a psychologist, addiction counselor, medical staff, and pastoral counselors. Caron treats people with chemical addictions of every type: alcohol, drugs such as heroin, cocaine, marijuana and prescription medicines; as well as substances such as inhalants.

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Women for Sobriety, Inc.

215-536-8026

Website: www.womenforsobriety.org

Women for Sobriety, Inc. is a non-profit organization dedicated to helping women overcome alcoholism and other addictions. Our "New Life" program helps achieve sobriety and sustain ongoing recovery.

ADDITIONAL SECURITY MEASURES

Physical security is continually under review to further enhance the physical security of the campus and safety of the College's students, faculty, staff, and administration.

Students, alumni, and visitors entering the Pine or Carlisle Street entrances of College Hall will be required to access the lower level only by way of the elevators at all times. Unusual or suspicious parcels or incoming mail will not be delivered.

CONFIDENTIAL REPORTING POLICY

Peirce College encourages anyone who is the victim or witness to any crime to report the incident to the local police by dialing 911 promptly. Because police reports are public records under the purposes of inclusion in the annual disclosure of crime statistics can generally be made to campus Security Services. Students may contact campus security by using the telephones located by the elevator on each floor of College Hall, dialing extension 9444 from any telephone on campus, or dialing 215-670-9444 or 215-670-9284 from any other telephone. Confidential reports of crime may also be made to the Chief Auxiliary Services Officer; Assistant Dean, Student Support Services; Vice President, Student Services & Retention Management or the Vice President, Academic Advancement.

IDENTIFICATION CARDS

To enhance the security of our premises and off-site premises, the College requires all students, alumni, officers, employees (including faculty members, administration, and staff), and visitors (including, but not limited to, contractors and vendors) to possess and display while on College property, as well as to access College services and events, a valid College-issued Identification Card (ID Card) with a current expiration date. Other premises may require you to obtain their own building Identification Card in addition to a Peirce College Identification Card. All current students, alumni, officers, employees, and visitors are also required to produce proper photo identification upon request from Security or a College official upon entering any Peirce facility. Random identification checks may be made for the safety of the campus community. Moreover, in order to have a College issued ID Card processed, the student must present a valid state or federal photo identification and proof that he or she is currently enrolled.

Graduates will be issued a unique Peirce College alumni photo identification card upon entering the campus after graduation when they identify themselves as a graduate at the Customer Service Desk and Security can confirm their graduation status. Alumni are required to follow the same state or federal photo identification requirements listed above with the exception of a current roster. Security reserves the right to make a copy of their proof of identification submitted. In the event that a graduate cannot produce one of the above forms of identification or their graduation status at Peirce College cannot be confirmed, the graduate will not be permitted in the building.

Students without their Peirce ID or a Government issued ID with their name on it will NOT be permitted to attend class, Library, WACE or see their Advisor, etc. Students should be informed they will be marked absent and may makeup missed work at the faculty member's discretion. If a student needs a replacement card they have to produce a current roster. Students wishing to borrow Peirce library

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materials must display a current Peirce ID Card. Alumni are welcome to utilize Library resources in accordance with school policy, but may not check material out of the Library. Students needing new ID Cards may obtain them between 8:00 a.m. and 10:00 p.m., Monday through Friday, and the first Saturday of each new session from 8:00 a.m. to 3:00 p.m. at the Security Command Center located on the first floor in Alumni Hall. There is a \$15.00 replacement fee for any lost ID card. Students who are unable to visit the Peirce campus should contact their Academic Advisor to obtain a Peirce ID Card.

NON-VIOLENCE

Although the College cannot eliminate the possibility that violence or other troubling disturbances may occur, Peirce College, with the help of the College community, can minimize the possibility that these types of events will happen. The College has established guidelines to minimize exposure to acts and threats of violence.

All current students, officers, faculty members, managers, supervisors, employees, alumni, and visitors (including, but not limited to, contractors and vendors) are issued Peirce College identification cards for entering campus buildings and events, as well as to access College services. All College students, officers, faculty members, managers, supervisors, employees, alumni, and visitors may be required to produce proper photo identification upon request from Security or a College official when on College premises. Periodic identification checks may be made for the safety of the campus community.

College premises includes all buildings within which the College provides educational and related student services and/or conducts its business operations, whether owned, leased, or provided without charge for use; the grounds and parking areas adjacent to these buildings; and vehicles owned or leased by Peirce College.

All students, as well as all officers, faculty members, managers, supervisors, employees and alumni, contractors, vendors, and suppliers of Peirce College, are prohibited from the following:

- Possessing or concealing a weapon while on the premises of the College locations or while participating in any off-campus College-sponsored activity or event. For the purposes of this policy, a weapon is defined to include guns, rifles, fireworks, firearms, knives, explosives, bombs, including recreational and non-recreational fireworks, and any and all other similar items. In the case of guns, rifles, and “fireworks” and other firearms, it is irrelevant and no defense that the gun, rifle, and “fireworks” and other firearms is not loaded and/or that the person in possession of the firearms or “fireworks” has a license to carry such objects.

Further, you may not convert to a weapon any instrument, tool, or other item regularly used at the College, and such a conversion constitutes a violation of this rule. This policy will be enforced regardless of whether the weapon is in any way licensed. Any weapon, firearm, or fireworks discovered on Peirce College property or at a Peirce College off-campus activity will be promptly confiscated and turned over to the local Police Department.

- **Threatening to harm any student, officer, faculty member, manager, supervisor, employee, or graduate of the College or any other person doing business with and/or associated with the College.** Such threats may be written or oral, expressed, or implied. The fact that a threatening comment may have been made “in jest” is no defense to behavior prohibited by this policy.
- **Physically assaulting, attacking, or otherwise intentionally causing injury to any student, officer, faculty member, manager, supervisor, employee, or graduate of the College or any other person doing business with and/or associated with the College.** As a narrow exception to this rule, an individual may use physical force in self-defense under circumstances in which

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he/she cannot withdraw safely from a dangerous or threatening situation without the use of such force.

- **Sexually assaulting any student, officer, faculty member, manager, supervisor, employee, or graduate of the College or any other person doing business with and/or associated with the College. For related information, please refer to the Sexual Assault Awareness, Prevention, and Response policy, which appears in SECTION V.**
- **Threatening to cause damage to property belonging to the College, to any student, officer, faculty member, manager, supervisor, employee, or graduate of the College, or to any other person doing business with and/or associated with the College. Again, the fact that a threatening comment may have been made “in jest” is no defense.**
- **Intentionally damaging or destroying property belonging to the College, to any student, officer, faculty member, manager, supervisor, employee, or graduate of the College, or to any other person doing business with and/or associated with the College, regardless of when or where this prohibited behavior occurs.**

The prohibitions set forth above apply to actions directed not only toward students, officers, faculty members, managers, supervisors, employees, and alumni of the College, as well as all other persons doing business with and/or associated with the College, but also toward persons associated with these individuals (for example, members of a student’s or employee’s family). Any student who violates any of the prohibitions set forth above, will be subject to disciplinary action under the Student Disciplinary System. Violations of the Safe Campus Program may be punishable by any of the following penalties: expulsion, suspension, monetary penalty, mandatory counseling, community work, required education program, or other penalties deemed appropriate by the College. In addition, students should be aware that violations may result in the reporting of incident to police or other authorities as well as action. Alumni found in violation of any provisions of this policy may have their alumni privileges revoked.

Students should report immediately to Security any violation of this Policy or other event that results in a dangerous or threatening situation. Students at the 1420 Pine Street campus can reach Security Services by using the telephones located by the elevators on each floor of College Hall or by using the telephones inside the elevators of College Hall and Alumni Hall, or by dialing extension 9444 from any telephone on campus. Students at any site other than the 1420 Pine Street campus should immediately contact the local area police. Students at 1200 North French St, Wilmington, Delaware should report immediately to Security at 302-660-4800. Students at any off site locations taking Peirce courses should contact the identified location security office or local area police.

Because the responsibility for ensuring the safety and security of the College’s environment is something that is shared, the College needs to be alerted to potential problems. Students should speak immediately with faculty during class or with the College’s Chief Auxiliary Services Officer; the Vice President, Student Services & Retention Management; or the Vice President, Academic Advancement if any of the following happens:

- Students feel intimidated or threatened, verbally or physically, by a fellow student, officer, faculty member, manager, supervisor, employee, graduate of the College, or any person doing business with or associated with the College.
- Students feel intimidated or threatened, verbally or physically, by an individual independent of your relationship with the College but feel that this individual may look for you at the College.
- Students are aware of the presence on or near our premises of an individual who they believe has no appropriate reason for being there.
- Students are aware of any other action, situation, or occurrence in which they believe may threaten personal safety or the well-being of others.
- Students have ideas as to ways to make the College’s environment safer.

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The College will disclose information you have reported and which is related to the situations described above to the extent necessary to conduct an adequate investigation and/or to take appropriate corrective measures. Moreover, the College prohibits retaliation against a student who, in good faith, registers a complaint or brings such information to the College's attention.

For the safety of students, faculty, staff, and administration, the College may determine it necessary to "Lock Down⁵/Shelter in Place"⁶ access to the building. When this is implemented, all entrances and exits will be locked to prevent intruders from entering and to provide a safe haven for the College community.

ON CAMPUS WALKING ESCORT SERVICE

Upon availability, Security Services provides a Walking Escort Service for students, staff, faculty, and administration, Monday – Friday from 8:00 a.m. to 10:00 p.m. and on Saturday from 8:00 a.m. to 4:00 p.m. This service is provided within a two block radius of the 1420 Pine Street campus. Students may request this service by dialing 215-670-9284 or by making a request at the Customer Service Desk in College Hall.

REPORTING POLICY VIOLATIONS OF SAFETY AND SECURITY

As a member of the Peirce College community, students are responsible for reporting violations of the College's safety and security policies as soon as they becomes aware of such violations.

Students should report immediately to Security Services any violation of policy or other event that results in a dangerous or threatening situation. At the 1420 Pine Street campus, students can reach Security Services by using the telephone located by the elevators on each floor of College Hall, or by using the telephones inside the elevators of College Hall and Alumni Hall. In College Hall or Alumni Hall, students can reach Security Services by dialing extension 9444. Students at any site other than the 1420 Pine Street campus should immediately contact the local area police.

Students should report any violation of policy which does not result in a dangerous or threatening situation, but which occurs during a class, to the faculty member responsible for the class, or to the Assistant Dean, Student Support Services. Similarly, if, while in a supervised department setting, students become aware of a policy violation that does not result in a dangerous or threatening situation, he/she should report the violation to the department supervisor or to the Assistant Dean, Student Support Services.

SECURITY BACKGROUND SEARCHES

The College and its affiliated partners at their discretion, may require multi-state criminal background checks, State Child Protective Registry Checks, and FBI fingerprinting checks at the College's expense and/or its affiliated partners expense in order to meet state requirements for attending or working in certain States.

⁵ A process in which all entrances/exits of the College are locked to secure the premises.

⁶ A process in which all occupants are to remain inside the College for their safety. This is typically used when there is a civil disturbance outside the College premises.

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SECURITY SEARCHES

To protect our students and the College community, the College reserves the right to search at any time any person or property on the College's premises, including, but not limited to a student's personal possessions, handbag, back pack, brief case, packages, belongings, files or any other bag or container that the College deems necessary to search.

In addition, the College reserves the right to monitor, access, search, block, copy, review, and disclose at any time (both in real time and after the fact) messages or documents created, sent, stored, or received, as well as any websites visited on (and, for each, regardless of whether accessed remotely or on-premises), any the College's communication systems, including, but not limited to:

- Telephone system
- Fax machines
- Computer software and hardware
- Email system
- Voicemail system
- Internet Server

By using the College's communication systems (with respect to which you have no expectation of privacy), individuals consent to the College's monitoring, accessing, searching, blocking, copying, reviewing and disclosing, both in real time and after the fact, any documents or messages which they create, send, store, or receive, as well as websites visited on (and, for each, regardless of whether accessed remotely or on-premises), the College's communications systems.

In addition, the College reserves the right to view, record, play back, and print recorded images from the College security surveillance system to be used for investigative and/or informational purposes. The College also reserves the right to hand search individuals entering the building or use mechanical devices such as a magnetometers and X-ray equipment for heightened screening.

Further, random unannounced searches are the sole discretion of the College. Anyone refusing to have their person or property searched will either be escorted out of the building or not be permitted to enter the building. Furthermore, any student who fails to submit to a search, as required, will be subject to disciplinary action, up to and including expulsion from the College. For purposes of this Policy, the College's premises include all College owned or leased facilities, buildings, parking areas, campus, and surrounding grounds, and motor vehicles.

SEX OFFENDER REGISTRATION

In accordance with the Jeanne Clery Act and the Family Rights and Privacy Act of 1974, the College is required to issue information advising the campus community where law enforcement information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already obligated to register in a State to provide notice to each institution of higher education in that State at which the person is employed, carries a vocation, or is a student.

Students and employees of Peirce College seeking law enforcement agency information concerning registered sex offenders can visit www.pameganslawstate.pa.us, an online listing established by the Pennsylvania State Police to provide timely information to the public on Sexually Violent Predators residing in the Commonwealth.

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Students and employees may also refer to sex offender registries for Delaware and New Jersey:
Delaware: <http://desexoffender.dsp.delaware.gov/SexOffenderPublic/#> New Jersey:
http://www.njsp.org/info/reg_sexoffend.html

Unlawful use of the information for purposes of intimidating or harassing another is prohibited. If you suspect that a child is being abused or neglected, please contact your local child protective services office or local law enforcement agency. Many States have a toll-free number to report suspected child abuse or neglect. To find out where to call, visit
http://www.childwelfare.gov/pubs/reslist/rl_dsp.cfm?rs_id=5&rate_chno=W-00082

STUDENT HEALTH SERVICES

Peirce College does not provide student health services on campus. Students in need of medical attention are encouraged to contact their primary care physician or their local community health services department or hospital. In the event of medical emergency, students should call 911.

VISITORS

Any visitor to campus, including but not limited to vendors, must be escorted by a member of the host department from the Customer Service Desk to the scheduled meeting place.

Prospective students entering through the College Hall, Pine or Carlisle Street entrances must sign in at the Customer Service desk. They will be permitted to enter only the Admissions Office without an escort. Someone from the host department must escort students going to any other College location.

It is understood that there will be times when a prospective student, current student, or graduate brings a guest or child on campus. Nonetheless, children are not permitted in the buildings unless they are accompanied at all times by their parent or guardian. Under no circumstances are guests or children permitted in learning environments, including but not limited to classrooms, computer labs, and the Library.

VI. CONSUMER INFORMATION

The College is required by the U.S. Department of Education to provide consumer information to prospective students, current students, and alumni. The consumer information will provide students with the information necessary for choosing appropriate academic programs and for fully understanding the responsibility of loan repayment.

- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Campus Security/Clery Act) requires an Annual Security Report disclosing the College's security policies (including emergency response and evacuation procedures and timely warnings) and reporting of crime statistics.
- The Student Right-to-Know Act requires disclosure of information on graduation, completion, retention and transfer-out rates of certificate or degree- seeking first-time full-time undergraduate students.
- Financial Aid Information:
 - description of all the federal, state, local, private, and institutional need-based and non-need-based student financial assistance programs available to students
 - how students apply for aid and how eligibility is determined
 - criteria for selecting recipients from the group of eligible applicants
 - criteria for determining the amount of a student's award
 - how and when financial aid will be disbursed
 - rights and responsibilities of students receiving aid
 - how the school provides for Pell-eligible students to obtain or purchase required books and supplies by the seventh day of a payment period and how the students may opt out
 - terms and conditions of any employment that is part of the financial aid package
 - terms of, schedules for, and the necessity of loan repayment and required loan exit counseling
 - criteria for measuring satisfactory academic progress, and how a student who has failed to maintain satisfactory progress may reestablish eligibility for federal financial aid
 - costs of attendance: the costs of attending the school (tuition and fees, books and supplies, room and board, and applicable transportation costs, such as commuting), and any additional costs of the program in which the student is enrolled or has expressed an interest
 - who to contact for information on student financial assistance and for general school issues
 - withdrawal from the College: a statement of the requirements for the return of Federal Student Aid (FSA) program funds when a student withdraws from the College, information about any refund policy with which the College must comply, and the requirements for officially withdrawing from the College
 - entrance and exit counseling
- General Information about Peirce College
 - accreditation and licensing: the names of associations, agencies, and/or governmental bodies that accredit, approve, or license Peirce College and its programs, and the procedures by which a student may receive a copy for review of the College's accreditation, licensure, or approval
 - degree and certificate programs and training, and other education offered
 - services and special facilities for students with disabilities, including intellectual disabilities
 - voter registration information
 - terms and conditions under which students receiving federal education loans may obtain deferments
 - instructional, laboratory, and other physical plant facilities associated with the academic programs
 - a list of the faculty and other instructional personnel
 - any plans by the school to improve academic programs, upon a determination by the school that such a plan exists

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- textbook information
- student body diversity information
- job placement and type of employment information on graduates
- graduate and professional education information on bachelor degree graduates
- description of any written agreements the College has entered into
- net price calculator
- the Financial Aid Shopping Sheet
- gainful employment program information and disclosures
- contact information for filing complaints with the College's accreditors, state approval or licensing entities
- Student Rights under the Family Educational Rights and Privacy Act (FERPA). For related information, please refer to the FERPA policy, which appears in SECTION IX.
- Drug and Alcohol Abuse Prevention Information. For related information, please refer to the Campus Safety and Security policy, which appears in SECTION V.
- IRS Form 1098-T an Internal Revenue Service (IRS) requirement

For more information, please go to <http://www.peirce.edu/About/Compliance.aspx> to find links to other departmental sites that disclose specific information.

CREDIT CARD MARKETING POLICY

According to the Credit Card Accountability and Disclosure Act of 2009, implemented by the Federal Reserve Board, colleges and universities must adopt a policy that regulates credit card marketing on college campuses. As a result, Peirce College has implemented the following policies and procedures to ensure compliance with this regulation:

1. Credit card marketers must be first approved by the Vice President, Finance with a confirmed agreement before any marketing takes place via mail, email, on campus, or other means deemed appropriate.
2. Credit card marketers may be limited to the amount of time they can market credit card information.
3. Credit card marketers may be limited to specific areas of the campus.
4. Credit card marketers are prohibited from offering tangible items (e.g., gifts, coupons, gift cards, etc.) to any students in exchange for a student applying for or opening a credit card account if such an offer is made on campus, near the campus, or at an event sponsored or related to the College.
5. Credit card marketers must provide credit card debt education literature that the College can provide to students and/or alumni. Violation of the credit card marketing policy may result in breach of a credit card agreement.

Upon request, credit card agreements between the College and any card issuer or creditor for the purpose of marketing a credit card will be provided. To request a copy of the College's credit card agreement(s), please contact the College's Controller at 215-670-9600.

VII. EQUAL OPPORTUNITY

NONDISCRIMINATION

Peirce College is an Equal Opportunity Institution. The College is committed to ensuring equal opportunity in all employment decisions, policies, and practices, and in connection with all educational programs and activities (including but not limited to recruitment, admissions, access to programs and course offerings, counseling, financial aid and scholarships, employment, use of facilities, and College-sponsored extracurricular activities).

The College will not engage in or tolerate unlawful discrimination, harassment, or retaliation on the basis of race, gender, ethnicity, religion, a religious group's actual or perceived shared ancestry or ethnic characteristics, age, national origin, color, disability, marital status, familial status, veteran status, ancestry, genetic characteristics, pregnancy, childbirth, or medical conditions related to pregnancy or childbirth, creed, citizenship, sexual orientation, gender identity or expression, military status, or any other protected classifications in its employment, admissions, programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and other applicable statutes and College policies.

The College's Policy on equal opportunity supports and is consistent with the College's commitment to enhancing diversity and inclusiveness. Diversity and Inclusion is broader than our commitment to equal opportunity associated with the protected classifications identified under local, state, or federal law. Diversity & Inclusion embraces diverse experiences, perspectives, ideas, styles, and affiliations as well as fosters an inclusive environment. We believe that we are much stronger as a College as a result of enriching our diversity and creating a culture that promotes inclusion. We strive to ensure that we have policies and practices, which are respectful of Diversity and Inclusion.

COMPLAINT PROCEDURE FOR TITLE IX AND EQUAL OPPORTUNITY RELATED CONCERNS

The College encourages the reporting of all incidents of discrimination, harassment (including but not limited to sexual assault and violence), and/or retaliation⁷.

If you believe that you have been unlawfully discriminated against, harassed, or retaliated against by any College officer, employee (including a member of the faculty, administration, or support staff), student, alum, contractor (including a Co-op employer), vendor, or supplier, or other nonemployee with whom you may come into contact and/or interact in connection with your employment with the College, please speak immediately to Assistant Dean, Student Support Services; Dean, Advising and Registrar; Vice President, Academic Advancement; Vice President, Student Services & Retention Management or Vice President, Human Resources/Chief Diversity and Inclusion Officer. The Vice President, Human Resources/Chief Diversity and Inclusion Officer also serves as the Title IX Coordinator is a member of the Human Resources Department and is available at 3R Alumni Hall, 215-670-9328. Please speak with the person with whom you feel most comfortable⁸.

Although not prohibited, the College strongly discourages students from dating (or attempts at dating) or entering into relationships of a romantic or sexual nature with College faculty, administration, or staff who

⁷ *The College makes additional resources available to individuals who believe they have been subjected to an incident of sexual assault/sexual violence. (Please refer to the Sexual Assault Awareness, Prevention, and Response policy for additional information and resources.)*

⁸ *You also may approach the person who is harassing you or treating you unfairly and notify the person that the conduct or behavior is unwelcome. However, the College realizes that in some instances such action may not be appropriate and you are not required to do so.*

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may have the authority to influence, directly or indirectly, any term or condition of their student status. If such a relationship develops, students are encouraged to notify the Assistant Dean, Student Support Services, promptly.

Upon receipt of the complaint, the College will do the following:

- Conduct a prompt and thorough impartial investigation within 60 calendar days, complex cases may take longer.
- Use a preponderance of the evidence standard in the investigation (meaning it is more likely than not the sexual harassment or violence occurred.)
- Disclose allegations only to the extent necessary to conduct the investigation/take corrective action⁹.
- Take corrective action with respect to any student, graduate, officer, employee or nonemployee who has engaged in illegal and/or inappropriate behavior, up to and including discipline up to termination of his or her relationship with the College; and
- Neither engage in nor tolerate any unlawful retaliation against anyone who makes a complaint alleging unlawful discrimination, harassment, or retaliation, serves as a witness, or participates in the College's investigation

At times, it may be appropriate to explore whether informal resolution will address a conflict. However, the College does not require that parties participate in the informal resolution process. Moreover, the parties have the right to end the informal resolution process at any time and utilize the formal complaint process at any time. Finally, some reports of discrimination or harassment, such as sexual violence or other forms of physical assault are never appropriate for informal resolution and will require a formal investigation. Regardless of whether a formal complaint is filed, if the College has credible notice – either direct or indirect – of possible discrimination, harassment, or retaliation against a member of the College community, it will take immediate and appropriate steps to evaluate what occurred and determine if further action is required as well as prevent any further recurrence. Any response to such notice may be limited if the events giving rise such notice cannot be verified by independent facts. By way of example, the College will investigate allegations of sexual harassment, and take appropriate action, even if a complainant does not wish to pursue the disciplinary process; however, a complainant should be aware that any response may be hindered by the complainant's wish to anonymity and/or inaction.

NOTE: In connection with complaints of sexual violence/harassment, additional procedures may apply.

Students, who are not entirely satisfied with how their complaint has been handled, should contact the President & Chief Executive Officer of the College in writing so that he/she can look into the concerns.

DISCRIMINATION, RETALIATION, OR HARASSMENT ADVANCED BY NON-EMPLOYEES

The prohibitions set forth in this policy apply not only to the students of Peirce College but also to the College's officers, employees (including faculty members, administration, and staff) and to other nonemployees with whom students may come in contact and/or interact in connection with their educational experience (such as College contractors, including Co-op employers, the College's vendors and suppliers). Consequently, if you feel discriminated against, harassed (sexually or otherwise), or retaliated against by one of the College's officers, employees, or other nonemployee in connection with

⁹ *An individual has the option to file a formal criminal complaint with the appropriate law enforcement agency, to pursue the College's internal complaint process or to pursue both processes simultaneously. Where both an external criminal complaint is being investigated as well as an internal complaint is being investigated by the College, the College will proceed with its own internal investigation and will not unduly delay such investigation, even while law enforcement personnel are conducting their investigation.*

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your educational experience, you should use the procedure set forth below. Conversely, the prohibitions set forth in this policy apply to the student's conduct relative to the College's officers, employees, other students, and other non-employees with whom students may come into contact and/or interact in connection with their educational or student employment experience.

RESOURCES/CONTACT INFORMATION

The Vice President, Human Resources/Chief Diversity & Inclusion Officer has been designated as Title IX Coordinator to handle inquiries regarding nondiscrimination policies (including policies prohibiting harassment and retaliation) and to serve as the overall campus coordinator for purposes of Title IX compliance, and is available at 3R Alumni Hall, hsgolen@peirce.edu, or 215-670-9328. In addition, the following individuals have been designated as Deputy Title IX Coordinators:

- The Manager, Employment & Employee Services will serve as the Deputy Title IX Coordinator for matters related to prospective or current employees, and is available at 3R Alumni Hall, dmjuarez@peirce.edu, or 215-670-9217.
- The Manager Faculty Recruitment & Professional Development will serve as the Deputy Title IX Coordinator for matters related to prospective or current employees, and is available at 2 College Hall, or 215-670-9256.
- The Assistant Dean, Student Support Services will serve as the Deputy Title IX Coordinator for matters related to prospective or current students, and is available at 2 Alumni Hall, tathomas@peirce.edu, or 215-670-9423.
- The Dean, Academic Advising & Registrar will serve as the Deputy Title IX Coordinator for matters related to prospective or current students, and is available at 3 Alumni Hall, svbegley@peirce.edu, or 215-670-9072.

The following individuals have been designated to handle inquiries regarding the Americans with Disabilities Act, the Rehabilitation Act, and related statutes and regulations:

- The Chief Employee Services/Risk Management Officer who is a member of the Human Resources Department will serve to handle matters related to prospective or current employees, and is available at 3R Alumni Hall, akmurphy@peirce.edu, or 215-670-9277.
- The Facilitator, Perkins Grant/Student Disability Services Coordinator will serve to handle matters related to prospective or current students, and is available at the Mary W. Walker '33 Center for Academic Excellence, 2 Alumni Hall, dsfrank@peirce.edu, or 215-670-9251.

Inquiries concerning the application of antidiscrimination laws may be referred to the Title IX Coordinators or to the Office for Civil Rights, United States Department of Education. For further information on notice of nondiscrimination, visit <http://wdcrobcopl01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the U.S. Department of Education Office that serves your area, or call 1 (800) 421-3481.

POLICY PROHIBITING HARASSMENT ON ACCOUNT OF OTHER PROTECTED CATEGORIES

Harassment of an individual on account of other protected categories is unlawful and prohibited by this policy. Such harassment includes any unwelcome or unwanted attention, and other verbal, visual, or physical conduct or other form of offensive behavior directed toward an individual because of or on account of the individual's race, gender, ethnicity, religion, a religious group's actual or perceived shared ancestry or ethnic characteristics, age, national origin, color, disability, marital status, familial status, veteran status, ancestry, genetic characteristics, pregnancy, childbirth, or medical conditions related to pregnancy or childbirth, creed, citizenship, sexual orientation, gender identity or expression, military status, or any other protected classifications when:

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- Submission to or rejection of such conduct by an individual is used as a basis or factor in decisions affecting the terms or conditions of educational instruction, student employment, or status and/or participation in other College program or activity;
- Submission to or rejection of such conduct by an individual is used either explicitly or implicitly as a basis for a decision affecting an individual's educational instruction, student employment, or status and/or participation in other College program or activity; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's, educational experience, student working conditions, and/or participation in a program or activity by creating an intimidating, hostile or offensive academic or student employment environment.

Examples of the types of conduct that are inappropriate and violate this policy, regardless of whether they constitute unlawful harassment on account of other protected categories include, but are not limited to:

- Communication or display of offensive material capable of a stereotypical or discriminatory meaning;
- Offensive remarks containing stereotypical or discriminatory references, including unwelcome comments about an individual's body, appearance, manner, speech or dress capable of a stereotypical or discriminatory meaning;
- Racial, religious, ethnic or other stereotypical or discriminatory jokes or other inappropriate use of racial, religious, ethnic or other discriminatory language capable of a stereotypical or discriminatory meaning;
- The display in the academic or student employment environment of objects, drawings or pictures which create an intimidating or hostile academic or student employment environment; and
- Other unwelcome and unwanted conduct of a stereotypical or discriminatory nature, such as name calling and racial, religious, or ethnic innuendos.

SCOPE OF THE POLICY

It is important to remember that these prohibitions apply not only to oral and written communications, but also to electronic communications via Peirce College Technology, which include, email and voicemail, Internet communications and searches, and other technology-assisted communications. For related information, please refer to the Acceptable Usage of Computer Systems and Facilities policy, which appears in SECTION III of the Catalog.

The prohibitions on inappropriate behavior set forth above apply not only on the College campus itself but also to all other academic-related settings, such as on site locations as well as academic-related social functions. If the inappropriate behavior occurred off campus, we have no jurisdiction but will prevent, respond, and correct continuing effects. It is of no defense to inappropriate behavior that there was no bad intent, it was only a joke, or that it was not directed at any person.

POLICY PROHIBITING RETALIATION

The College will neither engage in nor tolerate unlawful retaliation of any kind against any student who makes a complaint of unlawful discrimination, harassment, or retaliation, serves as a witness, or otherwise participates in the investigatory process. As with all other provisions of this policy, all students are protected by this provision as well as restricted in terms of what they do.

Prohibited retaliation includes adverse tangible employment or educational or student employment actions, such as a reduction in a course grade or termination of student employment. Prohibited retaliation also may include adverse actions independent of the educational or student employment environment, such as trying to exclude an individual from membership in an outside professional

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organization because of a complaint he or she made during the course of his or her academic or student employment experience.

It is no defense to retaliation that the complaint did not have legal merit. Generally speaking, so long as a student acts in good faith in making a complaint alleging unlawful discrimination, harassment, or retaliation, serving as a witness, or otherwise participating in the investigatory process, no adverse action can be taken against him or her because he or she made the complaint, served as a witness, or otherwise participated in the investigatory process.

Prohibited retaliation will be handled under this policy in the same manner and subject to disciplinary/corrective action to the same degree as any other violation of this policy.

POLICY PROHIBITING SEXUAL HARASSMENT

The College will neither engage in nor tolerate sexual harassment. Consistent with the foregoing, the following behaviors are prohibited, whether by a man or a woman and whether directed at a man or a woman:

- To threaten or insinuate, expressly or implicitly, that any person is required to submit to sexual advances or to provide sexual favors as a condition for or that a person's refusal to submit to sexual advances or to provide sexual favors will affect adversely the person's:
 - Establishing eligibility for or enjoying any term, condition, or benefit associated with any of the College's academic or student services or programs,
 - Satisfying successfully the academic requirements for a course of study, or for continued enrollment and participation as a student of the College, or
 - Qualifying for or continuing in a Work Study program with the College;
- To make any decision or take any academic or student employment action based on a person's submission to or refusal to submit to sexual advances; and
- To engage in unwelcome sexually-oriented or otherwise hostile conduct which has the purpose or effect of interfering unreasonably with another person's academic or student employment performance or of creating an intimidating, hostile, abusive or offensive academic or work environment.

Sexual harassment also includes acts of sexual violence, sexual assault and other sexual misconduct (collectively, "sexual violence") and is prohibited by this policy.

Sexual violence refers to when a person is physically forced to engage in a sexual act against a person's will, is coerced into engaging in such acts or where a person is physically or mentally incapable of giving consent including, for example, due to the use of drugs or alcohol or an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, and sexual coercion. (For additional information and resources, please refer to the Sexual Violence Policy (Awareness, Prevention, and Response) which appears in SECTION X of this Catalog.)

Examples of behaviors, communications, etc. that are inappropriate, and as such, prohibited, regardless of whether they constitute unlawful sexual harassment include, but are not limited to:

- Demanding or threatening adverse academic student employment actions if sexual favors are not granted;
- Unwanted and unnecessary physical contact such as pinching, patting, repeated brushing against an individual's body;
- Demands for sexual favors in exchange for favorable treatment or continued student employment;

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- Display of pornographic material;
 - Excessively offensive remarks, including unwelcome graphic or suggestive comments about an individual's body, appearance or dress;
 - Obscene jokes or other inappropriate use of sexually explicit or offensive language;
 - Cyber-harassment;
 - The display in the academic or student work environment of sexually suggestive objects or pictures which create an intimidating or hostile academic or student employment environment; and
 - Other unwelcome and unwanted conduct of a sexual nature, such as leering, name calling, and sexual innuendos.
-

REASONABLE ACCOMMODATIONS

The College makes reasonable accommodations for students with respect to disabilities as well as religious observances, practices, or beliefs of which it is aware and which do not impose an undue hardship on the College. If a student believes he or she requires a reasonable accommodation or has a question regarding educational services, activities, programs, or facilities that are accessible to or usable by students with disabilities, please contact the Facilitator, Perkins Grant & Student Disability Services Coordinator, who is available at the Mary W. Walker '33 Center for Academic Excellence, 2 Alumni Hall (215-670-9251). For related information, please refer to the Student Disability Services policy, which appears in SECTION I.

Documentation

Students requesting reasonable accommodations with respect to disabilities must obtain and provide to Peirce current documentation of their disability before the start of the session in which they are enrolling and requesting an academic adjustment or services. This documentation must support both that a student has a disability as well as the necessity of the requested academic adjustment or services. The primary purpose of this documentation is to determine a student's eligibility for an accommodation and, if eligible, to help the College work interactively with a student to provide appropriate services. The College is not required, however, to provide accommodations that would result in a fundamental alteration to the nature of the program in which the student is enrolled or seeks to be enrolled, would create an undue financial burden, or which would pose a threat to safety and security.

General documentation requirements include, but are not limited to:

- Documentation must be provided by a licensed or otherwise properly credentialed professional who has no personal relationship (i.e. family member) with the individual but who is knowledgeable about the individual's disability and/or condition.
- Documentation must be typed or printed, dated, signed and legible with the name, title, and professional credentials of the evaluator on official letterhead and clearly define:
 - the description of the disability (Clear statement of the disability)
 - the description, name, and scores of the tests and assessments used, as appropriate – how the condition was diagnosed
 - the current existence of the disability and current need for an accommodation
 - functionality of the individual in an educational setting
 - expected progression or stability of the disability
 - rule-out statement that describes what academic and other functions the disability does not affect
 - recommended accommodations related to functional limitations
 - date of observation

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The above criteria are general guidelines only; the type of documentation will vary according to the disability. In addition, in some instances, a student may be requested to provide updated or augmented documentation in order to be reviewed more fully before being considered for services.

In addition, in reviewing a student's specific accommodation request or the recommendations of an evaluator, the College may find that while the recommendation is clinically supported, it is not the most appropriate accommodation given the requirements of a particular student's academic program. In addition, the College may also propose accommodations that would be appropriate and useful to the student but which neither the student nor the evaluator have requested.

The College appreciates that student disability records contain personal and confidential information. Such documentation is maintained in a confidential file in office of the Facilitator, Perkins Grant & Student Disability Services Coordinator and is considered part of a student's education record and will only be disclosed with a student's permission or as permitted by law (e.g., in the event of a health or safety risk). However, at times, in order to evaluate and/or provide requested or recommended services and accommodations, it may be necessary for the College to disclose disability information provided by a student or a student's healthcare provider to appropriate College personnel participating in the accommodation process.

If documentation provided by a student does not support the existence of a disability or the need for an accommodation, the student will be advised and will be provided an opportunity to supplement the initial documentation with further information from a physician, psychologist or other appropriate specialist. In the event a student's accommodation request is denied, a student may appeal that decision by utilizing grievance procedure found under the Student Disability Services policy, which appears in SECTION I.

SOCIAL RELATIONSHIPS WITH OTHERS ASSOCIATED WITH PEIRCE COLLEGE

From time to time, students become involved in social relationships while attending Peirce College. While you have a right to say "yes", you also have an absolute right to say "no".¹⁰ Consequently, if you feel any unwelcome pressure to become involved with any students, College officers, employees (including faculty members, administration, and staff), or other non-employees with whom you may come into contact and/or interact in connection with your educational experience (such as College contractors, including Co-op employers, the College's vendors and suppliers), we urge you to use the complaint procedure set forth below.¹¹

¹⁰ *Although not prohibited, the College strongly discourages students from dating (or attempts at dating) or entering into relationships of a romantic or sexual nature with College faculty, administration, or staff who may have the authority to influence, directly or indirectly, any term or condition of their student status. If such a relationship develops, students are encouraged to promptly notify the Assistant Dean, Student Support Services.*

¹¹ *If you ask a student, employee, or non-employee with whom you come into contact for a date and the person says "no," you cannot ask him or her again. Nor can you retaliate against him or her in any way.*

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WHERE DO I BEGIN?

The Federal Government's Department of Education created a document called Free Application for Federal Student Aid or FAFSA for short. This application is the same no matter what college or university you attend. Every year you think you will attend a college or university; you need to complete the FAFSA to see what funding you might be eligible to receive. The fastest way to complete the FAFSA is online at www.fafsa.gov. If you are new to this process (meaning you have never filed a FAFSA before in your name) you will need a FSA ID. FSA ID – a username and password – has replaced the Federal Student Aid PIN and must be used to log in to certain U.S. Department of Education websites. Your FSA ID confirms your identity when you access your financial aid information and electronically sign Federal Student Aid documents. If you do not already have a FSA ID, you can create one when logging in to www.fafsa.gov

Step 1: Create an FSA ID (Student and Parents (if applicable)).

Step 2: Start the FAFSA - fafsa.gov

Step 3: Student Demographic Information - name, date of birth, etc.

Step 4: School Selection - add Peirce College school code: 003309

Step 5: Visit StudentAid.gov/fsaid.

Step 6: Confirm your e-mail address using the secure code, which will be sent to the e-mail address you entered when you created your FSA ID. Once you verify your e-mail address, you can use it instead of your username to log in to the websites.

At Peirce College, the Office of Student Financial Services has work stations where you can complete your FAFSA online and we are here to answer any questions while you are filling out the application.

You will need to have the following items handy when you file your Free Application for Federal Student Aid (FAFSA):

1. Your social security number
2. Your parent(s) social security number (if applicable)
3. Your tax return and W2s if you worked or received any federal benefits during the prior year
4. Your parents' tax return and W2s if they worked or received any federal benefits during the prior year (if applicable)
5. Peirce College's school code of 003309.

Please Note: You do not have to wait until you file your Federal tax return to file the FAFSA. You can file with estimated information and then go back into the form and update once you have completed your Federal tax return.

Should you have questions while completing this application, you can call 1-800-433-3243, which is the Department of Education's help line, or contact the Student Financial Services at 215-670-9600.

ELIGIBILITY REQUIREMENTS

In order to be eligible for federal financial aid, you must meet the following eligibility requirements:

- Have a high school diploma or a General Education Development (GED) Certificate, pass a test approved by the U.S. Department of Education, or meet other standards established by your state and approved by the U.S Department of Education
- Be accepted for enrollment as working towards a degree or certificate in an eligible program
- Be a United States citizen or eligible non-citizen
- Have a valid Social Security Number
- Make Satisfactory Academic Progress (if you are a returning student)

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- Register with the Selective Service, if required (if between the ages of 18-25) as a male student. You can register online at www.sss.gov.
-

WHEN ARE FORMS DUE?

Federal Deadlines

The Department of Education will allow you to file your Free Application for Federal Student Aid after October 1st each year in order for your eligibility to be determined for all the aid programs they offer. For example, if you are going to attend college in August 2018, you will need to complete the 2018-2019 FAFSA after October 1, 2017.

State of Pennsylvania Deadlines

The Pennsylvania Higher Education Agency Association (or PHEAA as it is also known) offers eligible Pennsylvania residents the opportunity to apply for the state grant. A grant is money that does not have to be repaid. PHEAA suggests that students and family file the FAFSA by **May 1st** each year for the following award year as the Free Application for Federal Student Aid lets PHEAA know you are a Pennsylvania resident. These funds are limited and if you miss the deadline you may not receive a grant for that award year.

Peirce's Suggested Deadlines

The Office of Student Financial Services suggests you file your Free Application for Federal Student Aid as close to the beginning of the year (October through May) as possible to ensure you are in the running for all forms of funding. Several funds are limited and often run out early in the year.

Please Note: You do not have to wait until you file your Federal tax return to file the FAFSA. You can file with estimated information and then go back into the form and update once you have completed your Federal tax return. Students and parents can now access their tax information while filing the FAFSA by using the IRS Data Retrieval tool.

What does an academic year look like at Peirce?

We have a traditional academic calendar with two primary semesters 15-week semester (fall and spring) and offer a 14-week summer semester as well. Within each semester, we have sessions that are 8 weeks in the fall or spring and 7 weeks in the summer. Here is a closer look at our academic year:

FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER
15-week courses	15-week courses	14-week courses
Session 1 (8 weeks)	Session 3 (8 weeks)	Session 5 (7 weeks)
Session 1 Interim (8 weeks)	Session 3 Interim (8 weeks)	Session 5 Interim (7 weeks)
Session 2 (8 weeks)	Session 4 (8 weeks)	Session 6 (7 weeks)
Session 2 Interim (8 weeks)		

In order to be considered for most forms of financial aid a student needs to be at least 6 credits for the semester where the student is seeking funds.

CONSORTIUM AGREEMENT

Students who want to take classes at Peirce College and another college/university during the same semester may be able to use financial aid, to pay for tuition and fees, at both places provided that requirements for a consortium agreement are satisfied. Peirce College is the "home" institution that must

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process a consortium agreement with the other college/university, also called the “host” institution. Financial aid is awarded at the “home” institution.

The purpose of a consortium agreement is to ensure disbursement of the proper amount of financial aid. Consortium agreements will only be processed if it is necessary for students to receive financial aid. To qualify for financial aid, students must take a minimum of six credits hours per semester.

For students who enroll simultaneously at Peirce and another college/university, the total registration credit hours between the two schools will be used to determine your financial aid eligibility. Students who receive financial aid for classes taken at another college or university, are required to submit an official transcript of these courses to the Peirce College Registrar’s Office. Consortium agreement process:

1. Determine which courses you would like to take at another college/university
2. Speak with your Academic Advisor to make sure the course(s) will transfer back into Peirce College.
3. Speak with your Student Financial Services Specialist to obtain the consortium agreement application and to make sure you will have enough aid to cover courses at both institutions.
4. Return the application to Student Financial Services once all areas have been completed.
5. The office of Student Financial Services will contact the host institution to verify enrollment at their college/university.
6. Once your courses are completed at the host institution submit an official transcript to the Registrar’s Office at Peirce College.

All courses which are taken through the consortium agreement must count towards your degree and be transferable into Peirce College.

Please note: The host institution determines how they will accept payment for the course(s) taken. Many institutions will require a deposit or partial payment while others may allow you to pay once the course has been completed. It is your responsibility to inquire with the host institution about their billing and payment procedures.

Consortium Agreement Application processing may vary; therefore, students plan ahead to complete the consortium agreement process and registration at the host institution. A suggested submission time is three weeks prior to the start date of courses offered at the host institution.

FEDERAL AND STATE AID PENALTIES FOR DRUG VIOLATIONS

Any student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan, or work assistance during the period beginning on the date of such conviction and ending after the interval specified in the following table:

IF CONVICTED OF AN OFFENSE INVOLVING:	
The possession of a controlled substance:	Ineligibility period is:
First offense	1 year
Second offense	2 years
The sale of a controlled substance:	Ineligibility period is:
First offense	2 years
Second offense	Indefinite

If the student was convicted of both possessing and selling illegal drugs and the periods of ineligibility are different, the student will be ineligible for the longer period. A student regains eligibility the day after the

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period of ineligibility ends or when he/she successfully completes a qualified drug rehabilitation program or passes two unannounced drug tests given by such a program. Any further drug convictions will result in a repeated ineligibility status.

Students denied eligibility for an indefinite period can regain it only after successfully completing a rehabilitation program as described below or if a conviction is reversed, set aside, or removed from the student's record so that fewer than two convictions for sale or three convictions for possession remain on the record. In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility. It is the student's responsibility to certify to the Director, Student Financial Services, that he/she has successfully completed the rehabilitation program. When a student regains eligibility during the award year, Student Financial Services may award Pell, campus-based aid, and Direct and FFEL loans for the current academic term and any future terms.

Standards for a Qualified Drug Rehabilitation Program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- Be qualified to receive funds directly or indirectly from a federal, state, or local government program.
- Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company.
- Be administered or recognized by a federal, state, or local government agency or court.
- Be administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor

Students planning to participate in a drug rehabilitation program must ensure that their selected program meets the qualified drug rehabilitation program standards. After completion of a qualified program, a student may submit his/her certification statement to the Director, Student Financial Services, for review.

After review, the student will be contacted by the Director, Student Financial Services, to discuss his/her eligibility status for receiving state, federal, and/or camp.

FINANCIAL AID WARNING, PROBATION, AND APPEALS

Financial Aid Warning

A status assigned to a student who fails to make satisfactory academic progress at the end of each term (fall, spring, summer). A student will be notified stating that academic performance was not met under the Satisfactory Academic Progress policy. Students may continue to receive financial aid for the following term despite a determination that the student is not meeting the academic requirements. A letter or email will be sent to the student informing her/him of their current status. After two consecutive terms of not meeting Satisfactory Academic Progress, a student will be placed on financial aid probation.

Financial Aid Probation

Students who fail to make Satisfactory Academic Progress after two consecutive terms will have their financial aid suspended. Financial aid probation halts all federal, state, and institutional aid. Students will be notified stating that academic performance was not met under the Satisfactory Academic Progress policy. A letter will be emailed to students informing them of their status and next steps.

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Appealing Financial Aid Probation

Students placed on financial aid probation status have the right to appeal. To appeal, students with special circumstances and proper documentation (i.e., doctor's notice, death in the family, etc.), may appeal the SAP probation and/or aid eligibility suspension by completing a Satisfactory Academic Progress Appeal Form. This form is available on the student portal at <https://my.peirce.edu> under the My Finances tab. The appeal should include the following information:

A statement in the student's own words explaining why he/she failed to earn the required credits and/or required GPA for two consecutive terms and actions the student will take, or has taken, to correct or prevent the situation from reoccurring. If the appeal involves a medical reason, documentation from a doctor is required indicating the student is cleared to return to school and the medical condition will not prevent the student from being successful in the future.

If the appeal involves exceeding the maximum timeframe, documentation is required from the student's academic advisor listing the remaining courses needed to complete the degree. Submission of an appeal does not guarantee that financial aid will be reinstated. If an appeal is not received within 15 days of notification, all financial aid will be canceled and a financial aid hold will be placed on the student's account. No exceptions to this policy will be made.

Approval of Appeal

Once an appeal is approved, financial aid will be reinstated for one additional term. A student may be required to complete specific courses, reduce course load, and/or complete an education plan when financial aid is reinstated. The student must meet all requirements established to maintain eligibility. Student notification will be forwarded by mail or email with the specific requirements. This information will be provided by a Financial Aid Specialist and/or an Academic Advisor.

Denial of Appeal/No Appeal Received

If an appeal is denied or no appeal is received, a student must complete the following steps:

1. Complete a minimum of 6-12 credit hours WITHOUT financial aid from Peirce College. A student should work with his/her advisor to select the appropriate course(s).
2. Achieve a minimum GPA of 2.0.
3. Complete 100% of attempted credits. Once a student has successfully completed the above, he/she should contact the office of Student Financial Services for a review to be reinstated. A letter or email will be sent to the student with information about updated status.

INSTITUTIONAL REFUND

When a student registers for courses, a seat in one or more classes is reserved for him/her, and tuition and fee costs are incurred. These charges must either be paid by the student or charged to his/her financial aid. It is the responsibility of the student to take advantage of the instructional services that have been reserved. If a student does not want to remain in a particular class and does not want to be liable for the tuition and fees for the course, then he/she must officially drop the course within the drop/add period (100% of tuition will be refunded). If the course is not dropped within the drop/add period, tuition is refunded on the basis of the following schedule:

Drop/Withdrawal Occurring	Percent of Tuition Charged	Percent of Tuition Refund
On or Before First Day of Class	0%	100%
During Drop/Add Period	0%	100%
After Drop/Add Period	100%	0%

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MARYLAND INSTITUTIONAL REFUND POLICY

Peirce College is registered by the Maryland Higher Education Commission to enroll Maryland students in its fully online distance education programs. The following Refund Policy applies to students resident in the State of Maryland who are enrolled in online courses and programs at Peirce College for the period of July 1, 2017 through June 30, 2018. Peirce College.

- a) Shall provide a refund to any student who has completed 60% or less of a course, term, or program within the applicable billing period,
- b) Shall conform to §11–202.2. (d)(1) and, (2) of the Annotated Code of Maryland, and to COMAR 13B.05.01.10, and
- c) Shall provide for refunds of tuition to Maryland students as provided above

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

Please refer to the Institutional Refund Policy applicable to non-Maryland residents.

RETURN OF TITLE IV FUNDS POLICY

A student who is receiving any Title IV financial aid funds is subject to the Return of Title IV Fund policy if the student withdraws from Peirce College after the beginning of the semester and before the semester is completed. This policy is mandated by Federal Regulation (HEA, Section 484B; 34 CFR Part 668; 34 CFR Part 682) and affects those students who received any Title IV funds during the semester of withdrawal (Federal Pell Grant, Federal SEO Grant, Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, and Graduate PLUS Loan).

This Return of Title IV Funds (R2T4) Policy applies to any student who receives federal financial aid, has begun classes, and subsequently either withdraws from the courses the student was scheduled to complete and/or receives all unearned failing grades during the payment period. (We have three payment periods at Peirce College: summer semester, fall semester, and spring semester.) **State grant awards may also be decreased or eliminated if a student meets any of these three criteria.**

Overview of the R2T4 Policy

When a student withdraws from his/her courses, for any reason including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds the student was originally scheduled to receive. Peirce College follows the federally prescribed policies and procedures for calculating whether the student has earned all or a portion of their federal financial aid.

For students in accelerated courses (sessions) within the 15-week payment period, such as 8-week session 1, 8-week session 2, 8-week session 1 or session 2 interim, and/or any other variable length

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course that is not scheduled to run the entire term, we are required to review each session individually. This means that even if a student successfully completes one session and subsequently withdraws from a later session within the same payment period, we still must review eligibility under the most recent federal guidance.

Peirce College is required to return all unearned federal aid attributed to school charges. This means that a portion of the student's tuition and fees is no longer covered by financial aid, and the student is liable for paying the balance of school charges. This amount will be subject to immediate repayment and no further registration activity will be allowed and official transcripts will not be released until the balance is paid in full.

Return of Title IV Funds Process

The office of Student Financial Services follows the instructions outlined in the federal worksheet when calculating Title IV earnings according to the following steps.

Step 1: Student's Title IV Aid Information:

- The total net amount of Title IV aid disbursed (if any) for the payment period in which the student withdrew. A student's Title IV aid is counted as aid disbursed in the calculation if it has been applied to the student's account on or before the date the student withdrew or ceased to attend. If aid was disbursed after the student ceased attendance but prior to the date Peirce College determined the student withdrew, this aid would be considered aid that could have been disbursed and is required to be reversed from the student's account.
- The total net amount of Title IV aid disbursed plus the aid that could have been disbursed (if any) for the payment period in which the student withdrew

Step 2: Percentage of Title IV Aid Earned

The Office of Student Financial Services will calculate the percentage of aid earned as follows:

- For students attending non-accelerated courses, the number of calendar days completed by the student divided by the total number of calendar days in the payment period (weekends included) in which the student withdrew minus any scheduled breaks of 5 days or more.

Days Attended (minus scheduled breaks if attended through that period) / Days in Payment Period (minus scheduled breaks) = Percentage Completed

- For students attending accelerated courses within the payment period, the number of calendar days completed by the student divided by the total number of calendar days in the payment period (weekends included) in which the student withdrew minus any days the student was not scheduled to attend (unscheduled breaks) and any scheduled breaks of 5 days or more.

Days Attended (minus scheduled breaks if attended through that period) / Days in Payment Period (minus scheduled or unscheduled breaks) = Percentage Completed

PLEASE NOTE: If the calculated percentage exceeds 60%, then the student has "earned" all aid for that period to the extent that it has been applied to the student's account. If all aid has not been disbursed to the student's account prior to the last date of attendance the student would be entitled to all originally scheduled Title IV aid less second or subsequent direct loan disbursements.

Step 3: Amount of Title IV Aid Earned by the Student

The Office of Student Financial Services will calculate the amount of aid earned as follows:

- The percentage of Title IV aid earned (Step 2) multiplied by the total amount of Title IV aid disbursed or by what could have been disbursed for the payment period in which the student withdrew (Step 1).

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Total Aid Disbursed x Percentage Completed = Earned Aid

Step 4: Amount of Title IV Aid to be Returned or Disbursed

- If the aid already disbursed equals the earned aid, no further action is required.
- If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program in accordance with the federal guidelines. Go to Step 5.
- If the aid already disbursed is less than the earned aid, the Office of Student Financial Services will calculate a Post-Withdrawal Disbursement. If this post withdrawal disbursement contains loan funds, the student will be notified and will need to accept or decline these funds. If the student fails to respond to Peirce College within 14 days of receiving the notification, Peirce College will apply the loan funds to cover any outstanding tuition and fee charges due to the College and will cancel any remaining loan funds. (A student should evaluate the situation as not to incur additional debt unnecessarily.)

Total Disbursed Aid - Earned Aid = Unearned Aid to be Returned

Step 5: Amount of Unearned Title IV Aid to be Returned by the School

- Add the total of institutional charges for the period.
- Multiply the percentage of unearned aid by the institutional charges.
- Calculate the lesser amount of the Title IV aid to be returned with the amount of unearned charges. This equals the amount of Title IV funds to be returned by the school.

Step 6: Order of Returned Funds by the School

The order of return of funds is proscribed by the Department of Education regulations as follows:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Federal PLUS Loans (both Parent and Graduate)
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants (FSEOG)

The student's grace period for loan repayments for Federal Unsubsidized and Subsidized Direct Loans and Federal Perkins Loans will begin on the day of the withdrawal from the College. The student should contact the servicer if he/she has questions regarding the grace period or repayment status. If the student is not returning to Peirce College, exit counseling should be completed online at www.studentloans.gov.

Step 7, 8, 9, & 10: Unearned Title IV Funds Due Directly from the Student

- Subtract the amount of Title IV aid being returned by the school from the amount of Title IV aid to be returned. If the amount is greater than zero, subtract the total loan funds the school must return from the total amount of net loans disbursed to the student. If the amount is less than or equal to the total, the school will notify the holder of the loan and Federal Direct loan funds are paid back to the lender by the student in accordance with the terms of the borrower's promissory note.

If the amount is greater than the total, subtract the unearned Title IV aid due from the student with the amount of loans to be repaid by the student. Multiply the amount of Title IV grant aid that was or could have been disbursed by 50%, this is the amount of grant protection available. Subtract the initial amount of Title IV grant funding for the student to return with the grant protection. If this amount is less than or equal to zero, no further action is necessary. If the amount is greater than zero, the student must return the funds as proscribed by the Federal guidelines.

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Notification

Students will receive a notification indicating the actions taken by the Office of Student Financial Services including any information on funds that may have been returned to the federal aid program(s) on behalf of the student if the student has a balance due.

Example of Return of Funds Calculations

In the following example the student's institutional charges will be adjusted by the amounts that must be returned to the Title IV programs. Please note that charges used in these examples may not reflect true College charges. In this example the student is enrolled in two session 2 classes. The session runs from 10/31 to 12/18.

Tuition and all fees: \$3,745

Student's financial aid package consists of:

Federal Pell Grant	\$1,388
Federal SEOG	\$200
Subsidized Direct Loan	\$1,742
Unsubsidized Direct Loan	\$2,988
Total financial aid package	\$6,315
College charges paid	\$3,745

Amount of excess funds to student \$2,570

The student withdraws on 11/15. This is day 16 out of 49 days in the session. $16/49 = 32.7\%$ of Title IV funds earned by the student. Title IV funds total = \$6,315.00, therefore, $\$6,315.00 \times 32.7\% = \$2,065$ Title IV funds earned.

Title IV funds to be returned: $\$6,315 - \$2,065 = \$4,250$ to be returned to Federal Programs. Unearned Title IV funds due from the College: Institutional charges = \$3,745.00; unearned Title IV = 67.3% ($100\% - 32.7\%$); $\$3,745 \times 67.3\% = \$2,520.00$. (This will become a balance due on the student account since Return of Title IV Funds calculation is required.)

Peirce College must return \$2,520.00 of the Title IV funds. The office of Student Financial Services will reduce the Unsubsidized Federal Direct Loan by this amount since this type of aid is ahead of Subsidized Direct Loan, Federal Pell Grant, and Federal SEOG on the federal order list. (The amount of overall student loan debt is reduced.)

Unearned Title IV funds to be returned by the student: Unearned Title IV aid to be returned - amount returned by Peirce College = amount to be returned by student: $\$4,250 - \$2,520 = \$2,207.00$ to be returned by the student.

NOTE: Loan amounts to be returned by student (or parent in the case of a PLUS loan) are returned in accordance with the terms of the promissory note.

How can a student attending accelerated courses (terms) determine if they are a withdrawal for Title IV purposes?

1. After beginning attendance in the payment period, did the student cease to attend or fail to begin attendance in a course he or she was scheduled to attend? If the answer is no, this is not a withdrawal. If the answer is yes, go to question 2.
2. When the student ceased to attend or failed to begin attendance in a course he or she was scheduled to attend, was the student still attending any other courses? If the answer is yes, this is not a withdrawal; however other regulatory provisions concerning recalculation may apply. If the answer is no, go to question 3.

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3. Did the student confirm attendance in a course in a session beginning later in the payment period? If the answer is yes, this is not a withdrawal, unless the student does not return. If the answer is no, this is a withdrawal. Take, for example, a student who is a recipient of Title IV program funds who is scheduled to complete two courses in each of the two sessions within the payment period (8-week session 1 and 8-week session 2).

Scenario 1: The student begins attendance in both courses in the first session, but ceases to attend both courses after just a few days and does not confirm that he/she will return to any courses in session 2. The student is a withdrawal because he or she ceased to attend courses he/she was scheduled to attend (Yes to question 1); was not still attending any other courses (No to question 2); and did not confirm attendance in a course in a session beginning later in the period (No to question 3).

Scenario 2: The student begins attendance in both courses in the session 1, but withdraws from just one of the courses after just a few days. The student is not a withdrawal. Although the student ceased to attend a course he or she was scheduled to attend (Yes to question 1), the student was still attending another course (Yes to question 2).

Scenario 3: If the student completes both courses in session 1, but officially drops both courses in session 2 while still attending the courses in session 1, the student is not a withdrawal. Because the student officially dropped both courses in session 2 before they began and prior to the end of session 1, the student did not cease to attend or fail to begin attendance in a course he or she was scheduled to attend (No to question 1). However, because the student did not begin attendance in all courses, other regulatory provisions concerning recalculation may apply.

Scenario 4: If the student completes both courses in session 1, but is administratively dropped or officially drops both courses in session 2 after completing the courses in session 1, the student is a withdrawal. Although the student successfully completed the first session, because the student dropped both courses in session 2 after the end of session 1, the student ceased to attend courses he or she was scheduled to attend (Yes to question 1); was not still attending any other courses (No to question 2); and did not confirm attendance in a course in a session beginning later in the period because there are no later sessions within that term (No to question 3).

Scenario 5: If the student completes both courses in session 1, starts attending both courses in session 2 but withdraws from both of these courses, the student is a withdrawal. Although the student successfully completed the first session, the student ceased to attend courses he or she was scheduled to attend (Yes to question 1); was not still attending any other courses (No to question 2); and did not confirm attendance in a course in a session beginning later in the period (No to question 3).

Intent to Enroll: Confirmation of Attendance in a Future Module during the Payment Period

As mentioned in the above scenarios, when it is determined that a student has withdrawn, students must confirm attendance in a future course within the same payment period, even if the student is already registered for future courses. This action allows us to suspend the Return of Title IV Funds Calculation. As long as the student successfully completes the future course(s) within the current payment period, no other action will be necessary.

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SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (SAP) denotes a student's successful completion of coursework toward a certificate or degree. Federal regulations require the Office of Student Financial Services to monitor the progress of each federal aid recipient's progress toward certificate/degree completion. The college's academic year and certificate/degree completion requirements are defined in the catalog. The SAP policy (defined herein) for financial aid recipients is the same academic standards for those students who do not receive federal Title IV aid. A student who fails to complete his/her courses, fails to achieve minimum standards for his/her cumulative grade point average or fails to complete the certificate or degree - within the maximum timeframe, may lose his/her eligibility for all types of federal student aid administered by the Office of Student Financial Services. SAP standards are applied to for all categories of students (i.e. full and part-time) and are reviewed at the conclusion of every spring semester.

The Satisfactory Academic Progress policy affects student eligibility for the following federal programs:

Federal Pell Grant
Federal Supplemental Educational Opportunity Grant
Federal Direct Loan (subsidized and unsubsidized)
Federal Direct Parent Loan for Undergraduate Graduate (PLUS)
Federal Work Study

NOTE: The Pennsylvania Higher Education Assistance Agency (PHEAA) has a separate policy regarding state grant funds and satisfactory academic progress.

Requirements for maintaining Satisfactory Academic Progress

Any student who has attempted 15 credits at Peirce College leading up to the spring semester when progress is checked is reviewed per the SAP policy. To maintain Satisfactory Academic Progress, a federal financial aid recipient must:

1. Maintain a minimum cumulative grade point average (GPA)

As reflected under the academic section of the Peirce College Catalog and also under Academic Probation. Your cumulative GPA includes all of the courses that you have attempted at Peirce College to date including those in which you received incompletes, withdrawals or were repeated from an earlier term. (GPA requirements for institutional scholarships may be higher.) A 2.0 cumulative GPA is required in order to graduate from Peirce College; and,

2. Complete at least 67 percent of all credit hours attempted.

At the conclusion of the spring semester the total number of credits that a financial aid recipient has attempted at Peirce College will be compared to the total number of credits the recipient has completed.

Grades of A, B, C, D count as coursework that was attempted and satisfactorily completed toward the percentage of credits earned. Grades of F, W and I count as coursework that was attempted but not satisfactorily completed. (For example, an undergraduate student who enrolls for 12 credit hours and completes only 7 credit hours has completed 58.33 percent of attempted credit hours.) All attempted credits including failed courses, incompletes, withdrawals, repeated courses and credit bearing developmental courses will be included in this assessment; and,

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3. Complete a certificate or degree program in a maximum timeframe of no more than 150 percent of the average length of the program

Maximum Credit Hours: A student may receive financial aid for attempted credits in their program of study; however, the number of attempted credits cannot exceed 150% of the College's published credit hours for the educational program in which the student is enrolled.

	Certificate Program	Associates Degree	Bachelor's Degree
# of Credits in degree	30	60-63	121-123
150% of length	45	90-94	181-184

All credits attempted during the student's enrollment count when assessing the maximum time frame even those semesters in which the student did not receive federal financial aid funds.

For transfer students: The number of transfer hours accepted at the point of admission will be used to calculate the student's remaining eligibility under the 150 percent rule and will be included in the quantitative standard which includes number of credits attempted and completed. Transfer credits will be counted as attempted and earned credits in the calculation for determining SAP. See sample below:

Summer 2017	Fall 2017	Fall 2017	Spring 2018
3 credits	15 transfer credits	15 credits	15 credits

The student transferred and registered for a total of 48 credits during summer, fall and spring. Based on 48 credits, the student needs to pass a minimum of 33 credits (48 attempted credits multiplied by 67% = 32.16 credits) to successfully meet the credit completion rate. A student's grade point average at Peirce College is not affected by the transfer credits as only the credits will transfer not the actual grade(s).

Change of Program

If a student changes his /her degree program or graduates and requests another degree program, his/her coursework will be evaluated to determine the credits that count toward the new major or program. After a degree audit has been evaluated, the count of credits attempted will be reset based upon the credits completed that satisfy requirements in the new degree program. For example, if a student has attempted 60 credits but only 30 (including transfer credits) will satisfy requirements in the new degree program, then the count of the attempted credits will be reset from 60 to 30. The student in this example would have a new maximum of 60 additional credits to complete the new associate's degree program. Further, this student would have a new maximum of 151 credits to complete a new bachelor's degree.

PLEASE NOTE: A student who completes all the academic requirements for a certificate or degree but does not yet have a certificate or degree (or has not applied for graduation) is not eligible for further financial assistance for that certificate or degree.

Change of Major

A student must provide reasonable rationale for pursuing a new major if he/she has been on academic probation and the student is not making satisfactory academic progress. Such appeals will be reviewed in the conjunction with prior information obtained through the appeal process. Please consult the course catalog.

Reestablishing Eligibility

Students who fail to meet the SAP requirements will be placed on financial aid suspension and as a result will not be eligible for continued assistance from the Title IV programs to pay for their classes. Ineligible

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students are required to meet the SAP standards detailed above in numbers 1- 3 in order to regain their eligibility for Title IV aid. When extraordinary circumstances have contributed to the failure to maintain the SAP standards the student may appeal as provided below.

Satisfactory Academic Progress Appeal Policy:

All students placed on Financial Aid Probation due to failure to meet satisfactory academic progress have a right to appeal. In order for the Office of Student Financial Services to evaluate your appeal, please follow the guidelines below, providing as much detailed information regarding the circumstances of the appeal as possible. The details of the appeal must be thoroughly explained before your appeal will be evaluated. Appeals will be reviewed on a case-by-case basis.

Instructions for Submitting an Appeal

1. Complete the Satisfactory Academic Probation appeal application.
2. Attach a typed and signed letter. The appeal letter must explain the following:
 - a. A description of the unforeseen circumstance which may have prevented the student from meeting the SAP standards;
 - b. How the circumstance(s) have been resolved and;
 - c. How the circumstance(s) will not affect the student's future academic progress.
 - d. An academic plan (which has been created with your Peirce academic advisor and/or a Peirce faculty member)
3. Attach supporting documentation. Documentation of circumstances described in your letter must be included with the written appeal.

NOTE: Additional documentation may be requested after your appeal has been submitted

Appeal of Maximum Time Frame

A student who is close to exceeding the maximum time frame may appeal that status if he/she believes that there are special or extenuating circumstances. Examples of special circumstances would be: injury, illness, death of a close relative, or other extenuating circumstances. A student may submit an application for appeal (see procedure above), with supporting documentation, to the Office of Student Financial Services. The Office of Student Financial Services will notify the student of the outcome of the appeal, and if he/she will be eligible for any additional time.

Monitoring the Status of Your Appeal

It may take up to seven business days to review your appeal once it is submitted to the Office of Student Financial Services before a decision is made. All decisions are final. A second review can only be requested if you can provide new information and documentation that may have been omitted from the initial appeal. If you have not submitted your initial or follow-up documentation within the timeframe allotted, typically within seven business days of the date of the decision email, you will be responsible for any potential balance and you can discuss your payment options with the Student Financial Services Office.

You will receive written electronic mail notification of the decision made on your appeal. You can monitor the status of your appeal on Net Partner.

Below is a listing of the potential appeal statuses:

- Not Received: Based upon your current SAP status you are ineligible for federal financial aid and have not submitted an appeal.
- Received: Your appeal has been received, but not reviewed.

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- **Incomplete:** Your appeal has been reviewed, but the Office of Student Financial Services has deferred a decision on your appeal pending the receipt of additional information. The Office of Student Financial Services will send an email to your Peirce College email address detailing the additional information or documentation needed.
- **Approved:** Your appeal has been approved, and you are on SAP probation. While on probation you must follow the requirements set forth within the terms of your academic plan. The Office of Student Financial Services will monitor your academic progress each term to ensure you are meeting your individualized SAP requirements
- **Denied:** Your appeal was not approved based on the information you provided. You are not eligible to receive federal financial aid. If you intend to remain enrolled at Peirce College, you must pay your bill with other sources.

Subsequent Appeals

Students who submit appeals for subsequent semesters may not present the same extraordinary or extenuating circumstance more than once, unless it has recurred. The basis for all subsequent appeals must be fully documented in order to be reviewed by the Office of Student Financial Services.

UNDERGRADUATE LOAN CERTIFICATIONS

The amount of loan money students can borrow depends on their enrollment level at the College and on student status. All certificate students are considered first year students. All associate degree-seeking students are considered to be either first year or second year students for financial aid purposes.

Federal direct loans are a major source of financial aid for many college students. All loans, including federal direct loans, represent debts that must be repaid; however, most federal direct loans do not go into repayment until 6 months after you cease enrollment or graduate. In addition to delayed repayment, most federal direct loans have relatively low interest rates, several repayment options from which a student can choose.

Direct Subsidized Loan

A loan for students with financial need as determined by federal regulations. No interest is charged while you are in school at least half-time (6 credits), during your grace period, and during deferment periods.

Direct Unsubsidized Loan

A loan for students that has interest while the student is in school. The student can choose to pay the interest while in school or make payments when he/she has stopped attending on an at least half-time (6 credits) basis.

Please Note: Unsubsidized student loans begin to accrue interest at the time of disbursement, so you can expect to repay more than the amount you borrowed.

Direct Parent Loan for Undergraduate Students (PLUS)

The parent or parents of a dependent student can borrow a PLUS for their son or daughter. This is a credit-worthy note so the parent would go through a credit check. The parent should know that the federal government is going to check the credit bureau such as Transunion, Equifax, and/or Experian. If the parent is approved for this loan then the PLUS is in the parent's name. If the parent is denied, then the student is eligible for additional funding in the unsubsidized loan.

IX. NOTIFICATION OF STUDENTS RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Peirce College complies fully with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and makes public notification of the law. This “official notice” is incorporated into the Peirce College Undergraduate Academic Catalog and is available in the Office of the Registrar and on the Peirce College website <https://www.peirce.edu/about-peirce/consumer-information>. In addition, a web message directing students to the “official notice” is posted monthly for all students who log on with their unique ID number and password to <https://my.peirce.edu>. Students with questions about this notice or about FERPA should contact the College at info@peirce.edu, 215-670-9380, or direct questions to the U.S. Department of Education, c/o Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-5901, 202-260-3887 (<http://www.ed.gov/policy/gen/guid/fpc>).

The Family Educational Rights and Privacy Act affords students certain rights with respect to their educational records. These rights include:

- **The right to review and inspect his/her own education records**

A student has the right to inspect and review his/her own educational records within forty-five (45) calendar days of the date the College receives a request for access to the records. A student seeking to inspect and review his/her own educational records must make a written request to the College at info@peirce.edu. The written request must identify the record(s) he/she wishes to inspect.

Upon receipt of such written request, the Dean, Academic Advising and Registrar or his/her designee, shall make arrangements for access and shall notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, the Dean, Academic Advising and Registrar, shall advise the student of the correct official to whom the request should be made.

- **The right to request the amendment of his/her own educational records**

If a student believes that his/her own educational records contain inaccurate or misleading information or otherwise violates the student’s privacy rights under FERPA, the student may submit a request, in writing, to the Registrar seeking that the College amend the record as requested. The written request should identify the part of the educational record that the student wants changed and should specify why it is inaccurate or misleading or otherwise violates the student’s privacy rights. Within a reasonable time after receiving such written request, the College shall decide to either amend the educational record as requested or shall notify the student that it has decided not to amend the record and that the student has the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he/she is notified of the right to a hearing.

- **The right to provide written consent to the release of personally identifiable information**

A student’s personally identifiable information contained in his/her educational record may not be released to a third party, including family members, without written authorization of the student, except to the extent that FERPA authorizes disclosure without such consent.

- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA**

IX. NOTIFICATION OF STUDENTS RIGHTS UNDER FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Students may file a written complaint by writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC, 20202-4605

Disclosure to school officials with legitimate educational interests

One exception that permits disclosure without prior written consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health/counseling staff and work study students); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); or a person serving on the Board of Trustees.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional duties for the College.

Directory Information ¹²

Another exception that permits disclosure without prior written consent is disclosure of student directory information of current students. The primary purpose of directory information is to allow the College to include this type of information in certain College publications.

The College has designated the following information as “directory information”:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Date and place of birth
- Photograph
- Major field of study
- Dates of attendance
- Level of education
- Degrees, honors, and awards received
- The most recent previous educational agency or institution attended

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent.

A student has the right to advise the College that he/she does not wish the College to disclose any or all of the above-listed directory information without the student’s prior written consent. If a student wishes to exercise that right, the student should contact the College at info@peirce.edu in writing within 30 calendars days of the date of this notification and must specify the type(s) of directory information that the student does not want disclosed without prior written consent.

To obtain a list of all of the circumstances under which disclosure may occur in accordance with FERPA law and regulations, contact info@peirce.edu or visit the U.S. Department of Education, Family Policy Compliance Office (FPCO) website at <http://www.ed.gov/policy/gen/guid/fpc>.

¹² *These laws are: SECTION 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107–110), the education bill, and 10 U.S.C. 503, as amended by SECTION 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107–107), the legislation that provides funding for the Nation’s armed forces*

X. SEXUAL VIOLENCE POLICY (AWARENESS, PREVENTION, AND RESPONSE)

Peirce College does not tolerate any form of sexual violence or sexual harassment including, but not limited to, domestic violence, dating violence, rape, stalking or any other form of sexual offense. These behaviors are more generally addressed in the College's Policy Prohibiting Sexual Harassment, set forth in the Equal Opportunity policy found in SECTION VII of the College Catalog. Information provided in this Sexual Violence Policy is intended to supplement and reinforce the College's Policy Prohibiting Sexual Harassment.

The College is committed to preventing the occurrence of such sexual offenses which includes any sexual act directed at another person, forcibly and/or against the person's will; or not forcibly or against the person's will where the victim is incapable of giving consent. The College is also committed to offering educational programs to promote awareness of rape, acquaintance rape, domestic and dating violence, stalking, and forcible and non-forcible sex offenses, as well as taking appropriate actions in the event a sexual assault is reported. Educational programs include but are not limited to: information provided in orientation courses and new student orientation programming, awareness and prevention workshops provided during Sexual Assault Awareness and Prevention month, a community awareness day, and resource materials available throughout the campus. Such offenses may also violate federal, state, and local laws and those who engage in such acts may be subject to criminal prosecution.

ACTIVE BYSTANDER

Active Bystanders play a critical role in the prevention of sexual violence and other sexual offenses. These are individuals who observe violence or conditions that may perpetuate violence and follow the appropriate reporting procedures, such as, calling 911, informing campus security and/or college officials. It is understandable that in many circumstances, the active bystander may be uncomfortable intervening or communicating concerns; however, conveying potential risks to individuals or the college community will help the College maintain a safe environment. As a support, the Walker Center for Academic Excellence provides information on the role of active bystanders. The RAINN website also has other important information on the role bystanders can play in preventing and responding to acts of sexual violence: <https://rainn.org/get-information/sexual-assault-prevention/bystanders-can-help>.

CAMPUS DISCIPLINARY ACTION

Allegations of sexual offenses, sexual violence, including but not limited to rape, acquaintance rape, stalking, dating violence, and domestic violence, are subject to disciplinary action under the Student Disciplinary System.

The procedures of the Student Disciplinary System are more fully detailed under the Code of Student Conduct and Student Responsibility policies in the College Catalog. In the case of claims involving sexual offenses, sexual violence, including but not limited to rape, acquaintance rape, stalking, dating violence, and domestic violence, both the accused and the victim will each be allowed to choose one person who has had no formal legal training to accompany them throughout the disciplinary process. In addition, both the victim and the accused will be informed in writing of the outcome of the disciplinary proceedings, specifically, the College's final determination with respect to the alleged sex offense, and any sanctions imposed within 30 calendar days of the decision unless extenuating circumstances as well as the procedures for appeal of the determination. If the alleged victim is deceased as a result of such a crime or offense, the next of kin will be informed in writing of the outcome of the disciplinary proceedings, specifically, the College's final determination with respect to the alleged sex offense, and any sanctions imposed within 30 calendar days of the decision unless extenuating circumstances as well as the procedures for appeal of the determination. For information on the right to appeal, please refer to the Code of Student Conduct and Responsibility policy found in SECTION I of the College Catalog.

X. SEXUAL VIOLENCE POLICY (AWARENESS, PREVENTION, AND RESPONSE)

The standard of proof utilized during an investigation of sexual violence, including but not limited to rape, acquaintance rape, stalking, dating violence, and domestic violence, and other sexual offenses proceeding shall be “preponderance of the evidence”. The investigation shall proceed in a timely manner and every effort will be made to conclude the investigation within 60 days of the College’s receipt of the complaint.

A student found to have engaged in a sexual offense may be suspended and/or expelled for the first offense. The student may also be required to attend mandatory counseling or educational programs or such other penalties deemed appropriate by the College. In addition, students should be aware that independent of any action taken by the College, students may be subject to both civil and criminal authorities (including local police) and may be subject to both civil and criminal prosecution.

CAMPUS RESOURCES

In addition, there are a number of resources available to assist members of the Peirce College community and visitors to the campus who have been, or know someone who has been, the victim of sexual violence. The staff of these offices are available to provide information regarding options for pursuing a complaint as well as counseling and support.

The campus resources that are available to assist are:

- Vice President, Academic Advancement*
- Vice President, Finance & Administration
- Vice President, Human Resources/Chief Diversity & Inclusion Officer*
- Vice President, Institutional Advancement & Strategic Partnerships
- Vice President, Marketing & Admissions*
- Vice President, Student Services & Retention Management*
- Dean, Graduate Studies
- Dean, Academic Operations & Faculty Support*
- Dean, Academic Advising & Registrar
- Assistant Dean, Student Support Services*
- Associate Professor, Health Programs and Criminal Justice Studies
- Chief Auxiliary Services Officer*
- Chief Employee Services & Risk Management Officer*
- Chief Information Officer*
- Manager, Employment & Employee Services
- Manager, Payroll & Employee Services
- Director, Admissions
- Director, Student Financial Services
- Manager, Faculty Recruitment & Professional Development
- Supervisor, Auxiliary Services*
- Director, Marketing & Communications
- Supervisor, Physical Plant*
- Facilitator, Perkins Grant/Student Disability Services Coordinator

*The College’s Emergency Response Team serves as the Campus Security Authorities for the purposes of the Jeanne Clery Act reporting.

Campus resources are also available to assist members of the Peirce College community with making an immediate and direct report of suspected child abuse.

X. SEXUAL VIOLENCE POLICY (AWARENESS, PREVENTION, AND RESPONSE)

DEFINITIONS

Domestic Violence - The term “domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

Domestic violence is defined as the US Department of Justice as, “a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner”. It can be physical, sexual, emotional, economic, and psychological. If you or someone you know is experiencing domestic abuse, there is help out there. Call the National Domestic Violence Hotline: 1-800-799-SAFE (7233).

Dating Violence - The term “dating violence” means violence committed by a person: (A) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

- (i) The length of the relationship.
- (ii) The type of relationship.
- (iii) The frequency of interaction between the persons involved in the relationship.

Stalking - The term “stalking” means engaging in a course of conduct directed a specific person that would cause a reasonable person to:

- (A) Fear for his or her safety or the safety of others; or
- (B) Suffer substantial emotional distress

Rape - The term rape means a sexual assault involving an act of penetration and includes acquaintance rape (assailant and victim know each other).

Non-forcible sex acts - Includes unlawful sex acts where consent is not relevant, such as sexual contact with an individual under the statutory age of consent as defined by Pennsylvania law.

Consent - Consent is an affirmative decision to engage in mutually acceptable sexual activity, and is given by clear words or actions. It is an informed decision made freely and actively by all parties. Consent may not be inferred from silence, passivity, or lack of resistance alone. Furthermore, consent to one form of sexual activity does not imply consent to other forms of sexual activity and the existence of a current or previous dating, marital, and /or sexual relationship is not sufficient to constitute consent to additional sexual activity. Consent cannot be obtained from someone who is asleep, unconscious, or otherwise mentally or physically incapacitated, whether due to alcohol, drugs, or some other condition. Consent cannot be obtained by threat, coercion, intimidation, isolation, confinement, or force. Agreement given under such conditions does not constitute consent.

X. SEXUAL VIOLENCE POLICY (AWARENESS, PREVENTION, AND RESPONSE)

COMMUNITY RESOURCES: COUNSELING, MENTAL HEALTH, AND RELATED SERVICES

Although the College does not currently offer on campus counseling or mental health services for victims of sexual violence and other sexual offenses, there are a number of off-campus educational, counseling, and mental health services available and students are encouraged to utilize these resources.

These educational and counseling services include:

Philly SAO'S. Emergency Room Sexual Assault Services

100 E. Lehigh Avenue

Philadelphia, PA 19125

Phone: 215-707-0800 /215-427-7573

Website: <http://newphiladelphia.oh.networkofcare.org/ph/model-practice-detail.aspx?pid=1090>

Description: Provides initial emergency medical treatment and crisis counseling services for sexual assault victims.

Family Based Services: Sexual Abuse

1315 Windrim Avenue

Philadelphia, PA 19141

Phone: 215-456-2626

Description: Provides intensive individual, family, and group sexual abuse therapy with on-call crisis response available 24 hours a day, 7 days a week.

RAINN (Rape, Abuse & Incest National Network)

Phone: 1.800.656.HOPE

Website: <http://www.rainn.org>

Description: The Rape, Abuse & Incest National Network is the nation's largest anti-sexual assault organization. RAINN operates the National Sexual Assault Hotline and carries out programs to prevent sexual assault, help victims, and ensure that rapists are brought to justice.

Sexual Assault Center

10th and Sansom Street

Philadelphia, PA 19107

Phone: 215-955-6840

Description: Provides medical care for injuries, documentation, and evidence collection for legal purposes, prevention, and treatment for possible sexually transmitted infections and pregnancy. Medical follow up is offered in our Sexual Assault Follow Up Clinic along with referral for counseling to reduce emotional trauma.

New Jersey Coalition Against Sexual Assault (NJCASA)

2233 Whitehorse Mercerville Road, Suite J

Trenton, New Jersey 08609

Phone: 1-800-601-7200 (24-hour hotline)

Website: <http://www.njcasa.org>

Description: NJCASA programs provide the following free, confidential services: Twenty-four hour hotline and crisis intervention, information and referral services, short-term crisis counseling,

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advocacy, accompaniment to the hospital, police department and/or court, support groups, emergency client needs. There are rape crisis centers in 21 New Jersey counties.

Women Organized Against Rape (WOAR)

One Penn Center

1617 John F Kennedy Blvd. Suite 1100

Philadelphia, PA 19103

Phone: 215-985-3333 (24-hour hotline)

Description: Counseling and information about sexual violence are available twenty-four hours a day, seven days a week, through WOAR's hotline. WOAR's staff and experienced volunteers provide counseling and support for victim/survivors receiving medical treatment in the emergency rooms at Episcopal Hospital in North Philadelphia and Thomas Jefferson University Hospital in Center City Philadelphia.

Any student needing assistance in contacting any of these off-campus programs or counseling services related to sexual assault and/or prevention may contact the Mary W. Walker Center '33 for Academic Excellence at 888-467-3472, ext. 9251 or WCAE@peirce.edu.

For more information about sexual assault awareness and counseling services, please refer to these other organizations for additional information and support:

- Philadelphia Domestic Violence Hotline: 1-866-723-3014
- Pennsylvania Coalition Against Rape (PCAR): www.pcar.org
- National Sexual Violence Resource Center: www.nsvrc.org
- National Center for Victims of Crime: www.victimsofcrime.org
- Information on male sexual abuse: www.malesurvivor.org
- Information for adults on prevention efforts: www.heroproject.org
- Philadelphia Special Victims Unit: 215-685-3251
- Office of Emergency Shelter & Services: 215-686-7150

CONFIDENTIALITY

The College does not currently offer confidential on-campus pastoral, counseling or mental health services for victims of sexual violence and other offenses. However, victims/survivors are encouraged to seek off-campus counseling in order to speak confidentially with a professional and begin the recovery period. A member of the College community may contact any number of local community resources for these counseling services. A list of off-campus counseling, mental health, and other related services is provided within this document, **See Community Resources: Counseling, Mental Health, and Related Services.**

The College respects the rights of victim confidentiality and will honor victims' requests to keep reports confidential to the extent permitted by law, and to the extent consistent with the College's obligation to investigate allegations. Victims are encouraged to inquire about confidentiality when seeking assistance and support from the varying offices.

The College understands and appreciates that, at times, an individual who reports an act of sexual violence or other sexual offense may wish to remain anonymous and may not wish to pursue the internal disciplinary process. In such instances, consistent with its Title IX obligations, if the College has credible notice of a report of an act of sexual violence or other sexual offense against a member of the College community, the College will take immediate and appropriate steps to evaluate what occurred and

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determine if further action is required as well as prevent any further recurrence. Any response to such notice may be limited if the events giving rise to such notice cannot be verified by independent facts.

Under the Jeanne Clery Act and the College University Security Information Act of the Commonwealth of Pennsylvania, federal and state law mandates the disclosure of certain statistics regarding sexual violence that occurs within the geographic boundaries of an institution of higher education. In accordance with both the Jeanne Clery Act, as well as the Campus Sexual Violence Elimination Act (“Save Act”) provisions of the Violence Against Women Reauthorization Act of 2013 (“VAWA”), Jeanne Clery Act reports do not include the names of anyone involved, or any other information that identifies an individual. In addition, consistent with applicable law, the College will take appropriate steps to protect the identity of a victim in connection with any publicly available recordkeeping.

Consistent with applicable law, in connection with issuing a Timely Warning involving an incident of sexual violence, the College will withhold the name of the victim.

INTERIM MEASURES/CHANGES IN ACADEMIC, SUPPORT SERVICES, AND WORK STUDY ARRANGEMENTS

The College will provide written notification to a student who has been a victim of sexual violence of the options to change his or her academic, support services, and work study situations if those changes are requested by the victim and are reasonably available, the College will make such changes for the student. These changes will be made regardless of whether the victim chooses to report the crime to campus police or local law enforcement. Such changes may include, but are not limited to arranging for excused absences, extended periods of time to make up examinations, tutoring or changes in class schedule.

Because the College does not provide residential housing, the College does not have the ability to require either party to change their housing or transportation arrangements, but will assist a victim in identifying alternative off-campus housing or travel arrangements if requested by the victim.

The College will also take such other interim measures so as to protect the victim and the community, such as imposing no contact orders between the respondent and the victim.

NO RETALIATION

The College will neither engage in nor tolerate unlawful retaliation of any kind against any individual who makes a complaint of sexual violence or other sexual offenses, serves as a witness, or otherwise participates in the investigatory process.

OPTIONS FOR REPORTING SEXUAL VIOLENCE

A victim of sexual violence has the right to notify the Philadelphia Police Department (or other local law enforcement office) and pursue criminal charges through the City of Philadelphia (or the local governance in which the incident occurred) and/or to pursue disciplinary action through the College’s Student Disciplinary System.

A victim of sexual violence is encouraged to contact Security Services; Vice President, Human Resources/Chief Diversity & Inclusion Officer who also serves as the Title IX Coordinator; or the Assistant Dean, Student Support Services, who will provide information on reporting options. Security Services, the Title IX Coordinator, and/or the Assistant Dean, Student Support Services, or his or her designee, will

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assist a victim in notifying local police authorities, if the victim wishes to do so. However, a victim retains the right to decline to notify local law enforcement authorities.

PREVENTION AND AWARENESS PROGRAMS

Peirce College is committed to providing on campus and online educational programs to promote the prevention and awareness of sexual violence or sexual harassment including, but not limited to, domestic violence, dating violence, rape, acquaintance rape, stalking or any other form of sexual offense. Such educational programs also address risk reduction and the role of active bystanders in preventing such offenses.

Educational programs include but are not limited to: information provided in orientation courses and new student orientation programming, awareness, risk reduction, and prevention workshops provided during Sexual Assault Awareness and Prevention month, a community awareness day, and resource materials available throughout the campus. Other educational programs are offered by the Mary W. Walker Center '33 for Academic Excellence throughout the year as well as are available to students upon request.

In addition, literature on preventing and awareness of dating and domestic violence, risk reduction, and off-campus counseling and mental health services is available through the Mary W. Walker Center '33 for Academic Excellence, located at the main campus, 2 Alumni Hall. Students may also contact the Center at 888-467-3472, ext. 9251 or at WCAE@peirce.edu.

RISK REDUCTION

Risk reduction involves utilizing strategies to reduce one's risk of sexual assault or harassment. The Rape, Abuse, & Incest National Network, www.rainn.org provides the following helpful information on its website:

Avoiding Dangerous Situations:

While you can never completely protect yourself from sexual assault, there are some things you can do to help reduce your risk of being assaulted.

- **Be aware** of your surroundings. Knowing where you are and who is around you may help you to find a way to get out of a bad situation.
- **Try to avoid isolated areas.** It is more difficult to get help if no one is around.
- **Walk with purpose.** Even if you don't know where you are going, act like you do.
- **Trust your instincts.** If a situation or location feels unsafe or uncomfortable, it probably isn't the best place to be.
- **Try not to load yourself down** with packages or bags as this can make you appear more vulnerable.
- **Make sure your cell phone is with you** and charged and that you have cab money.
- **Don't allow yourself to be isolated** with someone you don't trust or someone you don't know.
- **Avoid putting music headphones** in both ears so that you can be more aware of your surroundings, especially if you are walking alone. <https://rainn.org/get-information/sexual-assault-prevention/avoiding-dangerous-situations>

X. SEXUAL VIOLENCE POLICY (AWARENESS, PREVENTION, AND RESPONSE)

Handling Social Situations

While you can never completely protect yourself from sexual assault, there are some things you can do to help reduce your risk of being assaulted in social situations.

- **When you go to a social gathering, go with a group of friends.** Arrive together, check in with each other throughout the evening, and leave together. Knowing where you are and who is around you may help you to find a way out of a bad situation.
- **Trust your instincts.** If you feel unsafe in any situation, go with your gut. If you see something suspicious, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.).
- **Don't leave your drink unattended** while talking, dancing, using the restroom, or making a phone call. If you've left your drink alone, just get a new one.
- **Don't accept drinks from people you don't know or trust.** If you choose to accept a drink, go with the person to the bar to order it, watch it being poured, and carry it yourself. At parties, don't drink from the punch bowls or other large, common open containers.
- **Watch out for your friends, and vice versa.** If a friend seems out of it, is way too intoxicated for the amount of alcohol they've had, or is acting out of character, get him or her to a safe place immediately.
- **If you suspect you or a friend has been drugged, contact law enforcement immediately (local authorities can be reached by calling 911 in most areas of the U.S.).** Be explicit with doctors so they can give you the correct tests (you will need a urine test and possibly others).
<https://rainn.org/get-information/sexual-assault-prevention/social-situations>

In addition, the RAINN website has other important information on preventing sexual assault in social situations: <https://rainn.org/get-information/sexual-assault-prevention/social-situations>.

The RAINN website also has other important information on safety planning, responding to pressure and computer safety: <https://rainn.org/get-information/sexual-assault-prevention>

SANCTIONS

A student found to have engaged in a sexual offense, sexual violence, including but not limited to rape, acquaintance rape, stalking, dating violence, and domestic violence, may be suspended and/or expelled for the first offense. The student may also be required to attend mandatory counseling or educational programs or such other penalties deemed appropriate by the College. In addition, students should be aware that, independent of any action taken by the College, perpetrators may be subject to both civil and criminal authorities (including local police) and may be subject to both civil and criminal prosecution.

TITLE IX COORDINATOR

Complaints of sexual violence, including but not limited to domestic violence, dating violence, stalking or rape and other sexual offenses, as well as sexual harassment can also be communicated to the Title IX Coordinator. The Title IX Coordinator is responsible for ensuring the College's compliance with Title IX and overseeing the College's review, investigation, and resolution of allegations of sexual violence and other sexual offenses. The Title IX Coordinator is the Vice President, Human Resources/Chief Diversity and Inclusion Officer and can be reached at 215-670-9328, hsgolen@peirce.edu and is located in Human Resources Department, 3R Alumni Hall.

X. SEXUAL VIOLENCE POLICY (AWARENESS, PREVENTION, AND RESPONSE)

WHAT TO DO IN THE EVENT OF A SEXUAL ASSAULT

If you believe that you have been a victim of a sexual assault or that a sex offense has occurred, you should, as soon as possible:

Report the incident immediately to campus Security Services using any of following methods:

1. Use the telephones located by the elevator on each floor of College Hall;
2. Dial extension 9444 from any telephone on campus; or
3. Dial 215-670-9444 or 215-670-9284 from any other telephone.

In addition, victims are encouraged to report sexual assault to the local Philadelphia Police Department at 911. The Assistant Dean, Student Support Services, or his or her designee, will assist a student in notifying local police authorities, if the student requests such assistance. Victims should seek medical attention immediately and preserve any evidence (do not shower, bath, eat, drink, smoke or change clothing prior to a medical or legal examination). It is important to have a forensic medical exam to check for internal injuries, receive medication for sexually transmitted infections, discuss options for HIV and pregnancy prevention, and gather forensic evidence. Victims can receive a Forensic Medical Examination at the Philadelphia Sexual Assault Response Center, and can be transported there by campus Security Services. Additional information on the PSARC is available at http://www.phila.gov/districtattorney/faq_SexualAssault.html

Victims should meet with the Title IX Coordinator or the Assistant Dean, Student Support Services, or his or her designee who will provide information on the availability of Counseling, Mental health and Related Services, Options for Reporting Sexual Violence, Interim Measures and Changes in Academic, Support Services, and Work-Study Arrangements. The College will notify a student who has been a victim of a sexual assault of the options to change his or her academic situations, and if those changes are requested by the victim and are reasonably available, the College will make such changes for the student. Such changes may include, but are not limited to arranging for excused absences, extended periods of time to make up examinations, tutoring or changes in class schedule. Because the College does not provide residential housing, the College does not have the ability to require either party to change their housing arrangements, but will assist a victim in identifying alternative off-campus housing arrangements if requested by the victim.

XI. TRANSCRIPT REQUEST

Peirce College has authorized the National Student Clearinghouse (NSC) to provide transcript ordering via the Web. Transcript orders will be transmitted electronically to Peirce College from NSC and will be processed by the Office of the Registrar. Peirce College will not fax or email official transcripts under any circumstances. The College will not accept requests made by telephone, fax, or electronic mail. Transcripts are released only with the written permission of the student. All financial obligations must be met in order to receive an official transcript. If there are outstanding financial obligations on a student's record, Peirce will only forward an unofficial transcript until payment has been made. The student will be notified if a financial hold exists. Students can order official transcripts using any major credit card; the credit card will only be charged after the transcript has been sent. The fee per transcript ordered is \$5.00. Transcripts can be ordered from Peirce College under the Transcripts Requests portlet on the home page of <https://my.peirce.edu>.

Requests made by family for a transcript of a deceased person are honored if proof of death, such as a death certificate, is provided. To make this request, please contact the Office of the Registrar at 215-670-9380.

XII. TUITION PAYMENT

Peirce College offers several different payment options. They are as follows:

- Payment in full prior to the start of each session.
- Payment plan set up through the duration of the semester without a credit card on file. Notification prior to due date is emailed to students. (A \$35 fee is charged for this service.) Students participating in the payment plan option must sign a payment installment agreement.

A valid credit card must be on file in the Student Financial Services as a guarantee of payment for the following options:

- Payment Plan — set up through the duration of a term with a valid credit card. The credit card on file is charged on the agreed upon dates without prior notification.
- Tuition Reimbursement — available to students who have the option of being reimbursed by their employer once they submit a paid receipt and the grade. A valid credit card is charged at the end of each course. A paid receipt is then mailed to the student to submit to their employer for reimbursement.
- Tuition Deferment — available to students who have the option of being reimbursed by their employer once they submit an invoice and the grade. An invoice is mailed at the end of the drop/add period of each session. Payment is made to the College upon receipt of the funds from the employer.
- Direct Billing — available to students who receive tuition assistance from their employers through a voucher system. Tuition vouchers are submitted to the Student Financial Services prior to the start of each session.

Forms for the above mentioned options can be accessed through the following link: <https://my.peirce.edu>.

It should be noted that all payments are to be in U.S. dollars (cash, check, money order, or credit card). It is the policy of Peirce College that all tuition payments are nonrefundable after the Drop/Add period for each session.

Failure to Comply

Peirce College expects its students to honor their financial obligations, repaying tuition balances in accordance with the payment plan to which they have agreed. The College reserves the right to drop students who are delinquent in their payments from upcoming classes. The College also reserves the right to deny access to the online component of classes for students who are delinquent in their payments. Students are financially obligated to pay the costs of any unreturned library materials. In the event that a student fails to satisfy his/her financial obligations to the College by incurring a past due balance, the student must contact the College immediately to make payment arrangements and to sign a promissory note. If a student's past due balance has had no activity for a three-month period, the College reserves the right to financially dismiss the student and to assign the student's account to a collection agency or to an attorney. A student who has been financially dismissed will be eligible for reinstatement only after he/she has paid his/her balance in full. If a student's account is assigned to a collection agency or to an attorney, the student will be liable for the past due balance as well as for accrued interest and any collection or attorney fees that may be incurred. Students will not be permitted to participate in the commencement ceremony or receive official transcripts and diplomas unless all financial obligations are met.

XII. TUITION PAYMENT

Undergraduate Tuition and Fees for the 2017-2018 Academic Year

Undergraduate Tuition and Fees for the 2017-2018 Academic Year Peirce College offers one of the lowest private college tuition costs in the nation. Moreover, we do not charge additional for our online courses or increase tuition for out-of-state students.

- The majority of courses are 3 credits.
- The cost of each credit is \$600.
- Total tuition per 3-credit course is \$1,800.

Related Costs

- The services fee per term is \$330
- Credit by Exam (per course) \$350
- Credit for Work Experience (per course) \$350
- Credit for Portfolio Assessment (per course) \$350
- Course Audit fee \$200
- Graduation fee \$75
- Non-refundable application fee \$50
- Payment Plan fee (per term) \$35
- Return Check fee (per check) \$25
- Transcript fee (per transcript) \$5
- Late Payment fee (per month for balance due) 1%



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