CHESTNUT HILL COLLEGE

School of Graduate Studies

2016-2017 Academic Catalog

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STUDENT/INSTITUTION RELATIONSHIP

Chestnut Hill College endeavors to present an accurate overview of its curricular and co-curricular programs, facilities and fees in this publication. The information contained herein is current as of July 1, 2016. Addenda may be posted and will appear at the end of this document when published.

As growth and changes are inevitable, Chestnut Hill College reserves the right to alter any program, requirements for a program or degree, facility or fee described in this publication without notice or obligation. Students, faculty, administrators, and staff are all obliged to follow the policies and procedures presented in this catalog. Failure to read this catalog and other sources of regulation governing academics and student life at Chestnut Hill College does not excuse anyone from the requirements and regulations discussed herein. In all of its policies and operations, the College complies with applicable federal and state laws.

A student's enrollment at Chestnut Hill College is a voluntary decision that involves acceptance of the responsibility to meet academic requirements, to adhere to policies and procedures, and to act in ways consistent with the mission of the College and civil law. Students share in responsibility for the quality of the academic and interpersonal environment at Chestnut Hill College.

Conduct that threatens or endangers the health or safety or any person on college premises, verbal or written harassment, intentional obstruction or disruption of teaching, administration or other college activities may result in dismissal from the College.

Students are responsible for all tuition and fees.

To ensure successful completion of a graduate program of studies, all students have these responsibilities:

- Demonstrate satisfactory progress in their program. Multiple requests to withdraw do not demonstrate satisfactory progress.
- Notify the Graduate Front Office of changes in name, address, home and work phone number, and personal email.
- Be familiar with all academic and financial policies, as explained in the School of Graduate Studies Academic Catalog.
- Be aware of all relevant schedules and deadlines.
- Know and observe regulations and policies of Chestnut Hill College.
- Obtain a photo ID card and carry it at all times.
- Obtain a Parking Permit and abide by parking regulations.
- Read email and mail correspondence from the School of Graduate Studies and check the Chestnut Hill College website regularly for announcements, policy changes, and other information.
- Meet all financial obligations to the College.
- Retain copies of catalogs and course syllabi for future reference and for obtaining credentials or licensure. Chestnut Hill College does not release syllabi for courses.
- Submit all requests pertaining to academic policies and procedures in writing.
- Complete the Application to Request to Graduation form and submit it by the posted deadline.
- Notify the School of Graduate Studies, in writing, of any leave of absence longer than three terms.

CONTACT INFORMATION

The School of Graduates Studies is located at:

9601 Germantown Avenue, third floor, west wing, St Joseph's Hall,
Philadelphia, PA 19118.
Phone:215.248.7170
Fax 215.248.7161
Email: gradschool@chc.edu

Assistant to the Dean for Administration and Special Projects
Amy Antrim, Ed. M.

Assistant to the Dean for Graduate Student Services
Kristen (Dittrich) Cannon, M.S.

Please refer to Directories at the end of this catalog for information about whom to contact in the School of Graduate Studies for specific concerns or requests. For further contact information, see the Chestnut Hill College website and appendices at the end of this catalog.

Front Office Hours:

Monday through Thursday	8:30am until 6:00pm
Friday*	8:30am until 4:30pm

Please call 215.248.7170 to confirm hours.

**During the summer the Front Office closes early on Fridays at 1:00p.m.*

Other Helpful Contact Information

Academic Computer Center (Computer Lab)	215.248.7195
Accelerated Program/undergraduate	215.248.7063
Admissions and Application questions	gradadmissions@chc.edu
Blackboard Questions	gradschool@chc.edu
Bookstore	http://chc.bncollege.com 215.248.7150
Catalog	SGS Website
CHC Portal (support available at all times)	helpdesk@chc.edu
Counseling Services	215.248.7104 ext. 1
Course Evaluations	gradschool@chc.edu
Disability Resource Center	215-753-3655 disabilities@chc.edu
E-mail Account Setup & Forwarding Instructions (For Students & Instructors)	gradschool@chc.edu
Financial Aid	finaid@chc.edu 215.248.7182

Fitness and Recreation Center	215.248.7743
Forms	CHC Website
Grades/Class Lists	CHC Portal: my.chc.edu
Grade Changes & Assignment of an Incomplete	gradschool@chc.edu
Graduate Office	215-248-7170 gradschool@chc.edu
Health Services	215.248.7111 Emergency: 215.242.7777 Location: Fitzsimmons Hall, 1st floor
Identification Cards (For Students & Instructors)	Security Desk at Fournier Hall 215.248.6168
International Students Services	215.248.7166
Logue Library	215.248.7050
Lost & Found (Located at Fournier Security Desk)	215.248.7090
Parking Permits	Initial information:gradschool@chc.edu Further questions: parking@chc.edu
Registration Related Issues (For Students)	GradSchool@chc.edu
Security: **EMERGENCY** All other inquiries Security Tip Line	 **215.242.7777** 215.248.7007 215.753.3680
Shuttle Services	215.753.3797
Student Accounts	accounts@chc.edu 215.248.7116
Technology Related	helpdesk@chc.edu 215.248.7195 (call from: 8:30 AM – 5:30 PM) 215.248.7035 (call from: 5 PM – 9 PM) Monitored 24 hrs per day, 7 days a week
Transcripts	registrar@chc.edu
Writing Lab	tutoring@chc.edu 215.248.7114

ACCREDITATION AND MEMBERSHIPS

Chestnut Hill College is accredited as an institution by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. Institutional accreditation does not imply specialized accreditation of the programs offered.

The College is authorized by the Commonwealth of Pennsylvania to offer graduate programs and to confer the Doctor of Clinical Psychology, and Master of Arts, Master of Education, and Master of Science degrees in disciplines defined in their catalog. The Doctoral program in Clinical Psychology (Psy. D.) is accredited by the American Psychological Association (APA). For general information about APA accreditation or specific information on the accreditation status of Chestnut Hill College, please contact: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 or 202.336.5979. The Instructional I/II, Specialist, and Principal certification programs offered through the Education Department are approved by the Pennsylvania Department of Education. The Montessori certification program is accredited by the American Montessori Society.

Chestnut Hill College holds membership in the Association of American Colleges, the America Council on Education, the National Catholic Education Association, the American Association of University Women, the Council of Independent Colleges and Universities, the College Entrance Examination Board, Association of Catholic Colleges and Universities, Association of Colleges of Sisters of Saint Joseph, Association of Catholic Colleges and Universities, Association of Independent Colleges and Universities, Association of Governing Boards of Universities and Colleges, National Association of Independent Colleges and Universities, and numerous other educational groups and learned societies.

Chestnut Hill College belongs to the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE), a group of eight independent higher education institutions in the Greater Philadelphia region. The members of SEPCHE engage in collaborative approaches to the challenges of higher education and work together to promote quality and efficiency of academic programming, student access, and community outreach through sharing a range of activities, services, technology and information.

MISSION AND VALUES

The mission of Chestnut Hill College is to provide students with holistic education in an inclusive Catholic community marked by academic excellence, shared responsibility, personal and professional growth, service to one another and to the global community, and concern for the earth. Chestnut Hill College, founded by the Sisters of Saint Joseph in 1924, is an independent, Catholic institution that fosters equality through education.

Faithful to its strong liberal arts tradition, Chestnut Hill College offers academic programs of excellence in the areas of undergraduate, graduate, and continuing studies. True to its Catholic heritage, Chestnut Hill College espouses the beliefs and values inherent in the Judeo-Christian tradition while it respects the contributions made by other faith traditions in the development of the whole person. The College nurtures a sense of integrity, spirituality, and social justice in all.
Approved by the Chestnut Hill College Board of Directors October 7, 2002.

The School of Graduate Studies dedicates itself to nine values in fulfilling this mission. We value:

- personal and professional growth throughout the community
- academic excellence
- ethical principles
- catholic intellectual tradition, history, and legacy
- spirituality
- service
- concern for the earth
- holistic pursuit of truth, integrity, and justice
- inclusive community

The School of Graduate Studies welcomes women and men of all backgrounds into its graduate programs and into a dialogue informed by the principles of lifelong learning. The faculty provides graduate students the opportunity to acquire advanced knowledge and professional skills in order to meet today's career challenges. The programs within the School of Graduate Studies prepare adult students for professions in administration of human services, instructional technology, counseling psychology, education, and clinical psychology. The aim of these programs is to graduate professionals who will be skilled, ethical, knowledgeable and confident practitioners.

Each program in the School of Graduate Studies provides opportunities for students to:

- embrace and utilize ethical principles that conform to the highest standards of integrity
- examine and address attitudes and issues of inequality in relation to gender and culture
- nurture and respond to the spiritual dimensions of life
- engage the dynamics of an ever-changing world
- acquire increased knowledge about theoretical and practical issues in their fields
- critically examine and produce scholarly research
- demonstrate leadership skills in their professions
- contribute to their specific field

Non-Discrimination Policy

Chestnut Hill College, founded by the Sisters of Saint Joseph, is committed to an active inclusive love of all people without distinction. Therefore, it is the policy of Chestnut Hill College that no person will be discriminated against by Chestnut Hill College in admission to or participation in any educational program and, moreover, no person will be discriminated against in employment, including recruitment, hiring, promotion, termination or forms of compensation or on any other terms of employment. Discrimination on the basis of any of the following is prohibited: race, ethnicity, color, religion, sex, sexual orientation, gender identity, national origin, age, marital status, familial status, disability, or status as a veteran.

ACADEMIC CALENDAR

All academic calendar information for the School of Graduate Studies is subject to change. Announcements of calendar changes will be made via email. Accelerated programs can refer to the academic calendar for SCPS (School of Continuing and Professional Studies). It is the student's responsibility to be aware of and to adhere to all pertinent dates.

Students should confirm which dates apply to their particular course/program of study.
Students should be available for dates specified in the academic calendar.
Any program-specific calendar revisions will be communicated via the course professor.

Fall 2016 (August 22-December 10)	
Late registration fee goes into effect at the close of the business day	8/5/2016
Last day to add courses on myCHC	8/21/2016
Last day to drop courses on myCHC with 100% tuition refund	8/21/2016
Classes begin	8/22/2016
Last day to drop courses on myCHC (80% tuition refund)	8/27/2016
Withdrawal period begins (student receives 'W')	8/28/2016
Last day to withdraw from courses with 60% tuition refund	9/2/2016
HOLIDAY--Labor Day--NO CLASSES	9/5/2016
Last day to withdraw from courses with 40% tuition refund	9/9/2016
Application due to request December 2016 graduation	9/30/2016
Last day to withdraw without failure (student receives no tuition refund)	9/30/2016
Deadline for Master's-level assistantship applications	10/5/2016
Fall Break	10/10/2016- 10/11/2016
Spring 2017 course registration begins on myCHC	11/7/2016
Spring 2017 course registration begins--new and non-matriculated students	11/9/2016
Assessment and evaluation window opens	11/25/2016
HOLIDAY--Thanksgiving--NO CLASSES	11/23/2016- 11/26/2016
Classes end	12/10/2016
Assessment and evaluation window closes	12/12/2016
Grades due at 5:00 P.M.	12/13/2016
Degree conferral	12/21/2016
Accelerated/Fall 2016	
Accelerated Fall I (August 22-October 15)	
Late registration fee goes into effect at the close of the business day	8/5/2016
Last day to add courses on myCHC	8/21/2016
Last day to drop courses on myCHC with 100% tuition refund	8/21/2016
Classes begin	8/22/2016
Last day to drop courses on myCHC (80% tuition refund)	8/27/2016
Withdrawal period begins (student receives a 'W')	8/28/2016
Last day to withdraw from courses on myCHC with 60% tuition refund	9/2/2016

HOLIDAY--Labor Day--NO CLASSES	9/5/2016
Last day to withdraw without failure (student receives no tuition refund)	9/16/2016
Application due to request December 2016 graduation	9/30/2016
Deadline for Master's-level assistantship applications	10/5/2016
Classes end	10/15/2016
Grades due at 5:00 P.M.	10/18/2016
Accelerated Fall II (October 17-December 10)	
Last day to add courses on myCHC	10/16/2016
Last day to drop courses on myCHC with 100% tuition refund	10/16/2016
Classes begin	10/17/2016
Last day to drop courses on myCHC (80% tuition refund)	10/22/2016
Withdrawal period begins (student receives a 'W')	10/23/2016
Last day to withdraw from courses with 60% tuition refund	10/28/2016
Spring 2017 course registration begins on myCHC	11/7/2016
Spring 2017 course registration begins--new and non-matriculated students	11/9/2016
Last day to withdraw without failure (no refund)	11/11/2016
Assessment and evaluation window opens	11/24/2016
HOLIDAY--Thanksgiving--NO CLASSES	11/23/2016- 11/26/2016
Classes end	12/10/2016
Assessment and evaluation window closes	12/13/2016
Grades due at 5:00 P.M.	12/13/2016
Degree conferral	12/21/2016

***Students should confirm that these dates apply to their particular course/program of study. Students should be available for dates specified in the academic calendar. Any program-specific calendar revisions will be communicated via the course professor.*

Spring 2017 (January 16-May 12)	
Late registration fee goes into effect at the close of the business day	12/9/2016
Last day to add courses on myCHC	1/15/2017
Last day to drop courses on myCHC with 100% tuition refund	1/15/2017
Classes begin	1/16/2017
Last day to drop courses on myCHC (80% tuition refund)	1/21/2017
Withdrawal period begins (student receives 'W')	1/22/2017
Last day to withdraw from courses with 60% tuition refund	1/27/2017
Last day to withdraw from courses with 40% tuition refund	2/3/2017
Deadline for Master's-level assistantship applications	2/3/2017
Application due to request May 2017 graduation	2/17/2017
Last day to withdraw without failure (student receives no tuition refund)	2/24/2017
Spring Break	3/6/2017-3/10/2017

Summer 2017 course registration begins on myCHC	3/13/2017
Summer 2017 course registration begins--new and non-matriculated students	3/15/2017
Assessment and evaluation window opens	4/12/2017
HOLIDAY--Easter--NO CLASSES	4/13/2017-4/17/2017
Classes end	5/12/2017
Assessment and evaluation window closes	5/12/2017
Grades due at 12:00 P.M.	5/12/2017
Degree conferral	5/13/2017
Accelerated/Spring 2017	
Accelerated Spring I (January 9-March 4)	
Late registration fee goes into effect at the close of the business day	12/9/2016
Last day to add courses on myCHC	1/8/2017
Last day to drop courses on myCHC with 100% tuition refund	1/8/2017
Classes begin	1/9/2017
Last day to drop courses on myCHC (80% tuition refund)	1/14/2017
Withdrawal period begins (student receives 'W')	1/15/2017
Last day to withdraw from courses with 60% tuition refund	1/20/2017
Deadline for Master's-level assistantship applications	2/3/2017
Last day to withdraw without failure (student receives no tuition refund)	2/10/2017
Application due to request May 2017 graduation	2/17/2017
Classes end	3/4/2017
Grades due at 5:00 P.M.	3/7/2017
Accelerated Spring II (March 6 - April 29)	
Last day to add courses on myCHC	3/5/2017
Last day to drop courses on myCHC with 100% tuition refund	3/5/2017
Classes begin	3/6/2017
Last day to drop courses on myCHC (80% tuition refund)	3/11/2017
Withdrawal period begins (student receives 'W')	3/12/2017
Summer 2017 course registration begins on myCHC	3/13/2017
Summer 2017 course registration begins--new and non-matriculated students	3/15/2017
Last day to withdraw from courses with 60% tuition refund	3/17/2017
Last day to withdraw without failure (student receives no tuition refund)	3/31/2017
HOLIDAY--Easter--NO CLASSES	4/13/2017-4/17/2017
Assessment and evaluation window opens	4/12/2017
Classes end	4/29/2017
Grades due at 12:00 P.M.	5/2/2017
Assessment and evaluation window closes	5/12/2017
Degree conferral	5/13/2017

***Students should confirm that these dates apply to their particular course/program of study. Students should be available for dates specified in the academic calendar. Any program-specific calendar revisions will be communicated via the course professor.*

Please note: there are multiple calendar formats for the summer: summer graduate (three sessions total) and the accelerated program format in two eight-week sessions.

Summer I -- Six (6) week session. Classes meet twice a week from May 15-June 24, 2016.

Late registration fee goes into effect at the close of the business day	5/5/2017
Last day to add courses on myCHC	5/14/2017
Last day to drop courses on myCHC with 100% tuition refund	5/14/2017
Classes begin	5/15/2017
Last day to drop courses on myCHC (80% tuition refund)	5/20/2017
Withdrawal period begins (student receives 'W')	5/21/2017
Last day to withdraw from courses with 60% tuition refund	5/26/2017
HOLIDAY--Memorial Day--NO CLASSES	5/29/2017
Last day to withdraw without failure (student receives no tuition refund)	6/2/2017
Assessment and evaluation window opens	6/7/2017
Deadline for Master's-level assistantship applications	6/9/2017
Assessment and evaluation window closes	6/24/2017
Classes end	6/24/2017
Grades due at 5:00 P.M.	6/27/2017

***Students should confirm that these dates apply to their particular course/program of study.*

Summer II -- Ten (10) week session. Classes meet once a week from May 15-July 22, 2017.

Late registration fee goes into effect at the close of the business day	5/5/2017
Last day to drop courses on myCHC with 100% tuition refund	5/14/2017
Last day to add courses on myCHC	5/14/2017
Classes begin	5/15/2017
Last day to drop courses on myCHC (80% tuition refund)	5/20/2017
Withdrawal period begins (student receives 'W')	5/21/2017
Last day to withdraw from courses with 60% tuition refund	5/26/2017
HOLIDAY--Memorial Day--NO CLASSES	5/29/2017
Last day to withdraw from courses with 40% tuition refund	6/2/2017
Last day to withdraw without failure (student receives no tuition refund)	6/9/2017
Deadline for Master's-level assistantship applications	6/9/2017
Application due to request August 2017 graduation	6/30/2017
HOLIDAY--Independence Day--NO CLASSES	7/4/2017
Fall 2017 course registration begins on myCHC	7/10/2017
Fall 2017 course registration begins--new and non-matriculated students	7/12/2017
Assessment and evaluation window opens	7/12/2017
Assessment and evaluation window closes	7/22/2017
Classes end	7/22/2017
Grades due at 5:00 P.M.	7/25/2017
Degree conferral	8/21/2017

***Students should confirm that these dates apply to their particular course/program of study.*

Summer III -- Six (6) week session. Classes meet twice a week from June 26-August 5, 2017.

Late registration fee goes into effect at the close of the business day	6/2/2017
Last day to add courses on myCHC	6/25/2017
Last day to drop courses on myCHC with 100% tuition refund	6/25/2017
Classes begin	6/26/2017
Application due to request August 2017 graduation	6/30/2017
Last day to drop courses on myCHC (80% tuition refund)	7/1/2017
Withdrawal period begins (student receives 'W')	7/2/2017
HOLIDAY--Independence Day--NO CLASSES	7/4/2017
Last day to withdraw from courses with 60% tuition refund	7/7/2017
Fall 2017 course registration begins on myCHC	7/10/2017
Fall 2017 course registration begins--new and non-matriculated students	7/12/2017
Last day to withdraw without failure (student receives no tuition refund)	7/14/2017
Assessment and evaluation window opens	7/19/2017
Assessment and evaluation window closes	8/5/2017
Classes end	8/5/2017
Grades due at 5:00 P.M.	8/8/2017
Degree conferral	8/21/2017

***Students should confirm that these dates apply to their particular course/program of study.*

Accelerated/Summer 2017	
Accelerated Summer I (May 1-June 24)	
Late registration fee for Accelerated program goes into effect at the close of the business day	4/14/2017
Last day to add courses on myCHC	4/30/2017
Last day to drop courses on myCHC with 100% tuition refund	4/30/2017
Classes begin	5/1/2017
Last day to drop courses on myCHC (80% tuition refund)	5/6/2017
Withdrawal period begins (student receives 'W')	5/7/2017
Last day to withdraw from courses with 60% tuition refund	5/12/2017
Last day to withdraw without failure (student receives no tuition refund)	5/26/2017
HOLIDAY--Memorial Day--NO CLASSES	5/29/2017
Assessment and evaluation window opens	6/9/2017
Deadline for Master's-level assistantship applications	6/9/2017
Assessment and evaluation window closes	6/17/2017
Classes end	6/24/2017
Grades due at 5:00 P.M.	6/27/2017

Accelerated Summer II (June 26-August 19)

Last day to add courses on myCHC	6/25/2017
Last day to drop courses on myCHC with 100% tuition refund	6/25/2017
Classes begin	6/26/2017
Application due to request August 2017 graduation	6/30/2017
Last day to drop courses on myCHC (80% tuition refund)	7/1/2017
Withdrawal period begins (student receives 'W')	7/2/2017
HOLIDAY--Independence Day--NO CLASSES	7/4/2017
Last day to withdraw from courses with 60% tuition refund	7/7/2017
Fall 2017 course registration begins on myCHC	7/10/2017
Fall 2017 course registration begins--new and non-matriculated students	7/12/2017
Last day to withdraw without failure (student receives no tuition refund)	7/21/2017
Assessment and evaluation window opens	8/9/2017
Assessment and evaluation window closes	8/16/2017
Classes end	8/19/2017
Grades due at 5:00 P.M.	8/22/2017
Degree conferral	8/21/2017

***Students should confirm that these dates apply to their particular course/program of study. Courses meeting on Thursday in the non-Accelerated program must address the missing class time in their syllabi.*

ADMISSIONS

Director: Denise Saurennann
saurennannad@chc.edu
215-248-7020

Associate Director: Andrew McCarthy
mccarthya@chc.edu
215-248-7193

Assistant Director: Amy Boorse
boorsea@chc.edu
215-248-7097

Graduate Admissions Office
gradadmissions@chc.edu

The following admissions policies apply to all master's degree, certificate, certification, and post-master's certificate and certification programs. **For Psy.D. admissions requirements and policy information, see the catalog section for the Psy.D program.**

Contact the Graduate Admissions Office for application materials, graduate program information, admissions requirements, and answers to general questions. An initial consultation about requirements with the admissions staff or attendance at an Information Session is recommended, but not required.

For questions regarding financial matters, please contact the office of Student Financial Services at 215-248-7182.

Graduate Status

Matriculated
Applicants who have completed the admissions process and been formally accepted into a graduate degree or non-degree graduate program (non-degree: certificates, certification preparation, and licensure preparation) are considered matriculated.

Once accepted, applicants must confirm the term they plan to begin classes as soon as feasible by contacting gradadmissions@chc.edu or 215-248-7097.

After enrolling, students must complete their programs of study within six years, unless a formal extension is granted. Students who find it necessary to interrupt their course of study for three or more consecutive terms must request a *Leave of Absence* (see Academic Policies and Procedures: *Leave of Absence* and *Time Limitation*). Students who do not request a *Leave of Absence* will be designated as inactive and must request Reinstatement in order to return (see *Reinstatement Policy* for details). Students may choose to defer the term that they begin by contacting the Graduate Admissions Office.

Non-Matriculated
Visiting or professional enrichment students (non-matriculating) and those who are in the process of completing the graduate admissions process (pre-matriculating) are included in this category. Students in this category may take up to 25% of the credits required for their planned degree program; however, successful completion of courses prior to acceptance **does not guarantee admission**. Non/pre-matriculated students taking Education courses are limited to six credits.

Students may register after submitting an application form, application fee, and an undergraduate transcript from their degree-granting institution. (An official transcript must be received before the completion of the first course. Grades will not be issued until the official transcript is received). Transfer courses from other institutions count toward the 25% limit.

NOTE: Students who receive a grade of "C+" or below in a non/pre-matriculated course will be automatically discontinued from the graduate admissions process. Student who receive a B- or lower in a graduate level class while seeking full admissions to the Administration of Human Service combined program will be discontinued from the graduate admissions process.

Application Deadlines

The School of Graduate Studies maintains a rolling admissions process for master's-level programs. Students seeking acceptance prior to registration should allow adequate time for interviews and, if accepted, registration. For matriculation, the guidelines for submission of all application materials are as follows:

Fall: July 1st **Spring: November 1st** **Summer: April 1st**

Extensions may be granted on an individual basis; contact gradadmissions@chc.edu for information and assistance. Unless an extension is requested, all application materials must be received within one calendar year from the date the application is submitted. It is the applicant's responsibility to ensure that all materials have been received. If requested, applications that do not meet the deadline can be reviewed for the following term.

Application Process and Required Materials

Submitted materials become the property of Chestnut Hill College. Graduates of Chestnut Hill College programs and applicants with previous graduate degrees should contact the Graduate Admissions Office to see if they qualify for waivers of certain criteria. *CHC transcript is waived for all CHC students.
Applicants must submit the following (please see the details for each below):

- Application with Application Fee
- Official transcripts* of all previous post-secondary study
- Three Letters of Recommendation
- Professional Goals Essay
- Standardized Test Scores, as required

Application

The one-time Application fee is currently **$55 for master's applicants or $60 for doctoral applicants.** This fee is subject to change (see website for changes; application fee is waived for those attending a CHC graduate school information session and SGS graduates). The Application Form may be submitted as a hard copy, mailed, emailed, or faxed to 215.248.7161; the online application is available at www.chc.edu/Graduate/Admissions/Apply. Checks and money orders should be made out to Chestnut Hill College. Please use this address for mailing the Application and all requirements:
CHC Graduate Admissions, 9601 Germantown Avenue, Philadelphia, PA 19118

Official Transcripts

A bachelor's degree from an accredited institution is required for all graduate programs. Official transcripts from all undergraduate and graduate study are required. Official transcripts issued to students are permissible only if they arrive in the original sealed envelopes.

Letters of Recommendation

Three (3) Letters of Recommendation must be submitted using the CHC Recommendation Form. Applicants must complete the first section. Only recommendations from academic and professional sources will be accepted (professional sources should be those in a supervisory role); recommendations from friends and/or family will not be accepted. Typed recommendation attachments should be on company letterhead when feasible.

Professional Goals Essay

The essay should be a well-written, typed, and formatted paper of 400-600 words that includes the following:

- An explanation of your academic and professional goals in relationship to your life experiences and career plans
- The specific reasons the Chestnut Hill College graduate program to which you are applying corresponds with your goals, including your expectations of the program
- What you hope to contribute to the program here and to the field

Both a Writing Specialist and the Department Chair/Coordinator will grade your essay on overall writing ability, (style, motivation, grammar, mechanics, punctuation, structure of paper, paragraphs, and sentences, organization, logic, development, etc.), and content (coherence, depth/insight, connection between educational goals, life experiences and career plans, and your goals' compatibility with CHC program objectives, etc.).

Include your name, program of interest, and date. **Please proofread your essay very carefully!** Applicants may be asked to provide an on-site writing sample, if requested by the Graduate Admissions Committee.

Standardized Test Requirements
NOTE: Students holding a graduate or doctoral degree from an accredited institution are exempt from the standardized test requirement.

For all graduate programs, with the exceptions noted below, submit official scores from:

- Miller Analogies Test (MAT) – *Score Recipient Code **1609***. For more information: www.milleranalogies.com OR
- Graduate Record Examination (GRE) – *Score Recipient Code **2802.*** For more information: www.ets.org

Instructional Technology
Applicants may submit Praxis I or PECT scores or proof of state certification in any area in lieu of the above.

Administration of Human Services
Applicants may submit an on-site writing sample in lieu of a standardized test.

Education
Applicants for certification programs must refer to the Education Admissions Guidelines for further details on program entrance requirements.

International students
International students should contact the Director of Global Education at 215-242-7989 for information and assistance. In addition to all other application requirements, official transcript evaluations of degree(s) earned outside the United States are required for all international students (translation must be from a creditable organization such as WES or ECE). The Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores are required for all international students whose first language is not English unless they have successfully completed an approved ESL/FSL program.

Students are responsible for ensuring that all requirements have been submitted and received.

Interview
Qualified applicants will be contacted to schedule an interview with the Department Chair/Program Coordinator when all requirements have been received.

Evaluation of Application Materials
Upon receipt of all application materials, the Director of Graduate Admissions, Department Chair, Graduate Dean, and, if applicable, the Director of Global Education, review completed files. Applicants are notified by email and in writing of the decision regarding acceptance or non-acceptance, typically within one to two weeks.

The following guidelines are used for evaluation of application materials:

- Compatibility of student's credentials and goals with program goals and objectives;
- Record of previous coursework/experience;
- Ability to successfully complete graduate-level coursework as evidenced by standardized test scores;
- Written and verbal communication proficiency demonstrated throughout the admissions process
- Strength and choice of academic/professional recommendations;
- Ability to contribute to a learning community as evidenced by responsible participation throughout the admissions process.

All decisions of the Graduate Admissions Committee are final.

Change of Program

After admission into a graduate program, students may not change programs without permission. A consultation should be scheduled with the Program Chair/Coordinator of the program from which they would like to exit and the Program Chair/Coordinator of the new program. This consultation will provide the student and Program Chair/Coordinator an oppor-

tunity to determine what application components will be required. Application components are determined on an individual and program-by-program basis. After the consultation, the student will submit a written request to the Dean of the School of Graduate Studies. The Dean will consult with the Program Chair/Coordinator, and the student will be advised of the Change of Program decision. **Please note:** Students in the master's program are not permitted transfer into the doctoral program. Students in the M.S. in Clinical and Counseling Psychology may apply for the Psy.D. program as they are completing their master's degree but must graduate prior to the first term of the doctoral program.

Transfer Credit Information

Applicants may begin the transfer credit evaluation process during the admissions process. Applicants should supply the academic program faculty chair, coordinator, or other academic program representative with transcripts, course descriptions, syllabi, and other related materials for evaluation. However, the actual credit transfer occurs after enrollment. Only courses with grades of "B" or higher will be evaluated and accepted for transfer credit. The full policy regarding Transfer Credits can be found in the Academic Policies and Procedures section of this catalog.

STUDENT FINANCIAL SERVICES INFORMATION

St. Joseph Hall, 1st floor, End of the Music Corridor

Student Billing:
Phone: 215.248.7116
Fax: 215.242.7705
E-mail: accounts@chc.edu

Student Financial Aid:
Phone: 215.248.7182
Fax: 215.242.7705
E-mail: finaid@chc.edu

A Chestnut Hill College education is one of the best investments one can make in the future. The College prides itself on striving to be affordable for all academically qualified students who wish to attend. The Office of Student Financial Services offers individualized guidance, so that each student understands all of the financial options. Although the primary responsibility for meeting college costs rests with the student, Student Financial Services can help design a financial strategy that will make a degree from Chestnut Hill College affordable. Student Financial Services will develop a personalized financial aid package that will offer assistance with educational expenses.

By the act of registration, the student accepts responsibility to pay the entire tuition amount, regardless of the method or source of payment. Full payment must be made within seven (7) days of course registration. If payment is not made by this time, the student may be dropped from all courses. (See *Payment and Payment Options* for details.) Tuition and Fees are subject to change at any time.

Students may make payments and receive information about their accounts at the Student Accounts Office. Chestnut Hill College accepts cash payments; checks; money orders; and *Visa, MasterCard, American Express,* and *Discover*.

Regular Hours:
Monday - 9:00am to 6:00pm
Tuesday - 9:00am to 6:00pm
Wednesday - 9:00am to 6:00pm
Thursday - 9:00am to 6:00pm
Friday - 9:00am to 4:00pm

Summer Hours:
Monday - 9:00am to 6:00pm
Tuesday - 9:00am to 6:00pm
Wednesday - 9:00am to 6:00pm
Thursday - 9:00am. to 6:00pm
Friday - 9:00am to 1:00pm

Payment and Payment Options

Full payment must be made within seven (7) days of course registration. If payment is not made by this time, the student may be dropped from all courses. Re-enrollment in dropped courses is subject to availability. Tuition charges are generated every business day by 5:00pm and students may view an updated statement on the My CHC Portal anytime thereafter.

Students may contact the Office of Student Financial Services directly to arrange payment (accounts@chc.edu or 215.248.7116). If choosing the *3-month Deferred Payment* plan, one-third (1/3) of the balance is due within the 7 day period. A $75.00 deferred payment fee will be added to the first month's payment.

If the student has been approved for Financial Aid, funds will be offered. Students must then accept, decline, or accept their loan offer through the CHC portal. Credit card payments may be made over the phone or on the My CHC Portal. Payments may be mailed to **Chestnut Hill College/P.O. Box 8500 #9986/Philadelphia, PA 19178-9986**. The student's ID number must be included on all payments.

Tuition, Fees and Miscellaneous Charges

Tuition Charges

- Administration of Human Services $620.00 per credit
- Clinical & Counseling Psychology $705.00 per credit
- Education $625.00 per credit

- Instructional Technology $625.00 per credit
- Psy.D. Program $995.00 per credit
- Psy.D. Internship Courses $500.00 per credit
- Applies to PSYG950,951,952,960,961,962)

Fee and Miscellaneous Charges

- Practicum/Internship Fee* $245.00
  **Clinical & Counseling Psychology program*
- New Student Application Fee (Master's level) $55.00 (one time only)
- New Student Application Fee (Psy.D. level) $60.00 (one time only)
- Workshop Non-Credit Course $240.00
- Late Registration Fee (Master's level) $130.00
- Late Registration Fee (Doctoral level) $235.00
- Withdrawal Fee (after drop/add period) $50.00
- Fee for checks returned by bank (per occurrence) $35.00
- Montessori non-credit options[1] $200.00/$400.00/$600.00
- Montessori Supplies[2] $60.00
- Deferred Billing Fee[3] $75.00
- Late Deferred Payment Fee[4] $20.00
- Parking Permit[5] $140.00 (paid on-line)
- Graduation Fee[6] $250.00
- Enrollment Fee[7] $225.00

1 The cost of Montessori non-credit options varies according to the length of the course. A 12-hour course costs $200; a 24-hour course, $400; a 36-hour course, $600.00. Montessori credit courses are the same cost as Education.

2 Additional fees payable to MACTE and AMS are the responsibility of the student, please discuss questions and fee structure with the Director of the Montessori program.

3 The Deferred Payment Plan consists of two (2) or three (3) payments per semester. All fees and first tuition payment are due at me of registration.

4 This fee (as well as the cost of collection, if necessary) is charged to students who are not up to date on their deferred payments at the completion of a given semester.

5 Purchased after September this fee will be prorated for the remainder of the year. Not included is the $5.95 processing fee, for which the student is responsible.

6 For all SGS students who enrolled prior to Summer 2013.

7 The Enrollment Fee (formally Matriculation fee) is a one-time administrative fee charged to all new students when enrolling for their first graduate course, regardless of matriculation status.

Tuition Discounts

Chestnut Hill College offers a variety of tuition discounts to matriculated master's-level students in the School of Graduate Studies. Only one discount may be applied to a student's tuition at a time and the student must submit a completed Tuition Discount Form and, if required, verification letter to the Graduate Office at the beginning of each academic year. Verification letters must be on official company letterhead, signed by the supervisor and specify the position held by the student and whether the student is working full- or part-time. A copy of an employment contract with salary information redacted will also be accepted. Discounts are not applicable to the Psy.D program.

Forms and letters must be received by the due dates listed below and may be faxed to 215.248.7161, hand-delivered to the Graduate Office, scanned and emailed to gradschool@chc.edu, or mailed.

Forms that are submitted late will not be accepted.

- Fall Semester forms due by August 26, 2016
- Spring Semester forms due by January 13, 2017
- Summer Semester forms due by May 19, 2017

Note: Tuition discount forms are completed on an annual basis and must be resubmitted at the start of each academic year (Fall term) with appropriate supporting documentation.

Full -Time Teachers – 10% Tuition Discount
Full-Time Teachers are those currently employed in an Elementary, Middle, Junior High or High School who are actively engaged in teaching such as full-time teachers, substitute teachers, teacher's aides, paraprofessionals, and teaching assistants. Administrators in the educational system such as superintendents, principals, or assistant principals are **not** eligible for this discount.

Early Childhood Educators – 10% Tuition Discount
Early Childhood Educators are those professionals currently employed by a day care center and those working directly with children in a recognized early childhood settings. Those in a supervisory position, such as an administrative director or program director, **are** eligible for this discount.

Chestnut Hill College Alumni – 10% Tuition Discount
Alumni holding a degree from Chestnut Hill College who wish to either pursue either a master's degree or certificate, or take non-matriculated courses for professional or personal enrichment are eligible for this discount.

Full-Time Church Affiliated Ministry – 20% Tuition Discount
Individuals employed by a church, parish, congregation, synagogue, or mosque on a full-time basis are eligible for this discount. Full-time church affiliated ministry is defined as a salaried or stipend position that entails working at least forty hours per week and includes parish associates, pastoral ministers, youth ministers, directors of religious education, parish/church nurses, those who are engaged in the full time ministry of spiritual direction; and those working in a retreat center, parish setting, or spirituality center.

Veterans – 25% Discount
The veterans discount applies to veterans, their spouses and dependent children. Proof of veteran status will be required and proof of relationship (spouse or dependent) when applicable.

Returning to Learning Partnership – 25% Discount
This discount applies to: City of Philadelphia employees, their spouses and dependents; Philadelphia Housing Authority employees and employees of its subsidiaries, their spouses and dependents; SEPTA employees, their spouses and dependents; and Independence Blue Cross employees, their spouses and dependents. Employees are required to submit proof of employment will be required and proof of relationship (spouse or dependent) when applicable.

Chestnut Hill College also offers many other discounts. Please contact gradschool@chc.edu to inquire about eligibility. Documentation of employment and/or eligibility will be required.

Student Billing Hold

Students with past due accounts are placed on *business hold* and are prevented from registering for future courses, receiving course grades, receiving copies of official or unofficial transcripts, or participating in commencement ceremonies until they have made satisfactory arrangements with Student Financial Services to satisfy their accounts. A student may be dismissed from the College for continued delinquency of financial obligations. Students on a business hold should contact the Office of Student Financial Services immediately to satisfy their remaining balance. A student may be placed on business hold at:

1. Beginning of Term - for failure to make payment in full or to make satisfactory arrangements to pay the term's bill. Students in this category cannot attend classes until the Office of Student Accounts approves financial arrangements for the term.
2. During Term – for defaulted or late payment on terms arranged at the beginning of the term, for example the deferred payment plan. Students in this category cannot register for the following term, receive grades or transcripts and may be prevented from taking tests, attending classes or graduating. Students should contact Student Financial

Services immediately if they have not met their financial obligations as agreed upon prior to the beginning of the term.

Students will be removed from business hold when their bill is fully paid or addressed in a satisfactory manner, as agreed upon and approved by Student Financial Services.

Consequences of Unpaid Bills

The College reserves the right to withhold registration materials, transcripts, diplomas, and all other information regarding the record of any student who is in arrears in the payment of tuition, fees, or any other amounts due the College. This includes unpaid parking or library fines. A student may be dismissed from the College for continued delinquency of financial obligations. Unpaid bills will be turned over to a collection agency at the discretion of Chestnut Hill College. Collection costs and/or other finance charges must be paid by the student, in addition to the unpaid amount, before the College will release grades or transcripts.

Refund Policy

Students who officially withdraw from all classes at the College (see Withdrawal Procedures in Academic Section) are eligible for refunds of tuition according to the schedule below. Fees and other charges are non-refundable after the first day of classes. See Parking Permit section for information on returning parking permit for a partial refund. Students who withdraw from the College may also be required to return a portion of the Federal Financial Aid (Title IV) they received. See Return of Financial Aid Policy in the Financial Aid Section. *For purposes of calculating refunds, the calendar week begins as of the first scheduled class time of each term, regardless of the individual student's individual course start date.* For more information on the Refund Policy, contact Student Financial Services at 215.248.7116.

The following applies to Master's Level students only.

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

Doctoral students are not eligible for refunds when withdrawing from a course.

Financial Aid

Adjustments to Financial Aid

All financial aid awards are subject to change. A change may be due to, among other reasons, a change of the student's enrollment status including withdrawal or dismissal from the College; housing status; educational cost; or inclusion of additional financial aid from any source. Students are obligated to notify the Office of Student Financial Services of any educational funding that is not listed on their award notice. The inclusion of such aid could cause a current financial aid award to be revised.

Lending Code of Conduct

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

- Chestnut Hill College does not participate in any revenue-sharing arrangements with any lender.
- Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in the Office of Student Financial Services or is otherwise involved in the administration of education loans to accept any gifts of greater than a nominal value from any lender, guarantor or servicer.
- Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in the Office of Student Financial Services or is otherwise involved in the administration of education loans to accept any fee, payment or other financial benefit (including a stock purchase option) from a lender or affiliate of a lender as compensa-

tion for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.

- Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in the Office of Student Financial Services or is otherwise involved in the administration of education loans to accept anything of value from a lender, guarantor, or group of lenders and/or guarantors in exchange for service on an advisory board, commission or other group established by such a lender, guarantor group of lenders and/or guarantors.

- Chestnut Hill College does allow for the reasonable reimbursement of expenses associated with participation in such boards, commissions or groups by lenders, guarantors, or groups of lenders and/or guarantors.

- Chestnut Hill College does not assign a lender to any first-time borrower through financial aid packaging or any other means.

- Chestnut Hill College recognizes that a borrower has the right to choose any lender from which to borrow to finance his/her education. Chestnut Hill College will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.

- Chestnut Hill College will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans, or a preferred lender arrangement for Title IV loans.

- Chestnut Hill College will not request or accept any assistance with call center or Office of Student Financial Services staffing.

Applying for Federal Financial Aid/Federal School Code

Applying for financial aid is easy: all students complete the online *Free Application for Federal Student Aid (FAFSA.)* **A completed FAFSA is due each academic year.** The FAFSA is available online at www.fafsa.ed.gov. Be sure to include Chestnut Hill College's *Federal School Code* (**003245**) on the application. Only United States citizens and permanent residents may apply for federal financial aid.

The Office of Student Financial Services cannot guarantee the receipt of any financial aid from a FAFSA that is submitted within the last month of a payment period. A payment period is defined as the period of time during the school year when a student can receive a disbursement of financial aid funds-typically this is a semester.

Federal Financial Aid Eligibility

Full-time status at the graduate level requires registration in a minimum of 9 credits per semester; half-time status requires registration in a minimum of 4.5 credits per semester. In order to be eligible for *Federal Financial Aid (Unsubsidized Stafford Loans*), students must be accepted into an eligible program and register for a minimum of 4.5 credits per term.

Programs following an accelerated schedule (8-week courses) require registration for 3 credits in each of the accelerated sessions associated with a traditional 14-week semester. Fall 1 and Fall 2 sessions are equivalent to the traditional Fall semester; Spring 1 and Spring 2 sessions are equivalent to the traditional Spring semester; and Summer 1 and Summer 2 are equivalent to the traditional Summer semester.

Types of Financial Aid

Federal Unsubsidized Direct Loans (formerly *Federal Stafford Loan*)

The Federal Subsidized Direct Loan is a federally guaranteed loan with a fixed interest rate at 6.8%. Borrowers are responsible for the interest during all in-school periods, either through quarterly payments or capitalization (added to principal each year). Payments of the principal balance and interest will be deferred until six months after graduation or enrollment of less than half-time (4.5 credits). The maximum Federal Direct Loan amount that may be borrowed per academic year is $20,500. Students completing the Psy.D program may apply for additional Federal Unsubsidized Direct Loans. You must be enrolled at least half-time and must have financial need to receive additional funds.

Federal Direct Graduate PLUS Loan

To be eligible to receive a Graduate PLUS Loan, students must submit a FAFSA. The maximum amount that may be borrowed is the Cost of Education minus any other financial aid received. The interest rate is fixed at 7.9% and a 2.5% fee is deducted from each disbursement of the loan. Students must pass a credit check and, if rejected, may reapply with a cosigner.

Private Educational Loans

Matriculated students enrolled less than half-time and non-matriculated students may qualify for a Private Educational Loan. Contact the Office of Student Financial Services for a list of banks currently offering Private Educational Loans. Students must pass a credit check and, if rejected, may reapply with a cosigner.

Assistantships

Each year, Chestnut Hill College offers a limited number of assistantships to matriculated graduate students. All students completing an assistantship at the College must complete a Confidentiality Agreement before beginning work.

Master's-Level Assistantships require 6-8 hours of work per week (100 hours total each semester) in exchange for one 3- credit master's-level course per semester. All Graduate Assistants are expected to register for 6 credits per semester and must maintain a Career Grade Point Average (CGPA) of at least 3.75. Placements renew on a semester-by-semester basis. Final decisions are based on scholarship and number of credits completed (preference given to students who have completed at least six [6] master's level credits), with financial need as a secondary criterion. Students must submit the Application for Master's Level Assistantship to be considered.

Doctoral-Level Assistantships may be available for students in the Psy.D program. Doctoral assistantships cover tuition for one 3-credit doctoral-level course in exchange for a certain number of hours of work per week. There are also opportunities for *Directed Teaching* for students in Year III and beyond. *Direct Teaching* pays a stipend in exchange for teaching a graduate course under the direction of an experienced faculty mentor. See the Doctoral section for more information.

Cost of Education

Students in the School of Graduate Studies are billed on a per-credit basis; therefore the cost of education (tuition, books, supplies, living expenses and transportation) varies depending on the program.

Satisfactory Academic Progress

Students receiving federal financial aid must maintain satisfactory academic progress.

Veteran's Benefits/School Certifying Official (SCO)

Fournier Hall, Room 15
Telephone: 215.248.7064. Fax: 215.242.7707. Email: ScheetzM@chc.edu

Chestnut Hill College's ***Yellow Ribbon Program*** funds will be awarded to qualifying students. To be considered, students must be accepted and currently enrolled in a degree program at the College as verified in the submitted *Certificate of Eligibility* provided by the College's SCO, Marie Scheetz, Assistant to the Registrar.

STUDENT SERVICES

Academic Advising

Upon acceptance to a graduate program, students are assigned an *Academic Advisor*. The academic advisor helps in planning a course of study compatible with the student's background, experience, and needs. Department Chairs and Coordinators are also available for academic advising. The student is responsible for ascertaining whether prerequisites are fulfilled and that course(s) selected are appropriate for the degree program. Staff in the School of Graduate Studies or in Graduate Admissions cannot provide advising assistance to students. Advisor assignments may be viewed on the My CHC Portal.

Academic Computer Center

St. Joseph Hall, Lower Level, down the ramp to the right of the Commuter Lounge
Telephone: 215.242.7195. Email: helpdesk@chc.edu

The Academic Computer Center is open to Chestnut Hill College students only. Once enrolled, students are given a personal account on the College network, giving them a CHC email address and access to the Internet. All students must agree to abide by the College's rules and policies regulating the use of College computer resources.

Microsoft Windows-based computers are available for student use on a walk-in basis during posted day and evening hours. Students may take advantage of the state-of-the-art software for purposes such as word processing, statistical analysis, graphics, desktop publication, database manipulation, web page editing and web browsing over the Internet. Laser printers are available for high-quality printed work.

The Academic Computer Center also manages four ***Teaching Labs***: three for Microsoft Windows-based PCs, and one for Macintosh. The Teaching Labs are available for classroom instruction ranging from computer software application basics to sophisticated programming languages. The Teaching Labs are also available for use by faculty for the integration of technology in education.

The Devlin Video Production Suite in Martino Hall is an extension of the Academic Computer Center. This facility houses a state-of-the-art video editing laboratory, a television production studio and control room, a video production classroom and office. Students may also sign out camcorders and tripods for various classes as needed. Several laptop computers are also available for students to borrow.

Hours are subject to change due to holidays and other scheduling considerations. For the latest, most up-to-date lab schedule information, check the schedule posted on the door of the Computer Center.

Monday through Thursday - 9:00am to 11:00pm
Friday - 9:00am to 5:00 pm
Saturday- 9:00am to 5:00 pm
Sunday - 1:00pm to 11:00pm

Buildings

The following are the common abbreviations used in catalogs and reports:

Fournier Hall	FR
Fontbonne Hall	FH
Fitzsimmons	FZ
Saint Joseph Hall	SJH
Logue Library	LL
College Auditorium	AUD
Barbara D'Iorio Martino Hall	MH
Sugar Loaf Commonwealth Chateau	CHAT

Please refer to campus map at the end of this catalog.

Fournier Hall is the entrance to the College. The Information/Security Desk is at the main entrance. The Student Life Offices, ACCELERATED Offices, Enrollment Management Office, Admissions Offices, College Chapel and Dining room are located on the first floor. There are classrooms on the first and second floors in a section of Fournier Hall called Clement Hall. The remaining sections of the second and third floors of Fournier Hall are residence halls.

Fontbonne Residence Hall is a residence hall for first-year students. There are four stories of resident housing, lounges, kitchen and laundry facilities.

Fitzsimmons Hall is a residence for sophomores, juniors and seniors. There are five stories of resident housing. The first floor contains the Office of Residence Life, Health Services and the Elizabeth Clime Lockyer Merriam '42 Student Center. The Student Center is comprised of 3 separate lounges, the Game Room, the TV Room, and the Lounge. The Game Room has 3 wall-mounted televisions, as well as a pool table and air hockey table. The TV Room just has a large screened TV with DVD player, and furniture conducive for late night movies. The last room, the Lounge, is a large open space, with a large screened TV with VCR/DVD combination player, furniture, vending machines, and an eating area. The 1st floor also houses the laundry room for the building and a "kitchen" area that is useful for holding and serving food to students.

Saint Joseph Hall houses the impressive six-story Rotunda. The ground floor includes science labs for Physics and Environmental Sciences. On the ground floor you will also find the Bookstore, student Computer Lab, art studios, and faculty offices. On the north wing of the first floor is the Music Corridor with practice rooms, classrooms, and offices.. The east wing houses the East Parlor, a meeting/performance area. The Redmond Room, a conference area, is in the west wing. On the second floor, there are air-conditioned classrooms, and administrative, faculty and business offices. The third floor houses the Office of Academic Affairs, the School of Graduate Studies, administrative and faculty offices, the Math, Writing and Student Learning Resource Centers, Academic Advising Office, ACT 101 offices, Career Services Center, Campus Ministry Center and Counseling Center. The Foreign Language Resource room is located in Fournier Hall Room 26. The fourth floor is home to faculty offices and Institutional Advancement. The Science Wing, Art Studio and a Music Classroom are located on the fifth floor.

Logue Library

The main library collection is cataloged by the Library of Congress classification system, while the Brimmer Library - a collection of educational materials and children's literature for the use of Education majors - uses the Dewey Decimal System. Special collections include the Morton Rare Book Collection, the Montani Collection of Church Music and the Irish Collection. The library houses 123,000 volumes on three floors of open stacks. In addition to the circulating materials, there are 95 print periodicals and a reference collection in the Alumnae Reference Room on the main floor, as well as an extensive electronic research collection. Electronic resources include ERIC, PsychINFO, Lexis-Nexis, JSTOR, Ebscohost and Project Muse. Library patrons may access the catalog and electronic resources at www.chc.edu/library

To borrow books or reserve materials all students and faculty MUST have a current Chestnut Hill College ID with a library bar code. Bar codes may be obtained at the circulation desk.

Two copy machines are available in the library Students need to have a valid ID with a library bar code to borrow reserve materials. Reserves are for library use only during the day; commuters may check then out for overnight use at 5:00 p.m. while residents may borrow at 9:30 p.m. They must be returned by 9:00 a.m. the following morning. If these regulations are inconvenient for the members of his/her class, any faculty member may make other arrangements with the Circulation Librarian.

The library is a member of the Tri-State College Library Cooperative, a consortium of 37 area college libraries. Faculty, staff and students my borrow books directly from member libraries on presentation of a letter of introduction from Logue Library. Access to materials in the SEPCHE libraries is available to all upon presentation of a CHC ID.

Regular library hours are:
8:00 a.m. to Midnight Monday – Thursday
8:00 a.m. to 9:00 p.m. Friday
9:00 a.m. to 5:00 p.m. Saturday
10 a.m. – Midnight Sunday

Library hours during the summer sessions and breaks are subject to change. They are posted on the library door and on the library home page.

Barbara D'Iorio Martino Hall, a multipurpose building which includes Sorgenti Arena, a Convocation Center/Gymnasium, is adjacent to Saint Joseph Hall. The building houses fully equipped technology and communication classrooms. No food or beverage is permitted in Martino Hall. Please obey and enforce this regulation.

McCaffery Lounge: The Michael and Margaret Carney McCaffery '77 Lounge is located on the first floor of Fournier Hall to the right of the Security Desk. This area provides students with a welcoming environment to gather for study, group discussion, and relaxation. The lounge features a café that is open early mornings to midnight, offering students another option for meals on campus. This friendly and warm space, complete with a stone-clad fireplace, plush seating and ample tables and meeting areas, offers students the perfect place to study, chat, watch high-definition TV or access the internet via Wi-Fi.

The Jack and Rosemary Murphy Gulati Fitness Complex
The Fitness and Recreation Center is a 5,000 square foot fitness facility that provides the College community with an exercise haven which is conveniently located on the ground floor of Fournier Hall.
The $3 million, ADA-compliant renovation of the old Fournier Gymnasium into a state-of-the-art fitness center started in December 2010. It houses a variety of treadmills, with iPod compatibility and touch screens, and a rower with an upper body ergometer and hydro resistance. Also available are Cybex free weights, a cable crossover jungle, and multiple variable resistance machines to provide an excellent source for isolated muscle training and multi-joint exercises. Two power racks with custom logo wooden platforms, various elliptical machines, arc training equipment, recumbent and upright bikes, offer the College's student-body and staff a magnificent platform to pursue a healthy lifestyle.

In order to use the Fitness and Recreation Facilities at Chestnut Hill College, a signed waiver is required. Upon completion you will receive confirmation from the Fitness and Recreation Office and permission to have your ID card programmed for access by the campus security department.
http://www.griffinathletics.com/sports/2012/1/5/GEN_0105125229.aspx?id=53
For fitness center hours of operation please call 215.248.7743.

SugarLoaf Commonwealth Chateau
On August 2, 2006, College President Carol Jean Vale, SSJ, Ph.D. announced one of the most transformational moments in the College's history, the acquisition of the SugarLoaf estate from the Albert M. Greenfield Foundation for the purchase price of $11 million. SugarLoaf Hill, a 30-acre property situated diagonally across Germantown Avenue from the College's existing campus, offered the College a once-in-a-lifetime opportunity to nearly double the size of its campus and allow for expansion to accommodate a growing student body. The existing structures at SugarLoaf have all been renovated and are currently being used as classroom space, lodging for undergraduate students and for conferences and social events. In the long-term, the property will be expanded to include additional residential and academic buildings in accordance with the College's Master Plan.

Bulletin Boards
Bulletin boards are assigned by the office of the Dean of the School of Undergraduate Studies. All notices to be posted must be approved and stamped prior to posting.

Campus Bookstore
St. Joseph Hall, Lower Level, down the ramp to the right of the Commuter Lounge
Telephone: 215.248.7150
Fax: 215.248.7156.
http://chc.bncollege.com

Whether by providing campus course materials (including new and used books, book rental and digital books), supplies, general books, Chestnut Hill College clothing and gifts or every day essentials, the ***College Bookstore*** serves the needs of students, faculty, staff, alumni, and Griffin fans. For store hours and information, or to shop online for course materials and the latest in college gear, visit the Bookstore's website. Hours for the bookstore are also posted on the door. The Bookstore has extended hours during the first week of each semester and during the first week of each summer session.

Campus Ministry
St. Joseph Hall, 3rd Floor, Room 348
Telephone: 215.248.7095. Fax: 215.242.7155.

Campus Ministry affirms and supports the values, mission and ministry of the Sisters of St. Joseph of Philadelphia enabling students to grow spiritually and to provide the welcoming atmosphere that promotes discovery of an adult faith life. The values promoted are unity, forgiveness and reconciliation, right relationships that are holy and healthy, to be ready for any and all good work for the dear neighbor without distinction and finding God in all things. Campus Ministry welcomes students of all faiths. Events are planned so that any one may feel comfortable becoming involved in service, spiritual offerings, miscellaneous events, offerings and retreats.

Career Development Office

St. Joseph Hall, 3rd Floor, Room 350
Telephone: 215.248.7109. Fax: 215.242.7991. Email: ndachill@chc.edu

The Office of Career Development at Chestnut Hill College provides information and guidance on careers, professions, employment, and graduate school opportunities for current and prospective students as well as alumni. Career Development also coordinates the College's Experiential Education program. Workshops are offered on resume writing, interviewing and job-search skills. The Office is open weekdays from 8:30am until 4:30pm; other hours are available by appointment.

Common Areas

Ursula Lavin, Coordinator of Facilities Rental.
Telephone: 215.753.3631. Email: lavinu@chc.edu

Rotunda: The ninety-five foot high Rotunda, built in 1903, is unusually breathtaking in design. The ceiling features a stained glass mural. The appointments are neoclassical with marble facing, white Corinthian pillars, aged oak molding and staircase. This lovely open area is conducive to a variety of events, and combined with the East Parlor, has the capacity to comfortably accommodate meeting groups of twenty and a reception of over two hundred guests.

East Parlor and Redmond Room: These classic Edwardian rooms feature original chandeliers in the center of the room, marble fireplaces, aged oak moldings, and finished hardwood floors. Either room is the perfect setting for a two-hour meeting, an all-day workshop, or a special event. Combined with the Rotunda, the parlors can accommodate a seated reception for more than 200 guests.
See section below on *Dining and Vending Locations* for information about additional common areas.

Communications

It is a Chestnut Hill College policy that every student and faculty member be assigned a CHC e-mail account. Updates, reminders, and other information will be sent out to students and faculty via the CHC e-mail address. Instructions will be sent to you with step by step procedures on how to access your CHC e-mail, change your password and how to forward CHC e-mail to your personal email account.

Counseling Center

Director: Sheila Kennedy, SSJ, Ph.D.
St. Joseph Hall, 3rd Floor, Room 356.
Telephone: 215.242.7104. Email: kennedys@chc.edu

The Counseling Center offers free, short-term individual therapy to students in the Schools of Undergraduate, Graduate and Continuing Studies during the fall and spring semesters. Counseling staff can also consult with students and members of their families. Workshops are offered to address students' interests and needs. Students may use the Counseling Center at all times they are enrolled at the College.

In general, counselors see students once a week for a fifty-minute session. In addition, counselors reserve time every day to see any student in crisis needing immediate attention. The College also provides 24-hour emergency coverage when the School of Undergraduate Studies is in session.

The Counseling Center is completely confidential, except in cases of life-threatening emergency (the threat or attempt of suicide, and the threat of seriously injuring another person, for example) or when we are legally required to report abuse of a minor. Except in these extraordinary circumstances, neither what is discussed nor any of the required written records are shared with anyone - including roommates, parents, friends, faculty, and staff - without the student's written permission.

To schedule an appointment, please call 215.248.7104. In the event of a mental health emergency, call 911 or go to the nearest emergency room, or call the *National Suicide Prevention Hotline* at 1.800.273.TALK.

Disability Resource Center

St. Joseph Hall, 3rd Floor, Room 331
Telephone: 215.753.3655. Fax: 215.242.7748
Disabilities@chc.edu

Chestnut Hill College does not discriminate against applicants for admission or against students with regard to its educational programs. Consistent with federal, state and local laws, especially Section 504 of the Rehabilitation Act, the ADA of 1990 and the ADAAA of 2008, Chestnut Hill College provides reasonable accommodations to qualified students with disabilities. Disclosure of a disability is voluntary and confidential. To access services, students should contact the Disability Resource Center, http://www.chc.edu/Disability/, specifically the Director of the Disability Resource Center at 215-753-3655. Upon receipt of appropriate documentation, the Disability Committee will make an individualized determination of the accommodations requested. The website for the Disability Resource Center outlines the procedures to be followed and will permit students to access the forms that need to be submitted as part of the request for reasonable accommodations.

Dining and Vending Locations

Dining Services, Fournier Hall, 1st floor
Telephone: 215.248.7015.

The Dining Hall is located on the 1st Floor of Fournier Hall and meals may be purchased on a cash basis. An ala carte café, ***The Griffin's Den***, is located on the Lower Level of Fournier Hall. Hours and prices are listed at both locations.
The McCaffery Lounge and Outtake Cafe- The Michael and Margaret Carney McCaffery '77 Lounge is located on the first floor of Fournier Hall to the right of the Security Desk. This area provides students with a welcoming environment to gather for study, group discussion, and relaxation. The lounge features a café that is open early mornings to midnight, offering students another option for meals on campus. This friendly and warm space, complete with a stone-clad fireplace, plush seating and ample tables and meeting areas, offers students the perfect place to study, chat, watch high-definition TV or access the internet via Wi-Fi.
Vending machines are located in the Commuter Lounge on the Lower Level walkway between St. Joseph and Fournier Halls; the 3rd Floor of St. Joseph Hall; and on the Lower Level of Fournier Hall just outside the Mail Room.
The Bookstore also sells an assortment of drinks and snacks.

Fitness Services

Fitness and Recreation Center
Lower Level, Fournier Hall
Telephone: 215.248.7040

In order to use the Fitness and Recreation Facilities at Chestnut Hill College, completion of an online waiver is required. The Fitness and Recreation Center is a 5,000 square foot fitness facility that provides the College community with an exercise haven conveniently located in the *Jack and Rosemary Murphy Gulati Complex*. The $3 million, ADA-compliant exercise space offers Cybex free weights, a cable crossover jungle, and multiple variable resistance machines to provide an excellent source for isolated muscle training and multi-joint exercises. Two power racks with custom logo wooden platforms, various elliptical machines, arc training equipment, recumbent and upright bikes, offer the College Community a magnificent platform to pursue a healthy lifestyle.

Health Services

Fitzsimmons Hall, 1st Floor, just behind the Security Desk
Emergencies: 7777 (on-campus) or 215.242.7777 (off-campus)
Telephone: 215.248.7111. Fax: 215.753-3663. Email: robertss@chc.edu

Chestnut Hill College's Health Services is an integral part of the College community providing care to students during illness, making recommendations for health maintenance, and providing programs throughout the year on health related issues.

Housing

Students who are in need of on-campus housing should contact the Office of Residence Life for information or email housing@chc.edu

International Student Services

Trachanda L. Brown, Director of Global Education Office
Telephone: 215.242.7989. Fax: 215.248.7082. Email: BrownT2@chc.edu

Chestnut Hill College is authorized under federal law to enroll nonimmigrant students. The Office of International Student Services advises international students and provides information on American academic procedures as well as on U.S. immigration and visa requirements. International students maintaining F-1 visa status are required by law to be enrolled full-time throughout the duration of their programs of study. Exceptions to the full-time requirement are rare and must be authorized by the Office of International Student Services prior to the change in enrollment status. Additional advising services may be available to non-native students because of their unique language background.

Parking on Campus

All vehicles parked on campus must display a valid Chestnut Hill College Parking Permit and must be parked in the area designated by that permit. Student Parking Permits are valid from September 1st to August 31st of each year and must be obtained online - enter "Chestnut Hill College" as the parking destination.

There is a $135 fee for the annual parking permit. Parking Permit stickers must be affixed to the driver's-side rear passenger window or the rear windshield. Cars parked on the grass or in non-designated areas will be ticketed, booted and/or towed. Acquiring a Permit does not guarantee a parking space and permits may not be shared or transferred.

Parking Permits must be renewed at the beginning of each academic year and may be requested beginning August 15th. After completing the information online, click "Get Temporary Permit," print it out and place it in the vehicle's rear windshield until the actual sticker arrives via US mail.

If a legal parking space cannot be found, call 215.242.7777and an officer will assist. Chestnut Hill College is not responsible for damage to or theft from vehicles parked on campus.

Parking Violations

Students who are issued a parking violation are expected to pay the ticket within ten days of issuance. Late fees will be applied for violations. Questions and appeals may be sent to Parking@CHC.edu.
Students who park in a space reserved for persons with disabilities and do not have a current College issued permit to park in this area will be fined $200. This amount is payable immediately and no exceptions will be made.

Payment and Financial Information

Students must satisfy all previous financial obligations before they will be able to register for the next semester. Questions regarding finances should be directed to staff in Student Financial Services.

Registrar/ Office of the Registrar

Office of the Registrar, St. Joseph Hall, 3rd Floor, Room 360
Telephone: 215.248.7005. Fax: 215.242.7714. Email: registrar@chc.edu www.chc.edu/registrar

The ***Office of the Registrar*** provides support to the faculty, staff, students, alumni, and the general public in regards to academic policies, guidelines, and procedures enacted and enforced by the federal government through the *Family Educational Rights and Privacy Act of 1974* (FERPA); all accrediting agencies; the Chestnut Hill College Board of Directors; and the

College's administration and faculty members. The Office of the Registrar is responsible for upholding and applying the Academic Missions of all divisions as they relate to academic data, and is also the central repository for that data.

Regular Office Hours:
Monday - 8:30am to 5:00pm
Tuesday - 8:30am to 6:00pm
Wednesday - 8:30am to 6:00pm
Thursday - 8:30am to 5:00pm
Friday - 8:30am to 5:00pm

Summer Office Hours:
Monday - 9:00am to 5:00pm
Tuesday - 9:00am to 6:00pm
Wednesday - 9:00am to 6:00pm
Thursday - 9:00am to 5:00pm
Friday - 9:00am to 1:00pm

Diplomas and Certificates

The Office of the Registrar prints diplomas and certificates for undergraduate and graduate alumni. Diploma reprints or duplicates must be requested in writing and there is a fee associated. Students may download the Duplicate or Replacement Diploma Request Form and the Duplicate or Replacement Certificate Request Form from www.chc.edu/registrar or pick up either form in the Office of the Registrar. A student accounts, health services, library, or athletic hold will prevent the release of a diploma or certificate.

Grade Reports

Reports of Final grades are available to current students without holds on the My CHC Portal. Unsolicited grade reports are never mailed to students. Requests for mailed grades must be made in writing within 2 calendar weeks of the end of the semester. Please allow 7 - 10 days for processing via US mail. Grade reports will not be emailed or faxed.

Former students and alumni who cannot access the Portal and wish to view their grades must request an official transcript using the Transcript Request Form.

Unofficial Transcripts

An unofficial transcript is available on the My CHC Portal. The Office of the Registrar does not issue unofficial transcripts. A student accounts, health services, library, or athletic hold will prevent the student from viewing all academic information on the Portal.

Official Transcripts

The Federal Government requires a student's signature for the release of official transcripts. There is a fee associated with this service. To request official transcripts, complete the Transcript Request Form available online at http://www.chc.edu/registrar or in the Office of the Registrar on the 3rd floor of St. Joseph Hall, East Wing. A student accounts, health services, library, or athletic hold will prevent the release of official transcripts. Transcripts usually take 7 - 10 days for processing and overnight service is available for an additional charge, which varies by recipient address.

Religious Services

The chapel in Fournier Hall is open to the college community. Schedules for liturgy are posted on the door.

Student Learning Resource Services

The **Office of Student Learning Services** on the second floor of St. Joseph Hall provides study skill assistance and arranges tutoring. The **Writing Lab** located on third floor of St. Joseph Hall provides students with assistance in writing. The **Math Center** is located on the main corridor, third floor of SJH, main wing. Hours are posted on the door. Qualified tutors are available for those needing assistance.

Technology Tools

All School of Graduate Studies students are assigned three separate technology accounts. They are as follows:

My.CHC Portal

The *My CHC Portal* is a self-service tool utilized by students, Academic Advisors, and faculty available at http://my.chc.edu/ics. The student functions include the ability to register for courses, access course schedules and classroom assignments, view grade reports, and print unofficial transcripts. In order to update information and changes quickly and accurately, as well as conserve natural resources, a frequently-revised course guide is available exclusively online. Please visit periodically to ensure knowledge of any changes/revisions to the course offerings.

CHC Webmail
This utility functions as the student's institutional email account. It is a CHC School of Graduate Studies policy that every student be assigned a CHC email account. It is the student's responsibility to check this account. Updates, reminders, newsletters, and other information will be sent out to SGS student's via their CHC email addresses only. Instructions are available to set up an automatic forwarding feature to the student's personal email account.

Blackboard
This utility functions as a learning management tool (LMS) for SGS faculty and students. It is an optional LMS tool; not all courses and/or instructors decide to utilize it. Students will consult with the instructor to see if it is being utilized. Concurrently, it is the instructor's responsibility to enroll their students in their course shells on Blackboard. Many questions about how to use Blackboard can be answered through the help tools and tutorials available on Blackboard.

CAMPUS, SAFETY, AND SECURITY

Emergencies: 7777 (on-campus) or 215.242.7777 (off-campus)

The safety and security of all who live, work, and visit Chestnut Hill College is of paramount importance to the entire College Community. The Department of Safety and Campus Security is primarily concerned with providing the highest reasonable level of security on the 75-acre campus. Members of the community share this responsibility. This shared responsibility is a very important element of an overall safe learning environment. The Department of Safety and Campus Security reports to the Dean of Student Life, and consists of a Director, Assistant Director and over 40 full-time Security Officers. The Director of Safety and Campus Security also assists in managing on-campus parking.

Chestnut Hill College Security Officers are both CPR- and AED-certified and have undergone training in specialized course offerings for higher education. Security Officers do not carry firearms. Criminal investigations are conducted by the Philadelphia Police Department, which is responsible for coverage at the College. Victims of campus crimes and other criminal activity are encouraged to, and readily assist in, reporting incidents to the local police.

Buildings and residence halls are monitored by security personnel on a 24-hour basis. The buildings and residence halls are equipped with state of the art security and fire alarm systems. Fire safety drills are conducted in compliance with Philadelphia Fire Department regulations. Alarms, sensors and fire equipment are cleaned, inspected and certified annually in compliance with the Philadelphia Fire Code.

Several patrol areas are included in the security operation including vehicle as well as foot and bicycle patrols. Officers utilize an electronic tour watch device that provides accurate documenting times and locations of their patrols. During these patrols, unsafe conditions are promptly reported and the appropriate campus department is notified for corrective actions to be undertaken. Emergency lighting and phones are surveyed on a regularly scheduled basis.

Chestnut Hill College's Department of Safety and Campus Security lives by its Mission Statement, and is committed to the high standards of quality in promoting a safe and problem free educational environment. The College is an institutional member of IACLEA and a charter member of the Delaware Valley Campus Security Director's Association. This institution meets the *Commonwealth of Pennsylvania Act 73*, the *College and University Security Information Act* and the *Federal Crime Awareness and Campus Security Act of 1990.*

Children and Visitors

All visitors to campus must be registered with the Security Desk at the entrance of Fournier Hall. Visitors must be with their sponsoring member of the College community at all times. Visitors are not permitted to be alone on campus at any time and infractions of this instruction will be treated seriously.

In general, children are not permitted on campus. While there may be occasion when the presence of Minors on campus may be appropriate, such as public events or programs for children, Minors are not permitted to be unsupervised or unescorted on the College's campus at any time. For the full policy regarding Minors on Campus please see the full college policy.

Classroom Locations

Buildings may be abbreviated in the following way on schedules and course listings:

- Fournier Hall - FR
- Logue Library - LL
- (Barbara D'Iorio) Martino Hall – MH
- St. Joseph Hall - SJ

An updated list of classroom assignments is available at the Security Desk in Fournier Hall; at the Security Desk in the Lower Level of St. Joseph Hall; and in the Office of the Registrar corridor. Since classrooms are subject to change, students should confirm classroom information by checking the My CHC Portal or one of the above locations before the first class and during the first week of class.

Identification Cards

Photo ID cards are available through Campus Security at the Security Operations Center, Lower Level of Fontbonne Hall. Prior to receiving an ID card, students must receive their ID number. If you need assistance with your ID number, email gradschool@chc.edu . In an effort to provide adequate security, students must carry their ID cards at all times. ID cards are non-transferable and, upon request, must be surrendered to authorized personnel, e.g., security officers in the performance of their duties. An ID card is required to take books out of the library, to use the computer center, to use the pool and fitness center, and obtain a parking permit. There is a fee to replace lost or damaged ID cards. Also, you now need your CHC ID card to sell used books back to the bookstore.

Lost and Found

Items that are found on campus should be turned in to the Security Desk at the entrance of Fournier Hall

Smoking Policy

In compliance with Pennsylvania State law and Philadelphia City ordinance, Chestnut Hill College prohibits smoking in all buildings and within 20 feet of all **doors**. In keeping with this law**,** and due to close proximity to buildings, no smoking is permitted in the Piazza, on the terrace, in the courtyards or in the area near the back of St. Joseph Hall, the Medaille Center, **the** DeSales Center**, or** the Rogers Center. Those in violation of this policy will be fined and/or subject to disciplinary action. When smoking on campus please use proper receptacles and be respectful of campus property.

Weather/Emergency Closing

In the event of severe weather or any other emergency, the President, in consultation with the Vice President for Academic Affairs, will determine when to close the College. Each instructor has the responsibility for making alternate arrangements for any missed work and cancelled class time, and students are responsible to learn these arrangements.

Should weather force the cancellation of classes, students will be notified through the College's website and on the School Closing Emergency Line (215-248-7009). Announcements will also be made on KYW News Radio, 1060 AM. The College's code number for the School of Graduate Studies is 2155.

Please check for announcements prior to traveling to campus. Should severe weather begin during normal business hours, the College will monitor local conditions and arrange for the College to dismiss early and/or cancel evening classes when appropriate.

E2 Campus is a service that allows the College to send emergency announcements via text message, e-mail and telephone voicemail in the event of a College emergency or cancellation of classes due to weather. The College provides this service at no cost to you. Please contact your cellular provider about voice or text fees that may apply. If you are interested in participating in this service please, you may access CHC.edu for further information and to register.

Closing information pertaining to classes held at the DeSales Campus is available at www.desales.edu or www.WFMZ.com or by calling Campus Police at 610.282.1100 x o1250.

Closing information pertaining to classes held at the Montgomery County Community College Campus is available at www.mc3.edu or by calling 610-641-6300.

POLICY ON SEX DISCRIMINATION, SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Please Note: This policy was originally modified in April 2011 to ensure that Chestnut Hill College procedures are in compliance with the guidance issued by the Office for Civil Rights on April 4, 2011 relating to college and universities' obligations under Title IX to respond appropriately to allegations of sexual harassment and sexual violence. Sexual harassment and sexual violence are forms of sex discrimination prohibited by Title IX. In addition to sexual violence, this policy addresses any discrimination or harassment based on gender, sexual orientation, gender identity, or gender expression. This policy was subsequently modified in August 2014 and August 2015 to ensure that Chestnut Hill College is in compliance with the VAWA amendments, Campus SaVE Act, the April 2014 Questions and Answers on Title IX and Sexual Violence from the Office for Civil Rights, and guidance issued under The White House Document, Not Alone.
While this policy speaks specifically to harassment based on sexual discrimination, all incidents involving harassment under protected classifications as outlined in the College's Non-Discrimination Policy, will follow the same procedures for investigation, hearing and appeal.

Policy Statement
It is the policy of Chestnut Hill College that while employed or enrolled at Chestnut Hill College no administrator, faculty member, staff member or student shall be subject to discrimination based upon sex, which can include acts of sexual violence, sexual harassment, domestic violence, dating violence and stalking, by another member of the College community. Chestnut Hill College expects all members of the campus community to conduct themselves in a manner that does not infringe upon the rights of others; the College believes in a zero tolerance policy for gender-based or sexual misconduct.
Included within this Policy is the College's commitment to protect the individuals who are involved in an investigation of a potential violation of this Policy against retaliation from any member of the College community. Such retaliation will be deemed a separate basis for violating the College's Policy on Sex Discrimination, Sexual Harassment and Sexual Violence. For the purposes of this policy, sex discrimination, sexual harassment and sexual violence all fall under the category of sexual misconduct.

Policy Rationale
Chestnut Hill College values appropriate relationships, respect for all and shared responsibility. Therefore, Chestnut Hill College is committed to fostering an educational and working environment that is free from sexual harassment and sexual violence. In recognition of and respect for the dignity of all at Chestnut Hill College, sexual misconduct in any form, cannot, and will not, be tolerated. This policy directly supports our mission in the areas of shared responsibility, social justice, and communal respect. The last decade has witnessed a heightened awareness in our society of the various forms of sexual misconduct, and a deep and sincere concern for the entire College Community prompts us to form a Policy on Sex Discrimination, Sexual Harassment and Sexual Violence.
The purpose of this policy is:

- To educate the community on the definitions of sexual discrimination,
- To outline the steps necessary to deal most effectively with cases involving allegations of sexual misconduct, and
- To define the rights and responsibilities for members of the Chestnut Hill College community.

Scope of Policy

- This policy and the procedures set forth herein apply to and cover all members of the College community in all three Schools without exception. The College community includes all administrators, faculty, staff, and students. Title IX protects students from sexual harassment in a school's educational programs and activities.
- The College also contracts a number of vendors on campus. These individuals are also protected from all forms of discrimination and are held accountable to policies and procedures outlined by their respective employers. If a vendor is accused of misconduct against a member of the College community, the College will work collaboratively with the individual's employer. At the request of the College these individuals may also be subject to interim measures (outlined below) while an incident is investigated and resolved.
- Employees are protected from sexual discrimination in all phases of their employment including applications, job performance, salary and promotions.
- Members of the College community, who are traveling abroad on College business or due to a College course, are expected to comply with this Policy regardless of local laws and/or customs.
- Title IX also prohibits harassment based upon sex or sex-stereotyping.
- Members of the College community are protected from being retaliated against for filing a claim or for cooperating in an investigation
- This policy and the procedures cover all members of the College community in all three Schools for claims of discrimination, harassment or retaliation under any other protected category as outlined in the College's *Non-Discrimination Policy*.

Legal Definition

Discrimination or harassment on the bias of sex is a violation of Section 703 of Title VII of the 1964 Civil Rights Action and Title IX of the Educational Amendments of 1972. Unwelcome sexual advancements, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's employment or academic advancement;
- Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive educational, living or working environment.

Title IX Coordinator

Chestnut Hill College designates Krista Bailey Murphy, Dean of Student Life, as the Title IX Coordinator. The Title IX Coordinator oversees the College's centralized review, investigation, and resolution of reports of sexual misconduct. The coordinator also coordinates the College's compliance with Title IX. The Title IX coordinator is:

- responsible for oversight of the investigation and resolution of all reports of sexual misconduct;
- knowledgeable and trained in relevant state and federal laws and College policy and procedure;
- available to advise any individual, including a complainant, a respondent, or a third party, about the courses of action available at the College, both informally and formally;
- available to provide assistance to any College community member regarding how to respond appropriately to reports of sexual misconduct;
- responsible for monitoring full compliance with all requirements and timelines specified in the complaint procedures; and
- responsible for compiling annual and semi-annual reports.

SEXUAL MISCONDUCT OFFENSES INCLUDE, BUT ARE NOT LIMITED TO:

- **Sexual Harassment**
- **Sexual Assault**
  - **Non-Consensual Sexual Contact (or attempts to commit same)**
  - **Non-Consensual Sexual Intercourse (or attempts to commit same)**
- **Sexual Exploitation**
- **Stalking**
- **Intimate Partner Violence: Domestic Violence or Dating Violence**
- **Bullying or Intimidation**

Detailed definitions and examples of these forms of misconduct are included in the Supplemental Materials section of this Policy.

Reporting Sexual Misconduct in Any Form

If you have been subjected to an act of sexual misconduct, you are urged to report the incident immediately. You may also want to discuss the event with a close friend, roommate, Resident Assistant, staff, faculty, family member, etc. who can support you through the initial medical treatment (if necessary) and reporting of the events. If you have been the victim of sexual violence you are urged to report the incident to the police immediately.

If you have been the victim of an act of sexual misconduct, you may be wondering what to do next. Here are some of your **options**:

- Get to a place where you feel physically and emotionally safe.
- Contact someone you trust to stay with you for moral support.
- Immediately report the incident to the appropriate College personnel.
  - This could include a Resident Assistant (RA), Campus Safety and Security, the Title IX Coordinator, or another individual whom you trust.
- Immediately report the incident to the police by calling 911.
- If you were a victim of sexual violence, it is important to seek medical care so you can be treated for injuries and tested for pregnancy and sexually transmitted diseases. Philadelphia has created the Philadelphia Sexual Assault Response Center (PSARC). PSARC is located at 300 E. Hunting Park Avenue, Philadelphia, PA 19124 and can be reached via phone at 215-685-3251.

- PSARC has specially trained and certified Sexual Assault Nurse Examiners (SANE) to assist in the medical process related to forensic exams. Forensic evidence can be collected up to 96 hours after an assault has occurred.
- A forensic exam, completed by a medical practitioner, is the process through which physical evidence is collected. This evidence could be used in a judicial case, if the victim chooses to pursue charges. Physical evidence can include photo documentation of injuries, collection of fluids (blood, semen, urine, saliva) and other identifiable objects (hair, clothing with potential DNA). Forensic exams are free of charge to victims of assault and will not be billed to the victim or the insurance company.

- Avoid showering, bathing, douching or cleaning in any other way to help preserve medical evidence if you choose to prosecute. Any clothes, sheets, or other items that may be considered evidence should be stored in paper (not plastic) bags. If you are still wearing the clothes you had on at the time of the assault be sure to bring a change of clothes with you to the hospital.

To File A Complaint with the College

To make a report of an act of sexual misconduct, we encourage you to seek out another member of the College community with whom you feel comfortable (this may include a friend, coach, advisor, etc.). Campus Security (215-242-7777) can be reached 24 hours a day should you wish to file a complaint or need immediate assistance Campus Security can also assist you in contacting the police if you would like to file a report with the police. All reports of sexual discrimination, harassment and violence will be reported to Krista Bailey Murphy, the College's Title IX Coordinator. Individuals should be advised that the Title IX Coordinator is obligated to act on any report of alleged misconduct. The College does not limit the timeframe for filing a report of misconduct. Reports can be submitted at any time following an incident, although the College's ability to take any action may be negatively affected by the length of time between the alleged incident and the report.

You may choose to pursue the incident through the College's hearing process; you may choose to prosecute through the police; or you may choose to do both. Once the matter is reported to the College, the College may have a responsibility to investigate the situation even if you chose not to cooperate with the College. You should not feel pressured into any option; you may want to consult with your family before making a decision.

Types of On Campus Reports/ Confidentiality of Reports

The College encourages victims of sexual misconduct to talk to somebody about what happened – so victims can get the support they need, and so the College can respond appropriately. Different employees on campus have different abilities to maintain a victim's confidentiality.

- Some individuals are required to maintain complete confidentiality; talking to them is sometimes called a "privileged communication." These individuals have a legal and professional obligation not to reveal information shared with them in the scope of performing their duties.
- Other employees may talk to a victim in confidence, and generally only report to the College that an incident occurred without revealing any personally identifying information, such as the victim's name. Disclosures to these employees will not trigger a College investigation into an incident against the victim's wishes.
- All other College employees are designated as responsible employees and are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to the Title IX coordinator. A report to

these employees constitutes a report to the College – and generally obligates the College to investigate the incident and take appropriate steps to address the situation.

- By virtue of their responsibilities in the residence halls, Resident Assistants (RAs) and Resident Coordinators (RCs) are considered responsible employees.

A. Privileged and Confidential Communications

Professional, licensed counselors and pastoral counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor)and nurses in the Health Center are not required to report any information about an incident to the Title IX coordinator without a victim's permission.

Sheila Kennedy, SSJ, Ph.D.	Director, Counseling Center Psychologist	215-248-7104	SJ 345
Barbara Dougherty, CRNP	Director, Health Center	215-248-7111	FZ Lobby
Sandy Bumgardner, Psy.D.	Psychologist	215-248-7104	SJ 341
Lisa Johnson, Psy.D.	Therapist	215-248-7104	SJ 343

B. Non-Professional Counselors and Advocates

Individuals who work in Campus Ministry can generally talk to a victim without revealing any personally identifying information about an incident to the College. A victim can seek assistance and support from these individuals without triggering a College investigation that could reveal the victim's identity or that the victim has disclosed the incident. While maintaining a victim's confidentiality, these individuals or their office should report the nature, date, time, and general location of an incident to the Title IX Coordinator. This limited report – which includes no information that would directly or indirectly identify the victim – helps keep the Title IX Coordinator informed of the general extent and nature of sexual violence on and off campus so the coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. Before reporting any information to the Title IX Coordinator, these individuals will consult with the victim to ensure that no personally identifying details are shared with the Title IX Coordinator. The Title IX Coordinator will report this information to the Director of Security for inclusion in the Daily Crime Log and Annual Campus Crime Statistics.

Joannie Cassidy, SSJ	Director of Campus Ministry	215-248-7095	SJ 348
Colleen Gibson, SSJ	Assistant Director of Campus Ministry	215-248-7107	SJ 337
Robert Mulligan, OSFS	Chaplain	215-248-7058	SJ 330
Joseph Currie, SJ	Assistant to the Office of Mission & Ministry	215-753-3610	SJ 370

A victim who speaks to a professional or non-professional counselor or advocate must understand that, if the victim wants to maintain confidentiality, the College may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Even so, these counselors and advocates will still assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the school or report the incident to local law enforcement, and thus have the incident fully investigated.

C. Reporting to Responsible Employees

Unless specifically listed above, all other College employees are considered responsible employees. A responsible employee is a College employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other misconduct, or who is an individual who is reasonably believed to have this authority. Resident Assistants and Resident Coordinators are also considered responsible employees.

When a victim tells a responsible employee about an incident of sexual violence, the victim has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. A responsible employee must report to the Title IX coordinator all relevant details about the alleged incident shared by the victim so that the College can determine what happened – including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College's response to the report. A responsible employee should not share information with law enforcement without the victim's consent or unless the victim has also reported the incident to law enforcement. Before a victim reveals any information to a responsible employee, the employee should ensure that the victim understands the employee's reporting obligations – and, if the victim wants to maintain confidentiality, direct the victim to confidential resources.

If the victim wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the victim that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the victim's request for confidentiality.

Responsible employees will not pressure a victim to request confidentiality, but will honor and support the victim's wishes, including that the College investigate an incident fully. By the same token, responsible employees will not pressure a victim to make a full report if the victim is not ready to do so.

Requesting Confidentiality From the College: How the College Will Weigh the Request and Respond.

If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all individuals, including the victim.

If the College honors the request for confidentiality, a victim must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

Although rare, there are times when the College may not be able to honor a victim's request in order to provide a safe, non-discriminatory environment.

When weighing a victim's request for confidentiality or determining that no investigation or discipline will be pursued, the Title IX Coordinator will consider a range of factors, including the following:

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:
    - whether there have been other sexual violence complaints about the same alleged perpetrator;
    - whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
    - whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
    - whether the sexual violence was committed by multiple perpetrators;
    - whether the sexual violence was perpetrated with a weapon;
    - whether the victim is a minor;
    - whether the College possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
    - whether the victim's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the College to investigate the alleged incident. If the College determines that it cannot maintain a victim's confidentiality, the College will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College's response.
The College will remain ever mindful of the victim's well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or College employees, will not be tolerated. The College will also:

- assist the victim in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- inform the victim of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so.

Because the College is under a continuing obligation to address the issue of sexual violence campus-wide, reports of sexual violence (including non-identifying reports) will also prompt the College to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices. If the College determines that it can respect a victim's request for confidentiality, the College will also take immediate action as necessary to protect and assist the victim.

Investigation, Hearing and Resolution

In order to assure a prompt and equitable resolution to the complaint, complainants will be asked to provide details of the alleged incident, either verbally or in writing, reporting the specifics of the incident, names of individuals, date, time, place, specifics which occurred, witnesses to the events described, etc. This complaint will start the College's investigation of the events reported.

- An investigation will be conducted once a complaint is filed. Complaints may be filed by the complainant, by a parent, or by a third party.
- If requested, every effort will be made to investigate the incident confidentially. The College cannot promise complete confidentiality. Information can only be shared within the College if there is a "legitimate educational need." In order for information to be shared outside of the College, a complainant would need to give explicit permission or that information would need to be subpoenaed. It should be noted that the College's ability to thoroughly investigate and resolve incidents of sexual misconduct may by limited should the complainant not want his or her name or any identifiable information shared.
- The person who makes the report is the complainant and the individual named in the report is the respondent.
- As a residential educational institution, the College has a responsibility to protect the community from potential harm. As such, the respondent may face interim suspension from the College or from College housing during an investigation, prior to the hearing, during the hearing, during deliberation or during the appeal process. If appropriate, the College will work with the respondent to continue his/her course of study online.
- The respondent will be given the opportunity to provide his/her version of the alleged incident. This can occur either verbally or in writing by the respondent to the investigator; the respondent has the right to decline this option.
- The complainant's statement will be shared with the respondent.
- The respondent's statement (if provided) will be shared with the complainant.
- During the investigative process, the complainant, respondent, and all witness interviews will be recorded with the consent of each individual. These recordings are designed to ensure a thorough, fair, and factually accurate investigative process. They may reviewed internally by the Title IX Coordinator and legal counsel as part of the on-going assessment and improvement process. They will only be released to outside parties with a subpoena. These recordings will be kept for seven (7) years.
- At the conclusion of the investigation, the investigator(s) will prepare an Investigative Report to be used by the Title IX Coordinator and hearing panel (if applicable).
- In the event there is little or no dispute between the versions of the events and the respondent admits the conduct, the matter may be resolved without a hearing at the discretion of the Title IX Coordinator or designated investigator. The appropriate discipline may be imposed by the College based upon the facts admitted during the investigation. If the complainant concurs with the College's resolution, the matter is concluded without the need for a hearing.
- Even when there is significant difference in the facts relayed by the complainant and respondent, the College may impose interim measures on the respondent.
- If the facts are in dispute and the Title IX Coordinator concludes there is a basis to move forward, a private disciplinary hearing will be held where the complainant and respondent will each be treated without prejudice or bias and where each will only be asked to answer questions relevant to the specific misconduct under consideration.
- A specially trained hearing panel will be convened to adjudicate allegations of sexual misconduct. New members of this hearing panel receive extensive training on Title IX, current guidance from OCR and the College's judicial process; additionally, refresher trainings are held for the full panel each semester.
    - The hearing panel will contain between 3-5 members for each hearing. These members are drawn from a pool of between 10-20 trained members. Panel members may recuse

themselves from any hearing due to conflict of interest or other inability to fully participate in a complete hearing.
    - Each hearing panel will be assigned a trained Executive Secretary. The role of the Executive Secretary is to ensure that all policies and procedures, as outlined in the *Student Handbook*, are followed.
- The College will use its best efforts to complete its investigation within 14 business days of the date it receives the Statements and to schedule a disciplinary hearing within another 7 business days.
- The parties may mutually agree to extend these time periods.
- This hearing will not be, and may not be, taped. Out of respect for privacy, the College requests that all students keep information from a hearing confidential and that employees exercise discretion regarding the information disclosed in the hearings.
- Both parties need to submit any additional documentation to the hearing officer at least 48 hours prior to the hearing; the hearing officer will share this information with the respective parties. Both parties will be shown a copy of the Statements provided by the other party; this includes Statements from any witnesses of fact.
- At least 72 hours notice will be given to both complainant and respondent to appear at the hearing.
- A written decision, complete with sanctions, if any, will be received within 10 business days after the hearing.
- If desired, the complainant will be permitted to attend the entire hearing. If the complaint chooses not to attend the hearing, he or she will be offered the opportunity to submit a written statement of fact to be read at the hearing. If the respondent fails to appear he or she may submit a written statement of fact to be read at the hearing. If either party declines to participate, the hearing will move forward and no adverse inference will be drawn.
- During the hearing, both the complainant and the respondent have the right to be assisted by an advisor of their choice. The advisor may be any person, including an attorney engaged at the party's expense, who is not otherwise a party or witness in the investigation. The advisor may confer quietly with the complainant or respondent to provide advice or support, the advisor may not speak on behalf of the complainant or respondent or otherwise actively participate in, or in any manner disrupt, the hearing. To serve as an advisor, the individual will be required to meet with the Title IX Coordinator in advance of participating in the hearing to understand the expectations of the role, privacy, and appropriate decorum. The Title IX Coordinator has the right at all times to determine what constitutes appropriate behavior on the part of an advisor. No copies of written materials or any other evidence will be given to an advisor.
- Once the original Statement has been filed, the College will use its best efforts to process the incident (this includes investigation of facts, hearing notification, the hearing, deliberation, notification of the outcome of the hearing and the appeal process) within 60 business days. Circumstances may arise that require the extension of time frames, including extension beyond sixty (60) days. Such circumstances may include the complexity of the allegations, the number of witnesses involved, the availability of the parties or witnesses, the effect of a concurrent criminal investigation, any intervening school break or vacation, or other unforeseen circumstances. In the event that the investigation and resolution exceed this time frame, the College will notify all parties of the reason for the delay and the expected adjustment in time frames. Best efforts will be made to complete the process in a timely manner by balancing principles of thoroughness and fundamental fairness with promptness.
- Character witnesses are not permitted at the hearing. In determining a remedy, the College may take into consideration the prior disciplinary history of the respondent.

- The College utilizes a preponderance of evidence as the standard of proof in disciplinary proceedings; this standard is met if the proposition is more likely to be true than not true. Preponderance of evidence is the acceptable standard for civil cases.
- The complainant and respondent will be notified of the outcome of the hearing; this notification will be made in writing and will occur as concurrently as possible.
- The process will terminate if the respondent is no longer a student or employee.
- The College will cooperate to the extent permitted by law with criminal proceedings. The College does not condone retaliation towards the respondent or the complainant.
- Any claims of retaliation will be investigated and those individuals will be subject to disciplinary action. Please see the end of this policy for additional information on retaliation.
- Mediation will not be used to resolve sexual violence complaints.

Appeals

- Both parties have the right to appeal. A letter of appeal should be addressed to the Title IX Coordinator within 3 business days of receipt of the decision. Appeals may only be submitted on the following grounds:
    - evidence of improper or inadequate procedure;
    - prejudicial conduct;
    - disproportionate penalty;
    - new evidence, not available at the time of the hearing.
- An appeal based on new evidence, not available at the time of the hearing will be referred back to the original hearing panel for a second hearing.
- Upon receipt of an appeal for improper or inadequate procedure, prejudicial conduct or disproportionate penalty, the Title IX Coordinator will convene a specially trained appeals board.
- The respondent's and/or complainant's letter(s) of appeal, the hearing panel's decision letter, and all other documents used in the hearing will comprise the official file to be used by the Appeal's Board.
- The parties will receive written notice of an appeal decision within 10 business days.
- Appeals will go a specially trained appeals board. While the College Appeals Board consists of faculty, staff, administrators or students as appointed by the President, no students will serve on appeals related to violations of the Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence.
- The non-appealing party will be notified that the appeal has been filed. Once it is formed, the Appeals Board will notify the parties if additional documentation is requested and the time period for its submission. All documentation reviewed by the Board will be made available in advance for both parties to review and submit comments; comments will be shared with one another. If evidence is discovered after the conclusion of the hearing, this new evidence will be reviewed by the Appeals Board. Both parties will be made aware of any new evidence. The Appeals Board will, after reviewing all available evidence and documentation, make a recommendation to the Title IX Coordinator or her designee. In cases involving a recommendation of suspension or expulsion, the recommendation of the Appeals Board will be issued to the President. In cases not involving suspension or expulsion, there is no right for either party to appeal to the President. Both parties will receive written notice of the appeal decisions within 10 business days after the Appeals Board has received any additional documentation it may request. As stated earlier, the review of the Appeals Board is limited to fact based issues, this includes evidence of improper or inadequate procedure, prejudicial conduct and/or disproportionate penalty.
- Sanctions, such as interim suspension from College housing or from the College itself, or from employment may be imposed during the appeals process at the decision of the Vice President for Student Life or the Assistant to the President for Administration and Special Projects.

Procedures for Faculty and Staff

Any person who believes he or she has experienced sexual misconduct, as defined in the College's Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence, may file a complaint against the Chestnut Hill College faculty, staff, or administration member (the person filing a complaint is referred to as a "complainant"). The procedures outlined below are designed to create a fair and confidential process for the complainant and respondent, while also ensuring a community built on appropriate relationships and respect for all. As acts of sexual misconduct present a threat to the community, the President is kept apprised of all training and prevention efforts, as well as allegations of sexual misconduct.

Interim Measures

Upon the filing of a complaint, the Title IX Coordinator will review the allegations and determine the necessity and scope of any interim measures to prevent further acts of harassment, misconduct, or retaliation and to provide a safe educational and work environment. The range of interim measures may include, but not be limited to:

- Adjusting the complainant's or respondent's work schedule, assignment, or location for employment.
- Changing the complainant's or respondent's academic schedule, allowing the complainant to take an incomplete in one or more courses, allowing the complainant to drop (or retake) a course without penalty, or complete course work via alternate delivery methods.
- Providing an escort to ensure safe movement between classes, work sites, and other activities.
- Allowing the complainant to withdraw from or retake a class without penalty, or extending deadlines for examinations or other assignments.

- Providing access to tutoring or other academic support.
- Putting the respondent on paid administrative leave until the conclusion of the investigation.
- Issuing a no contact order.

An individual's failure to comply with restrictions imposed by interim measures is a violation of this policy and a basis for disciplinary action, up to and including termination of employment.

Investigation of a Complaint

Investigator

The Title IX Coordinator will designate an Investigator (ordinarily a member of Human Resources, the Office of the President, or when necessary, an outside third party investigator) specifically trained in sexual misconduct investigations to conduct a prompt, thorough, and fair investigation of any sexual misconduct complaint against a College faculty or staff member. Every effort will be made to eliminate any possible or perceived bias in the selection of an investigator.

Investigation Findings

At the conclusion of the investigation, the Investigator will prepare a report summarizing and analyzing the relevant facts determined through the investigation, with reference to any supporting documentation or statements.

The final Investigative Report will provide a summary of the Investigator's impressions, including context for the evidence, and will make a determination as to whether the respondent's conduct violated Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence. The Investigative Report will then be provided to the Title IX Coordinator who will convene a hearing panel to determine if a violation has been found. Members of the hearing panel are drawn from a slate appointed by the President and are specially trained in handling cases of sexual misconduct. All proceedings are confidential.

If there is no finding of responsibility, all materials will be returned to the Title IX Coordinator for inclusion in records (please see Preservation of Records for additional information).

If there is a finding of responsibility, the hearing panel will submit a report to the Vice President for Academic Affairs (if the respondent is full-time faculty), the Dean of the respective college (if the respondent is adjunct faculty) or the Senior Vice President for Financial Affairs (if the respondent is staff) to make a final determination as to the appropriate disciplinary sanction, per policies outlined in the Faculty Manual and Staff Handbook, for the respondent's violation of the Policy. In the event that the respondent is a tenured faculty member, procedures outlined in the Termination of Contract and Dismissal policy (Faculty Manual Policy F301.1) will be followed. If a conflict of interest exists that could create real or perceived bias against either the complainant or the respondent, another Vice President may be appointed. All decisions related to suspension or termination of employment are made by the President.

Imposition of Sanctions

Suspension or Termination of Faculty.

Any disciplinary sanction that involves the suspension or termination of a faculty member will be conducted pursuant to the procedures outlined in the Faculty Handbook.

Disciplinary Actions against Staff.

Disciplinary sanctions involving staff will be consistent with any applicable policies outlined in the Staff Handbook.

Appeals

The respondent has the right to appeal the investigative determination and the sanction imposed. Appeals will be submitted to the Title IX Coordinator and will be handled by a third party contracted service.

The College's determination as to whether the respondent's conduct violated the Policy will be presumed to have been reached reasonably and appropriately, by a preponderance of the evidence. Therefore, an appeal is available only on the following grounds:

- evidence of improper or inadequate procedure;
- prejudicial conduct;
- disproportionate penalty;
- new evidence, not available at the time of the hearing.

Any appeal must be in writing and should be filed with the Title IX Coordinator within ten (10) calendar days of the date of receipt of the relevant Vice President's final decision.

Preservation of Records

A confidential record of all complaints, including their disposition, will be maintained by the Title IX Coordinator.

Sanctions for Students

Individuals found responsible for violating this policy may face one or more of the following sanctions. The severity of the incident, past judicial record, attitude, and willingness to make amends will be taken into consideration when determining sanctioning.

- Disciplinary Warning: notice to the student, orally or in writing, that continuation or repetition of the conduct found wrongful, within a period of time stated in the warning, may be cause for more severe disciplinary action.
- Disciplinary Probation: an official written notice to a student that violation of College policies, regulations, or patterns contrary to College standards or expectations, will not be tolerated. Repeated offenses or violations of any conditions of probation will result in more severe action, including possible suspension or expulsion. Disciplinary probation lasts for a stated time.
- Educational Sanctions: including counseling, reflection papers, research papers, classes and/or community engagement/service.
- Fines: fines range from $10 to $200 for punitive purposes and/or restitution.
- Restitution: the student or group may be required to make payment to the College, or to other persons, groups or organizations for damages to or misappropriation of property.
- Loss of Residency: a student will be required to leave the College residence community and may forfeit any housing costs. The student will be barred from entering all residence halls during the time of removal from the campus. A student who loses residency may be considered for future on-campus accommodations at the discretion of the Vice President for Student Life and the Director of Residence Life.
- Disciplinary Residence Hall Room Change: an action that requires a student to vacate his/her current room and relocate to another room because of the disciplinary process.
- Restrictions of Housing Lottery: an action may exclude a student from participation in a particular housing lottery or affect his/her ranking in a particular lottery.
- Suspension: separation of the student/group from the College for a specified period of time. This could include exclusion from classes and other privileges or College activities.
- Expulsion: termination (after due process) of student status for an indefinite period. The conditions of readmission, if permitted, shall be stated in the order of expulsion.

Retaliation

Chestnut Hill College strictly prohibits retaliation against any individual for reporting, providing information, exercising one's rights or responsibilities, or otherwise being involved in the process of responding to, investigating, or addressing allegations of sex discrimination, sexual harassment, and sexual violence. Therefore, any retaliation, intimidation, threats, coercion, or discrimination against any such individual, undertaken or attempted either directly or by someone acting on behalf of another, will be addressed in the most serious way by the College, and individuals who engage in such actions are subject to discipline up to and including suspension, exclusion, or dismissal. These behaviors will result in subsequent disciplinary proceedings. Anyone who is aware of possible retaliation or has other concerns regarding the response to a complaint of sexual misconduct should report such concerns to the Title IX Coordinator or to any Deputy Coordinator, who shall take appropriate actions to address such conduct in a prompt and equitable manner.

Title IX Coordinator

The College designates the Dean of Student Life, Krista Bailey Murphy, (215-248-7142; murphyk@chc.edu), as its Title IX coordinator. Any questions or complaints regarding the College's Policy or its implementation should be promptly brought to the attention of the Title IX coordinator. The Title IX Coordinator will maintain a confidential list of the complaints made under this policy, the disposition of these complaints and the timeline for resolution.

To File a Complaint with the Office of Civil Rights

Anyone who wishes to file a complaint with the Office of Civil Rights (OCR) may do so through the mail, email or online. Prior to filing a complaint with OCR against an institution, a potential complainant may want to find out about the institution's grievance process and use that process to have the complaint resolved. However, a complainant is not required by law to use the institutional grievance process before filing a complaint with OCR. If a complainant uses an institutional grievance process and also chooses to file the complaint with OCR, the complaint must be filed with OCR within 60 days after completion of the institutional grievance process. For more information on filing a complaint, please visit the OCR website at http://www2.ed.gov/about/offices/list/ocr.

Record Keeping

After a matter is concluded, the individual who conducted the investigation shall prepare a written summary of the matter. The purpose of the summary is (1) to insure the College is aware of repeat incidents by the same individual and (2) for record keeping purposes so the College can evaluate the effectiveness of its anti-harassment policy and procedures. This summary will be kept in a separate file which may be consulted for the two purposes stated.

Supplemental Information

Definitions of Sexual Misconduct

- Sexual Harassment

Sexual Harassment is:

- unwelcome, gender-based verbal or physical conduct that is,
- sufficiently severe, persistent or pervasive that it,
- unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the university's educational program and/or activities, and is
- based on power differentials (quid pro quo, i.e. where an employee or student is informed their job or academic progress is dependent on their providing sexual favors to someone with authority over them), the creation of a hostile environment, or retaliation.

Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to egregious, unwelcome sexual attention; to punish a refusal to comply with a sexual based request; to condition a benefit on submitting to sexual advances; sexual violence; intimate partner violence, stalking; gender-based bullying.

Sexual harassment also includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex/gender or sex/gender-stereotyping, even if the acts do not involve conduct of a sexual nature.

A single, isolated incident of sexual harassment alone may create a hostile environment if the incident is sufficiently severe. The more severe the conduct the less need there is to show a repetitive series of incidents to create a hostile environment, particularly if the harassment is physical.

- Sexual Assault

Sexual assault is defined as having sexual intercourse or sexual contact with another individual without consent, including:

- by the use or threat of force or coercion;
- without effective consent; or
- where that individual is incapacitated.

Sexual contact includes intentional contact with the intimate parts of another, causing another to touch one's intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth, or any other part of the body that is touched in a sexual manner. Sexual contact also includes attempted sexual intercourse.

Sexual intercourse includes vaginal or anal penetration, however slight, with a body part (e.g., penis, tongue, finger, hand, etc.) or object, or oral penetration involving mouth to genital contact.

It is important to note that a person who is incapacitated cannot consent to sexual activity. ***Consent*** to engage in sexual activity must be knowing and voluntary; it must exist from the beginning to end of each instance of sexual activity and for each form of sexual contact. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Consent is active, not passive. Incapacitation may result from the use of alcohol and/or drugs. Incapacitation and consent are further defined at the end of this policy.

Sexual contact and sexual intercourse are defined in additional detail in items i. and ii. below:

- NON-CONSENSUAL SEXUAL CONTACT

Non-Consensual Sexual Contact is:
- any intentional sexual touching,
- however slight,
- with any object,
- by a man or a woman upon a man or a woman,
- that is without consent and/or by force.

Sexual Contact includes:

- Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

- NON-CONSENSUAL SEXUAL INTERCOURSE

Non-Consensual Sexual Intercourse is:
- any sexual intercourse
- however slight,
- with any object,
- by a man or woman upon a man or a woman,
- that is without consent and/or by force.

Intercourse includes:

i. vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

- Sexual Exploitation

Occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to the benefit or advantage of anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another individual;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism;
- Knowingly transmitting an STI/D or HIV to another individual;
- Exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals;
- Sexually-based stalking and/or bullying may also be forms of sexual exploitation

- Stalking

Stalking occurs when a person engages in a course of conduct or repeatedly commits acts toward another person, including following the person without proper authority, under circumstances that demonstrate either of the following:

- place the person in reasonable fear of bodily injury; or
- reasonably cause substantial emotional distress to the person.

Stalking includes the concept of cyber-stalking, a particular form of stalking in which electronic media such as the Internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.

Examples of stalking include:

- unwelcome and repeated visual or physical proximity to a person;
- repeated oral or written threats;
- extortion of money or valuables;
- unwelcome/unsolicited written communication, including letters, cards, emails, instant messages, and activity through social media or other online mediums;
- unwelcome/unsolicited communications about a person, their family, friends, or co-workers; or
- sending/posting unwelcome/ unsolicited messages with an assumed identity; or
- implicitly threatening physical contact;
- or any combination of these behaviors directed toward an individual person.

- Intimate Partner Violence: Domestic Violence or Dating Violence

Intimate-partner violence, also referred to as dating violence, domestic violence, and relationship violence, includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual, dating, domestic, or other intimate relationship with that person. It may involve one act or an ongoing pattern of behavior. Intimate-partner violence can encompass a broad range of behavior, including, but not limited to, physical violence, sexual violence, emotional violence, and economic abuse. Intimate-partner violence may take the form of threats, assault, property damage, or violence or threat of violence to one's self, one's sexual or romantic partner, or to the family members or friends of the sexual or romantic partner. Intimate-partner violence affects individuals of all genders, gender identities, gender expressions, and sexual orientations and does not discriminate by racial, social, or economic background.

- Bullying or Intimidation

Bullying includes any intentional electronic, written, verbal, or physical act or a series of acts directed at another individual or individuals that is severe, persistent, or pervasive and that has the intended effect of doing any of the following: (i)

substantially interfering with a student's education; (ii) creating a threatening environment; or (iii) substantially disrupting the orderly operation of the College. Bullying is prohibited, and participating in such acts will result in disciplinary action. Bullying that is based on gender, sexual orientation, gender identity, or gender expression, or based on any other protected classification as outlined in the College's *Non-Discrimination Policy* will be handled under this policy.

Intimidation is any verbal, written, or electronic threats of violence or other threatening behavior directed toward another person or group that reasonably leads the person(s) in the group to fear for her/his physical well-being. Intimidation is prohibited and will result in disciplinary action.

Anyone who attempts to use bullying or intimidation to retaliate against someone who reports an incident, brings a complaint, or participates in an investigation in an attempt to influence the judicial process will be in violation of retaliation as described within this policy and will be subject to disciplinary action.

ADDITIONAL APPLICABLE DEFINITIONS:

- Consent: Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. The lack of a "no" cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.
    - Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
    - Previous relationships or prior consent cannot imply consent to future sexual acts.
    - The College affirms a "yes means yes" standard for consent; by this standard, consent is an affirmative, conscious and voluntary agreement to engage in sexual activity

- Force: Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent ("Have sex with me or I'll hit you. Okay, don't hit me, I'll do what you want.").
    1. Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.
    2. NOTE: There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not by definition forced.
    3. In order to give effective consent, one must be of legal age.
    4. Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.
        - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the "who, what, when, where, why or how" of their sexual interaction).
        - This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketomine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another individual is a violation of this policy. More information on these drugs can be found at http://www.911rape.org/
- Use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.
- The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy.
- For reference to the pertinent state statutes on sex offenses, please see http://www.legis.state.pa.us/WU01/LI/LI/CT/HTM/18/00.031..HTM.

External Resources

Medical Care for Sexual Assault:
Philadelphia Sexual Assault Response Center (PSARC)
300 E. Hunting Park Avenue
Philadelphia, PA 19124
215-685-3251
Hotline: 215-425-1625
24 Hour Hotlines:
Women Organized Against Rape 215.985-3333*
National Sexual Assault Hotline: 800-656-HOPE*
Philadelphia Domestic Violence Hotline: 866-SAFE-041
Sexual Harassment:
Women's Law Project 215.928.9801
Philadelphia Commission on Human Relations 215.686.4692
Prosecution:
Special Victims Unit 215.685.3251
Police Sex Crimes Unit 215.685.1180/81/82 Rape Prosecution Unit 215.686.8083
Please note that these resources are in Philadelphia. For locations outside of Philadelphia please call 911.
*These resources are confidential

Campus Wide Prevention Efforts

Prevention efforts focus not only on education, but also primary prevention techniques such as bystander intervention, as well as providing alternative programming for individuals. Alternative programming sometimes has an educational component, but sometimes it is purely designed to provide an alcohol and drug free environment for individuals, thus helping to minimize their own risk. Examples of programs are included in the chart below:

Type of Program	Examples
Lectures & Workshops	Escalation Workshop "DUI: A Powerful Lesson" – Mark Sterner Women Organized Against Rape Workshop
Awareness Programs	Know Your IX Week Alcohol 101 (in first year seminars and for policy violators) Denim Day Sobriety/Safe Drinking Pledge DUI Simulator Virtual Bar Various Residence Hall Programs National Collegiate Alcohol Awareness Week Day of Silence
Alcohol Free Programming	Fridays After Dark (every Friday after 9 pm), Midnight Madness (funded by an NCAA CHOICES grant, Alternative programming on high risk days (Super Bowl, World Series, Halloween, St. Patrick's Day, etc.)
Training	Step UP to be a Dear Neighbor (bystander intervention training) Responsible Employee/Campus Security Authority Training with Faculty, Staff, Resident Assistants and other paraprofessional staff Sexual Harassment Training
Electronic	Social Media campaigns It's On Us Campaign Use of campus wide TVs

Educational Resources

Our goal is to always prevent an incident from occurring. With this goal in mind, the remaining section includes examples of policy violations and risk reduction tips.

Examples

- Amanda and Bill meet at a party. They spend the evening dancing and getting to know each other. Bill convinces Amanda to come up to his room. From 11:00 pm until 3:00 am, Bill uses every line he can think of to convince Amanda to have sex with him, but she adamantly refuses. He keeps at her, and begins to question her religious convictions, and accuses her of being "a prude." Finally, it seems to Bill that her resolve is weakening, and he convinces her to give him a "hand job" (hand to genital contact). Amanda would never had done it but for Bill's incessant advances. He feels that he successfully seduced her, and that she wanted to do it all along, but was playing shy and hard to get. Why else would she have come up to his room alone after the party? If she really didn't want it, she could have left.

  Bill is responsible for violating the Non-Consensual or Forced Sexual Contact section of this policy. It is likely that a College hearing would find that the degree and duration of the pressure Bill applied to Amanda are unreasonable. Bill coerced Amanda into performing unwanted sexual touching upon him. Where sexual activity is coerced, it is forced. Consent is not effective when forced. Sex without effective consent is sexual misconduct.

- Jiang is a junior and Beth is a sophomore. Jiang comes to Beth's dorm room with some mutual friends to watch a movie. Jiang and Beth, who have never met before, are attracted to each other. After the movie, everyone leaves, and Jiang and Beth are alone. They hit it off, and are soon becoming more intimate. They start to make out. Jiang verbally expresses his desire to have sex with Beth. Beth, who was abused by a baby-sitter when she was five, and has not had any sexual relations since, is shocked at how quickly things are progressing. As Jiang takes her by the wrist over to the bed, lays her down, undresses her, and begins to have intercourse with her, Beth has a severe flashback to her childhood trauma. She wants to tell Jiang to stop, but cannot. Beth is stiff and unresponsive during the intercourse. Is this a policy violation?

  Jiang would be held responsible in this scenario for Non Consensual Sexual Intercourse. It is the duty of the sexual initiator, Jiang, to make sure that he has mutually understandable consent to engage in sex. Though consent need not be verbal, it is the clearest form of consent. Here, Jiang had no verbal or non-verbal mutually understandable indication from Beth that she consented to sexual intercourse. Of course, wherever possible, students should attempt to be as clear as possible as to whether or not sexual contact is desired, but students must be aware that for psychological reasons, or because of alcohol or drug use, one's partner may not be in a position to provide as clear an indication as the policy requires. As the policy makes clear, consent must be actively, not passively, given.

- Kevin and Amy are at a party. Kevin is not sure how much Amy has been drinking, but he is pretty sure it's a lot. After the party, he walks Amy to her room, and Amy comes on to Kevin, initiating sexual activity. Kevin asks her if she is really up to this, and Amy says yes. Clothes go flying, and they end up in Amy's bed. Suddenly, Amy runs for the bathroom. When she returns, her face is pale, and Kevin thinks she may have thrown up. Amy gets back into bed, and they begin to have sexual intercourse. Kevin is having a good time, though he can't help but notice that Amy seems pretty groggy and passive, and he thinks Amy may have even passed out briefly during the sex, but he does not let that stop him. When Kevin runs into Amy the next day, he thanks her for the wild night. Amy remembers nothing, and decides to make a complaint to the Dean.

  This is a violation of the Non-Consensual Sexual Intercourse Policy. Kevin should have known that Amy was incapable of making a rational, reasonable decision about sex. Even if Amy seemed to consent, Kevin was well aware that Amy had consumed a large amount of alcohol, and Kevin thought Amy was physically ill, and that she passed out during sex. Kevin should be held accountable for taking advantage of Amy in her condition. This is not the level of respectful conduct expected of students.

Risk Reduction Tips

Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk of experiencing a non-consensual sexual act. Below, suggestions to avoid committing a non-consensual sexual act are also offered:

- If you have limits, make them known as early as possible.
- Tell a sexual aggressor "NO" clearly and firmly.
- Try to remove yourself from the physical presence of a sexual aggressor.
- Find someone nearby and ask for help.
- Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

1. Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
2. Understand and respect personal boundaries.
3. DON'T MAKE ASSUMPTIONS about consent; about someone's sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you DO NOT have consent.
4. Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable.
5. Don't take advantage of someone's drunkenness or drugged state, even if they did it to themselves.
6. Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size. Don't abuse that power.
7. Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
8. Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

ACADEMIC POLICIES AND PROCEDURES

All policies in the Graduate Catalog apply unless there is a program specific policy. In this circumstance, the program-specific policy is followed. For applicable doctoral policy, consult the relevant section of this catalog. If students have a question about which policy is applicable, they should speak with their advisor, Program Coordinator or Department Chair.

Academic Integrity Policy

Academic integrity, which is essential to the mission of Chestnut Hill College, consists in responsibility and honesty in the fulfillment of academic duties and is vital to the College community of scholars. Academic integrity is essential to the creation of an environment conducive to trust, mutual respect, cooperation, and the advancement of learning. Violations may lead to probation, dismissal, or other sanctions.

Academic integrity requires:

- Careful and thorough preparation for courses, including reading, completion of assignments, finding required background material, and reflecting on relevant issues.
- Regular participation and prompt attendance for the entire course session.
- Effort to maintain careful and focused attention during class.
- Participation in course discussion by both speaking and listening.
- Consistent attendance at lectures, events, study groups, and/or conferences with the Instructor, as required or suggested by the Instructor.
- Asking questions and seeking appropriate assistance from peers, academic support staff, and Instructors, as needed.
- Respect for Instructors and students.
- Careful and thorough preparation for and complete honesty in fulfilling assignments, writing papers, citing sources, and taking tests and examinations.
- Speaking to any student observed in violation of academic integrity, to discourage such violation. If this is not successful, reporting the violation to the Instructor.

Cheating and plagiarism destroy the trust and mutual respect that are essential to a community of learning. These behaviors violate the deepest convictions of the College community and are infractions of *Academic Integrity*.

Cheating violates the deepest convictions of the College community and may be grounds for dismissal. The following acts are examples of cheating, though the list is not exhaustive:

- Using prepared materials not specifically allowed by the instructor during the taking of an examination, test or quiz.
- Using material written by another student during the taking of an examination, test or quiz, either with or without his or her knowledge.
- Using crib notes; texts and/or supplementary marginal notations in texts; notes written on the surface of the desk at which examination is being taken; or use of unauthorized calculators or any other unauthorized aids.
- Collaborating during an in-class examination, test or quiz, either in the giving or receiving of information; or, improper collaboration on a take-home examination or laboratory report.
- Stealing, using, or transmitting, verbally or otherwise, actual examinations, tests, quizzes or portions thereof, or other likewise confidential information before or during the time of the exam.
- Submitting for a grade in one class any material previously or simultaneously submitted for a grade in another class without documented authorization from both instructors.
- Taking an examination by proxy.
- Falsifying of laboratory or research data or results; or falsifying or inventing bibliographical entries for research papers.
- Willfully aiding or abetting any act of cheating.
- Willfully aiding or abetting any act of plagiarism.

If an Instructor suspects that a student may have committed an act of cheating, the Instructor should discuss the matter with the student. If discussion does not resolve the matter to the Instructor's satisfaction, the Instructor consults with the Chair or Program Coordinator who will, if warranted, inform the Dean of the School of Graduate Studies. The Dean will review the

matter and, in consultation with the Instructor and the Chair or Program Coordinator, will decide upon the appropriate course of action. The student will be notified in writing of the Dean's decision and any required actions.

Plagiarism is defined as the submission of work (written work, oral presentation, software programs, experimental design, etc.) that incorporates ideas from another individual (student, teacher, author, etc.) and presents these ideas as one's own without adequate acknowledgement of the source. Plagiarism is a serious offense against academic integrity and may be grounds for dismissal from the program. The following acts are examples of plagiarism, though the list is not exhaustive:

- Presenting published or unpublished work prepared by others, or dictated by others, without appropriate citation, including papers purchased or borrowed from any person or organization.
- Presenting, without appropriate citation, written or oral reports or exercises copied from or dictated by others.
- Presenting, as one's own, homework assignments of any kind copied from or dictated by others.
- Incorporating formal lecture notes into one's own work without appropriate citation and presenting them as one's own.
- Presenting, without appropriate citation, a computer solution developed by someone else.
- Copying the ideas, and/or speculations, and/or language of any other person or persons, without appropriate citation, and presenting this as one's own original work.

If an Instructor suspects that a student may have committed an act of plagiarism, the Instructor should discuss the matter with the student. If discussion does not resolve the matter to the Instructor's satisfaction, the Instructor consults with the Chair or Program Coordinator who will, if warranted, inform the Dean of the School of Graduate Studies. The Dean will review the matter and, in consultation with the Instructor and the Chair or Program Coordinator, will decide upon the appropriate course of action. The student will be notified in writing of the Dean's decision and any required actions.

Attendance

Regular class attendance is necessary for the attainment of satisfactory performance in graduate work and is the responsibility of each student. Regular attendance and participation are essential elements of the learning process. The educational value of each course is enhanced by the sharing of insights and experiences and through the interactions in the classroom. Each instructor determines details of attendance requirements as they apply in a specific course.

While it is each student's responsibility to ensure that his or her registration status is accurate, any student who does not attend the first class and who does not communicate with the Office of the Dean of the School of Graduate Studies regarding special circumstances may be dropped from that course, if the Office is made aware of the absence. Students who attend the first class and who later encounter difficulties regarding attendance must communicate with instructors and follow applicable policies and procedures, as needed, for example, dropping and adding courses, withdrawing from a course and/or program, requesting a grade of incomplete, or requesting a leave of absence.

Course Registration

Adding a Course

Once the registration period opens, students may add courses to their schedule. Students may add courses until the first day of the semester. No student will be permitted to add a course once the semester has begun. The Academic Calendar provides specific dates for the *Last Day to Add Courses*. **Students must be registered for a course to be eligible to attend.**

How to Register

Returning students register for courses via My CHC Portal. Step-by-step instructions for online course registration are emailed to students via their CHC email accounts every semester. Students may email gradschool@chc.edu to request this information at any time.

New students or students not permitted to register online due to various account holds must send a written registration request to the School of Graduate Studies at gradschool@chc.edu.

Payment for Courses

Full payment or payment arrangements must be made within seven days of registration for courses. If payment is not made by this time, the course(s) may be dropped from the student roster. Charges for classes are generated every business day by 5:00pm. The updated statement is viewable online thereafter.

Payment options can be found in the Student Financial Services section of this catalog. Before registering, students must satisfy all previous financial obligations. Late registration fees apply two weeks prior to the beginning of each semester.

Exiting a Course: Drop or Withdrawal initiated by Student

After the semester has begun, students who cannot continue with a course may request to exit a course in one of three ways: dropping the course, withdrawing from the course, or withdrawing from the course after the deadline. A determination of which procedure to follow is determined by the date of the request in accordance with the Academic Calendar and the individual circumstance of the student.

Dropping a Course

Students are permitted to drop a course as specified on the Academic Calendar. Dropped courses will not appear on the student's transcripts. To drop a course, the student must notify the Graduate Studies Office in writing by emailing gradschool@chc.edu

Withdrawing from a Course

After the drop period ends, a student may withdraw from a course. Withdrawn course will appear on the student's transcript with the recorded grade of a (W). To withdraw from a course, the student must notify the Graduate Studies Office in writing by emailing gradschool@chc.edu and complete the Course Withdrawal Form and submit it to the Graduate Studies Office.

Withdrawing from a Course after Deadline

After the withdrawal period ends, a student may request to withdraw from a course after the deadline due to an unforeseen circumstance, such as an illness, family emergency, or accident. To complete the process, the student must:

- discuss with the Instructor the reason for the request;
- submit a letter of request to withdraw to the Program Coordinator/Department Chair, with a copy to the Instructor. In the request, the student should explain circumstances and attach copies of relevant supporting materials (physician's note, hospital receipt).
- The Program Coordinator/Department Chair, in consultation with the appropriate faculty, staff, and Graduate Dean, will review the request.
    - If approved, the student will receive a withdrawal (W) grade. If the course is a required course, the student must retake the course. The W will remain on the transcript but only the new grade will be calculated in the grade point average.
    - If the request is not approved, the student will receive a withdrawal failure (WF) grade and will be dismissed from the college.

Each request is handled on an individual basis and evaluated in light of information provided by the student and the student's academic records. The request to withdraw, with supporting documentation, must be submitted prior to the end of the course.

Exiting a Course: Administrative Drop or Withdrawal

The administration reserves the right to drop or withdraw a student from a course according to the above procedures if:

- The student fails to attend the first class;
- The student fails to maintain regular attendance in a course and/or misses two consecutive class meetings
- The student fails to comply with academic policies and/or procedures, such as maintaining communication with the instructor, requesting a grade of incomplete, or requesting to withdraw.
- Other reasons deemed appropriate by the School of Graduate Studies Dean apply.

When the administration is required to drop or withdraw a student from a course, a determination of which procedure to follow is made in accordance with the Academic Calendar and the individual circumstance of the student.

Note: Withdrawal from a doctoral course at any time requires the permission of the chair and may entail a leave of absence from the doctoral program.

Financial Responsibility for exiting a course
Any student who drops or withdraws from a course is responsible for tuition charges and fees that are incurred, regardless whether the students requests the drop/withdrawal or whether the administration is required to do so in accordance with the above policies. See Refund policy for schedule of refunds. See Academic Calendar for specific information regarding dates.

Auditing Courses
Qualified students may register to audit a graduate course with the permission of the instructor and the student's advisor. The student who has been granted audit status will be expected to meet the instructor's attendance, preparation and participation requirements in order for the audit course to be recorded "AU" on the transcript. An audit status may not be changed to credit status or vice versa after the first full week of class. Audit students are charged the full tuition rate. Students who are not matriculated Chestnut Hill College students must provide official proof of a bachelor's degree from an accredited institution and have sufficient background to be admitted into the course being requested.

Cancellation of Courses
Chestnut Hill College will make every effort to meet the academic needs of each graduate student by offering courses outlined in the catalog; however, the College reserves the right to cancel any courses for any reason including those where there is insufficient enrollment. Cancellation can occur up to and including the first week of class. The Graduate Front Office will notify students of a cancellation via CHC email so that an alternative choice can be made

Course Assessment and Evaluation
Ongoing assessment of student learning is expected of all colleges and universities. Chestnut Hill College School of Graduate Studies conducts course evaluations for each course each semester. Course evaluations provide valuable information for setting personal goals and for helping graduate students achieve academic excellence. Course evaluations are generated for all students and all courses in the School of Graduate Studies. Students are encouraged to complete this process. Course evaluation data is reviewed by the Department Chair, Graduate Dean and Vice President of Academic Affairs where applicable. The evaluations and/or data are returned to the faculty member **after** grades are filed with the Registrar.

Assessment projects search for evidence of the effectiveness of various instructional techniques and educational experiences by using such tools as surveys, interviews, focus groups, and/or samples of student work. Student participation in assessment surveys, interviews, and/or focus groups is voluntary. All work submitted by a student in fulfillment of course and/or program requirements is considered available for assessment research purposes, unless the student specifically requests otherwise. Written notice of this request must be submitted to the course instructor along with the work. Students will not be individually identifiable in any assessment report.

Course Load
Graduate students studying full-time register for 9 credits per semester. Graduate students may register for more than 9 credits with the written permission of the Department Chair/Program Coordinator. Half-time graduate students are classified as those registered for fewer than 9 credits but more than 4.5 credits. Less-than-half-time students are classified as those registered for fewer than 4.5 credits per semester. For most graduate students, this means taking two courses per semester (fall, spring, and/or summer).

Family Educational Rights and Privacy Act (FERPA)
The School of Graduate Studies staff will not disclose a student address or phone number to another student, nor will they provide a student with an adjunct faculty member's phone number or address. Messages for current part-time faculty may be left in the in-house mail basket located outside the Graduate Main Office.

Notification of Rights under FERPA
A copy of this information is emailed to every student's @CHC email account at the beginning of the semester and is always available online and in the Office of the Registrar. The *Family Educational Rights and Privacy Act (FERPA)* affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, he or she shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The College discloses education records without a student's prior written consent under the FERPA exception for 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 law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the College.

(4) 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. The name and address of the Office that administers FERPA is Family Policy Compliance Office/U.S. Department of Education/400 Maryland Avenue, SW/Washington, DC 20202.

FERPA Waiver Request
Students who wish to authorize release of their academic information to parents, guardians, spouses or any other individual may do so by signing a FERPA Waiver Request and submitting it to the Office of the Registrar. A sample Waiver may be found at the end of the catalog.

By signing a FERPA Waiver Request, the student is waiving his/her rights under the Family Education Rights and Privacy Act and is asking that grades, grade point averages, course schedules, or academic standing be released to the named person(s) indicated on the waiver. The requested information will be released to the named person(s), either by mail or in person with photo identification, when the named person makes a written request for the information.

Please note that absolutely no non-directory information relating to academic status (*e.g.*, grades and/or grade point average) will be released by telephone or email whether or not a waiver is submitted. Also, please note that the submission of a Waiver does not include the release of student CHC email or Portal passwords.

Financial Aid Exception
FERPA provides an exception regarding the release of education records information without the consent of the student when the release is related to financial aid. The disclosure is permitted if the information is necessary to determine eligibility for the aid; determine the amount of aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid.

Release of Information Via Telephone
Although FERPA does not preclude an institution from disclosing Non-Directory Information via telephone to the student or a FERPA Waiver contact, it is the College's policy that no Non-Directory Information relating to academic status (e.g., grades and/or grade point average) will be released by telephone, whether or not a waiver is submitted. Billing information, including tuition and fee charges, outstanding balances, and financial aid information, will be communicated via telephone providing the student or FERPA Waiver can correctly answer personally identifiable questions that only the student or FERPA Waiver contact would be able to answer. These questions may include, but are not limited to, CHC ID Number, Permanent address on file, High School or previous College attended, and currently enrolled courses.

School Officials' Access to Records
School officials with a legitimate educational interest may access student education records within the scope of performing their job duties. A school official is deemed to have legitimate educational interest if the information requested is necessary for that official to (a) perform appropriate tasks that are specified in his/her position description or by contract agreement; (b) perform a task related to a student's education; (c) perform a task related to the discipline of a student; (d) provide a service

or benefit relating to the student or student's family. Disclosure to a school official having a legitimate educational interest does not constitute authorization to share that information with a third party without written consent.

Statement Regarding Transfer of Education Records

Chestnut Hill College does not release education records to any external third-party, including disciplinary records, without a signed request.

Campus Security/Police Records

To remain exempt from FERPA, law enforcement records are created by the College's law enforcement unit, for a law enforcement purpose, and are maintained separately from education records.

Statement Regarding Reissuing Academic Documents

Chestnut Hill College does not re-release official copies of documents submitted for admission, scholarship application, or any other academic reason. Requested copies of materials in a student's academic file will bear a "FILE COPY" watermark.

Release of Information Under Special Circumstances

Records may be released to a third-party without a signed FERPA Waiver Request from the student under certain exceptions. These include: health or safety emergency; or where the student has been found in violation of the College's code of conduct relating to the use of alcohol and/or another controlled substance if the student is under the age of 21.

Notification of Student's Right to Non-Disclosure of Directory Information

FERPA requires institutions to give public notice to students in attendance of the categories of personally identifiable information which the institution has designated as Directory Information.

Institutions may disclose Directory Information about former students without meeting the notification requirement; however, if a student has requested, at his or her last opportunity as a student, that Directory Information not be disclosed, the institution must continue to honor that request until informed to the contrary by the former student. If requested to withhold directory information by a student after he or she has left the institution, institutions may, but are not required to, comply with the request.

Types of Information Which May be Designated as Directory Information

Chestnut Hill College hereby designates the following information as public or "Directory Information." Such information may be disclosed without a student's previous consent by the College for any purpose, at its discretion:

- Student Name(s)
- Address (local, permanent, and email)*
- Telephone number (local and permanent)
- Date and place of birth
- Program/concentration(s)
- Dates of attendance
- Date of graduation, degrees sought/conferred, and other academic awards
- Most recent previous school attended and/or High School
- Academic awards and scholarships
- Full or Part-time status

* Address information is not provided without a request indicating a reason for the information.

Procedure to Withhold Directory Information

Chestnut Hill College will not partially withhold Directory Information, so students are advised to think carefully before withholding disclosure as this may prevent third-parties from obtaining critical information in a timely manner, including degree conferral and enrollment verification.

To withhold disclosure of Directory Information written notification must be provided. Chestnut Hill College assumes that failure on the part of any student to specifically request the withholding of Directory Information indicates individual approval for disclosures. If you wish to restrict the release of Directory Information, please contact the Registrar who will explain the ramifications and provide a statement for you to sign as indication you do not want Directory Information released.

Forms

Students and faculty may retrieve all registration-related forms on the website *(CHC.edu/Academics/Registrar Forms and Info)*. Forms include but are not limited to Application to Request Graduation, Course Withdrawal, Tuition Discount. Please follow the instructions indicated on the top of each form and note the subsequent return process.

Grades

Grades are recorded and available to students on the CHC Portal. Any inaccuracy should be reported in writing to the Graduate Registrar within thirty days of receipt of the grade.

Grade	Numeric Value	Quality Points	Description
A	93-100	4.0	**Outstanding:** Outstanding effort and mastery of course content; participation in all classes with notable responsiveness to all course participants and evidence of thorough, thoughtful preparation for each class; all criteria for course requirements met at a masterful level, following all guidelines for written assignments and class preparation/ participation
A-	90-92	3.70	**Superior:** Superior effort and mastery of course content; participation in all classes with evidence of a professional level of preparation and responsiveness to course participants; all criteria for course requirements met at a professional level, following all guidelines for written assignments and class preparation/participation.
B+	87-89	3.30	**Very Good:** Very good effort and grasp of course content; evidence of preparation for and participation in all classes; timely completion of all written assignments at a proficient level of writing; all criteria for course requirements met at a competent level, following all guidelines for written assignments and class preparation/participation.
B	83-86	3.00	**Good/Acceptable:** Acceptable work; generally grasp of course content with average achievement; evidence of effort to meet all criteria for course requirements, following all guidelines for written assignments and class preparation/ participation, with evidence of emerging skills in need of support.
B-	80-82	2.70	**Marginally Acceptable:** Marginally acceptable work; inconsistent grasp of course content with below average achievement; evidence of effort to meet all criteria for course requirements, following all guidelines for written assignments and class preparation/participation, with evidence of emerging skills in need of extra support.
C+	77-79	2.30	**Unacceptable Work for Graduate School:** Unacceptable work for graduate school; insufficient grasp of course content with evidence of low achievement, effort, and timely completion of assignments at an acceptable level of competence or serious difficulty in course engagement. Criteria for course requirements insufficiently met. In the School of Graduate Studies (SGS), a grade of C+ or C results in academic probation; see SGS catalog for details.
C	73-76	2.00	
F	72-below	0.00	**Failure/Automatic Academic Dismissal:** In the School of Graduate Studies, a grade of F results in dismissal from the graduate program.
I		NA	**Incomplete** (See Incomplete Policy)

AU		NA	**Audit** (See Auditing Classes Policy)
W		NA	**Withdrawal** • Granted after drop/add period and before the withdrawal deadline • After the withdrawal deadline when student is granted permission by the Program Chair/Coordinator
WF		0.00	**Withdrawal/Failure:** Given when students withdraw without permission after the approved time period. Automatic Academic Dismissal
NR		NA	**Not Recorded**

*If grades are not available for a particular class or student at the time that the term grades are processed, a grade report will be issued with the grade of NR (Not Recorded). Grades of NR are usually limited to missing grades due to faculty emergency or absence at end of term and assigned by the registrar in consultation with the faculty member.
Undergraduate courses or courses taken for non-credit cannot be changed into graduate credit once the student has registered for the course.

Non-matriculating students who have not submitted an official transcript will not be issued a grade report until the transcript is received. Any student who has an outstanding bill with Student Financial Services will not be issued a grade report until the bill is paid.

Doctoral students in the Psy.D program should refer to program specific policies.

Grade Appeals

Students who wish to appeal a final grade in a course that does NOT initiate academic dismissal must follow the process outlined below. A student wishing to appeal a grade in a course that IS grounds for academic dismissal should see the Dismissal policy. Please note: If the student's grade is grounds for dismissal (Grade of F or a second grade of C or C+ if the student is currently on academic probation), the student may not appeal the grade and the policy for dismissal applies.

The deadline to initiate a grade appeal is:

January 15 for Fall grades
May 15 for Spring grades
September 1 for Summer grades

Student wishes to appeal a grade received in an individual course that does NOT initiate dismissal:

1) **Student contacts Instructor in writing**. The student explains in writing the reasons for the appeal and provides any supporting documentation. Student also sends copies of appeal and documentation to the Chair or Program Coordinator. If the Chair or Program Coordinator is also the Instructor, the student sends copies to the Dean of the School of Graduate Studies.
2) **Instructor responds in writing.** The Instructor must render a decision within 10 business days of receipt of the appeal and communicate the decision in writing to the student, with a copy to the Chair or Program Coordinator.

If the issue is resolved, no further steps need to be taken. If there is a need to continue the appeal process:

1) **Student contacts Chair or Program Coordinator in writing**. Students have 10 business days following the receipt of the Instructor's decision to contact the Chair or Program Coordinator. If the Chair or Program Coordinator is also the Instructor, the student skips to the follow step by contacting Dean of the School of Graduate Studies.
2) **Chair or Program Coordinator contacts student in writing.** The Chair or Program Coordinator will notify the student of a decision within 10 business days of receipt of the student's appeal - this may be extended if the appeal is received during a period when classes are not in session.

If the issue is resolved, no further steps need to be taken. If there is a need to continue the appeal process:

1) **Student contacts Dean of the School of Graduate Studies in writing**. Students have 10 business days following the receipt of Chair or Program Coordinator's decision to contact the Dean of the School of Graduate Studies.
2) **Dean contacts student in writing.** The Dean will notify the student of a decision within 10 business days of receipt of the student's appeal. This timeline may be extended if the appeal is received during a period when classes are not in session.

If the issue is resolved, no further steps need to be taken. If there is a need to continue the appeal process:

1) **Student contacts Vice President for Academic Affairs in writing.** If the student is not satisfied with the decision of the Dean, the student may appeal to the Vice President for Academic Affairs (VPAA) within 10 business days of the decision.
2) **VPAA contacts student in writing.** The VPAA will notify the student of a decision within 10 business days of receipt of the student's appeal - this may be extended if the appeal is received during a period when classes are not in session. **The decision of the VPAA is final and concludes the grade appeal process.**

The roles of the Chair, Program Coordinator, Dean, and Vice President of Academic Affairs (VPAA) are to review whether applicable policies and procedures were followed in assigning the grade, ***not to review and/or re-grade the student's work****.*
In order to ensure a timely resolution, these times frames will be strictly honored. Students who do not submit an appeal before the deadline waive their right to appeal.

Graduation

Degrees are conferred at the College three times per year in August, December and May on the dates specified in the Academic Calendar. A student is not considered to be graduated until the Office of the Registrar has recorded a transcript notation and the conferral date is indicated.

There is one Commencement Ceremony held annually in May. Students graduating without holds are invited to participate. August and December graduates without holds will receive their diplomas and complimentary transcript copy at the time of degree conferral and are then welcome to participate in the Ceremony the following May.

No student who has outstanding degree requirements or a hold on their account for any reason is permitted to participate in the Commencement ceremony.

Application to Request for Graduation - Master's Degree
In addition to meeting all of the stated program requirements, students must complete the Application to Request Graduation form located online and in the Graduate Studies Front Office and pay all applicable fees. The 2016-2017 Graduation Fee is $250 for students who did not pay an enrollment fee when they began their program (all students accepted prior to Summer 2013). **The fee is charged regardless of participation in the Commencement Ceremony in May**.

The Application to Request Graduation form must be received by:

- July 1 for August conferral
- October 1 for December conferral
- February 15 for May conferral

The Application to Request Graduation form must be received by the above deadline and all applicable fees must be paid in full or the student may not be permitted to graduate until the following conferral date!

Request for Certificate
Students completing a certificate program must complete the Request for Certificate available online and in the SGS front office.

Diplomas, Transcripts, and Academic Regalia
The Chestnut Hill College School of Graduate Studies diploma is written in Latin. It features the signatures of the President, Vice President for Academic Affairs, the Dean of the School of Graduate Studies, and the Registrar and it bears the College's official seal. Latin Honors (cum laude, magna cum laude, summa cum laude) are NOT awarded to students completing graduate-level programs, nor are honor cords or other decorations worn other than official academic regalia.

The Office of the Registrar prints official transcripts for students in any division, and diplomas for undergraduate and graduate alumni. Each graduating student is afforded one complimentary copy of an official transcript; August and December graduates receive their copies with their diplomas and May graduates receive a complimentary transcript request form that they must complete and submit.

Grade Point Average Calculation

A semester **Grade Point Average (GPA)** is calculated in the following way – the Quality Points per course are determined by multiplying the number of Credits by the number of Quality Points assigned to the grade received. The sum of the Quality Points received for all courses is then divided by the number of credits earned. The **Career** (Cumulative) **GPA (CGPA**) is the sum of the Quality Points of all courses divided by the sum of all credits earned. A repeated course grade does not remove a grade of "C" or "C+" or "F" from the student's transcript. However, only the repeated course will be calculated in the GPA. (See policies on probation and dismissal.) All earned course grades will appear on the transcript. A course may be counted only once toward credit requirements for the degree.

Grievance, Conflict Resolution, and Other Appeals

The majority of students' concerns can be addressed through informal discussion with faculty members. If a problem arises at any point during the program, the student is encouraged to seek a resolution at this informal level first, unless the students believes it would place him/her in a vulnerable or compromised position, in which case the student can file a formal grievance by following the steps below. *In applicable situations, please follow the College policy on Sex Discrimination, Sexual Harassment, and Sexual Violence* available in the previous section on Campus, Safety, and Security.

During this process, it is expected that the student will work closely and collaboratively with the Chair or Program Coordinator. The Chair or Program Coordinator is responsible for keeping records of formal grievances and documenting the outcomes of the grievance for the student's file.

Every attempt should be made to resolve conflicts directly with the individual(s) involved informally and verbally, before contacting a member of the administration and/or initiating a written report. Effective resolution of conflicts requires that students first take the following steps:

- **Speak with the individual directly to express the concern.** If the conflict occurs in a classroom or practicum setting, the student should consult with the Instructor or Supervisor, unless it is believed this would exacerbate the situation.
- **Consult with the Chair or Program Coordinator**. The Chair/Coordinator may call a meeting with the parties involved.

If the issue is resolved, no further steps need to be taken. If the issue is not resolved:

1) **Student contacts Chair or Program Coordinator in writing**. The student summarizes concerns in a letter to the Chair or Program Coordinator.
2) **Chair or Program Coordinator responds in writing.** The Chair or Coordinator reviews the grievance and may request additional written information from the student. After consulting with the student, other members of the faculty, and other involved persons, the Chair or Program Coordinator will render a decision in writing. The student may be invited to discuss the matter with the Chair or Program Coordinator and the parties involved.

If the issue is resolved, no further steps need to be taken. If the issue is not resolved:

3) **Student contacts Dean of the School of Graduate Studies in writing**. Students have 10 days following the receipt of Chair or Program Coordinator's decision to contact the Dean of the School of Graduate Studies.
4) **Dean contacts student in writing.** The Dean will notify the student of a decision within 10 days of receipt of the student's appeal - this may be extended if the appeal is received during a period when classes are not in session.

If the issue is resolved, no further steps need to be taken. If the issue is not resolved:

3) **Student contacts Vice President for Academic Affairs in writing.** If the student is not satisfied with the decision of the Dean, the student may appeal to the Vice President for Academic Affairs (VPAA) within 10 days of the decision.
4) **VPAA contacts student in writing.** The VPAA will notify the student of a decision within 10 days of receipt of the student's appeal - this may be extended if the appeal is received during a period when classes are not in session. **The decision of the VPAA is final and concludes the appeal process.**

In order to ensure timely resolution of grievances, these time frames will be strictly honored. Students who do not submit their appeals within the specific time frames will waive their right to appeal.

Note: Separate policies are applied in matters regarding grade appeals or plagiarism/cheating. Please refer to the policies for Grade Appeals and Academic Integrity in this catalog.

Incomplete Grades

If necessary, because of serious reasons, unanticipated circumstances, or illness requiring medical intervention or care, a student who has fulfilled most but not all course requirements may request a grade of incomplete ("I") from the instructor of a given course. The incomplete grade provides the student with more time to complete the course requirements, not to exceed one term, except in rare situations. A student may request an incomplete grade or an instructor may assign an incomplete grade. The procedures for both circumstances are below:

Procedure for Student Requesting an Incomplete

The student contacts the instructor and discusses the reasons for the requesting an incomplete grade. The request must be made prior to the last week of the class. A request made after the last class or final exam will not be considered. Reasons must refer to a situation that is serious, due to unpredictable circumstances, and unable to be remedied in another way within the time frame of the term. If the instructor discerns that the reason(s) for the request is justified, the instructor and student discuss requirements for completion of the course, including a timeline for submission of required materials/assignments, not to exceed one term, except in rare situations. After conferring with the instructor, the student completes a "Course Incomplete Form – Request by Student" (available online or in the Graduate School Office, Third Floor, St. Joseph Hall). The student and instructor sign the form and the student submits it to the Graduate Studies Office. The request will then be reviewed by the Program Chair and Dean of the School of Graduate Studies for approval. If the Chair and Dean approve the request, the grade of "I" will be entered onto the student's transcript. If the request is denied, the instructor enters the appropriate course grade.

Procedure for Instructor Assigning an Incomplete

In certain circumstances, a student may not be available to request an incomplete grade (for example, hospitalization). In this circumstance, if the instructor is made aware why an incomplete grade may be necessary, he/she discerns if the reason(s) for an incomplete is justified. The instructor should begin the process by discussing the reasons for assigning an incomplete with the Program Chair. The instructor informs the student of the requirements to complete the course, including a timeline for submission of required materials/assignments, not to exceed one term, except in rare situations. The Instructor completes the "Course Incomplete Form – Request by Instructor" (available online or in the Graduate School Office, Third Floor, St. Joseph Hall) and submits it to the Graduate Studies Office. The request will then be reviewed by the Program Chair and Dean of the School of Graduate Studies for approval. If the Chair and Dean approve the request, the grade of "I" will be entered onto the student's transcript. If the request is denied, the instructor enters the appropriate course grade for work completed.

If the Chair approves, the instructor submits a signed incomplete form to the Graduate Studies Office. The Office will obtain the remaining necessary signatures for approval. The signed form is recorded in the student's file and the grade of "I" is entered onto the student's official transcript.

Since the purpose of a grade of incomplete is to provide time for completion of course requirements, the student assumes full responsibility to fulfill all requirements and submit all assignments to the instructor in a timely manner, whether the grade of incomplete was requested by the student or assigned by the instructor. If the work is not completed and submitted on the day designated by the instructor, the student will receive a grade of "F" or another grade based on work completed by the student and submitted by the instructor. The timeline cannot be extended once it is agreed upon and filed with the Graduate Studies Office unless permission is granted by the Dean of the School of Graduate Studies. The instructor will grade all material and submit the final grade to the Graduate Studies Office within two weeks of receiving all work.

Independent Study/Individual Teaching Agreement

Circumstances may necessitate the use of an Individual Teaching Agreement or Independent Study format to fulfill the requirements for graduation. A maximum of two (2) Independent Study Format courses may be used towards graduation. The guidelines indicated below must be followed in order to receive credit for independent study:

General Guidelines:

- The independent study of core courses is discouraged and will only be permitted if the need cannot be fulfilled in a timely manner through the regularly scheduled cycle of courses.
- Independent study may be permitted under the following circumstances:
    - One or two courses are needed for graduation or certification and the student cannot take scheduled courses or the scheduled courses do not meet the requirements of the student's degree program.
    - Due to unpredictable circumstances, the student is making a geographical move that precludes further attendance in regularly scheduled classes.
    - The student has a particular interest related to his/her degree program but for which no course is available in the approved curriculum or will not be offered within a reasonable time for the student to graduate.
    - A course is cancelled or closed, one that student needs for graduation.

- Students should be aware that obtaining the required approval for independent study may involve some time and should consider this fact when initiating independent study.

To request an Independent Study, the follow procedure must be followed:

- A student discusses the possibility of an independent study with the Program Coordinator or Department Chair.
    - A request for independent study is placed in writing and given to the Program Coordinator or Department Chair.
    - The student must contact the Department Chair/Program Coordinator prior to making arrangements with the instructor who will supervise the independent study.
    - The Program Coordinator or Department Chair and the student will identify the appropriate faculty member who will supervise the independent study.
- The student files an Independent Study Form (available in the Graduate Office), with the required signatures and requested information.
- The completed form and appropriate syllabus must be returned to the Graduate Registrar three days prior to the official start of the first class. The student is not officially registered until the form is completed. The Dean of the School of Graduate Studies will not approve any form that is received after the independent study has begun, unless the independent study results from a course cancellation.

Instructional Time/Activities in a Course

The School of Graduate Studies implements its mission and philosophy in the educational activities it provides. Graduate education prepares emerging scholars and professionals to become innovators and leaders in their chosen fields. Students are encouraged to develop life-long learning skills that will enhance adaptation to ever-changing workplace demands. The graduate program achieves this outcome by including activities that entail learning experiences outside the classroom whereby the student works independently or in a group on a project designed to address the course objectives. The instructor is available for consultation and assesses whether the student has achieved the objective of the independent study activity.

All 3-credit courses in the School of Graduate Studies consist of a minimum of 42 hours of instructional time and each program sets the appropriate standards for the balance among classroom activities, technology-infused learning and independent study. Some examples of equivalent instructional activities are as follows:

- **Field study**. *Example*: Practice test administration with recruited volunteers.
- **Technology-related activities**.
- **Library or field research** on a specific topic with a required paper or presentation.
- **Participation in a professional activity** with a required paper or presentation.
  Examples: Attendance at a professional meeting or conference; conference presentations.

Leave of Absence

Students in graduate-level programs who find it necessary to interrupt their course of study for three or more consecutive semesters must request a *Leave of Absence*. Doctoral students should follow the policy for their program.

Master's degree students initiate the process by either submitting the Leave of Absence Request Form or, if circumstances prevent the completion of the form, an email will suffice. If, at the time of the request for Leave, a student is currently enrolled in courses, all applicable policies and procedures for dropping/adding, withdrawal, and/or requesting an incomplete grade. A request for a Leave does not replace requirements related to an Incomplete (I) grade in a course.

An approved Leave will not be counted against the time limit for degree completion (six calendar years), but students should review the potential impact on program requirements with the Chair or Program Coordinator. Under special circumstances, the School of Graduate Studies may grant leave for more than two consecutive semesters if requested in writing and approved by the Chair or Program Coordinator.

A student who does not enroll in a course for three consecutive terms and has not been granted a Leave is considered to have withdrawn from the program.

Probation and Dismissal

If a matriculated student receives a grade of "C" or "C+" in a course, he/she is placed on academic probation by the Dean of the School of Graduate Studies and advised accordingly by the Program Coordinator or Department Chair. The probation hold remains until the student graduates. If the course in which a "C" or "C+" is earned is not a core course within the student's program, the student may choose to take the course again. If the course is a core course, the student will be required to retake the course. The repeated course grade must be "B-" or above. The repeated course grade does not remove the grade of "C" or "C+" from the student's transcript ***but only the grade for the repeated course will be calculated in the GPA***. Both earned course grades will appear on the transcript. A course may be counted only once toward credit requirements for the degree.

If the matriculated student receives a second grade of "C" or "C+" in any course, no further opportunity for retaking a course is granted and the student will be dismissed from the college. When grades have been posted, the Graduate Registrar informs the Dean and places a hold on the student's registration for the next term. After conferring with the Program Coordinator and/or Department Chair, the Dean informs the student of dismissal in writing. The letter will be mailed to the address on file for the student and a copy sent to the Coordinator/Chair.

If a non-matriculated student receives a grade of "C+" or below, the student will be discontinued from the admissions process. When grades have been posted, the Graduate Registrar informs the Dean. After conferring with the Program Coordinator and/or Department Chair, the Dean informs the student of discontinuation in writing. The letter will be mailed to the address on file for the student and a copy sent to the Coordinator/Chair.

Any matriculated or non-matriculated student receiving a grade of "F" will be dismissed from the college. When grades have been posted, the Graduate Registrar informs the Dean. After conferring with the Program Coordinator or Department Chair, the Dean informs the student of dismissal in writing. The letter will be mailed to the address on file for the student and a copy sent to the Coordinator/Chair. If a student is later admitted or reinstated, the policy noted above in regard to courses with grades of "C" or C+" applies.

Reinstatement

This policy refers to students who are requesting reinstatement into a graduate program after one of the following situations has occurred:

- Leave of absence with written approval
- Leave of absence without written approval
- Dismissal for academic reasons

Requests for reinstatement are considered on a case-by-case basis. Students who are requesting reinstatement for any of the above reasons must send a letter of request in writing (email accepted) to the Dean of the School of Graduate Studies and copy to the Program Coordinator or Department Chair. The Dean consults with the Program Coordinator and/or Department Chair and decides whether to approve the request. If the request is approved, the Dean communicates the conditions of reinstatement to the student. Conditions may include additional coursework. A letter of approval or denial of reinstatement is sent to the student, with copies to the Program Coordinator or Department Chair, Director of Graduate Admissions, and the Graduate School representative. To return to a program after five years, the student must reapply and, if re-accepted, will be subject to current program guidelines and curricula as well as financial policies outlined in the Academic Catalog from the year of re-application.

Time of Degree Completion

All requirements for master's degrees must be completed within six years of matriculation unless an extension is granted by the Dean of the School of Graduate Studies, in consultation with the Program Coordinator/Department Chair. Any request for an extension must be made in writing to the Dean and copied to the Coordinator/Chair. The letter should state the reasons for the request. The Dean will send a letter of approval or denial.

Transfer Credit Information

Applicants may begin the transfer credit evaluation process during the admissions process. Applicants should supply their Program Chair or Advisor with transcripts, course descriptions, syllabi, and other related materials for evaluation. However, the actual credit transfer occurs after enrollment.

Acceptance of transfer credit is at the discretion of the department. The following rules apply to degree programs:

- Students must submit a Request for Transfer of Credits form, an official transcript, and syllabus for each course request.
- The course syllabus must be consistent with a relevant, extant CHC course.
- Transfer credits must be from an accredited college/university.
- Transfer credit is evaluated after acceptance and the actual credit transfer occurs after enrollment.
- Typically, transfer credit must have been completed within five years. Departmental discretion determines the programmatic relevance of this guideline.
- Students are permitted to transfer up to 25% of the total credits required in their graduate program.
- Only courses with grades of "B" or higher will be evaluated and accepted for transfer credit.
- Transferred courses will not be considered in calculating the CHC GPA.
- Transferred courses should be completed prior to CHC matriculation (requests for exceptions must be submitted in writing and approved by the department chair).

Chestnut Hill College Credits taken by Non-Matriculated Students

- All course work completed by students at CHC while in a non/pre-matriculated status is considered transfer credit. Non/pre-matriculated students may apply up to 25% of required credits to their graduate degree or certificate program if and when they matriculate into the associated program and at the discretion of the department chair. Successful completion of courses as a non/pre -matriculating student does not guarantee acceptance to any degree or certificate program.
- CHC courses accepted for transfer credit will be considered in calculating the CHC GPA.

The Transfer of Credits Request Form is available in the School of Graduate Studies office or at www.chc.edu/registrar.

Undergraduate/Non-Credit Courses

Students in the School of Graduate Studies may take undergraduate-level and non-credit courses with permission from their advisor and the Dean of the School of Undergraduate Studies. Undergraduate courses or courses taken for non-credit cannot be changed into graduate credit and all pertinent dates for registration for the course, which may be very different from those in the School of Graduate Studies, apply. Undergraduate-level and non-credit courses do not calculate into the student's GPA or Credits Earned for the graduate program; undergraduate-level and non-credit courses are housed on a separate transcript.

Waiving Required Coursework

A course waiver entitles a graduate-level student to substitute, under advisement, another course in the program in lieu of the stated requirement. It does not exempt a student from obtaining the total number of credits required. The Course Waiver Form is available online and in the graduate main office. If applicable, a course description and a copy of the official transcript must be submitted along with the form. The chair or program coordinator will review the request and forward it to the Dean of the School of Graduate Studies for final approval. It is the student's responsibility to monitor the process.

Code of Conduct and Responsibility for Learning Environment

Enrolling in a graduate program at Chestnut Hill College is a decision that involves accepting responsibility to meet academic and program requirements, to contribute to an environment conducive to learning in keeping with the mission of the College, and to exhibit mature and ethical behavior on campus consistent with civil law and the policies of the College, the School of Graduate Studies, and the student's graduate program.

Students in graduate programs whose purpose is preparation for professional practice are responsible to know the codes of conduct applicable to their respective graduate programs and professions and to act in accordance with those codes and professional standards at all times.

In situations in which there is a program-specific policy, the program-specific policy is followed. For applicable doctoral and other program-specific policies, consult the relevant section of this catalog and program-specific handbooks or other guides. If a student has a question about which policy is applicable, s/he should speak with an advisor, Program Coordinator or Department Chair.

In addition to the policies, professional standards, and expectations outlined in student handbooks for specific graduate programs and in the Catalog of the School of Graduate Studies, all students are expected to abide by the Student Code of Conduct, as outlined in the Student Handbook of the College. Violations of the Student Code of Conduct may result in disciplinary proceedings. Findings of responsibility in a disciplinary proceeding may result in the imposition of sanctions. Please refer to the Student Handbook for additional information on these policies and procedures: https://www.chc.edu/student-handbook.

ADMINISTRATION OF HUMAN SERVICES

Department of Sociology, Criminal Justice and Human Services

Program Contact Information

Graduate Program Coordinator:

Barbara Hogan, Ph.D., Dean of the School of Graduate Studies/
Associate Professor of Human Services
hoganb@chc.edu

Combined B.S./M.S. Program:

Elaine Green, Ed.D., Dean of the School of Continuing and Professional Studies/
Associate Professor of Human Services
green@chc.edu

Program Advisor:

Amy Antrim, M.Ed., Assistant to the Dean, School of Graduate Studies/
Adjunct Instructor of Human Services
antrima@chc.edu

Program Offerings

Master's Degrees

Master of Science in Administration of Human Services
Combined BS Human Services and MS Administration of Human Services

Certificates of Professional Development

Post-Baccalaureate Certificate of Professional Development in Leadership Development
Post-Baccalaureate Certificate of Professional Development in Adult and Aging Services

Program Overview

The Master of Science (M.S.) degree in *Administration of Human Services* is designed for those who appreciate diversity and aspire to contribute to social justice through their work in a broad range of service-oriented organizations, such as non-profit and community organizations, criminal justice systems, health and human service agencies, residential programs, and educational institutions. The program encourages critical and creative thinking, self-understanding and reflection, practical knowledge, and analysis of the social contexts, structures, and systems that affect all aspects of work in organizations. The degree differs from a counseling degree in that students are prepared to contribute to positive change from a wide range of service and administrative roles within organizations, rather than to deliver therapeutic services.

Career Opportunities

According to the U.S. Department of Labor's Occupational Outlook Handbook, social and human services are projected to be among the fastest growing professions with excellent job opportunities in residential and community-based programs for individuals with advanced education and training.

Professional Affiliations

Chestnut Hill College is a member of the Council for Standards in Human Service Education (CSHSE), the only national organization providing standards for human service education. In addition to an administrative component, the M.S. program in Administration of Human Services is a broad-based, practitioner-oriented degree, which includes the following standards: an interdisciplinary approach, skill development, and competency-based learning with an emphasis on self-understanding.

Program Format

Courses are scheduled in the evenings and on weekends to accommodate the needs of the adult student. Classes meet once each week or on Saturdays during each eight-week session. Attendance and well informed participation in all class sessions are essential elements of this program. The schedule for the master's degree in Administration of Human Services follows an accelerated format adapted to the three-term schema (fall, spring, summer) of the School of Graduate Studies.

Fall 1 and 2	sessions =	Fall Term
Spring 1 and 2	sessions =	Spring Term
Summer 1 and 2	sessions =	Summer Term

To foster graduate-level work, since most students have significant work and other obligations, one course per session is the general norm. Students who wish to take two courses in any accelerated term must be in good academic standing and obtain permission from the Graduate Program Coordinator or Advisor. Registering for one course each session allows students to take six credits each term (the equivalent of an academic semester) and to qualify for financial aid as part-time students. Students taking one course each session should be able to complete the degree requirements in two years. The maximum time frame to fulfill the degree requirements is six years.

Program Schedules

The program follows the accelerated schedule each semester. See the Academic Calendar for specific dates.

Additional Admissions Information/Requirements

Individuals who wish to obtain a certificate or a Master's degree in Administration of Human Services will follow the current admissions process of the School of Graduate Studies. Students seeking matriculation may take up to nine (9) credits before being fully accepted into the program. Financial aid is not available to students while they are seeking matriculation.

Program Completion Information

Master's Degree in Administration of Human Services

To have a solid foundation of management principles and skills early in their academic training, students entering the program are encouraged to register for AHSG 510-Organization Management in Human Services at the first available opportunity. Other core courses to be taken at the earliest opportunity are AHSG 550 and 570. The remaining core courses and electives may be taken in any order with the exception of AHSG 598-Professional Seminar and AHSG 599-Professional Project, which are the culminating experiences of the program. Because core courses are offered on a rotational basis, students should be in contact with their advisors throughout the program to ensure timely completion of course requirements.

10 core courses	= 30 credits
3 electives	= 9 credits
TOTAL	= 39 credits

	Course Code	Course Name
Core *Complete all courses*	**AHSG 510**	Organization Management in Human Services
	AHSG 520	Principles and Concepts in Human Resources
	AHSG 530	Leadership Development in Group Relations
	AHSG 540	Legal and Ethical Issues in Human Services
	AHSG 550	Public Policy
	AHSG 560	Principles of Finance
	AHSG 570	Human Diversity in Human Services
	AHSG 580	Assessment and Evaluation
	AHSG 598	Professional Seminar
	AHSG 599	Professional Project

	Course Code	Course Name
Electives *Complete three courses*	**AHSG 515**	Community Development
	AHSG 525	Criminal Justice Systems
	AHSG 528	Working with Adults
	AHSG 535	Promoting Healthy Lifestyle Practices
	AHSG 545	Drug and Alcohol Problems
	AHSG 555	Eldercare Management
	AHSG 565	Family Services
	AHSG 574	Administration of Higher Education
	AHSG 581	Special Topic in Human Services (topics vary)
	AHSG 585	Volunteer Administration
	AHSG 595	Working with Children and Youth

Experience in human services or a related field is valued but not required. This experience may include volunteer work, internships, or employment; many courses include assignments designed to foster reflection on students' experiences.

Combined Degree
Chestnut Hill College offers a combined BS Human Services and MS Administration of Human Services. The combined program provides an excellent opportunity for qualified Human Services majors in the School of Undergraduate Studies or the School of Continuing and Professional Studies to complete a Master's degree in Administration of Human Services in the School of Graduate Studies.

Students majoring in Human Services at Chestnut Hill College are eligible to apply to the program once they have achieved senior status (completion of 84 credits). Transfer students must take a minimum of 15 credits at Chestnut Hill College and earn an overall 3.2 GPA in these courses. Each student will be expected to complete the admissions requirements of the School of Graduate Studies and be provisionally accepted into the program before registering for any graduate courses. (Formal acceptance will be granted upon receipt of a transcript verifying successful completion of the undergraduate degree program.)

For more information about this combined program, please contact Elaine R. Green, Ed.D., Dean of the School of Continuing and Professional Studies, 215.248.7172, or email green@chc.edu.

Certificates of Professional Development
Certificates of Professional Development provide college graduates with the opportunity to enhance their leadership skills and prepare for administrative roles in human service settings. Certificate programs are essentially a 12-credit portion of the master's degree program focused on a particular area; they include a combination of three required courses and one elective course. Each certificate requires the successful completion of the four designated courses (12 credits). If a student in a certificate program decides to continue in the master's degree program, credits will be applicable to the M.S. degree in Administration of Human Services. Students who complete the master's degree receive diplomas and transcripts which note all courses completed toward the master's degree; they do not receive separate certificates.

Leadership Development
To be awarded the *Post-Baccalaureate Certificate of Professional Development in Leadership Development* students must earn a total of **12 credits** by completing four courses:

	Course Code	Course Name
Complete four courses.	**AHSG 510**	Organization Management in Human Services*
	AHSG 520	Principles and Concepts in Human Resources*
	AHSG 530	Leadership Development in Group Relations*
	AHSG 570	Human Diversity in Human Services**
	AHSG 515	Community Development**

**Required Course **Elective Course*

Adult and Aging Services
To be awarded the *Post-Baccalaureate Certificate of Professional Development in Adult and Aging Services* students must earn a total of **12 credits** by completing four courses:

	Course Code	Course Name
Complete four courses.	**AHSG 570**	Human Diversity in Human Services*
	AHSG 555	Eldercare Management*
	AHSG 528	Working with Adults*
	AHSG 535	Promoting Healthy Lifestyle Practices**
	AHSG 585	Volunteer Administration**

**Required Course **Elective Course*

Change of Status from Certificate to Degree Program
Students in the certificate program who wish to continue in the degree program must follow the *Change in Program of Study* policy in the current catalog of the School of Graduate Studies. If the student is accepted into the degree program, credits in the certificate program will then be transferred to the degree program.

Additional Locations

The Graduate Program in Administration of Human Services has been approved to offer courses, when there is sufficient enrollment, at an additional location, the University Center of the Montgomery County Community College West Campus/ Pottstown.

Course Descriptions

Core Courses

AHSG 510 - Organization Management in Human Services **3 credits**
This course provides a solid foundation of management principles and the skills needed to direct and manage human service organizations. Various management theories and styles will be examined. Competencies will be identified and skills assessment projects will provide opportunities to apply these competencies to realistic work situations.

AHSG 520 - Principles and Concepts in Human Resources **3 credits**
This course examines the key concepts of human resource administration including: workforce planning, performance measurement and appraisal, recruitment selection and retention, compensation administration, training and development, and employee relations. Critical issues in human resource policy development will be addressed, including the Americans with Disabilities Act (ADA), Family Medical Leave Act (FMLA), and diversity. Students will learn the key components critical to an effective HR plan from an evaluation of current best practices.

AHSG 530 - Leadership Development in Group Relations **3 credits**
This course examines group process theory, research and literature in relation to the supervisory function in contemporary human service work environments. Its primary objective is to assist supervisory personnel in developing techniques and individual capacities in group process supervision and leadership skills. Procedures and techniques in both individual and group relationships and dynamics are studied. Class sessions present opportunities to apply concepts under study.

AHSG 540 - Legal and Ethical Issues in Human Services **3 credits**
This course provides an overview of the law related to human services and introduces the student to codes of professional ethics in the helping professions. Students will learn legal research methods and appellate case analysis. Ethical decision-making will be practiced using real and hypothetical issues and dilemmas related to client rights and needs and agency policies.

AHSG 550 - Public Policy **3 credits**
This course has been designed to introduce students to the ethical, analytical, conceptual and political aspects of public policy, the structure of policy design and the content and impact of major policies. Students will examine the major public policy issues facing federal, state and local governments and will analyze the processes by which social policies are formed and implemented. Emphasis will be placed on contemporary social issues and client systems and the politicization of the human services. Theoretical perspectives and contemporary social policy research will be applied to the study of public policy to assist students in policy analysis, evaluation and advocacy efforts.

AHSG 560 - Principles of Finance **3 credits**
This course provides an overview of financial management for the non-accounting professional, with emphasis on appreciation of the role of financial factors in planning and decision making in human services agencies. Financial management concepts and techniques include programs as units of analysis for non-profit organizations, financial statements, basic accounting, financial analysis ratios, performance measures, budgeting, cost analysis, forecasting, third-party reimbursement for services, fee schedule construction, risk management, and auditing.

AHSG 570 - Human Diversity in Human Services **3 credits**
This course explores possibilities and challenges inherent in engaging human diversity in human services settings, with attention to the impact of structural inequalities based on race/ethnicity, religion, sex/gender, sexual orientation, age, abilities/ disabilities, socio-economic status, and other cultural markers. The course will provide opportunities for students to appreciate diverse cultural traditions, especially cultures with which course participants identify and cultures of vulnerable populations who have histories of oppression. Opportunities will be provided for students to understand apparently personal problems as public issues that indicate needs for social change.

AHSG 580 - Assessment and Evaluation **3 credits**
Students develop both theoretical and practical skills in research assessment and evaluation necessary for successful leadership in human service programs and agencies. Human service programs and agencies operate in an increasingly competitive environment seeking to protect existing funds and develop new funding resources, generate service expansion and provide a quality work environment to retain quality employees. To make complex policy decisions, which maintain program/agency viability and develop a competitive edge, the administrator must be well informed. As a result, the ability to assess and eval-

uate research is a necessary and critical skill. The objective of this course is to provide students with an overview of such assessment and evaluation skills.

AHSG 598 - Professional Seminar **3 credits**
The professional seminar is an opportunity to organize and integrate all aspects of the degree program in a culminating experience in preparation for the requirements of AHSG 599-Professional Project. Human service theories and concepts will be applied to practical situations. Opportunities will be provided for practical-based research skill development. An overview of current issues and future trends in human service administration will prepare professionals to deal effectively with future challenges.
Prerequisite: Completion of 24 credits or permission of program coordinator

AHSG 599 – Professional Project **3 credits**
Students are required to complete a pre-approved, original project that focuses on a specific problem within a human service setting or local community. The special project involves: identifying and investigating a problem or concern, completing an extensive literature review, addressing relevant policy issues and identifying "best practices" and other strategies and interventions that may be applicable. Because of the unique features of each project, students meet individually with the instructor throughout the session.
Prerequisite: AHSG 598

Elective Courses

AHSG 515 - Community Development **3 credits**
Integrating and networking of human services into community agendas will be the focus of this course. Human service professionals will learn how to make the public aware of available services through board participation, support groups, promotional campaigns, fund-raising efforts, and the writing of announcements, press releases and newsletters. Public policy and administration and community development theory will be linked with practice through readings, guest lectures and field experiences. Students will learn methods for promoting positive community partnerships and building multi-sector support in an increasingly competitive environment.

AHSG 518 - Using Technological Resources in Human Services **3 credits**
An opportunity to explore information literacy and how technology can be integrated into the human service professions. Students will learn techniques to enhance their Internet searches, how to locate human service information and resources on the Web, how to evaluate Web sites and use this information in their research projects. This course will incorporate distance-learning techniques to allow students to practice and apply the skills they learn.

AHSG 525 - Criminal Justice Systems **3 credits**
With an interdisciplinary approach, human service professionals will gain an understanding of crime, criminal law, law enforcement, courts, corrections and juvenile justice from a systems perspective. Human service professionals will learn how to understand the criminal justice system from the vantage point of different professional roles and responsibilities. Case studies will be used to demonstrate how the criminal justice system addresses the special needs of persons with mental illnesses, addictions, developmental disabilities, and abuse issues.

AHSG 528 - Working with Adults **3 credits**
As our aging population increases, more attention has been given to adult development and quality of life issues. This course will provide an overview of physical, cognitive and psychosocial development in adulthood. Students will become familiar with a variety of personal, family, health, work and relationship concerns that confront middle aged and older adults. Current controversies and treatment approaches will be reviewed and analyzed. Students will be encouraged to reflect on personal experiences as they relate to working with adults.

AHSG 535 - Promoting Healthy Lifestyle Practices **3 credits**
An examination of the relationship between health, attitudes and behavior in an effort to establish programs that promote healthy lifestyle practices. Students will analyze various studies that deal with exercise, nutrition, weight management, stress, drug and alcohol use and disease prevention. Individual and group projects will address the design and implementation of health promotion and wellness initiatives.

AHSG 545 - Drug and Alcohol Problems **3 credits**

This course has been designed to examine critical issues and current evidence related to drug and alcohol issues. A strength-based approach will include a study of current theories and models of recovery, abuse and addictions; the role of culture; and the challenges of drug and alcohol issues for individuals, families, communities, and organizations. Diverse client systems and the roles and services provided by therapists, counselors, support groups, and employee assistance programs will be considered from a health and human services administrative and organizational perspective.

AHSG 555 - Eldercare Management **3 credits**

To serve the increased number of older persons effectively, human service professionals need to be knowledgeable about the existing continuum of home and community services. Common health, legal, financial and housing issues facing older adults and their caregivers will be analyzed. Students will have the opportunity to review and analyze a variety of available aging resources. A case study approach will enable human service professionals to identify concerns and develop appropriate policies and programs to address the needs of a diverse aging population.

AHSG 565 - Family Services **3 credits**

An introduction to the principles and practices used in agencies and organizations that provide specialized services in marriage and family therapy. An analysis of decision-making processes, conflict resolution, problem-solving and relationship building will assist students in developing the skills needed to work with individuals, groups and community organizations. A systems approach will be utilized to prepare students to apply human service methods to social planning, advocacy and case management activities. Specific family concerns such as problems with children, substance abuse, dysfunctional relationships and divorce will be addressed.

AHSG 574- Administration of Higher Education **3 credits**

The purpose of this course is to provide a comprehensive introduction to higher education. This course will examine historical and philosophical influences and organizational structures that have guided the evolution of higher education and related professions. Additionally, this course will examine adolescent and adult development theory in the context of higher education in a multicultural world. Students will examine the roles of professionals in higher education with consideration given to diversity of institutional type, student populations, characteristics of today's college students and contemporary issues in the field.

AHSG 585 - Volunteer Administration **3 credits**

Current projections suggest that human service agencies will engage one volunteer for every compensated employee within the next several years, due to competition for vital human resources and increased demand for community sensitive organizations. This course has been designed to prepare human service professionals for the challenges of managing an uncompensated work force within complex organizational structures. Special consideration also will be given to students who will have responsibility for coordinating corporate/employee volunteer service activities within public and non-profit organizations. Students will examine all aspects of program management and will gain an understanding of the essential components of productive volunteer service activities that address authentic organizational and community needs and support core business functions.

AHSG 595 - Working with Children and Youth **3 credits**

An overview of physical, cognitive and psychosocial development and the common psychological and social problems experienced during this developmental stage from a systems perspective. Dynamics of family, school and peer interactions, as well as current theories, research and treatment practices will be examined.

AHSG 581 – Special Topics in Human Services **3 credits**

Topics will vary and will be noted on the course syllabus.

INSTRUCTIONAL TECHNOLOGY

Department of Computer Science and Information Technology

Program Contact Information

Yefim Kats, Ph.D., Department Chair and Graduate Program Coordinator

Program Offerings

Master's Degrees

Master of Science in Instructional Technology

Specialization Options:

- *Multimedia Design and Development*
- *Instructional Design and E-Learning*
- *Instructional Design and E-Learning with Instructional Technology Specialist Certification Preparation (Pennsylvania Department of Education approved)*

Combined Program: B.S. in Computer & Information Sciences or B.S. in Computer & Information Technology/M.S in Instructional Technology

Certifications and Certificates

Instructional Technology Specialist Certification (*Pennsylvania Department of Education approved)*)
Certificate of Advanced Study in Instructional Technology (Post-Master's)
Certificate of Professional Development in Instructional Technology (Post-Bachelor's)

Career Opportunities

There are multiple career opportunities for an individual who completes one of the Information Technology Programs. These include: Instructional Designer, Education/Training Course Evaluator, Instructional Technology Specialist, Online Program Coordinator, Distance Learning Specialist, Educational Technology Manager, Technology Director, and Learning Management System Administrator.

Program Completion Information

Masters of Science in Instructional Technology

All students entering the Instructional Technology Program are expected to have a certain facility in using technology including simple operation of a computer, familiarity with word processing, and the ability to use the Internet. Additionally, to establish that students have the required background for a specialization, specific prerequisite courses may be required. The Master of Science in Instructional Technology requires thirty-six (36) credit hours, including thirty (30) credit hours of core courses listed for existing specializations and six (6) credit hours of courses listed as electives.
In addition, the Masters of Science in Instructional Technology degree offers three specialization options to meet the varied needs and goals of today's wide range of instructional technology professionals.

Specializations require that students attain a certain level of sophistication in the following areas of study:

- Use of appropriate technology as a tool in achieving professional goals
- Analysis of current theories specific to the disciplines of the specialization
- Evaluation of the effects of technology on cultures and contexts

The specializations share a common philosophy, addressing key concepts and skills related to learning, technology, and culture. The core courses provide the theoretical understanding of instructional technology and hands-on experience with state-of-the-art hardware and professional level software. The Program emphasizes the reflective nature of learning, the need for each learner to construct unique meaning and the process of building learning communities.
Each specialization requires thirty (30) credits of required coursework and six (6) credits of elective courses.

Guidelines for Participation

Students are encouraged to register early in the time frame provided by the School of Graduate Studies. Students will need to provide an email address after which they will be assigned a username. Once the username has been assigned students are expected to gain access to Blackboard leaning management system at chc.blackboard.com following password instructions

that will have been provided. On the Instructional Technology site within Blackboard students will initially access partial syllabi for their courses that may include initial course assignments. Current partial syllabi will be posted by the Jump Start date announced on Blackboard, with a full syllabus and detailed course information available at a later time. The Blackboard learning environment complements students' activities in the campus labs, and students are expected to monitor their CHC email accounts and designated course shells on the regular basis.

Course Structure

Instructional Technology program offers face-to-face and blended courses, which are a combination of online participation and on-site class meetings that provide students with the advantages of distance education without sacrificing the richness of a face-to-face learning experience. Courses are conducted in modern technology-rich environment, utilizing classroom-based and cloud-based tools. The use of particular technology tools and instructional methodology are determined by the nature of each course. **Attendance at each of the face-to-face meetings is a strict requirement for every course.** Assignments for some courses may be submitted online and be due as early as the first face-to-face meeting. Instructional Technology instructors provide a Jump Start date by which students and instructors will be expected to communicate regarding course information and possible assignments. Courses also may include virtual meetings for which students will be required to make time in their personal schedules but for which travel to campus or another learning site is not necessary.

Program Format

Instructional Technology program offers online and blended courses, which are a combination of online participation and on-site class meetings that provide students with the advantages of distance education without sacrificing the richness of a face-to-face learning experience.

Students applying for entrance into Instructional Technology are expected to plan for this aspect of the program. Attendance at each of the face-to-face meetings is a strict requirement for every course. Assignments are frequently submitted online and may be due as early as the first face-to-face meeting. Instructional Technology provides a Jump Start date by which students and instructors will be expected to communicate regarding course information and possible assignments. The number and length of in-class meetings are determined by the nature of each course. Typically, courses may meet four (4) to eight (8) times per term. Courses also may include virtual meetings for which students will be required to make time in their personal schedules but for which travel to campus or another learning site is not necessary.

Program Schedules

See Academic Calendar.

Additional Admissions Information/Requirements

Students are encouraged to register early in the time frame provided by the School of Graduate Studies. Students will need to provide an email address after which they will be assigned a username. Once the username has been assigned students are expected to gain access to Blackboard leaning management system at chc.blackboard.com following password instructions that will have been provided. On the Instructional Technology site within Blackboard students will initially access partial syllabi for their courses that may include initial course assignments. Current partial syllabi will be posted by the Jump Start date announced on Blackboard, with a full syllabus and detailed course information available at a later time. Student participation in online activities, including a discussion board, is required in all courses and forms a part of the final course grade.

All students entering the Instructional Technology Program are expected to have a certain facility in using technology including simple operation of a computer, familiarity with word processing, and the ability to use the Internet. Additionally, to establish that students have the required background for a specialization, specific prerequisite courses may be required. In addition to the core of courses common to the Program, each specialization may include elective courses. The Master of Science in Instructional Technology requires thirty-six (36) credit hours.

As part of meeting criteria for coursework, students design, conduct and present in a scholarly written format research projects. For advanced students, the project is normally completed as part of the course GRIT 791 Seminar in Instructional Technology. A student who has not completed the study during Seminar in Instructional Technology registers for GRIT 795 Research Guidance until its completion. The study cannot be held in abeyance for more than two years.

Instructional Design and E-Learning Specialization

The specialization is designed for those eager to develop the technical skills necessary for the appropriate use of technology as a tool in the network-based academic or/and corporate learning environment. Students will be required to design instructional content to meet context specific training and learning needs within the school or workplace. The candidate for this spe-

cialization emerges from the program with newly developed distance learning design, management and leadership skills, expertise in the use of educational state-of-the-art technologies and a thorough understanding of the role distance learning technology can play for learning communities. Throughout their coursework students are encouraged to develop their potential as technology facilitators and leaders by presenting at professional meetings, and possibly publishing their research project.

Course Requirements:
Candidates for M.S in Instructional Technology with an Instructional Design and E-Learning specialization complete thirty six (36) credit hours of coursework including the required courses listed below:

	Course Code	Course Name
Core Courses (30 credits) *Complete all*	**GRIT 541**	Video Communications
	GRIT 598	Scientific Inquiry: Tools for Research
	GRIT 645	Introduction to Online Learning
	GRIT 651	Technology Based Environments Management
	GRIT 654	Instructional Technology Theory and Practice
	GRIT 671	Principles of Instructional Design
	GRIT 699	Image Processing in Multimedia Design
	GRIT 700	Technology Integration in Multimedia Development
	GRIT 791	Seminar in Instructional and Communication Technology
	GRIT 798	Ethics and Technology Leadership

	Course Code	Course Name
Elective Courses (6 credits) *select two*	**GRIT 550**	Social Media
	GRIT 551	Networking Organizations
	GRIT 593	Web Design for eLearning
	GRIT 611	ePublishing
	GRIT 661	Introduction to Studio TV
	GRIT 704	Practicum and Portfolio
	GRIT 781	Special Topics

Multimedia Design and Development Specialization

The specialization is designed for those interested to acquire the multimedia design and development proficiency necessary for modern academic and corporate learning environments. Students will learn to design and manage multimedia content to meet context specific training and learning needs within the school or workplace. The candidate for this specialization emerges from the program with newly developed multimedia design, management and administration skills and expertise in the use of state-of-the-art multimedia and Web technologies. Throughout their coursework students are encouraged to develop their potential as technology designers, developers and leaders by presenting at professional meetings, and possibly publishing their research project

Course Requirements:
Candidates for M.S in Instructional Technology with a Multimedia Design and Development specialization complete thirty six (36) credit hours of coursework including the required courses listed below.

	Course Code	Course Name
Core Courses	**GRIT 541**	Video Communications
	GRIT 593	Web Design for eLearning
	GRIT 598	Scientific Inquiry: Tools for Research
	GRIT 611	ePublishing
	GRIT 651	Technology-Based Environments Management

(30 credits) *Complete all*	**GRIT 661**	Introduction to Studio TV
	GRIT 699	Image Processing in Multimedia Design
	GRIT 700	Technology Integration in Multimedia Development
	GRIT 791	Seminar in Instructional and Communication Technology
	GRIT 798	Ethics and Technology Leadership

	Course Code	Course Name
Elective Courses (6 credits) *select two*	**GRIT 550**	Social Media
	GRIT 551	Networking Organizations
	GRIT 645	Introduction to Online Learning
	GRIT654	Instructional Technology Theory and Practices t
	GRIT 704	Practicum and Portfolio
	GRIT 781	Special Topics

Instructional Design and E-Learning with Instructional Technology Specialist (ITS) Certification Preparation

The specialization is for students planning to become Instructional Technology Specialists in Pennsylvania schools. This specialization prepares students to advise and lead at the building or district level. Students taking this specialization are given the opportunity to expand understanding of instructional technology through theoretical and project-oriented study. It addresses legal and ethical issues, leadership, technology planning, and other practical aspects of the role of the Instructional Technology Specialist. Students may have an opportunity to interact with guest lecturers who share informed academic and practical knowledge, receive supervision through field experience, and obtain guidance in the compilation, presentation and defense of a professional portfolio. Students who graduate with a Master of Science Degree with an ITS specialization become ITS certification candidates. Candidates who successfully complete the ITS Certification Interview are eligible to apply for certification through the Pennsylvania Department of Education Instructional Technology Specialists (ITS).

Course Requirements:
Candidates for the M.S in Instructional Technology with Instructional Technology Specialist specialization complete thirty nine (39) credit hours of coursework including the three credits courses listed below. Depending on their background, students may be required to complete additional coursework to meet PDE requirements

	Course Code	Course Name
Core Courses (33 credits) *Complete all*	**GRIT 541***	Video Communications
	GRIT 598*	Scientific Inquiry: Tools for Research
	GRIT 654*	Instructional Technology Theory and Practice
	GRIT 671*	Principles of Instructional Design
	GRIT 685*	Technology Planning**
	GRIT 699*	Image Processing in Multimedia Design
	GRIT 700	Technology Integration in Multimedia Development
	GRIT 704*	Practicum and Portfolio
	GRIT 785*	Instructional Technology and Special Education
	GRIT 791	Seminar in Instructional Technology
	GRIT 798*	Ethics and Technology Leadership

**Courses required for those looking for ITS certification only*

	Course Code	Course Name
Elective Courses	**GRIT 550**	Social Media
	GRIT 551	Networking Organizations
	GRIT 593	Web Design for eLearning

(6 credits) *Select two*	**GRIT 611**	ePublishing
	GRIT 645	Introduction to Online Learning
	GRIT 651	Technology Based Environments Management**
	GRIT 687	Technology and Administrator**

***Students may take one of these two courses.*

Students who graduate with a Master of Science Degree with an ITS specialization become ITS certification candidates. Candidates who successfully complete the ITS Certification Interview become certified as Pennsylvania Department of Education Instructional Technology Specialists (ITS). Candidates have two years to complete ITS certification interview. Those who have not completed the interview within the required time-frame may be granted an extension, with additional coursework required at the discretion of Program Coordinator.

Combined Degree
B.S. in Computer & Information Sciences or B.S. in Computer & Information Technology/M.S in Instructional Technology
In conjunction with the School of Undergraduate Studies at Chestnut Hill College, the Instructional Technology Program offers qualified undergraduate students the chance to complete both a bachelor's degree with Computer Information Science or Information Technology specialization and a Master of Science in Instructional Technology. Typically, qualified students enrolled in this program begin taking graduate courses after their sophomore year as they continue to pursue their undergraduate studies. Undergraduate students are charged undergraduate rate tuition for both undergraduate and graduate courses during the regular academic year. The Program includes specific course requirements and qualifying levels of student performance. Contact the Coordinator of the Instructional Technology Program for details.

Certifications and Certificates

Instructional Technology Specialist (ITS) Certification

The PDE approved Instructional Technology Specialist certification option is available for students who are seeking ITS certification as a means to achieve their career goals as technology facilitators at the school or district level. This option is open for those with either a Bachelor's or a Master's degree**.** Certification candidates are expected to take nine (9) required ITS certification courses identified above. Depending upon the student's experience and previous coursework, a variety of options for becoming an ITS candidate may be available. Schedule an appointment with the Program Coordinator for a transcript review.

As with the option for the Master of Science Degree in Instructional Technology, upon completion of the coursework students become ITS certification candidates. Candidates who successfully complete the ITS Certification Interview become certified as Pennsylvania Department of Education Instructional Technology Specialists (ITS).

Certificate of Advanced Study in Instructional Technology (CAS)

The Certificate of Advanced Study program is open to applicants who **have a Master's degree** and are seeking to enrich their professional portfolios with current technology-related skills and understandings. We offer the certificate with specializations in **Instructional Design and E-learning** and **Multimedia Design and Development.**

The candidate for the CAS completes eighteen (18) credit hours in Instructional Technology with the course requirements as designated for each specialization. If a required course is waived because of previous coursework or experience, the candidate registers for an alternate course. Certificate candidates are given an opportunity to pursue their professional interests in their studies with a choice of two elective courses.

Certificate of Professional Development in Instructional Technology (Post-Bachelor's)

Persons who have successfully completed a Bachelor's degree at an accredited institution of higher learning are welcomed into our professional development certificate program. It is a program designed for the professional who wishes to acquire expertise in instructional technology for a specific area of study. The certificate requires the completion of twelve (12) credit hours or four (4) courses with three (3) of the courses required and the fourth an elective, thus giving the candidate the opportunity to complete the certificate requirement with an elective that best brings the experience to closure for the individual person.

Change of Status from Certificate to Degree

Students in the certificate program who wish to continue in the degree program must follow the *Change in Program of Study* policy in the current catalog of the School of Graduate Studies. If the student is accepted into the degree program, credits in the certificate program will then be transferred to the degree program.

Course Descriptions

GRIT 541 Video Communications **3 credits**

The increasing computer power has enabled sound and video to be manipulated much the same as graphics and text to create an explosion of multimedia materials. The course provides an important perspective of video communications, giving the student practical experience with video tools in the video lab environment. Students use advanced hardware and software tools such as Final Cut Pro and Adobe Premier. Class assignments are shared, either electronically with classmates and instructor or through cooperative planning and/or construction of video projects.

GRIT 550 Social Media **3 credits**

This class provides an introduction to multiple Web 2.0 social media technologies and their usage in academic as well as corporate world as teaching, training and communication tools. Each student will design and deliver a Web-based full analysis of a social media tool. The course emphasizes the role of emerging collaborative technologies in a variety of learning environments.

GRIT 551 Networking Organizations **3 credits**

Students investigate the key hardware and networking concepts and troubleshooting techniques as well as problems and promise of online communications for the business, service, community, and educational environments, and related research. They investigate typical hardware and networking configuration with software specifications, cost estimates, and probable impact on the environment for which it is designed. They research appropriate networks and hardware for specific constituencies. Readings address the ethical issues inherent in the networking of an organization.

GRIT 593 Web Design for eLearning **3 credits**

This is an introduction to basic principles and practice of educational Web design and development. Students plan, design and construct an interactive, multimedia website with eLearning content relevant to their personal or professional interest using HTML and Adobe Dreamweaver. They acquire an understanding of Web design, usability principles, and standards compliance issues in eLearning environment.

GRIT 598 Scientific Inquiry: Tools for Research **3 credits**

This course focuses on basic elements inherent in the design and execution of qualitative and quantitative research projects. Its overall purpose is to introduce the student to the process of conducting educational, technology-oriented research and its attendant methodological and ethical issues. Students develop a problem statement, review the literature, and begin to create a research design for their research projects.

GRIT 611 e-Publishing **3 credits**

This project-based course introduces students to a wide range of with e-publishing technologies and authoring tools. It covers a broad range of free and commercial e-publishing resources for accessing, creating, and formatting e-books. Students learn how to choose appropriate authoring tools depending on the available hardware, targeted audience, and the level of desired multimedia content interactivity.

GRIT 645 Introduction to Online Learning **3 credits**

The purpose of this course is to guide educators and trainers in the formulation of norms and guidelines for interactive online communications in collaborative, problem-solving learning modes. Topics include: the integrity of an academic online program, alternative modes of course delivery and course delivery environments, administrative and technology requirements, faculty development, and program evaluation. Students research the literature on effective online instructional programs and work to create an effective course module for a given population.

GRIT 651 Technology Based Environments Management **3 credits**

The focus of this course is on the competence in the planning and management of a technology-based, project-driven learning or communication environment. The special emphasis is placed on the characteristics of learning management systems (LMS) and related applications and tools. Students are also introduced to the basic hardware and networking concepts and troubleshooting techniques. Students design and implement a technology plan for evaluating and transforming an aspect of a learning environment. In evaluating their project they utilize observations, journals, and other data-collection strategies. They bring their project to closure with a written report on their research as well as an in-class presentation of the experience. The course may be also taken as an equivalent of GRIT 685 by those looking for ITS certification.

GRIT 654 Instructional Technology Theory and Practice **3 credits**
Students examine the fundamentals of technology-based learning and gain comprehensive understanding of the integration of Web 2.0 tools, podcasting, video editing software, interactive white boards, and hand-held technologies into educational practice. This course emphasizes an understanding of the learning process and the planning and evaluation of activities that utilize state-of-the-art educational technologies effectively. Students create products using the stand-alone and Web-based tools while also collaborating with each other in constructivist learning environment through the Blackboard learning management system. The course culminates with the creation of a technology-integrated mini-unit relevant to students' current or prospective roles in instructional technology.

GRIT 661 Introduction to Studio TV: Introduction **3 credits**
Students script and direct a studio interview using production techniques, such as camera operation, lighting, graphics, audio, and staging components of a state-of-the-art studio production environment. The class is application-based and students work in teams to plan and develop short quality TV presentations. They are required to participate in all productions and critically evaluate their final projects. *Prerequisite: GRIT 541*

GRIT 671 Principles of Instructional Design **3 credits**
Project management and basic skills in instructional design and development are covered in this course. Students' design projects will show the ability to link major learning theories, such as constructivism, cognitivist, and behaviorism to competent determination of instructional content, accurate identification of learner characteristics and effective instructional strategies. Class activities include extensive in-class and online collaboration and adequate reflection on situations for which learning design and effective content delivery solutions may be required.

GRIT 685 Technology Planning **3 credits**
Designed for students intending to acquire ITS certification, this course prepares students to construct a comprehensive technology plan as required by the Pennsylvania Department of Education at the building and district level. In this project oriented course, students engage in the process of constructing a technology plan in an actual or hypothetical school and district and interact with technology administrators in area schools. Students are also introduced to the basic hardware and networking concepts and troubleshooting techniques. Other leadership, administrative, and technical skills are developed as well.

GRIT 687 Technology and Administrator **3 credits**
The course is intended for students who are looking for ITS certification. It is based on Pennsylvania Department of Education guidelines and requirements and includes technology planning and school administration and leadership components. Students will acquire new and enhance their existing school management, administration, and technology planning skills.

GRIT 699 Image Processing in Multimedia Design **3 credits**
Students apply principles of instructional and graphic design to develop multimedia graphics and images and then integrate their original graphics into a Web-based portfolio presentation. Students will be introduced to Web design and development using one of the content management systems (CMS). The course provides an introduction to digital photography as well as a focus on state-of-the-art graphics technologies such as Adobe Photoshop and Macromedia Flash. Students are also required to research issues related to the ethical use and effective implementation of imagery in educational and/or corporate contexts.

GRIT 700 Technology Integration in Multimedia Development **3 credits**
This introduction to multimedia initiates course participants into the theory and practice of eLearning content development. Students explore and analyze the various software and hardware technologies necessary for the creation, storage and distribution of multimedia elements. They investigate the different authoring tools used in the design of multimedia presentations as well as explore the concepts important in the design of interactive presentations. They analyze the legal and ethical issues pertaining to the use and distribution of media elements. Adobe Captivate is the required software application. *Prerequisites: GRIT 541, GRIT 593*

GRIT 704 Practicum and Portfolio **3 credits**
This course offers students the opportunity to apply their skills to a real- life research project. In particular, students in the Pennsylvania Department of Education Certification Program have the opportunity to complete their required 75 hours site-based internship in instructional technology. Students demonstrate through their portfolios their achievement of the Pennsylvania Department of Education standards. In their preparation for professional life and the ITS Certification Interview, students demonstrate their technical expertise, organizational skills, and presentation and leadership potential. *Prerequisite: GRIT 685 or GRIT 687*

GRIT 710 Applied Instructional Design **3 credits**
Students research current issues related to the impact of authoring software on the learning process. Flash, the popular web software for animated graphics provides the software context for this course. Relationships between creativity, copyright law, and rapidly changing technology are also examined by students in this course. Projects developed with Adobe Flash may become part of the student's thesis research. *Prerequisite: GRIT 700*

GRIT 781 Selected Topics **3 credits**
This course offers an opportunity for an advanced student to develop a project in response to a specific problem. Topics are selected from corporate practice, current research on curricular issues including special education, leadership, technology planning, distance learning, multimedia design or potential roles of state-of-the-art technologies in emerging environments. Participants review the literature on the selected topic, develop related technical skills, and prepare an original blueprint for the implementation of these technologies in the solution project. Students design an interactive virtual environment that they test on a given population.

GRIT 785 Instructional Technology and Special Education **3 credits**
This course prepares prospective Instructional Technology Specialists to coach and consult with Pennsylvania educators as they accommodate the varied educational needs of learners, including those with disabilities and minorities. Students complete 30 hours internship and become familiar with the work of those who play key roles in the overall education process and gain insight into the ways in which technology may be accessed and used to meet those with special needs. *(ITS specialization only) Prerequisites: GRIT 685 or GRIT 687*

GRIT 791 Seminar in Instructional and Communication Technology **3 credits**
This course is structured to provide guidance during the technology-based research process, and to provide sufficient time to complete a meaningful research project. The student who successfully completes the course will demonstrate the ability to design and conduct an original research study. Students complete and present, in both written and oral presentation formats, the results of the research projects begun in earlier courses. *Prerequisite: GRIT 598*

GRIT 795 Research Guidance **1 credit**
Students who do not complete a thesis in GRIT 791 Seminar in Instructional Technology may qualify to register for this course. Qualification depends upon the extent to which course requirements for GRIT 791 have been met as well as the circumstances that prevent the student from completing the thesis. Grade is pass/fail.

GRIT 798 Ethics and Technology Leadership **3 credits**
To ensure that Instructional Technology graduates have a comprehensive understanding of the impact of technology on society, this course reviews the literature addressing social and ethical leadership issues surrounding the use of technology, and encourages students to synthesize their knowledge in the construction of a personal philosophy that will facilitate responsible leadership style in technology with a special focus on recent advances in information technology.

EDUCATION

Division of Teacher Education and Leadership

Program Contact Information

Debra Chiaradonna, Ph.D., Chair, Division of Teacher Education and Leadership

Program Objectives

The Masters in Education (M.Ed.) programs are designed to meet the professional needs of individuals seeking initial or advanced degree and/or certification(s) programs in education. The mission of the Division of Teacher Education and Leadership is to build on the intellectual and holistic foundation of Chestnut Hill College. The overall objective of these programs is to contribute to the improvement of instruction in the classroom, the leadership in schools, and support services to meet the needs of all children. Essential elements of education programs include student engagement and participation in creating learning environments to develop professional skills and attitudes required to educate a diverse community of learners. The division's conceptual framework is to "prepare competent, caring and culturally responsive teachers and leaders for 21st century learners" seeking to foster a deep commitment to teaching and lifelong learning.

The graduate programs integrate knowledge of theory and practice with field experiences that include student teaching for initial certifications, and comprehensive practicum work for advanced preparation programs. Individuals have the opportunity to acquire beginning or advanced knowledge in one or more specialties, to develop greater competence in their disciplines, and to discover innovative and effective approaches to teaching.

Program Offerings

Graduate students in education may be admitted into one of three programs:

- M.Ed. without completing a Pennsylvania Department of Education (PDE) certification program
- M.Ed. with PDE-approved certification(s) programs
- PDE-approved certification or endorsement program(s) only – no M.Ed. degree

Masters of Education Degree

EDUCATIONAL STUDIES – non-certification

EARLY EDUCATION (Nationally recognized by NAEYC)

- PreK-4 Education
- Dual: PreK-4 Education & Special Education PreK-8
- Early Education with Montessori Certification Preparation

ELEMENTARY/MIDDLE LEVEL EDUCATION (Nationally recognized by AMLE)

- Elementary/Middle Education 4-8 (Student select concentration)
  - English/Reading/Language Arts
  - Mathematics
  - Science
  - Social Studies
- Dual: Elementary/Middle Education 4-8 & Special Education PreK-8

SECONDARY EDUCATION

- Secondary Education (Students select content area)
  - Biology
  - Chemistry
  - General Science
  - English
  - Mathematics
  - Social Studies
  - Foreign Languages (Spanish or French)

- Dual: Secondary Education & Special Education 7-12

Prior Certification required for the programs listed below:

SPECIAL EDUCATION (Nationally recognized by CEC)

- Special Education PreK-8
- Special Education 7-12

READING SPECIALIST

- Certification Preparation K-12 (Nationally recognized by IRA)
- Dual: Reading/Special Education PreK-8
- Dual: Reading/Special Education 7-12

EDUCATIONAL LEADERSHIP

- **K-12 School Principal Certification Preparation**
  - **ACCELERATED FORMAT (Nationally recognized by ELCC)**

Note: the minimum number of credits for any M.Ed. is 33

Certificate/Certification Preparation Programs

- PreK-4 Education
- Dual: PreK-4 Education & Special Education PreK-8
- Early Education with Montessori Certification Preparation
- Elementary/Middle Education 4-8 (Student select concentration)
  - English/Reading/Language Arts
  - Mathematics
  - Science
  - Social Studies
- Dual: Elementary/Middle Education 4-8 & Special Education PreK-8
- Secondary Education (Students select content area)
  - Biology
  - Chemistry
  - General Science
  - English
  - Mathematics
  - Social Studies
  - Foreign Languages (Spanish or French)
- Dual: Secondary Education & Special Education 7-12
- Instructional Technology Specialist K-12 (please see Instructional Technology section of the catalog)

(Prior Certification Required)

- Special Education PreK-8
- Special Education 7-12
- Reading Specialist K-12
- Dual: Reading/Special Education PreK-8
- Dual: Reading/Special Education 7-12
- School Principal K-12

Endorsement Programs

- Autism Spectrum Disorders
- Instructional Coach

Additional PDE Information

- PDE passed Chapter 49.1 and 49.2 regulations that reconfigured the certification requirements for instructional and specialist certification programs.

- Special Education is no longer a content area of instruction under the new regulations; therefore, all students seeking special education certification as an initial certification must also identify either PreK-4, Elementary/Middle Level Grades 4-8, or Secondary 7-12 content areas to complete a dual-certification program.

- Each content area program, including secondary education certification, is now required to include 9 credits/270 hours of special education and 3 credits/90 hours of teaching linguistically-different children. This new requirement began for all certification programs starting January 1, 2011.

Additional Admissions Requirements: PDE Teacher Certification Programs

Chestnut Hill College complies with requirements for applicants seeking Pennsylvania Department of Education (PDE) teacher certification. In addition to the general admissions requirements of the School of Graduate Studies at this College (see Admissions section of this catalog), PDE has additional requirements for applicants seeking teacher certification. Applicants seeking certification must meet these additional requirements which are subject to change by PDE. Please refer to the PDE website for further information.

All Candidates

Pennsylvania required clearances must be in place prior to program field experiences and student teaching in any graduate or undergraduate program.

Candidates completing Post-Baccalaureate Coursework

This section applies to candidates who desire to complete PDE certification requirements in a program of study begun at the undergraduate level.

PDE requires evidence that the basic skills requirement has been met prior to registration for any courses taken for the purpose of completing a program began at the undergraduate level. As of March 2016, PDE allows a student to combine passing scores from different vendors (ACT, SAT, CORE, and PAPA) to qualify for meeting the requirement of passing a Basic Skills Test. According to PDE guidelines:

> *All post-baccalaureate candidates are required to submit their undergraduate and post-baccalaureate transcripts through the Teacher Information Management System (TIMS) as part of the application completion process. PDE will identify a student as undergraduate or post-baccalaureate based on their date of entry into a teacher preparation program and a review of the candidate's transcripts. Candidates who began their teacher preparation program as an undergraduate prior to August 1, 2015 and are now completing the program at the post-baccalaureate level must take and pass the Basic Skills test prior to being granted certification. (PDE Entry into Certification Program Guidelines, 2015).*

Candidates completing Graduate Education/Teacher Certification Preparation Programs

This section applies to candidates who desire to complete PDE certification requirements in a graduate program. Please refer to the PDE website for further information. www.education.pa.gov

Post-Baccalaureate Initial Certification Preparation Program Requirements

Candidates seeking initial certification through a graduate education program must show evidence of an undergraduate **cumulative GPA of 3.00 or higher** or in a previously earned advanced degree. No tests are required for students who have the requisite 3.00 GPA.

PDE permits provisional acceptance of up to 10% per semester of applicants whose GPA is under 3.00 but at least 2.80 or above.

- Applicants with GPAs in this range must provide evidence that a basic skills test has been passed (ACT or SAT exempt score, PAPA, or CORE) or other external evidence of readiness for graduate-level work such as acceptable GRE or MAT scores. As of March 2016, PDE allows a student to combine passing scores from different vendors (ACT, SAT, CORE, and PAPA) to qualify for meeting the requirement of passing a Basic Skills Test. See certification test and score requirements on www.education.pa.gov

- If all other admissions requirements are met satisfactorily, the most qualified applicants with GPAs in this range will be considered for provisional acceptance, with full acceptance after earning grades of B or better in their first four courses/ twelve credits and maintenance of 3.0 GPA throughout the graduate program. Students who do not meet this requirement will be discontinued from the program.

Applicants with a GPA of 2.79 or below are generally not eligible for teacher certification preparation programs.

Post-Baccalaureate Advanced Certification Preparation Program Requirements

As of December 18, 2014, advanced certification programs, according to PDE definitions, included the following programs offered by Chestnut Hill College: Educational Leadership, Special Education, and Reading Specialist. In addition to the general SGS admissions and graduate education requirements noted above, these additional PDE requirements must provide:

- Evidence of first certification
- Record of competence and effectiveness in professional work.
- An assessment of academic performance. Chestnut Hill College recognizes previously earned master's degrees and education-specific tests as alternate measures of academic performance.

Additional Pennsylvania Department of Education Regulations

The Pennsylvania Department of Education (PDE) has approved Chestnut Hill College to offer teacher education preparation programs. In order to secure the recommendation for certification by the college, students must have met all requirements of the approved preparation program, the qualifying scores on the required tests, and other requirements established by the State Board of Education. PDE requires all applicants for certification be completed and submitted via the Teaching Information Management System (TIMS): www.education.pa.gov

Students are responsible for staying informed about current requirements for certification in the state of Pennsylvania or any other jurisdiction in which a student would like to be certified to teach.

Becoming a Certified Teacher

Programs at Chestnut Hill College are approved by the Pennsylvania Department of Education to prepare students for certification with the state. In order to become a certified teacher, students must:

- Complete all coursework, field experiences and/or required student teaching in the certification programs
- Maintain a GPA of 3.0 or higher
- Successfully complete instructional exit competencies determined by the specific program requirements
- Pass all appropriate PECT/Praxis Series exams required by PDE
- Follow any and all other guidelines announced by PDE
- Apply on TIMS for certification

It is the responsibility of teacher and principal candidates to apply for certification once they have satisfactorily met the requirements. After the certifying officer of the education department receives application through the TIMS online system; the certifying officer has the ability to recommend the candidate by electronically signing and sending the application to the Pennsylvania Department of Education.

M.Ed. in EDUCATIONAL STUDIES

This master's program in Educational Studies is designed for individuals who desire to complete a master's degree but are not seeking teacher certification. This 36-credit course of study is relevant for international students who wish to teach outside the United States, private sector teachers, and working professionals who are seeking a master's degree but not teacher certification in the state of Pennsylvania.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (15 credits) Electives 21 credits	EDUC 520	Educational Research and Evaluation
	EDUC 526 +	Teaching Reading for All Learners
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 532 +	The English Language Learner
	EDSP 626	Education Planning and Law
	Electives	Select any seven graduate education courses as electives.

The electives are selected by the student with approval by the faculty advisor to meet individual professional goals.

TOTAL CREDITS: 36

M.Ed. in EARLY EDUCATION

- PreK-4 Education
- Dual: PreK-4 Education & Special Education PreK-8
- Early Education with Montessori Certification Preparation

PreK-4 Education

Chestnut Hill College's master's program in Early Education integrates theory and practice concerning the cognitive, social and educational development of young children grades PreK-4. The program reflects contemporary research and scholarship in early education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (39 credits) Complete all	EDUC 520	Educational Research and Evaluation
	EDUC 526 +	Teaching Reading for All Learners
	EDP4 523 +	Early Childhood Development and Learning
	EDP4 524 +	EC Theory, Curriculum and Assessment
	EDP4 525	Emerging Literacy and Language Arts
	EDP4 527	EC Math and Science Methods
	EDP4 528	EC Integrated Methods: Social Studies, Humanities, and the Arts
	EDP4 529 +	School, Family and Community Collaboration
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 531 +	Evaluation and Assessment in Special Education
	EDSP 532 +	The English Language Learner
	EDP4 533	EC Student Teaching
	EDP4 534	EC Student Teaching Seminar

Dual: PreK-4 Education & Special Education PreK-8

Chestnut Hill College's master's program in Early Education with special education PreK-8 integrates theory and practice concerning the cognitive, social and educational development of young children grades PreK-4 as well as young students in grades PreK-8 with disabilities. The program reflects contemporary research and scholarship in early Education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates. This is a dual-certification preparation program and thus integrates the requirements for both PreK-4 and PreK-8 special education. This dual program integrates a special education student teaching component.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (51 credits) ***Complete all***	EDUC 520	Educational Research and Evaluation
	EDUC 526 +	Teaching Reading for All Learners
	EDP4 523 +	Early Childhood Development and Learning
	EDP4 524 +	EC Theory, Curriculum and Assessment
	EDP4 525	Emerging Literacy and Language Arts
	EDP4 527	EC Math and Science Methods
	EDP4 528	EC Integrated Methods: Social Studies, Humanities, and the Arts
	EDP4 529 +	School, Family and Community Collaboration
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 531 +	Evaluation and Assessment in Special Education
	EDSP 532 +	The English Language Learner
	EDSP 621 +	Classroom Management for Students with Disabilities
	EDSP 623	Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)
	EDSP 624	Early Intervention for Children w/Disabilities & Their Families
	EDSP 626	Educational Planning and the Law
	EDSP 533	Special Education Student Teaching
	EDSP 534	Special Education Student Teaching Seminar

Early Education with Montessori Certification Preparation

The Montessori specialization offers an alternative for those who desire to work with young children. Montessori education has a philosophy of child growth and learning that focuses on:

- designing an environment in which young children may live, learn and develop at their own pace;
- developing a curriculum that adapts to the individual needs of young children while fostering creativity, personal responsibility, and community participation;
- preparing teachers to gain specific insights and sensitivities toward a child's total development: mind, body, & spirit.

Program Options

Students seeking the Montessori certificate have the following program options:

- M.Ed. in Early Education plus Montessori Certificate Preparation
- Graduate course credit plus Montessori Certificate Preparation
- Montessori Certificate Preparation only (non-credit)

Note: Courses may be taken for undergraduate elective credits with approval from the student's advisor

Option I: Master's in Early Education with Montessori Certificate Preparation

This option is open to students who have a B.A./B.S. from an accredited institution and seek to obtain a Master's Degree (M.Ed.) in Early Education plus a Montessori Certificate issued by the American Montessori Society.

As a prerequisite or co-requisite, the Certificate requires a college-level course in child development. If this course was not taken previously in an undergraduate program, it may be fulfilled by taking a course in Early Education Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college or university.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (38-41 credits)	EDP4 523	Early Childhood Development and Learning (graduate credit)
		OR
	MONC 027	Non-credit (or an equivalent undergraduate course)
	EDSP 532 +	The English Language Learner
	EDSP 530	Theory and Pedagogy in Special Education
	EDUC520	Educational Research and Evaluation
	EDMN 520	Montessori: Philosophy and Educational Theory
	EDMN 521	Montessori: Everyday Living

Complete all	EDMN 522	Montessori: Sensorial
	EDMN 523	Montessori: Math
	EDMN 524	Montessori: Language
	EDMN 525	Montessori: Natural and Social Science
	EDMN 526	Montessori: Education for Peace (1 credit)
	EDMN 630/631	Montessori Internship/Seminar Fall (5 credits)
	EDMN 632/633	Montessori Internship/Seminar Spring (5 credits)

TOTAL CREDITS: 38-41

Option II: Montessori Certificate Preparation (Graduate Credit)

This option is open to students who have a B.A./B.S. from an accredited institution and seek to obtain graduate credits for the Montessori credential.

As a prerequisite or co-requisite, the Certificate requires a college-level course in child development. If this course was not taken previously in an undergraduate program, it may be fulfilled by taking a course in Early Education Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college or university.

	Course Code	Course Name
Core Courses (29-32 credits) *Complete all*	EDP4 523	Early Childhood Development and Learning (graduate credit) OR
	MONC 027	Non-credit (or an equivalent undergraduate course)
	EDMN 520	Montessori: Philosophy and Educational Theory
	EDMN 521	Montessori: Everyday Living
	EDMN 522	Montessori: Sensorial
	EDMN 523	Montessori: Math
	EDMN 524	Montessori: Language
	EDMN 525	Montessori: Natural and Social Science
	EDMN 526	Montessori: Education for Peace (1 credit)
	EDMN 630/631	Montessori Internship/Seminar Fall (5 credits)
	EDMN 632/633	Montessori Internship/Seminar Spring (5 credits)

TOTAL CREDITS: 29-32

Option III: Montessori Certificate Only (Non-Credit)

This option is open to applicants who have a high school diploma, a bachelor's degree or master's degree from an accredited institution may enroll in the CHC Montessori Teacher Education Program as non-credit students at a reduced cost. When choosing this option, students will receive only the American Montessori Society Credential and **will not, upon completion nor in the future, receive any undergraduate or graduate college credit for the coursework.** Students must follow the same attendance policy and completion of required assignments.

	Course Code	Course Name
Core Courses *Complete all*	EDP4 523	Early Childhood Development and Learning (graduate credit) OR
	MONC 027	Non-credit (or an equivalent undergraduate course)
	MONC 020	Montessori: Philosophy & Educational Theory (45 hrs)
	MONC 021	Montessori: Everyday Living (45 hrs)
	MONC 022	Montessori: Sensorial (45 hrs)
	MONC 023	Montessori: Math (45 hrs)
	MONC 024	Montessori: Language (45 hrs)
	MONC 025	Montessori: Natural and Social Science (45 hrs)
	MONC 026	Montessori: Education for Peace (15 hrs)
	MONC 030	Montessori Fall Internship (270 hrs)

	MONC 031	Montessori Fall Seminar (30 hrs)
	MONC 032	Montessori Spring Internship (270 hrs)
	MONC 033	Montessori Spring Seminar (30 hrs)

AMS Credential
Students holding a Bachelor's degree or higher will be awarded a full Early Education Credential from the American Montessori Society upon successful completion of all program requirements. Students who are high school graduates but do not have a four-year college degree will receive an Associate Early Education Credential.

M.Ed. in ELEMENTARY/MIDDLE LEVEL EDUCATION

- Elementary/Middle Education 4-8
- Dual: Elementary/Middle Education 4-8 & Special Education PreK-8

Elementary/Middle Education 4-8

Chestnut Hill College's master's program in Elementary/Middle Level Education integrates theory and practice concerning the cognitive, social and educational development of children grades 4-8. The program reflects contemporary research and scholarship in education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (39 credits) *Complete all*	EDUC 520	Educational Research and Evaluation
	EDUC 526 +	Teaching Reading for All Learners
	EDML 523 +	Adolescent Development and Learning
	EDML 524 +	The Emerging Middle School and Assessment
	EDML 525	Math Methods for Middle Grade Learners
	EDML 527	Science Methods for Middle Grade Learners
	EDML 528	Writing and Social Studies Methods for Middle Grade Learners
	EDML 529 +	Classroom Management
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 531 +	Evaluation and Assessment in Special Education
	EDSP 532 +	The English Language Learner
	EDML 533	Middle Level Student Teaching
	EDML 534	Middle Level Student Teaching Seminar

TOTAL CREDITS: 39

Dual: Elementary/Middle Education 4-8 & Special Education PreK-8

Chestnut Hill College's master's program in Elementary/Middle Education 4-8 & Special Education PreK-8 integrates theo ry and practice concerning the cognitive, social and educational development of children grades 4-8 as well as students in grades PreK-8 with disabilities. The program reflects contemporary research and scholarship in education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates. This is a dual-certification preparation program and thus integrates the requirements for both elementary/middle level and PreK-8 special education. This dual program integrates a special education student teaching component.

TOTAL CREDITS: 48

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (48 credits) *Complete all*	EDUC 520	Educational Research and Evaluation
	EDUC 526 +	Teaching Reading for All Learners
	EDML 523 +	Adolescent Development and Learning
	EDML524 +	The Emerging Middle School and Assessment
	EDML 525	Math Methods for Middle Grade Learners
	EDML 527	Science Methods for Middle Grade Learners
	EDML 528	Writing and Social Studies Methods for Middle Grade Learners
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 531 +	Evaluation and Assessment in Special Education
	EDSP 532 +	The English Language Learner
	EDSP 621 +	Classroom Management for Students with Disabilities
	EDSP 623	Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)
	EDSP 624	Early Intervention for Children w/Disabilities & Their Families
	EDSP 626	Educational Planning and the Law
	EDSP 533	Special Education Student Teaching
	EDSP 534	Special Education Student Teaching Seminar

M.Ed. in SECONDARY EDUCATION

- Secondary Education (Students select content area)
  - Biology
  - Chemistry
  - General Science
  - English
  - Mathematics
  - Social Studies
  - Foreign Languages (Spanish or French K-12)
- Dual: Secondary Education & Special Education 7-12
-

Secondary Education (with content area)

Chestnut Hill College's master's program in Secondary Education integrates theory and practice concerning the cognitive, social and educational development of students in secondary education programs. Candidates in the Secondary Education program must select a content area of concentration. The program reflects contemporary research and scholarship in education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (33 credits) *Complete all*	EDUC 520	Educational Research and Evaluation
	EDUC 526 +	Teaching Reading for All Learners
	EDSC 523 +	Adolescent Development and Learning
	EDSC 524 +	Foundations of High School Education and Assessment
	EDSC 526 +	Secondary Methods and Assessment
	EDSC 517-521	Special Methods in Content Area *(Select One)* 517: English 518: Social Studies 519: Biology/Chemistry/Gen. Science 520: Mathematics 521: Foreign Language (Spanish or French K-12)
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 531 +	Evaluation and Assessment in Special Education
	EDSP 532 +	The English Language Learner
	EDSC 533	Secondary Student Teaching
	EDSC 534	Secondary Student Teaching Seminar

TOTAL CREDITS: 33

Dual: Secondary Education & Special Education 7-12

Chestnut Hill College's master's program in Secondary Education & Special Education 7-12 integrates theory and practice concerning the cognitive, social and educational development of students in secondary education programs as well as students in grades 7-12 with disabilities. The program reflects contemporary research and scholarship in education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates. This is a dual-certification preparation program and thus integrates the requirements for secondary education and 7-12 special education. This dual program integrates a special education student teaching component. Certification in grades 7-12 as well as the Master of Education degree with special education certification requires a choice of the following concentrations: English, Social Studies, Biology, Chemistry, General Science, Mathematics, or Foreign Language (Spanish or French K-12).

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (45 credits) *Complete all*	EDUC 520	Educational Research and Evaluation
	EDUC 526 +	Teaching Reading for All Learners
	EDSC 523 +	Adolescent Development and Learning
	EDSC 524 +	Foundations of High School Education and Assessment
	EDSC 526 +	Secondary Methods and Assessment
	EDSC 517-521	Special Methods in Content Area *(Select One)* 517: English 518: Social Studies 519: Biology/Chemistry/Gen. Science 520: Mathematics 521: Foreign Language (Spanish or French K-12)
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 531 +	Evaluation and Assessment in Special Education
	EDSP 532 +	The English Language Learner
	EDSP 621 +	Classroom Management for Students with Disabilities
	EDSP 622	Transition Services for Students with Disabilities
	EDSP 623	Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)
	EDSP 626	Educational Planning and The Law
	EDSP 533	Special Education Secondary Student Teaching
	EDSP 534	Special Education Student Teaching Seminar

TOTAL CREDITS: 45

Intern Certification

According to the Pennsylvania Department of Education website, the Intern certificate is a valid professional certificate that entitles the holder to fill a full-time professional teaching position. An Intern certificated individual is entitled to all rights and privileges of a temporary professional employee as defined by law. The current regulation states that a Teacher Intern certificate qualifies the holder to hold a full-time teaching position in the certification endorsement area in elementary and secondary schools of Pennsylvania. For more detailed information about eligibility, see the PDE website www.education.pa.gov

Student Teaching

Specific information and details regarding Student Teaching are provided to students in the Student Teaching Manual prior to the beginning of their placements. All regulations outlined in the Student Teaching Manual are required to be followed.

M.Ed. in SPECIAL EDUCATION

- Special Education PreK-8
- Special Education 7-12

Special Education PreK-8

Chestnut Hill College's graduate program in Special Education with Special Education Certification Preparation for grades PreK-8 is designed to meet the state requirements for certification in special education for those students with Instructional I certification in Elementary, Early Education, and Middle Level Education.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (33 credits) *Complete all*	EDUC 520	Educational Research and Evaluation
	EDUC 526 +	Teaching Reading for All Learners
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 531 +	Evaluation and Assessment in Special Education
	EDSP 532 +	The English Language Learner
	EDSP 621 +	Classroom Management for Students with Disabilities
	EDSP 623	Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)
	EDSP 624	Early Intervention for Children w/Disabilities & Their Families
	EDSP 626	Educational Planning and the Law
	EDSP 627	Special Education Student Teaching PreK-8
	EDSP 629	Special Education Student Teaching Seminar

TOTAL CREDITS: 33

Special Education 7-12

Chestnut Hill College's graduate degree program in Special Education with Special Education Certification Grades 7-12 is designed to meet the state requirements for certification in special education for students with Instructional I certification in Middle Level or Secondary Education.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (33 credits) *Complete all*	EDUC 520	Educational Research and Evaluation
	EDUC 526 +	Teaching Reading for All Learners
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 531 +	Evaluation and Assessment in Special Education
	EDSP 532 +	The English Language Learner
	EDSP 621 +	Classroom Management for Students with Disabilities
	EDSP 622	Transition Services for Students with Disabilities
	EDSP 623	Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)
	EDSP 626	Educational Planning and the Law
	EDSP 628	Special Education Student Teaching 7-12
	EDSP 629	Special Education Student Teaching Seminar

TOTAL CREDITS: 33

M.Ed. with READING SPECIALIST CERTIFICATION PREPARATION K-12

Prior Certification Required

Chestnut Hill College's graduate degree program in Reading with Reading Specialist Certification Preparation is designed to meet the state requirements of PDE reading certification programs. Students must hold an Instructional I certification in order to apply for this program. A dual degree in Reading Specialist with Special Educational Certification (PreK-8 or 7-12) is also available.

Reading Specialist Certification

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (36 credits) *Complete all*	EDUC 520	Educational Research and Evaluation
	EDSP 626	Educational Planning and the Law
	EDSP 532 +	The English Language Learner
	EDRG 605	Foundations of Literacy
	EDRG 610	Comprehension and Fluency Instruction and Interventions for Children PreK-4
	EDRG 612	Phonemic Awareness and Word Study Instruction and Interventions for Children PreK-4
	EDRG 617	The Balanced Literacy Classroom for Children PreK-4
	EDRG 620	Literacy in the Secondary Classroom
	EDRG 630	Assessment and Diagnosis for Students with Reading and Writing Differences
	EDRG 632	Critical Approaches to Children's Literature
	EDRG 634	Literacies of Families, Communities, and Cultures
	EDRG 695	Leadership for Literacy Administration

Reading Special Certification: Dual Degree with PreK-8 Special Education Certification

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (54 credits) *Complete all*	EDUC 520	Educational Research and Evaluation
	EDSP 626	Educational Planning and the Law
	EDSP 532 +	The English Language Learner
	EDRG 605	Foundations of Literacy
	EDRG 610	Comprehension and Fluency Instruction and Interventions for Children PreK-4
	EDRG 612	Phonemic Awareness and Word Study Instruction and Interventions for Children PreK-4
	EDRG 617	The Balanced Literacy Classroom for Children PreK-4
	EDRG 620	Literacy in the Secondary Classroom
	EDRG 630	Assessment and Diagnosis for Students with Reading and Writing Differences
	EDRG 632	Critical Approaches to Children's Literature
	EDRG 634	Literacies of Families, Communities, and Cultures
	EDRG 695	Leadership for Literacy Administration
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 531 +	Evaluation and Assessment in Special Education
	EDSP 621 +	Classroom Management for Students with Disabilities
	EDSP 623	Education Practice for Students w/LD&/or ED(High Incidence); w/PD&CD(Low Incidence)
	EDSP 624	Early Intervention for Children w/Disabilities & Their Families
	EDSP 636	Special Education Practicum PreK-8

TOTAL CREDITS 54

Reading Special Certification: Dual Degree with 7-12 Special Education Certification

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (54 credits) *Complete all*	EDUC 520	Educational Research and Evaluation
	EDSP 626	Educational Planning and the Law
	EDSP 532 +	The English Language Learner
	EDRG 605	Foundations of Literacy
	EDRG 610	Comprehension and Fluency Instruction and Interventions for Children PreK-4
	EDRG 612	Phonemic Awareness and Word Study Instruction and Interventions for Children PreK-4
	EDRG 617	The Balanced Literacy Classroom for Children PreK-4
	EDRG 620	Literacy in the Secondary Classroom
	EDRG 630	Assessment and Diagnosis for Students with Reading &Writing Differences
	EDRG 632	Critical Approaches to Children's Literature
	EDRG 634	Literacies of Families, Communities, and Cultures
	EDRG 695	Leadership for Literacy Administration
	EDSP 530 +	Theory and Pedagogy in Special Education
	EDSP 531 +	Evaluation and Assessment in Special Education
	EDSP 621 +	Classroom Management for Students with Disabilities
	EDSP 622	Transition Services for Students with Disabilities
	EDSP 623	Education Practice for Students w/LD&/or ED (High Incidence);w/PD & CD(Low Incidence)
	EDSP 624	Early Intervention for Children w/Disabilities & Their Families
	EDSP 637	Special Education Practicum 7-12

TOTAL CREDITS 54

M.Ed. in EDUCATIONAL LEADERSHIP/PRINCIPAL CERTIFICATION PREPARATION

Prior Certification Required or Qualifications for Alternative Route

The Graduate Program in Educational Leadership is designed to provide educators with the skills and concepts necessary to function as principals, assistant principals and supervisors in K-12 settings. Establishing a positive school climate, developing school goals, a shared vision, supervision and evaluation of teaching and non-teaching staff members, and building community support for schools are some of the skills developed in this program. There is a focus on a changing society and the diverse issues that can affect a school, including the gaps of attitude, opportunity and achievement. Curriculum development and assessment as well as staff development will be addressed for all candidates. This program will be offered in an accelerated format. The courses will be experiential in nature with an emphasis on field studies.

Accelerated and Intensive Summer Program Format

Classes are designed and delivered in an accelerated format to allow candidates to complete the program in 18-months. A six-credit practicum is required. Students who begin in the program must stay enrolled in order to complete the required courses on schedule. If students skip a term, the planned schedule courses will not be offered the following term. Please consult with your advisor for any changes in your program.

Internship

The internship is a vital part of the educational leadership program. The candidate seeking specialization in leadership must complete a total of 360 hours, the majority of which includes a supervised internship in a school setting covering an entire school year. The candidate, with the internship supervisor, will define a program improvement and/or problem-solving project that will be carried out in the student's school. The candidate's Chestnut Hill College supervisor must approve the project. The candidate's Principal/Mentor must agree in writing to allow the internship and project to take place in her/his school. The candidate's Principal/Supervisor will be an integral part of the internship.

	Course Code	Course Name
Core Courses (33 credits) *Complete all*	EDLR 600	Conceptual Foundations for School Leadership
	EDLR 610	Curriculum Theory, Development and Issues, Part 1
	EDLR 611	Curriculum Theory, Development and Issues, Part 2
	EDLR 615	The Improvement of Instruction, Staff Development, and Supervision
	EDLR 620	The Principal as an Effective Agent of Change
	EDLR 630	School and Community Relations
	EDLR 635	School Law
	EDLR 640	Personnel and Pupil Administration and Management
	EDLR 701	Educational Leadership Internship I (3 credits)
	EDLR 702	Educational Leadership Internship II (3 credits)
	EDUC 520	Educational Research and Evaluation (Required for M.Ed.)

TOTAL CREDIT: 33

Certificate/Certification Preparation Programs

All certification programs (no M.Ed.) in any of the above areas require the completion of listed course work with the exception of EDUC 520: Educational Research and Evaluation. Students are required to meet with their assigned advisor in order to review prior transcripts to determine necessary coursework. In order to be certified through PDE, students must pass PDE required tests in their area of concentration and complete the teacher preparation program coursework.

PDE Endorsements:

Endorsements are added to existing Level I or Level II certificates but are not required to perform service in these areas. *Applicants should refer to PDE for further information and qualifications.*

Autism Spectrum Disorders (ASD)

The CHC Education Division has been approved by the PDE to offer the following four courses that, upon completion, will result in an endorsement in ASD:

	Course Code	Course Name
Complete four courses.	PSYG 652	Introduction to Autism Spectrum Disorders
	EDSP 632	Assessment of Students w/ASD
	EDSP 633	Instruction of Students w/ASD
	EDSP 634	Clinical Practicum w/ASD Students

Instructional Coaching

The Chestnut Hill College Instructional Coach Endorsement (ICE) program prepares teachers to be Leaders of Change within Educational Professional Learning Communities. Competency areas include Content, Instructional Coaching Skills and Abilities, Instructional Practices, Assessment, and Organizational Leadership and School Change. Activities are based on real world settings and scenarios for analysis, and application of competencies that culminate in the development of a system for coaching diverse adult learners. A practicum component is included in each course.

	Course Code	Course Name
Complete four courses.	EDICE 620	Foundations of Instructional Coaching
	EDICE 621	Content and Pedagogy in Instructional Coaching
	EDICE 622	Instructional Coaching Practices, Assessment, & Decision Making
	EDICE 623	Organizational Teacher Leadership for School Change

ACT 48 Provider

Chestnut Hill College is an Act 48 provider. Forms to apply for Act 48 credit are available in the Education Office and the SGS Office.

Course Descriptions

General Education Courses

These courses fulfill requirements in more than one program.

EDUC 520: Educational Research and Evaluation
3 credits
This course provides students with the fundamental aspects and processes of research using a five-step model (Introduction; Literature Review; Methods; Results; Discussion section) to guide development and design of a research paper. Students in this course select a research topic in education particularly as it relates to academic, behavioral, emotional and social issues. Simultaneously, students review, discuss, and incorporate into their papers the underpinnings of educational research such as assessment, evaluation, and qualitative methodologies for measurement. Included in this course are the basics of APA Style Standards for writing at the graduate level. Required of all Master's degree candidates.

EDUC 526: Teaching Reading for All Learners
3 credits
This course will provide students with a strong foundation in the theory, pedagogies, methods, and activities related to reading, writing, and literacy instruction for all children. Literacy acquisition of both typical and atypical learners will be explored, including children who have learning differences or are acquiring English as a second language. Children's literature will be used to demonstrate how the rich language and artwork of books can be used across the curriculum to enhance literacy instruction. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDUC 704: Independent Study
3 credits
The Independent study format gives students an opportunity to develop critical thinking and individual initiative through planned scholarly endeavor. Under the guidance of a faculty sponsor the student will investigate an area of interest related to the student's course of study and to his/her teaching situation. The student will work under the guidance of a faculty member and with the permission of the Department Chair. The interested student must produce a project, paper, or piece of research demonstrating ability to pursue an independent academic endeavor as well as competence in researching, organizing and presenting information.

Core Special Education Courses

These courses fulfill requirements in more than one program.

EDSP 530: Theory and Pedagogy in Special Education
3 credits
This course is designed to provide a complete overview of special education including historical, legal and cultural foundations of special education, and the main historical figures who changed the landscape of services for children and adults with disabilities. This course will expose students to recent federal and state regulations pertaining to the rights, responsibilities, and privileges of students, parents, and teachers. This includes understanding and discussing the evaluation process (referral, assessment, identification, continuum of placements [least restrictive environment], and timelines); as well as the various environments (inclusion, intervention strategies), services and implementation, which are appropriate and necessary to provide for children with disabilities. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDSP 531: Evaluation and Assessment in Special Education
3 credits
This course is designed to examine relevant and current practices in assessment of students with disabilities. Participants will study the impact of informal as well as standardized testing requirements and their effect on students with disabilities. State and federal regulations and policies will be reviewed and discussed. In addition, adaptations and accommodations for students with disabilities being tested in a variety (i.e. classroom assessment, mandated state tests, IEP specially designed instruction, and others) of school related circumstances will be examined from different perspectives. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDSP 532: The English Language Learner
3 credits
In this course, students will build the professional knowledge, skills, and dispositions for creating culturally responsive teaching and learning environments with PK-12 English learners (ELs) across disciplinary areas. Emphasis is placed on accounting for ELs' differences in terms of cultural, linguistic, and educational backgrounds when designing, scaffolding, and differentiating instruction and assessments. A primary focus is on culturally responsive teaching (CRT) practices that honor ELs' funds of knowledge and allow for the integration of social, instructional, and academic language development with learning standards-aligned content across grade levels and disciplinary areas. Lesson design is linked to PA/WIDA English Language Proficiency Standards and PA Core Academic Standards for reading, writing, listening, speaking, and language. Other key topics include major laws and policies related to educating ELs and important considerations for distinguishing language learning from learning differences. Students will also explore communicating positively with culturally and linguistically diverse families, and community and online resources for school personnel, parents, and ELs. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

Early Education PreK-4 Courses

EDP4 523: Early Childhood Development and Learning
3 credits
The focus of this course is on typical and atypical development, with emphasis on the pre-school and school-aged child. Theory and research in the areas of sensorimotor, language, cognitive, emotional, social and moral behaviors are included. The interaction of biological and environmental factors influencing growth and development is stressed. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community. This course is identified as a Stage I field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDP4 524: Early Childhood Theory, Curriculum and Assessment
3 credits
This course will focus on the foundations of Early Childhood Education and the early childhood professional educator. Students will examine the historical, philosophical, theoretical, and cultural aspects of the field of early childhood education and the influence on the development of the curriculum. Students will develop an understanding of the relationship among theory, developmentally appropriate practice, and the knowledge and skills required of the early childhood educator. Translating research-based theory into practical application, teacher candidates will explore the teaching and learning process, the student as learners, social and cultural diversity, individual differences, conceptualize instruction and planning, make decisions using strategies and data, assessment, reflective practice, use of standards, and developmentally appropriate practices (DAP) as applied in the classroom. This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDP4 525: Emerging Literacy and Language Arts
3 credits
This course will provide students with a thorough understanding of the early cognitive, oral, and aural typical and atypical development of language in children that later affects the development and acquisition of reading and writing. The course will include literacy theory, pedagogies, materials, and methods for infants through the early primary grades. Emphasis will be placed on the importance of developing phonemic and phonological awareness through age appropriate activities. The use and examples of oral tradition and children's literature appropriate to the young child will be included.

EDP4 527: Early Childhood Math and Science Methods
3 credits
The course focuses on the mathematical content taught in PreK-4 curricula and will include an analysis of research-based methodologies and teaching strategies. An emphasis will be placed on communication and math as well as relating math to the real world while using a variety of math skills and tools to solve problems. Students will discuss key mathematical concepts and evaluate textbooks, materials, and other relevant documents. Utilizing an inquiry-based, child-centered focus, students will be actively involved in utilizing a wide variety of manipulative materials and representations that can be applied to teaching mathematics to diverse PreK-4 learners. Use of state and professional standards and competencies are used to support planning lessons, units and projects.

EDP4 528: Early Childhood Integrated Methods: Social Studies, Humanities, and the Arts
3 credits

This course presents an analysis of the content, methods, and materials in the design and implementation of PreK-4 Social Studies, Humanities, and the Arts. An emphasis will be placed on a thematic approach to developing curricular units and lesson plans. Hands-on, interactive learning for inclusive classrooms is emphasized which will culminate in an inquiry based integrated content and pedagogy. A variety of research-based teaching and assessment methods and strategies are examined and applied in lesson planning.

EDP4 529: School, Family and Community Collaboration
3 credits
This course is a comprehensive exploration of the relationships of the school, families, and the community in real world settings as it relates to successful learning for all children. An analysis and practice of a comprehensive approach to increasing engagement of parents and the community in the education and development of PreK-4 children. Students will explore culturally responsive practices for creating welcoming, supportive teaching and learning environments for inclusive classrooms. Family dynamics, culture, and diversity of families, ethical decision-making and considerations, and community resources will be explored. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDP4 533: Early Childhood Student Teaching
3 credits
Student Teaching provides qualified students with a semester of practical teaching experience in a PreK-4 classroom. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 14 week semester at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDP4 534. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDP4 534: Early Childhood Student Teaching Seminar
3 credits
The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated.
Co-Requisites: EDP4 533. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDP4 590: Intern Field Experience I
1.5 credits
This semester long course is the first half of a required mentoring component of all students teaching on an Intern certificate in the Early Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies.
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EDP4 595: Intern Field Experience II
1.5 credits
This semester long course is the second half of a required mentoring component of all students teaching on an Intern certificate in the Early Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies. Students are formally assessed using the PDE 430 form as a mid-term evaluation and again during EDP4 534.

Elementary/Middle Level Education Courses

EDML 523: Adolescent Development & Learning
3 credits
The focus of this course is on normal adolescent development, with emphasis on the late elementary through adolescent school-aged child. Theory and research in the areas of language, cognitive, emotional, social and moral behaviors will be addressed. The interaction of biological and environmental factors influencing growth and development is stressed. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community. This course is identified as a Stage I field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDML 524: The Emerging Middle School and Assessment
3 credits
Students examine the history of the middle school movement and its evolving philosophy. Implications for teacher professionalism, school design, organization, and development of curricula units and lessons are studied. Teaching methodology in the middle school will be completed through presentations, lesson plans, articles and activities. All lesson plans will identify specific PA Core Standards/Anchors appropriate for age level and content. This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDML 525: Math Methods for Middle Grade Learners
3 credits
In this course, students explore the structure of mathematics, sets and numbers, systems of numeration, problem-solving and skill development. The content of late elementary/middle school mathematics and the development of strategies for effective teaching of mathematical concepts in 4-8 classrooms are emphasized. This course addresses the needs of middle level Mathematics Educations (grades 4-8) as guided by the National Council of Teachers of Mathematics (NCTM) and PA Core Academic Standards for Mathematics. Course topics include an examination of educational trends and the impact of technology in mathematics instruction. Students will explore how to teach key mathematical concepts through a data-driven, standards-aligned system that includes appropriate assessments.

EDML 527: Science Methods for Middle Grade Learners
3 credits
This course provides an overview of the teaching techniques and materials used in contemporary middle level science programs with a focus on inquiry skills and inductive and deductive reasoning through hands-on and minds-on investigations. Students explore the integrated processes of formulating hypotheses, naming and controlling variables, making operational definitions, conducting experiments, interpreting data and engaging in investigative and problem-solving processes. This course addresses an analysis and application of methodology and instructional techniques in the content area of science.

EDML 528: Writing and Social Studies Methods for Middle Grade Learners
3 credits
This course integrates writing and social studies for middle grade learners and prepares middle level educators to plan standards-aligned social studies instruction. The course focuses on social studies teaching at the curricular and instructional levels with intensive writing instruction connected to the kinds of writing tasks middle grade learners will have to perform in high school and beyond. Students will learn research-based instructional techniques that support middle level learners in developing disciplinary writing and literacy practices while learning content. Students will learn how to develop, implement, assess, and modify curriculum lessons and implement various strategies for writing across the curriculum and responding to nonfiction texts.

EDML 529: Classroom Management
3 credits
This course is designed to assist teachers to develop skills to help them effectively manage the classroom environment. Theories and principals associated with implementing classroom management procedures are examined to prepare teachers to create an environment that maximizes student learning. Topics discussed will include: the environmental concerns related to creating a safe learning environment, physical layout of the room, grouping for instruction, time management, authentic learning tasks, instructional methods as they apply to management, and the interrelationship of management and effective discipline. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDML 533: Middle Level Student Teaching
3 credits
Student Teaching provides qualified students with a semester of practical teaching experience in a 4-8 classroom. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 14 week semester at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDML 534. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDML 534: Middle Level Student Teaching Seminar
3 credits
The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated.
Co-Requisites: EDML 533. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDML 590: Intern Field Experience I
1.5 credits
This semester long course is the first half of a required mentoring component of all students teaching on an Intern certificate in the Elementary/Middle Level Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies.

EDML 595: Intern Field Experience II
1.5 credits
This semester long course is the second half of a required mentoring component of all students teaching on an Intern certificate in the Elementary/Middle Level Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies. Students are formally assessed using the PDE 430 form as a mid-term evaluation and again during EDML 534.

Reading Specialist Courses

EDRG 605 Foundations of Literacy
3 credits
Knowledge of important historical movements, theoretical frameworks, and philosophical perspectives is necessary to understanding the evolution of the field of literacy and literacy pedagogies as they have developed and continue to change over time. The work of various influential social, cognitive, linguistic, psychological and educational theorists will be discussed so that students gain a richer, deeper understanding of literacy instruction, as well as become critical evaluators of current and future trends.

EDRG 610 Comprehension and Fluency Instruction and Interventions for Children PreK-4
3 credits
This course will provide a comprehensive background in comprehension and fluency theory and instructional techniques to enable young readers to develop deep understanding in the primary classroom. In addition to sound instructional practices for all students (Tier 1), special emphasis will be placed on Tier 2 and Tier 3 remedial interventions for the struggling reader. This course is required for reading specialist certification.

EDRG 612 Phonemic Awareness and Word Study Instruction and Interventions for Children PreK-4
3 credits
A comprehensive background in the theory and instructional techniques related to developing strong skills in phonemic awareness, phonics, spelling, and vocabulary will be explored in this course. In addition to sound instructional practices for all students (Tier 1), special emphasis will be placed on Tier 2 and Tier 3 direct, explicit instruction and remedial interventions for the struggling reader and writer. Emphasis will be placed on instructional approaches and activities that are multisensory, systematic, sequential and scientifically based. This course is required for reading specialist certification.

EDRG 617 The Balanced Literacy Classroom for Children PreK-4
3 credits
This course is designed to provide reading specialist candidates with a strong background in how to create the ideal balanced literacy classroom that accommodates the needs of all learners. Factors that will be addressed include: the social, emotional, physical, spiritual, and intellectual classroom environment; various scheduling models; instructional techniques, including reading and writing workshop; embedded phonics and word study; and authentic assessment. Emphasis will be placed on creating an inclusive environment that addresses the needs of children across the learning spectrum, including the gifted and talented. This course is required for reading specialist certification.

EDRG 620 Literacy in the Secondary Classroom
3 credits

Reading specialist candidates will gain a deeper understanding of the literacy needs of adolescent readers and writers across the curricula through this course. Students will learn how to diagnose and remediate reading and writing differences that may have gone undetected in earlier grades. Emphasis will be placed on: word study and techniques for vocabulary development; reading and responding to a wide variety of fiction and non-fiction texts, including primary sources and digital texts; and reading, writing, and study skills and strategies to support learning across the curricula. This course is required for reading specialist certification.

EDRG 630 Assessment and Diagnosis for Students with Reading and Writing Differences
3 credits
This course is designed to provide reading specialist candidates with the ability to successfully evaluate and diagnose children who are struggling with reading and writing. Students will gain an in-depth understanding of how to select and administer a variety of diagnostic, formal and informal assessments, as well as interpret and communicate those results to school personnel and the child's family. Students will conduct a variety of assessments and will compose a written, clinical case study diagnosing the strengths and needs of a struggling learner. This course is required for reading specialist certification.

EDRG 632 Critical Approaches to Children's Literature
3 credits
This course will provide a survey of the history of children's literature and will equip reading specialist candidates with a critical literacy perspective to using children's literature from infancy through high school. Various genre will be explored including: folklore and oral tradition, rhymes and poetry, picture books, transitional chapter books, graphic novels, young adult fiction, folktales, fairy tales, fantasy, and science fiction. Special emphasis will be placed on using non-fiction texts, as well as books that celebrate diversity and encourage an inclusive classroom environment that fosters social justice. This course is required for reading specialist certification.

EDRG 634 Literacies of Families, Communities, and Cultures
3 credits
This course will provide reading specialist candidates with a comprehensive background in the family, community, and cultural aspects that affect literacy acquisition from birth through high school. Emphasis will be placed on outreach to families and the forming of relationships that support student learners. Other topics will include: creating or supporting community literacy programs for children and adults; assessing family literacy programs; grant writing and funding; educational literacy policy; and literacy acquisition as it supports social justice, promotes social change, and builds strong communities. This course is required for reading specialist certification.

EDRG 695 Leadership for Literacy Administration
3 credits
This course focuses on the roles of the reading specialist as literacy coach, administrator, and leader both at the school and district levels. Special attention will be given to the school-wide administration, interpretation, application and communication of assessment data. Other topics that will be explored are involvement in research communities and professional organizations; developing literacy policy; grant writing; instructional schedules, tasks, and procedures; selecting materials and programs; administering interventions (individual and programmatic); adult learning theory and providing professional support and development; and promoting organizational change and advancing school culture. This course is required for reading specialist certification.

Secondary Education Courses

EDSC 523 Adolescent Development & Learning
3 credits
The focus of this course is on the study of child development from adolescence to young adulthood. Students will learn theories and research related to aspects of adolescent development: physical, emotional, social, cognitive, and cultural. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community. This course is identified as a Stage I field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDSC 524 Foundations of High School Education and Assessment
3 credits
In this course students will explore the historical, philosophical, and social foundations of secondary education and their relationship to the present day. The course provides a framework and tools to analyze, synthesize, and evaluate current issues

and practices related to teaching and learning in the secondary context. This course places the development of high schools in historical perspective and relates both the roles of teacher and school organization to society. The differences between education and schooling are examined, and current educational reform movements are explored within the context of critical educational theory. This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDSC 526 Secondary Methods & Assessment
3 credits
This course provides secondary students across disciplinary areas with foundational knowledge of applicable national standards, content-specific PA Academic and PA Core Standards, and secondary curricula. Research-based pedagogical practices will be used to address lesson planning and unit preparation, grading, tracking, inclusion and physical and mental health of adolescents, as well as assessment of learning in diverse secondary classrooms. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDSC 517 Practicum/Special Methods in Areas of English for Secondary Education
3 credits
This advanced practicum/special methods course contains special content and methods of instruction for secondary certification in English. Students will understand the criteria and techniques for selecting, organizing, and presenting English subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.

EDSC 518 Practicum/Special Methods in Social Studies for Secondary Education
3 credits
This advanced practicum/special methods course contains special content and methods of instruction for secondary certification in Social Studies. Students will understand the criteria and techniques for selecting, organizing, and presenting Social Studies subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.

EDSC 519 Practicum/Special Methods in Biology/General Science/Chemistry for Secondary Educ.
3 credits
This advanced practicum/special methods course contains special content and methods of instruction for secondary certification in Biology, General Science or Chemistry. Students will understand the criteria and techniques for selecting, organizing, and presenting science subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.

EDSC 520 Practicum/Special Methods in Mathematics for Secondary Education
3 credits
This advanced practicum/special methods course contains special content and methods of instruction for secondary certification in Mathematics. Students will understand the criteria and techniques for selecting, organizing, and presenting Mathematics subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.

EDSC 521 Practicum/Special Methods in Foreign Language for Secondary Education
3 credits
This advanced practicum/special methods course contains special content and methods of instruction for secondary certification in Spanish or French, levels K-12. Students will understand the criteria and techniques for selecting, organizing, and presenting foreign language subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Students become familiar with the ACTFL guidelines and the National Standards for Modern Languages and learn how to incorporate them into their teaching. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.

EDSC 533 Secondary Student Teaching
3 credits
Student Teaching provides qualified students with a semester of practical teaching experience in a 7-12 classroom. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 14 week semester at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDSC 534. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSC 534 Secondary Student Teaching Seminar
3 credits
The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated.
Co-Requisites: EDSC 533. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSC 590: Intern Field Experience I
1.5 credits
This semester long course is the first half of a required mentoring component of all students teaching on an Intern certificate in the Secondary Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies.

EDSC 595: Intern Field Experience II
1.5 credits
This semester long course is the second half of a required mentoring component of all students teaching on an Intern certificate in the Secondary Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies. Students are formally assessed using the PDE 430 form as a mid-term evaluation and again during EDSC 534.

Special Education Courses

EDSP 590 Intern Field Experience I
1.5 credits
This semester long course is the first half of a required mentoring component of all students teaching on an Intern certificate in the Special Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies.

EDSP 595 Intern Field Experience II
1.5 credits
This semester long course is the second half of a required mentoring component of all students teaching on an Intern certificate in the Special Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies. Students are formally assessed using the PDE 430 form as a mid-term evaluation.

EDSP 621 Classroom Management for Students with Disabilities
3 credits
The content and practice knowledge needed to create an effective learning environment for students with disabilities in inclusive and/or separate learning environments are examined in this course. Course content includes the selection, evaluation, and interpretation of specific behavioral assessments (including informal, functional, ecological and behavioral assessments). There is a focus on utilizing appropriate management strategies in the classroom from a theoretical and pedagogical perspective. Students will be exposed to the process of developing behavioral intervention plans for diverse learners. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

EDSP 622 Transition Services for Students with Disabilities
3 credits
This course focuses on the behavioral, cognitive, legal, and social aspects of transition in the special education process. Teachers are exposed to the basic knowledge and skills needed for developing and implementing transition activities and services, providing a broad context that includes a legislative-policy base. This integration of policy with practice builds a foundation for understanding the requisites that drive transition services as well as providing for educational principles and theories for making classroom decisions guided by law and pragmatism. Students learn to speak knowledgeably about concepts such as assessment, disability, planning, self-concept, self-determination, self-regulation, and transition.

EDSP 623: Education Practice for Students w/LD and/or ED (High Incidence); with PD and CD (Low Incidence)
3 credits
This course examines research and current practice regarding the education of students with high and low disabilities, learning and emotional/social disorders and physical and cognitive disabilities. Inclusive classroom methodologies, modifications and adaptations to the curriculum, including behavioral assessments and management techniques will be addressed. Students are exposed to an historical retrospective of regarding the education for students with disabilities.

EDSP 624: Early Intervention for Children with Disabilities and Their Families
3 credits
In this course students are introduced to the characteristics of young children with disabilities, how to determine early diagnosis, and how to access appropriate services. Emphasis is placed on the importance of working with families, local community agencies and resources in the early diagnosis for young children with disabilities. Understanding how to gather and interpret assessment data in order to develop and implement an Individual Family Service Plan (IFSP) is highlighted in this course.

EDSP 626: Education Planning and the Law
3 credits
This course covers the basic principles underpinning the educational planning, assessment, development, and implementation of Individualized Educational Plans (IEPs), Functional Behavior Assessments (FBAs), and Positive Behavioral Support Plans (PBSPs) for students with identified disabilities. The policies, procedures, and processes inherent to special education will be explored in depth. Students will analyze the legal implications for decision-making, problem-solving, and making executive resolutions in relevant school-based case studies.

EDSP 627: Special Education Student Teaching PreK-8
3 credits
Special Education student teaching provides qualified students with a 7 week teaching experience in a PreK-8 inclusive or special education classroom setting. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 7 week experience at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDSP 629. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSP 628: Special Education Student Teaching 7-12
3 credits
Special Education student teaching provides qualified students with a 7 week teaching experience in a 7-12 inclusive or special education classroom setting. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 7 week experience at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDSP 629. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSP 629: Special Education Seminar
3 credits
The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated.
Co-Requisites: EDSP 627 or EDSP 628. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSP 636 Special Education Practicum PreK-8
3 credits
Special Education practicum provides qualified students with a 7 week teaching experience in a PreK-8 inclusive or special education classroom setting. Students will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 7 week practicum at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. The practicum includes a weekly seminar experience that affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated. Students must have current PA clearances to begin the practicum experience. Requisite: Enrollment in Reading Specialist K-12 and Special Education PreK-8 certification program.

EDSP 637 Special Education Practicum 7-12
3 credits
Special Education practicum provides qualified students with a 7 week teaching experience in a 7-12 inclusive or special education classroom setting. Students will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 7 week practicum at the school site. Performance-based assignments are linked to PDE field competencies and evidenced in students' portfolio completion. The practicum includes a weekly seminar experience that affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students' portfolio will be finalized and evaluated. Students must have current PA clearances to begin the practicum experience. Requisite: Enrollment in Reading Specialist K-12 and Special Education 7-12 certification program.

Electives

EDUC 525 Current Issues in Education
3 credits
In this course, special topics are explored, such as kindergarten curriculum, the assessment of children for school placement, and multicultural and diversity issues, including gender, socio-economic status, race and exceptionality.

EDSP 645 Assistive Technology for Students with Disabilities
3 credits
This course introduces and provides experience with various computer-based and other assistive technologies for students with disabilities. The technologies include everything from electric wheelchairs, standing tables, adaptive battery and non-battery operated toys, to more sophisticated augmentative communication (such as voice synthesizers, communication boards, computerized communication devices), and infra-red devices for computer and software access and use. In addition, the students examine federal entitlements that relate to the provision of specialized equipment and materials, the design of IEP and ITP goals related to instructional and/or assistive technology, local, state and/or community assistive technology resources, and the selection and use of various technologies for students with disabilities in inclusive and separate educational settings.

EDSP 655 Culturally Responsive Practices for Students with Disabilities
3 credits
This course is designed to provide advanced knowledge, skills and practice in understanding the cultural influences of disability, including over representation of under-represented groups in special education classrooms.

Educational Leadership/Principal Certification Courses

EDLR 600 Conceptual Foundations for School Leadership
3 credits
This course is an examination of the various philosophical and theoretical bases that can shape teaching and learning in the schools and, therefore, provide direction for the decision-making processes of the school leader. The course will include the exploration of values and beliefs underlying leadership in the schools, how schools are organized, as well as investigating the relationship among the various agencies - local, state and federal - that impact the school. Emphasis of the core functions of leadership in schools and creating and sustaining an inclusive learning environment for all students will be analyzed and discussed.

EDLR 610 Curriculum Theory, Development and Issues. Part 1
3 credits
This course provides an in-depth study of the major ideologies and theories of curriculum and instruction and design that have shaped curriculum theory and thought. A comprehensive investigation of effective primary and secondary educational programs for contemporary leaders is undertaken. Emphasis will be placed on the translation of ideologies and theories into practice. The course will also focus on managing and developing the teaching/learning process, incorporating the elements of assessment and identifying different philosophies of teaching. Students will begin to analyze how to adapt the curriculum to meet the needs of all students.

EDLR 611 Curriculum Theory, Development and Issues, Part 2
3 credits
This course provides a continued in-depth study of the major ideologies and theories that have shaped curriculum and instruction and design that have shaped curriculum theory and thought. A specific field component, involving a critique of tone of the curriculum areas outside of the major disciplines (e.g., fine arts, music, physical education, reading in the secondary schools, etc.), or of support services (e.g., special education, counseling, library, nursing, etc.), will be required. The course will emphasize goal-setting, decision-making and the role of the leader in the planning and implementation of curricular design with special attention to student learning styles and strengths for the diverse school population.

EDLR 615 Improvement of Instruction, Staff Development, and Supervision
3 credits
This course includes a wide-ranging investigation of an array of teaching models and instructional approaches using research, case studies, problem-based learning and discussion on teacher effectiveness. The course will promote an understanding which will enable the leader to facilitate the paramount objective of improving student achievement. The course will also focus on the study of the dynamics of interpersonal and intrapersonal group relations with an emphasis on improving teaching and learning and designing, implementing and evaluating effective staff development programs.

EDLR 620 The Principal as an Effective Agent of Change
3 credits
This course undertakes an examination of the necessity for the principal to have broad “visions” about the school that are shared, clear, inclusive, ambitious, and performance-oriented. The creation of the climate to achieve such “visions” will also be investigated. In addition, students will come to understand that effective principals are willing to take risks and to seek innovative solutions. Strong emphasis will be placed on emotional intelligence, effective, responsive communication and intergroup relations, essential leadership traits and leadership styles, as well as reflective practice. Students will also explore leadership sustainability, a key force leading to meaningful, long-term change.

EDLR 630 School/Community Relations
3 credits
The use of language, both oral and written, will be explored and practiced by means of organized sets of experiences relevant to the role of a school leader. These will cover both content and presentation in interpersonal situations such as interviews, discussions, formal and informal speaking, working in print, and with social media (such as Facebook, Twitter, district/school web sites, etc.). They will address both content and structure in such areas as correspondence, staff emails, e-alerts, global messages, reports, and teacher observations. Using a four-prong approach, emphasis will be placed on how to develop a community relations plan that encourages public support, strengthens parent/guardian and community ties and creates the desired behavior for both the internal and external stakeholders. The focus on parent/guardian and community support and understanding to help increase student achievement will be analyzed. Involvement of the student at the school level will be required.

EDLR 635 School Law
3 credits
The intent of this course is to familiarize leaders with the basic legal principles governing the structure and operation of school settings and the legal problems encountered in the day-to-day operation of schools. Understanding the legal base for education and the rights and responsibilities of school leaders will be explored through class discussion. The broad principles of school governance as determined by statute and case law, with an understanding of due process, are emphasized. Special attention is given to Pennsylvania statutes, cases and decisions.

EDLR 640 Personnel and Pupil Administration and Management
3 credits
In this course, students identify what the leader needs to know about school law, student records, collective bargaining, and contract administration, employment relations and special education rights and responsibilities. Source materials will include case studies, grievances, arbitration awards, and contracts.

EDLR 701/702 Principal Internship Part 1 and Part 2
3 credits each
A vital part of the educational leadership program is the internship, which provides the future leader candidate with the opportunity to integrate theory and research with real-life experiences in the schools. The candidate seeking specialization in leadership must complete a total of 360 hours, the majority of which includes a supervised internship in a school setting covering an entire school year. The candidate, with the internship supervisor, will define a program improvement and/or problem-solving project that will be carried out in the student's school. The candidate's Chestnut Hill College supervisor must approve the project. Emphasis of the internship program and on-site projects/activities are aligned with the standards of the Pennsylvania Inspired Leadership Program. The candidate's Principal/Mentor must be a certified principal who has practiced in Pennsylvania as a principal for at least three years, and agrees to allow the internship and project to take place in their school. The candidate's Principal/Mentor will be an integral part of the internship. A log of all activities, materials and readings must be kept, and a comprehensive written research-supported report must be submitted during the second semester of the practicum. A formal oral presentation of the report will also be required at that time. In addition to scheduled classroom attendance, there will be ongoing individual conferences and school visitations by the college professor during the course of the practicum.

Montessori Specialization

EDMN 520 Montessori Philosophy and Educational Theory
3 credits
This course describes the educational philosophical school of thought that influenced Maria Montessori. A second trend, emanating from science and the scientific method, forms a comparative study of her predecessors in the fields of child development, medicine, anthropology and pedagogy. Background relates the pedagogical principles of the Montessori method to today's educational philosophies and methods.

EDMN 521 Montessori: Everyday Living/Art
3 credits
A study of the child's environment and culture dictates the exercises that aid inner discipline, self-esteem, a sense of order, and muscular control. Montessori pedagogical principles provide the rationale for the demonstration techniques appropriate for the very young child. Prerequisite: EDMN 520, unless exempted by Program Director

EDMN 522 Montessori: Sensorial/Music
3 credits
In this course, students explore the rationale and technique undergirding the refinement of sense perceptions as a means of acquiring classified, detailed and accurate knowledge from the environment. Students receive practical insight into the role of movement. Prerequisite: EDMN 520

EDMN 523 Montessori: Mathematics
3 credits
This course prepares the student to assess a child's mathematical readiness, to introduce number with its properties of cardinality and ordinality, to develop the mathematical experience to include the basic operations with the didactic apparatus. This course forms part of the student's preparation for the intern experience. Prerequisite: EDMN 520

EDMN 524 Montessori: Language
3 credits
This course provides the basis for a sound language program within the prepared Montessori environment. Discussion includes the responsibility of the teacher in the different levels of development that lead to writing and reading, in the sequencing of materials and in the adaptations to specific language needs of children, with special emphasis on the urban minority child. Prerequisite: EDMN 520

EDMN 525 Montessori: Natural & Social Sciences/Parent Education
3 credits
This course provides the student with material for the natural and social sciences used in the Montessori classroom. Presentations are programmed to the age and development of the child. Insights for the student about the wonders of nature, the interaction of human beings and nature are explored. Parent education discussion includes suggestions for developing parent-teacher partnerships and mutual responsibilities. Prerequisite: EDMN 520

EDMN 526 Montessori Education for Peace
1 credit
This course will focus on the essentials of education for peace, which are built into the Montessori curriculum at every level. Emphasis will be on role modeling, conflict resolution, and the teacher's role in creating a peaceful environment.

EDMN 620/621 Montessori: FALL Practicum/Internship & Seminar
5 credits
A year of practicum/internship brings together the theory, practice and curriculum of Montessori Education. Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the internship for both fall and spring semesters.

EDMN 622/623 Montessori: SPRING Practicum/Internship & Seminar
5 credits
A year of practicum/internship brings together the theory, practice and curriculum of Montessori Education. Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the internship for both fall and spring semesters.

PDE Autism Endorsement Courses

PSYG 652 Introduction to Autism Spectrum Disorders
3 credits
This course is designed to provide students with a basic understanding of the current research into the etiology and range of manifestations of autism spectrum disorders (ASDs). This course will also provide students with knowledge about effective methods of assessment and intervention for ASDs.

EDSP 632 Assessment of Students w/ASD
3 credits
This course is designed to prepare educators with a variety of strategies for assessing and providing instruction to student with Autism Spectrum Disorders (ASD). The course will review common behavioral symptoms of ASD students, screening instruments and assessments for those students, and recommended instructional interventions and techniques when working with students with ASD.

EDSP 633 Instruction of Students w/ASD
3 credits
This course is designed to prepare educators to successfully implement learning and behavioral interventions for individuals diagnosed with ASD. This course uses an evidence based approach to examine the various models of interventions commonly used for students with ASD. Principles of applied behavior analysis (ABA) will be discussed. Students will be expected to demonstrate competences in utilizing this behavioral model.

EDSP 634 Clinical Practicum w/ASD Students
3 credits
This practicum is designed to prepare professionals to educate students with Autism Spectrum Disorders.

NOTE: Candidates without prior exposure will be required to complete an additional twenty hours of observation in an ASD setting prior to attending the Practicum. This will be documented in a completed Journal.

Practicum field experiences are held in public or private school-based environments. The practicum candidates' primary responsibility is to design, implement and evaluate effective instruction in the least restrictive environment. In order to accomplish this, the candidates will also be required to have experiences that allow for effective communication and collaboration with educational partners. Candidates are expected to spend a minimum of 80 field hours where they are directly involved with ASD students. Placements will be arranged in collaboration with the candidate, selected sites, and the Student Teaching Director. Summer and Extended School Year programs that offer academic as well as other supports may be appropriate practicum sites. Permission of the instructor is required.

PDE Instructional Coaching Endorsement Courses

EDIC 620 Foundations of Instructional Coaching
3 credits
This course promotes understanding of the role of the Instructional Coach in the PreK-12 setting. Participants examine the fundamentals of instructional coaching skills and abilities, and describe key elements of various coaching approaches. This course emphasizes content knowledge as a critical component of instructional coaching. A knowledge and understanding of academic disciplines applied through instructional coaching skills will be used to guide the development of high quality and comprehensive curriculum. Participants will utilize state and national professional standards and competencies. Participants will demonstrate knowledge of adult learning theory. Field experience within a school setting will be an integral part of the learning process in each course. In this course candidates will begin to develop an Action Research Project and Implementation Plan that will build over the duration of the endorsement.
Prerequisites: Instructional I or II Teacher Certification and 3 years of teaching experience

EDIC 621 Content and Pedagogy in Instructional Coaching
3 credits
This course advances the understanding of the role, knowledge and skills of the instructional coach. Participants will learn how to build professional interpersonal relationship skills to increase teacher competencies and leadership. They will continue to learn and demonstrate a variety of strategies for use in working with the diverse adult learner in a collegial and collaborative manner. Field experience within a school setting will be an integral part of the learning process. A mid-course requirement will be the submission of a proposal to be approved for the Action Research Project and Implementation Plan that will continue through the remainder of the endorsement.
Prerequisites: Instructional I or II Teacher Certification and 3 years of teaching experience; EDIC 620

EDIC 622 Instructional Coaching Practices, Assessment, and Decision Making
3 credits
This course develops the application of differentiated coaching skills, using multiple sources and measures of assessment to guide instruction. They will also demonstrate the use of technology in observing, collecting and analyzing data, and making instructional decisions. Participants will learn how to evaluate their goals for transformational coaching. There will be a significant focus on the continuation of the Research Action Project and Implementation Plan, while participants utilize and reflect on their developing coaching skills in the fieldwork setting.
Prerequisites: Instructional I or II Teacher Certification and 3 years of teaching experience; EDIC 620, EDIC 621 and an approved Action Research Project and Implementation Plan

EDIC 623 Teacher Leadership for School Change
3 credits
Through research, participants will learn about highly effective professional learning communities. They will demonstrate evidence of teacher leadership abilities to contribute to a culture of professional learning communities in schools. Participants will collaborate through shared leadership to establish and promote common goals and vision for school change. Field experience will continue to be an instrumental for meaningful applications. The course will culminate in the completion of the Research Action Project and Implementation Plan for instructional coaching.
Prerequisites: Instructional I or II Teacher Certification and 3 years of teaching experience; EDIC 620, EDIC 621, EDIC 622, and an approved Action Research Project and Implementation Plan.

CLINICAL AND COUNSELING PSYCHOLOGY (MASTER'S LEVEL)

Department of Professional Psychology

Program Contact Information

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Program Offerings

Masters of Science in Clinical and Counseling Psychology
Post-Master's Certificates and Licensure Preparation Courses

Program Overview

The School of Graduate Studies of Chestnut Hill College, through the Department of Professional Psychology, offers the Master of Science (M.S.) degree in Clinical and Counseling Psychology. This degree may be earned in one of six areas of concentration: Child and Adolescent Therapy, Child and Adolescent Therapy with Specialization in Autism Spectrum Disorders, Co-Occurring Disorders, Diverse and Underserved Communities, Couple and Therapy, and Trauma Studies. Students may elect one of these concentrations or may choose the generalist curriculum, which allows them to distribute their electives among any of the five areas. The M.S. Program in Clinical and Counseling Psychology is also offered on the campus of DeSales University in Center Valley, PA.

The department also offers Post-Master's Certificates of Advanced Graduate Study in Professional Counseling for Licensure Preparation, and Post-Master's Certificates of Advanced Graduate Academic Study in each of the six concentration areas. Applicants for these certificate programs must have already earned a master's degree in psychology or a related discipline.

Program Objectives

Chestnut Hill College, through the Department of Professional Psychology, seeks to prepare students pursuing a master's degree in clinical and counseling psychology to become competent and ethical professionals. In accordance with this goal, students are:

1. acquainted with the body of theoretical and empirical knowledge relevant to their course of study;
2. provided with training in the skills needed for competent and ethical professional practice; and
3. prepared for ongoing graduate study in a doctoral program.

In addition, the Master of Science degree meets the graduate degree requirements for students seeking master's licensure in the state of Pennsylvania as either Licensed Professional Counselors (LPC) or Licensed Marriage and Family Therapists (LMFT).

This degree also meets the master's-level licensure requirements in many other states. Please contact your state licensing board for requirements in your state.

Other Program Guidelines and Standards

Professional Standards

The Masters of Clinical and Counseling Psychology program has the responsibility to assure that its graduates are adequately prepared for professional practice. The student is required not only to demonstrate competence in the areas of academic study and clinical training but also to demonstrate familiarity with the ethics of professional practice and to behave in an ethical and professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program. Students are evaluated regularly in academic, professional and clinical areas and are notified if any problems are observed. Class attendance is closely monitored by all instructors in the program to assure that students are fully prepared for professional practice. In recognition of the essential importance of the interpersonal context of the counseling relationship, classes are experiential in nature and require consistent class attendance from students. Students are expected to attend all of the hours of the accelerated classes (e.g. 5 days) in the program.

Student Disclosure of Personal Information

The following policies about student disclosure of personal information comply with the ACA Code of Ethics (2014) and the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2002).

Disclosure in Courses

Some courses require students to share personal information, either orally or in writing, germane to understanding self-growth, developing insight into countertransference dynamics, or conducting effective treatment. This may include family of origin issues and other personal information that could affect clinical and professional development.

Disclosure in Supervision

Students are required to share personal information with their supervisors germane to understanding self-growth, developing insight into counter-transference dynamics, or conducting effective treatment. This may include family of origin issues, history of abuse or trauma, psychological treatment and other personal information that could affect clinical and professional development.

Professional Competence Problems

The faculty is responsible for determining whether each student's emotional stability and interpersonal behavior are suitable for a career in counseling and clinical psychology. If the student's behavior warrants, it may be necessary for the faculty to take more immediate action. In most instances, the faculty will endeavor to discuss the issue with the student before taking further action. If the student's behavior constitutes a breach of professional ethics, or the student's behavior poses a serious threat to clients or to other students, or the student's behavior significantly disrupts the learning process for other students, or the student's behavior interferes with their progress in the program, the student will be suspended or dismissed from the program.

The faculty has the right and professional responsibility to obtain and evaluate personal information when students are unable to perform training or professionally related activities competently or pose a threat to themselves or others. To discharge this duty, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. The department must approve the provider of these services in advance and the student is responsible for all fees associated with the evaluation and/or treatment. Refusal to participate in the mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating mental health professional constitutes grounds for immediate suspension or dismissal from the program. The department will provide the student and the evaluator a list of questions for which answers are required.

Program Completion Information

Master of Science (M.S.) students must complete 60 graduate credits for graduation. Of these 60 credits, 27 credits (9 courses) come from the Core Curriculum, and at least 9 credits come from the field placement for all students. LPC track students take the 3 required Pennsylvania licensing courses. CFT students take an additional 6 elective credits (2 courses) beyond the credits required for the CFT concentration. Students without an undergraduate degree in psychology or closely related field are evaluated on an individual basis. It is recommended that the non-psychology applicant has taken at least four undergraduate psychology courses including: General Psychology, Abnormal Psychology, Statistics or Research Methods, and any other psychology course.

Students may concentrate in one of six areas or take a generalist curriculum. These credits are distributed in the following manner:

- Co-Occurring Disorders: 12 concentration credits and 3 elective credits
- Child and Adolescent Therapy: 12 concentration credits and 3 elective credits
- Child and Adolescent Therapy with Autism Spectrum Disorder Specialization: 15 credits
- Couple and Family Therapy: 18 concentration credits and 6 elective credits
- Diverse and Underserved Communities: 15 concentration credits
- Trauma Studies: 12 concentration credits and 3 elective credits
- Generalist Curriculum: 15 credits selected from among any of the concentration or elective courses

Students who need to take a third term of internship may do so in place of 3 elective credits.

These courses are required for all students. Prerequisites are in parentheses:

	Course Code	Course Name
Core Courses *Complete All*	**PSYG 500**	Theories of Counseling and Psychotherapy
	PSYG 503	Psychopathology (500, may be taken concurrently with 500)
	PSYG 506	Techniques of Counseling and Psychotherapy I (503)
	PSYG 508	Techniques of Counseling and Psychotherapy II (506)
	PSYG 510	Research Design and Methodology
	PSYG 512	Legal and Ethical Issues in Counseling and Psychotherapy (500, 503)
	PSYG 514	Development Across the Lifespan: Individual & Family
	PSYG 532	The Role of Culture & Gender in Counseling in Psychotherapy
	PSYG 608	Couple and Family Therapy

These courses are required for LPC track students only

	Course Code	Course Name
Courses Complete All	**PSYG 530**	Group Therapy
	PSYG 536	Psychological Assessment (500 and 503)
	PSYG 542	Career Development and Counseling

Couple and Family Therapy (18 CFT credits required, plus choice of 6 elective credits)

	Course Code	Course Name
Concentration Courses *Complete Six courses*	**PSYG 612**	Advanced Theories of Couple and Family Therapy (608) (required)
	PSYG 614	Couple and Family Therapy Techniques (608,612)
	PSYG 616	Advanced Couple and Family Therapy Techniques (608, 612,614)
	PSYG 618	Human Sexuality and Marriage
	PSYG 604	A Systemic Approach to the Problems of Adolescents (514, 608)**
	PSYG 638	Systemic Treatment of Addictions (608)**
	PSYG 682	Working with Latino Families (608)**

***Students choose two of these three courses*

Child and Adolescent Therapy (12 credits required, plus 3 elective credits)

	Course Code	Course Name
Concentration Courses *Complete all courses*	**PSYG 602**	Play Therapy (500, 514)
	PSYG 604	A Systemic Approach to the Problems of Adolescents (514, 608)
	PSYG 622	Intro to the Assessment and Treatment of Psychological Trauma
	PSYG 662	Assessment and Treatment of Children and Adolescents (514)

Child and Adolescent Therapy with Autism Spectrum Disorder Specialization (15 credits required)

	Course Code	Course Name
Concentration Courses *Complete all courses*	**PSYG 602**	Play Therapy (500, 514)
	PSYG 604	A Systemic Approach to the Problems of Adolescents (514, 608)
	PSYG 652	Introduction to Autism Spectrum Disorders*
	PSYG 654	Treatment Approaches to Autism Spectrum Disorders (652)*
	PSYG 662	Assessment and Treatment of Children and Adolescents (514)

**Note: Available at Main Campus Only*

Co-Occurring Disorders (12 credits required, plus choice of 3 elective credits)

	Course Code	Course Name
Concentration Courses *Complete all courses*	**PSYG 630**	Foundations of Addictive Behaviors
	PSYG 622	Introduction to the Assessment and Treatment of Psychological Trauma
	PSYG 638	Systemic Treatment of Addictions (608, 630)
	PSYG 672	Assessment and Treatment of Co-Occurring disorders (630)

Diverse and Underserved Communities (6 required credits, 9 diversity elective credits)

	Course Code	Course Name
Concentration Courses	*Required Courses*	
	PSYG 622	Introduction to the Assessment & Treatment of Psychological Trauma
	PSYG 630	Foundations of Addictive Behavior
	Diversity Elective Courses (select 3 courses)	
	PSYG 652	Introduction to Autism Spectrum Disorders
	PSYG 640	Competencies for LGBTQ Counseling
	PSYG 684	Mindfulness and Psychotherapy
	PSYG 682	Working with Latino Families
	PSYG 680	Introduction to Geropsychology
	PSYG 561/562	Independent Research in Clinical and Counseling Psychology
	PSYG 628	Working Effectively in Trauma- Intensive Communities
	PSYG 635	Special Topics in Diversity (e.g. Working with African American communities, Working with Asian American Communities, Counseling Multiracial Populations)

Trauma Studies (12 credits required, plus choice of 3 elective credits)

	Course Code	Course Name
Concentration Courses *Complete all courses*	**PSYG 622**	Introduction to the Assessment and Treatment of Psychological Trauma
	PSYG 624	Treatment of Complex Chronic Trauma Responses (622)
	PSYG 675	Advanced Techniques in Trauma Intervention (622)
	PSYG 628	Working Effectively in Trauma-Intensive Communities (622)

Electives (note: students may also use concentration courses to fulfill elective requirements)

	Course Code	Course Name
Electives	**PSYG 544**	Eating Disorders
	PSYG 546	Bereavement Counseling
	PSYG 645	Special Topics
	PSYG 561	Independent Study I (510)
	PSYG 562	Independent Study II (561)

Field Experience (see below for prerequisites)

	Course Code	Course Name
Field Experience	**PSYG 705**	Practicum (except for MFT students)
	PSYG 710	MFT Internship I
	PSYG 715	Internship I (LPC Students)
	PSYG 725	Internship II
	PSYG 735	Internship III (optional except for MFT students)

Students in the MFT concentration take 710, 725, and 735 and do not take 705.
All other students must take 705 first and then 715 and 725.
Students may also opt to take 735 if needed.

Practicum

The practicum is mandatory for students seeking licensure as Licensed Professional Counselors (LPC) in Pennsylvania. The practicum is a 100-hour experience that includes 6-7 hours per week at the practicum site, plus 1.5 hours of classroom supervision weekly. Content for the practicum experience includes biopsychosocial assessment, case formulation, diagnosis, and treatment planning. Students may engage in: milieu therapy, group therapy co-facilitation, case conferences, educational experiences, and individual therapy and group therapy as considered appropriate by the site supervisor. The overall goal of the practicum is preparation for internship. Because of the requirements of our various sites, practicum can begin only during the fall or summer sessions. Please plan accordingly. Consult with your advisor or the Coordinator of Master's Field Placements if you have any questions.

Practicum and CFT Internship 1 Prerequisites

- Theories of Counseling and Psychotherapy
- Psychopathology
- Techniques of Counseling and Psychotherapy I
- Legal & Ethical Issues

LPC students typically continue with internship PSYG 715 immediately after the practicum. CFT students must continue immediately to PSYG 725 Internship 2 after Internship 1 semester. Please be sure you have completed enough coursework to be able to continue on in your field placement.

Internship

Students accept the responsibility of applying and interviewing for their internship. A detailed procedure for this process is presented at the internship information sessions that students are required to attend. Please contact the co-Coordinator of Masters Field Placements, for dates and times of these sessions.

Internship Prerequisites

Prior to registering for second semester of field placement (PSYG 715 for LPC; PSYG 725 for CFT), students must have successfully completed a minimum of 30 credits including all of the following courses:

- Theories of Counseling and Psychotherapy
- Psychopathology
- Techniques of Counseling and Psychotherapy I
- Techniques of Counseling and Psychotherapy II (May be taken concurrently with the first semester of field

placement)
- Legal and Ethical Issues
- Practicum (PSYG 705) or MFT Internship I (PSYG 710) for Couple and Family Therapy students only
- Two Concentration Courses (students in the generalist curriculum may use any two non-core courses)

Important Procedures/Policies (in preparation for practicum/internship)

1. Contact the Coordinator of Master's Field Placements to attend an information session for practicum/internship. You are required to attend an information session two terms prior to the term you plan to begin. Group information sessions will be held each term. Students may begin the practicum/internship sequence in the summer or fall terms only.
2. A practicum/internship resource list is available to students after attending an information session. The Coordinator of Field Placements has a resource book containing a listing of previously used sites and information regarding the sites. Students may also seek new practicum/internship placements. However, the Coordinator of Master's Field Placements, consistent with program policies, must approve all sites.
3. Prepare a resume/vita, as you will need it to interview for practicum/internship. All other paperwork necessary for the interview process will be distributed at the practicum/internship information sessions.
4. Once you have decided on a site, you are responsible for arranging for and delivering completed paperwork to the Coordinator of Master's Field Placements. As part of the practicum/internship process all students are required to procure liability insurance. **Students are not permitted to begin a practicum or internship without liability insurance and must maintain it until the internship is completed. Students are required to submit verification of coverage to both the Coordinator of Master's Field Placements and the field site supervisor.**
5. A practicum or internship may **not** be completed at a site where the student is or has been employed in the previous three years.
6. All students are required to participate in a group supervision class each term of their practicum/internship. You may register at the beginning of each term for one of the practicum or internship classes upon approval by the Coordinator of the Master's Field Placements.

Internship Requirements

During the actual internship placement students must meet the following requirements:

1. Students interested in seeking LPC licensure must train at the field site a minimum of 700 hours over a minimum of three terms, including the practicum semester and two semesters of internship. Of these 700 hours, 240 must be spent in direct-client contact. Students seeking LMFT licensure must complete a total of 300 direct-client contact hours over the course of a full calendar year (3 terms) and a total of 700 hours at the internship site.
2. Students must attend a weekly seminar at the College. The seminar will provide an opportunity for students to discuss cases and their internship experience. (Note: Students must register for the corresponding seminar for each term of Internship: PSYG 705 or 710, PSYG 715, PSYG 725, PSYG 735.)
3. Final grades are globally based on regular attendance and participation in the weekly seminar, performance at the internship site and in the course , the timely submission of required paperwork, and the site supervisor's written evaluation.
4. All students are expected to comply with the rules and regulations of the internship site and conduct themselves in a professional manner at all times.

Suspension/Termination of Field Experience

In extreme cases, the Internship or Practicum Site Supervisor or the CHC Internship or Practicum Group Supervisor may suspend a student's internship or practicum, while circumstances are being reviewed by the Coordinator of Master's Field Placements. The length of a suspension is determined by the nature of the situation. Every effort is made to expedite the process in the best interest of the student and clients involved.

A student's practicum or internship may be terminated prior to completion by either the Site Supervisor or the Coordinator of Field Placements if the student's performance is considered inadequate, unethical, or in violation of the program policies as stated in the catalog and/or the Practicum/Internship Handbook. Termination of a practicum or internship based on student performance constitutes grounds for dismissal from the program. The Co-Coordinators of the Master's Program must recommend dismissal to the Chair of the Department of Professional Psychology and the Dean of the School of Graduate Studies. Supporting documentation stating the reason(s) for dismissal is to be provided, in writing, to the student, the Chair, and the Dean.

If a student is terminated from a practicum or internship and consequently terminated from the College, the student may, within ten days of the College's termination, appeal to the Dean of the School of Graduate Studies, stating the reasons for disagreement with termination from the College and presenting evidence in support of the appeal. After appropriate consultation, the Dean of the School of Graduate Studies will provide a final decision to the student.

It is very important to note that more in-depth information concerning termination policies, the appeals procedure, and the probation policy are presented in the Practicum/Internship Handbook. Each student applying for practicum or internship needs to become familiar with this information. Practicum and internship students are responsible for knowledge of and compliance with the content of this handbook and the policies of Chestnut Hill College.

Drug Screening Policy for Field Placements

Some field placement sites require a drug screening and offers are contingent upon completion of a drug test with a passing result (the drug screen is conducted prior to or upon beginning the field placement). Some field placements may require a random drug testing after placement. The presence of illegal drugs and/or metabolites, and/ or the presence of prescription drugs and/or metabolites for which the tested individual did not have a lawful prescription would be considered a failed test. As a condition of their placement, all students agree that their test results will be shared between the site and the Master's Psychology Program. A failed test may be grounds for probation, suspension or termination from the Master's Psychology Program.

The site may take action against the individual student pursuant to its own internal procedures. The action taken by the site shall not preclude the Master's Psychology Program from also taking action against the student. A student who is reprimanded by a site may still be placed on probation or suspended or dismissed from the Master's Psychology Program. If the student is dismissed by the site but not by the Master's Psychology Program, the student will be responsible for identifying another placement that meets the program's requirements, with standard assistance from the Coordinator of Master's Field Placements. The student will be required to inform the prospective placement of the reason for termination from his or her previous placement.

When the Master's Psychology Program is made aware of a failed drug test, the Program may take the following action against the student independent of any action taken by the site: The student will be given a copy of the test results and given five days to provide a written explanation, including a medical certification from an independent licensed medical practitioner, that the drug(s) in the student's system were lawfully prescribed. The information supplied by the student will be reviewed by the faculty. Within 10 days, the student will meet/confer with the faculty to answer any questions they may have and to explain his/her test results. A student's failure to provide requested information or to meet/confer with the faculty will result in the student's dismissal from the Program. The faculty's decision will be sent to the student in writing within ten days.

Students have the right to appeal the decision of the faculty to the Dean of the School of Graduate Studies within 10 days of the faculty's decision.

Licensure and Credentialing

The master's program is designed to meet the academic requirements for licensure as a Licensed Professional Counselor (LPC) or Licensed Marriage and Family Therapist (LMFT) in Pennsylvania and other states. Licensure as a psychologist requires a doctoral degree. Licensure as a Professional Counselor or Marriage and Family Therapist in the State of Pennsylvania requires a graduate degree in a field closely related to the practice of professional counseling. Licensure also requires 3,000 hours of supervised experience earned after the completion of the 60 credit degree. After earning the academic credentials and completing the supervised clinical experience, applicants must pass a licensure exam. Students are encouraged to become familiar with the licensure regulations in Pennsylvania, or any other state where they are considering obtaining licensure.

Field Experience Requirements for Licensure

Students seeking to become Licensed Professional Counselors must complete a practicum of at least 100 hours and an internship of at least 600 hours for 700 total hours. Of these, 240 hours must be direct-contact hours with clients. The practicum is completed in one semester and the internship may be completed over two or three terms. Students seeking to become Licensed Marriage and Family Therapists will need an internship which lasts one full calendar year (3 terms) and includes at least 300 direct-contact hours and 700 total hours at a site.

Licensure in Other States
The Master of Science (M.S.) degree meets licensure requirements in PA and many other states. Please contact your state licensing board for academic and clinical requirements. The master's program in Clinical and Counseling Psychology at Chestnut Hill College is not currently accredited by CACREP (an independent credentialing board).

Post-Master's Certificates

The Chestnut Hill College Master of Science (M.S.) degree meets licensure requirements in PA and many other states. Please contact your state licensing board for academic and clinical requirements. The master's program in Clinical and Counseling Psychology at Chestnut Hill College is not currently accredited by CACREP (an independent credentialing board). Students seeking licensure as a professional counselor or marriage and family therapist in Pennsylvania who hold graduate degrees of less than 60 credits may apply for The Post-master's Certificate in Professional Counseling for Licensure Preparation. The Post-Masters Certificate of Advanced Academic Study is available in areas of concentration (see below for details).

Post-Master's Certificates of Professional Counseling for Licensure Preparation

Overview
This certificate is designed for the applicant who already has a Master's degree in a field closely related to the practice of professional counseling. It is not open to applicants from other disciplines who wish to be licensed as professional counselors or marriage and family therapists.

Program Design
Students who wish to complete a Certificate of Advanced Graduate Study in Professional Counseling for Licensure Preparation will need to complete a minimum of 12 graduate credits beyond the master's degree. Applicants are expected to contact the PA State Board of Social Workers, Marriage and Family Therapists and Professional Counselors, or other applicable State Board before enrolling in any courses at Chestnut Hill College to ensure that the courses they take are in compliance with the requirements for licensure.

Admissions
Graduates of Chestnut Hill College's Master's Program in Clinical and Counseling Psychology are expected to complete a new application. No additional application fee is required, and no additional paperwork is required. The student receives a letter of admission from the Graduate Dean and is listed in the computer as matriculating in a certificate program.
Other applicants must follow the existing procedures for admission to Post-Master's certificate programs. (See Admissions)

All existing graduate policies and procedures apply to this program. Courses with final grades below "B-minus" are not applicable to the graduate credits required for the awarding of a certificate.

Post-Master's Certificates of Advanced Graduate Academic Study

Certificate of Advanced Graduate Academic Study in Co-Occurring Disorders
Certificate of Advanced Graduate Academic Study in Child and Adolescent Therapy
Certificate of Advanced Graduate Academic Study in Child and Adolescent Therapy with Autism Spectrum Disorder Specialization
Certificate of Advanced Graduate Academic Study in Couple and Family Therapy
Certificate of Advanced Graduate Academic Study in Diverse and Underserved Communities
Certificate of Advanced Graduate Academic Study in Trauma Studies

These certificate programs are designed for those who have already earned a master's degree in clinical or counseling psychology or a closely related field and who are seeking additional classroom education in an area of specialization. Students in this program should have some post-master's work experience and not require any further internship experience for their professional goals. If an applicant does not have graduate course work in certain areas, the Department of Professional Psychology may require certain core courses to be taken as part of the Academic Certificate.

These requirements include courses in:

- Theories of Counseling and Psychotherapy
- Psychopathology
- Techniques of Counseling and Psychotherapy I
- Techniques of Counseling and Psychotherapy II

- Legal and Ethical Issues
- Couple and Family Therapy

Co-Occurring Disorders

	Course Code	Course Name
Concentration Requirements	**PSYG 630**	Foundations of Addictive Behaviors
	PSYG 672	Assessment and Treatment of Co-Occurring Disorders (630)
	PSYG 638	Systemic Treatment of Addictions (608)
	PSYG 622	Introduction to the Assessment and Treatment of Psychological Trauma

Child and Adolescent Therapy

	Course Code	Course Name
Concentration Requirements	**PSYG 602**	Play Therapy (500, 514)
	PSYG 604	A Systemic Approach to the Problems of Adolescents (514, 608)
	PSYG 622	Introduction to the Assessment and Treatment of Psychological Trauma
	PSYG 662	Assessment and Treatment of Children and Adolescents

Child and Adolescent Therapy with Autism Spectrum Disorder Specialization (all required)

	Course Code	Course Name
Concentration Courses *Complete all courses*	**PSYG 652**	Introduction to Autism Spectrum Disorders*
	PSYG 654	Treatment Approaches to Autism Spectrum Disorders (652)*
	PSYG 602	Play Therapy (500, 514)
	PSYG 604	A Systemic Approach to the Problems of Adolescents (514, 608)
	PSYG 662	Assessment and Treatment of Children and Adolescents (514)

**Note: Available at Main Campus Only*

Couple and Family Therapy

	Course Code	Course Name
Concentration Courses *Complete Six courses*	**PSYG 612**	Advanced Theories of Couple and Family Therapy (608) (required)
	PSYG 614	Couple and Family Therapy Techniques (608,612)
	PSYG 616	Advanced Couple and Family Therapy Techniques (608, 612,614)
	PSYG 618	Human Sexuality and Marriage
	PSYG 604	A Systemic Approach to the Problems of Adolescents (514, 608)**
	PSYG 638	Systemic Treatment of Addictions (608)**
	PSYG 682	Working with Latino Families (608)**

***Students choose two of these three courses*

Diverse and Underserved Communities

	Course Code	Course Name
Concentration Courses	*Required Courses*	
	PSYG 532	The Role of Culture and Gender in Counseling & Psychotherapy
	PSYG 622	Introduction to the Assessment & Treatment of Psychological Trauma
	PSYG 630	Foundations of Addictive Behavior
	Electives Courses (select 2 courses)	
	PSYG 652	Introduction to Autism Spectrum Disorders
	PSYG 640	Competencies for LGBTQ Counseling
	PSYG 684	Mindfulness and Psychotherapy
	PSYG 682	Working with Latino Families
	PSYG 680	Introduction to Geropsychology
	PSYG 561/562	Independent Research in Clinical and Counseling Psychology
	PSYG 628	Working Effectively in Trauma- Intensive Communities
	PSYG 635	Special Topics in Diversity (e.g. Working with African American communities, Working with Asian American Communities, Counseling Multiracial Populations)

Trauma Studies

	Course Code	Course Name
Concentration Requirements	**PSYG 622**	Introduction to the Assessment and Treatment of Psychological Trauma
	PSYG 624	Treatment of Complex Chronic Trauma Responses (622)
	PSYG 675	Advanced Techniques in Trauma Intervention (622)
	PSYG 628	Working Effectively in Trauma-Intensive Communities (622)

Change of Status from Certificate to Degree

Students in the certificate program who wish to continue in the degree program must follow the *Change in Program of Study* policy in the current catalog of the School of Graduate Studies. If the student is accepted into the degree program, credits in the certificate program will then be transferred to the degree program.

Clinical and Counseling Psychology Programs at DeSales University

The Clinical and Counseling Psychology Program (Master's degrees and Post-Master's certificates) of Chestnut Hill College is also offered on the campus of DeSales University. Students may register for classes on both campuses. All academic policies and procedures apply to students taking Chestnut Hill College courses on DeSales University campus.

Program Administrator
Mark Kenney, M.Ed., N.C.C., LPC
Phone: 610-282-0397
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Gretchen Tillett, Administrative Assistant
Phone: 610-282-1100 x 1490
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Office Location and Hours
DeSales University
Dooling Hall, Room 219
2755 Station Avenue
Center Valley, PA 18034

Monday	12:00 p.m. to 7:00 p.m.
Tuesday	12:00 p.m. to 7:00 p.m.
Wednesday	9:00 a.m. to 4:00 p.m.
Thursday	12:00 p.m. to 7:00 p.m.
Friday	9:00 a.m. to 4:00 p.m.

Appointments also available by request.
Hours may vary slightly from term to term and are posted at the Program Office.

Closing information pertaining to classes held at the DeSales Campus is available at:

- www.desales.edu
- www.WFMZ.com
- or by calling the DeSales University Campus Police 610-282-1100 x 1250

Driving Directions to DeSales Campus

- FROM PHILADELPHIA AND SOUTH: Take I-476, the Northeast Extension of the Pennsylvania Turnpike, to Exit 44, Quakertown. Turn left onto Route 663 North toward Quakertown, turn left onto Route 309 North, and proceed 6.4 miles to the intersection of Route 309 and Route 378 North. At this intersection, make a right onto Route 378. Follow Route 378 North for about 1/2 mile and turn right at the light onto Preston Lane. Follow Preston Lane to DeSales University entrance.

- FROM NEW JERSEY AND EAST: Take Interstate 78 West into Pennsylvania to Route 309 South (Exit 60A). Follow Route 309 South for about 3 miles. At the intersection of Route 309 and Route 378, make a left onto Route 378. Take Route 378 North for about 1/2 mile and turn right at the light onto Preston Lane. Follow Preston Lane to DeSales University entrance.

- FROM NORTH AND WEST: Take the Pennsylvania Turnpike to Route 22 East (Exit 56). Proceed east 1/8 mile on Route 22 to Route 309 South (direction of Quakertown). In a few miles, Route 309 joins with Interstate 78. Continue South on this combined road of I-78 and Route 309 until Route 309 branches off toward the south (about 5 miles, Exit 60). Continue South on Route 309 for another 3 miles. At the intersection of Route 309 and Route 378, make a left onto Route 378. Take Route 378 North for about 1/2 mile and turn right at the light onto Preston Lane. Follow Preston Lane to DeSales University entrance.

Course Descriptions

Please note: All courses are graded according to the standard grading scale except when otherwise noted.

PSYG 500 - Theories of Counseling and Psychotherapy **3 credits**
Familiarizes the student with the major theoretical schools of counseling and psychotherapy, including: Psychoanalytic, Existential, Humanistic, Behavioral, Gestalt, Cognitive, and Family Systems. Students will learn to distinguish among different approaches and acquire a working knowledge of the terminology and concepts identified with each approach.

PSYG 503 - Psychopathology **3 credits**
This course explores the emotional, cognitive, somatic, and behavioral symptoms of mental disturbance. Students will become acquainted with the subjective experience of various symptoms and symptom clusters, patterns of family and community responses to afflicted individuals, and research and evolving theories pertaining to the etiology of symptoms. Students will also be introduced to the use of the DSM-5 as a format for the classification of disorders and the choice of appropriate treatment. Students will acquire a working knowledge of the DSM-5 and will develop the ability to diagnose various mental disorders. Prerequisite: PSYG 500, or may be taken concurrently with PSYG 500.

PSYG 506 - Techniques of Counseling and Psychotherapy I **3 credits**
This course fosters the development of basic counseling and psychotherapy skills through a combination of didactic instruction and role-plays (including required videotaped role-plays). Focus is on establishing a therapeutic rapport, formulating appropriate directions for therapy, and conceptualizing strategies for intervention. Specific skills include listening, suicide intervention, assessment, formulation of questions, and empathic responses. Prerequisites: PSYG 500 and 503

PSYG 508 - Techniques of Counseling and Psychotherapy II **3 credits**
Focuses on advanced contemporary psychodynamic methods of using the therapeutic relationship for long-term change. Emphasis is placed on the unconscious, the therapeutic alliance, transference and counter-transference, defenses and resistance, treating personality disorders, and case conceptualization. This course incorporates experiential training which includes videotaping or live observation of role-plays. Prerequisites: PSYG 500, 503 and 506

PSYG 510 - Research Design and Methodology **3 credits**
An overview of many frequently used research designs in psychology. Through a study of research methodology, students learn how to select an appropriate research design and how to employ valid procedures in collecting data. The course will foster analytical and critical thinking skills through a combination of theory and practical experience, prepare students to read relevant research in their field and to write a research proposal, and provide background for future work in the area of research.

PSYG 512 - Legal and Ethical Issues in Counseling and Psychotherapy **3 credits**
The course familiarizes students with the history and development of professional ethics and standards and their legal implications in the areas of counseling and psychotherapy. Students will be required to become familiar with the Codes of Ethical Conduct of the American Counseling Association, the American Association of Marriage and Family Therapy and the American Psychological Association. Topics covered include: privileged communication, confidentiality, rights of client and agency, civil commitment, licensure, and relevant State of Pennsylvania laws and statutes. Prerequisites: PSYG 500 and 503.

PSYG 514 - Development Across the Lifespan: Individual and Family **3 credits**
Covers human development from a lifespan perspective, with in-depth exploration of selected topics relevant to different periods in the life cycle for individuals and families. Students will be introduced to theoretical and empirical approaches to understanding key developmental issues as well as the role of the family and social context in human development.

PSYG 561 - Independent Research in Clinical and Counseling Psychology I **3 credits**
This course is for students who wish to advance their research experience under the supervision of a mentor. Any research must meet criteria for exemption by the IRB (See IRB Guidelines). All students will make a presentation of their project at the end of the semester. The course will promote an integrative understanding of the subject by a) exposing students to relevant literature, and b) may promote opportunities for them to interact with key stakeholders. Students have two options: 1) Students will complete a comprehensive Literature Review and 2) Students will complete a full proposal. Only those who choose option 2 and successfully complete these requirements (A- or higher) will be eligible to continue to Independent Study II. (Pre-requisite: PSYG 510 with a grade of A or A-)

PSYG 562 - Independent Research in Clinical and Counseling Psychology II **3 credits**
This course is a continuation of Independent Study I . Students may conduct the research, and report on the results and write an article that would be suitable for submission to a peer-reviewed journal in professional psychology (Pre-requisite: Independent Study I with a complete full proposal).

PSYG 530 - Group Therapy **3 credits**
Presents a theoretical and experiential understanding of group therapy techniques and processes. Students observe group process, practice interventions, and critique their own development as group therapists. Active involvement in didactic, practice groups is required.

PSYG 532 - The Role of Culture & Gender in Counseling and Psychotherapy **3 credits**
This course examines how ethnicity, gender, sexual orientation, and other cultural factors influence psychological experience, expectations for therapy and the therapeutic relationship. Emphasis will be on developing a fuller appreciation for the complexities of cultural factors both in students' own lives and those of persons from different backgrounds.

PSYG 536 - Psychological Assessment **3 credits**
This course introduces the student to the theory and practice in psychological assessment. Students will learn the history and theoretical foundation of psychological assessment. Students will also acquire an understanding of basic statistical concepts in relation to psychological testing and explore various instruments. The course will increase the students' awareness of ethical /legal assessment issues with culturally diverse populations. Prerequisite: PSYG 503

This course is <u>not</u> intended to prepare the student for proficiency or qualification in the independent administration, scoring and interpretation of psychological tests at the doctoral level.

PSYG 542 - Career Development and Counseling **3 credits**
This course is an overview of career development theory with a focus on clinical application. It is designed to help students develop an understanding of career development through the lifespan, apply career counseling techniques, gain exposure to career assessment inventories, identify career information resources, implement career education programs, and address legal and ethical issues related to employment.

PSYG 544 - Eating Disorders **3 credits**
This course surveys various theories of the etiology, clinical perspectives, and integrated treatment approaches for eating disorders. Developmental, biopsychosocial, and cultural considerations will be discussed.

PSYG 546 - Bereavement Counseling **3 credits**
Introduces the student to the theory and practice of therapeutic interventions for bereavement and grieving. Developmental issues will be discussed as they relate to the bereavement process.

PSYG 602 - Play Therapy **3 credits**
This course provides an introduction to the major theories and techniques of play therapy as it is used to address a wide variety of clinical problems, in both individual and family settings. Classes include: lecture, class discussion, exploration of materials, practice of techniques, and viewing of videotape presentations by current leaders in the field. Prerequisites: PSYG 500, PSYG 514.

PSYG 604 - A Systemic Approach to the Problems of Adolescents **3 credits**
Reviews normal adolescent development and the psychological and psychosocial problems commonly experienced during this phase of life. Problems to be discussed will include: delinquency, drug abuse, violence, eating disorders, depression, and suicide. Though a variety of approaches will be considered, the family systems model will be emphasized. Prerequisites: PSYG 514, PSYG 608).

PSYG 608 – Couple and Family Therapy **3 credits**
Introduces the student to the field of family therapy and systems thinking. Material covered will span the entire history of family therapy, from the early movement in Palo Alto and Philadelphia, to Bowen, Satir, the Milan Team, strategic, and narrative models. Although this course is primarily oriented to studying theory, some basic practice issues are discussed. Video used.

PSYG 612 - Advanced Theories of Couple and Family Therapy **3 credits**
In-depth analysis of major family theories selected from those reviewed in PSYG 608 (Couple and Family Therapy). Models will be selected from the following: Bowenian, Structural, Strategic, Milan and Narrative. Students will read original texts and critically examine the views taken by proponents of each theory. Prerequisite: PSYG 608

PSYG 614 - Couple and Family Therapy Techniques **3 credits**
Introduces the skills necessary to begin clinical work with a family or couple. All aspects of treatment will be explored and practiced by the students. Videotapes will be produced by the student. Prerequisites: PSYG 608 and 612

PSYG 615 - Special Topics in Child and Adolescent Therapy **3 credits**
(Title of the course will be included on transcript)

PSYG 616 - Advanced Couple and Family Therapy Techniques **3 credits**
Uses family role-play to examine the therapeutic techniques best suited to the situations presented by that family. Each student will be videotaped in the role of therapist for a role-play family. The student's therapeutic style and skill will be critiqued by the class and instructor. Students will also role-play a family member for an extended period in order to understand the experience of being a client. Didactic lectures will cover advanced techniques with stepfamilies, child-problem families, and families with addiction. Prerequisites: PSYG 608, 612, and 614

PSYG 618 - Human Sexuality and Marriage **3 credits**
Introduction to a theoretical understanding of the physiological and developmental stages of human sexuality. Taking a thorough sex history and addressing some sexual dysfunctions will be included. Working with couples in conjoint therapy will also be emphasized.

PSYG 622 - Introduction to the Assessment & Treatment of Psychological Trauma **3 credits**
This course covers: the history of the study of trauma; current knowledge regarding the physiological, biochemical, neurological, psychological and interpersonal sequelae of trauma; trauma and memory; incidence and prevalence of trauma in various populations; protective factors; and specialized treatment techniques.

PSYG 624 - Treatment of Complex Chronic Trauma Responses **3 credits**
This course develops skills in assessing and treating complex trauma responses arising from repeated and/or long-term toxic experience. Course content includes: the effects of chronic trauma on development; diagnostic dilemmas; establishing safety in and out of the therapeutic relationship; responding to self-injurious attempts at self-soothing; working with dissociative states; pacing the processing of traumatic material; challenges to the therapeutic relationship; and therapist self-care and self-awareness. Prerequisite: PSYG 622.

PSYG 628 - Working Effectively in Trauma-Intensive Communities **3 credits**
This course focuses on the assessment, intervention, consulting, and collaboration skills needed to work effectively both in environments that tend to engender trauma responses (e.g., drug or gang-infested neighborhoods, war zones, prisons) and in environments in which a large portion of the population is suffering from trauma responses (e.g., shelters, prisons, refugee camps, the foster care system, residential treatment settings). Prerequisite: PSYG 622

PSYG 630 - Foundations of Addictive Behaviors **3 credits**
Surveys theories and research in the field of addiction. Covers substance abuse as well as models of addiction applied to eating disorders, gambling, and sexual promiscuity.

PYSG 635: Special Topics in Diversity **3 credits**
Topics will vary and will be noted on the course syllabus. Title of the course will be included on transcript.

PSYG 636 - Special Topics in Addictions **3 credits**
Topics will vary and will be noted on the course syllabus. Title of the course will be included on transcript.

PSYG 638 - Systemic Treatment of Addictions **3 credits**
Covers the topic of understanding and treating the family affected by the presence of addicted members. Research and treatment options will be discussed. Prerequisite: PSYG 608.

PSYG 640 - Competencies for LGBTQ Counseling **3 credits**
This course is designed to introduce students to and build competencies for clinical work and counseling with members of the Lesbian, Gay, Bisexual, Transgender, and Queer communities. It includes discussion and immersive exercises to better understand these communities and opportunities for developing specific skills to assist in working with these communities.

PSYG 645 - Special Topics (General) **3 credits**
Topics will vary and will be noted on the course syllabus. Title of the course will be included on transcript.

PSYG 652 - Introduction to Autism Spectrum Disorders **3 credits**
This course is designed to provide students with a basic understanding of the current research into the etiology and range of manifestations of autism spectrum disorders. This course will also provide students with knowledge about effective methods of assessment and intervention for autism spectrum disorders.

PSYG 654 - Treatment Approaches to Autism Spectrum Disorders **3 credits**
This course focuses on various, evidence-based treatment approaches to Autism Spectrum Disorders. Applied Behavior Analysis is taught, as well as cognitive therapies, coaching and relationship-based approaches. The class includes practice sessions and other experiential ways of learning.

PSYG 656 - Adults with Autism Spectrum Disorders: Psychosocial, Legal & Medical Issues **3 credits**
This course explores these various aspects of adult life for the autistic person. It includes concepts of self-advocacy, housing, higher education, employment and the role of government agencies like the Office of Vocational Rehabilitation

PSYG 658 - Treating Families with an Autistic Member over the Lifespan **3 credits**
This course examines marriages, siblings, extended families and adult relationships for people on the autism spectrum over their lifespan. Family therapy with these clients and their families will be observed and discussed. Specific family therapy approaches and techniques will be examined, learned and practiced.

PSYG 660 - Functional Behavior Assessment and Crisis Intervention **3 credits**
This course is designed for students to learn basic concepts and techniques in functional behavior assessment (FBA) and crisis intervention, with a particular emphasis on working with individuals with autism spectrum disorders and other serious emotional and behavioral disorders. By the end of this course, students will demonstrate competence in conducting FBAs, developing positive behavior support plans based on FBA data, measuring behavioral progress, data collection and analysis, identifying potential crisis situations that may occur, and proactively developing crisis intervention plans. This course is required for students in the autism spectrum disorders concentration within the Master's program in clinical and counseling psychology (Prerequisite: PSYG 652).

PSYG 662 - Assessment and Treatment of Children and Adolescents **3 credits**
This course introduces students to the skills necessary in the assessment and treatment of children and adolescents. Students will develop an awareness of the unique challenges that are involved in working with children and adolescents, and review relevant interview strategies and treatment techniques. Prerequisite: PSYG 514.

PSYG 672 - Assessment and Treatment of Co-Occurring Disorders **3 credits**
This course provides students with an understanding of co-occurring mental illness and substance abuse disorders and their impact on the individual, family, and community. It includes an integrated approach to address the issues accompanying the disorder. Students will have the opportunity to practice these skills, and receive feedback from the instructor, and their peers (Prerequisite: PSYG 630).

PSYG 675 –Advanced Techniques in Trauma Intervention **3 credits**
This course focuses on the review and practice of skills in advanced techniques of trauma work with individuals and groups, including intervention in large scale traumatic events that have broad impact. Prerequisite: PSYG 622

PSYG 680 - Introduction to Geropsychology **3 credits**
This course provides an overview of theories and concepts related to the practice of counseling and psychotherapy with older adults. Students will be introduced to relevant theories of aging and models of treatment. In addition, students will explore society's views on aging as they relate to countertransference issues in work with elders. Students will gain understanding of specific cultural and gender issues related to aging and how to approach diversity issues in older adults from a social justice perspective. Students will be informed about neurological and physical changes associated with aging and their impact on

treatment. Finally, through exercises and in-person interviews, students will gain the ability to develop rapport with older adults and focus on issues of importance to this population.

PSYG 682 - Working with Latino Families **3 credits**

The purpose of this course is helping students become better equipped in understanding the factors that influence the psychological experiences of Latino families in the U.S. Students will be introduced to the skills necessary to provide clinical work to Latino families and couples. To this end, a number of relevant topics will be examined, including immigration, acculturation, ethnic identity, stereotypes and discrimination. The readings encompass many Latino ethnic groups, but they are not representative of all Latino families residing in the U.S. Students will explore and practice all aspects of treatment. Students will produce videotapes.

PSYG 684 – Mindfulness and Psychotherapy **3 credits**

This course is an overview of the application of mindfulness practice to psychology and counseling. The course begins with the history of spiritual and wisdom-based traditions of meditation and contemplative practice. Research on the relationship of mindfulness to well-being and brain functioning is reviewed. The application of mindfulness to current treatment approaches in counseling, including specific challenges such as depression, anxiety, co-occurring disorders and trauma, is presented. Given the importance of a subjective understanding of the foundations of mindfulness, experiential practice in mindfulness techniques is a core aspect of the course.

PSYG 705 - Practicum **3 credits**

This course requires at least 100 hours of on-site experience. It will provide the opportunity for students to develop proficiency in diagnosing various mental disorders on the basis of a comprehensive diagnostic interview. Students will also be trained in developing treatment plans and strategies appropriate to particular diagnoses. Opportunities will also be provided for students to gain exposure in different therapeutic environments in which they will observe and assist in various therapeutic modalities. Students are also required to attend a weekly group supervision seminar. Prerequisites: PSYG 500, 503, 506 and 512

PSYG 710 - MFT Internship I **3 credits**

This is the first course of field experience for students in the Couple and Family Therapy Concentration. It is analogous to the practicum for other concentrations. Students learn the rudiments of working with a real client population, paperwork requirements, diagnosis and treatment planning. Students must attend a weekly group seminar at the college which covers case presentations, trouble-shooting at the site, supervision of cases and other site-related issues. Students should be sure to attain at least one-third of their site and contact hours during this time.

PSYG 715, 725, 735 - Internship **3 credits (each term)**

This is a field placement designed to provide students with supervised experience conducting counseling and psychotherapy. There are four options for completion of internship based upon a student's needs and goals. Students who want to obtain LPC licensure have two choices. These students can complete the minimum 600 hours of internship in either two or three consecutive terms. Students who want to obtain MFT licensure need to complete the minimum 300 hours of direct client contact over a period of a full calendar year, which would be three consecutive terms of internship which includes PSYG 710. Students are required to attend a weekly group supervision seminar on campus throughout each term in which they are enrolled in Internship. Prerequisites: Thirty (30) total credits including: PSYG 500, 503, 506, 508, 512, 705 (except for MFT students) and two concentration courses.

PSYG 740 - Internship IV (MFT Only) **3 credits**

Under extenuating circumstances, MFT students may apply for an additional semester of Internship in order to complete the required number of hours. The request must be made to the Coordinator of Master's Field Placement and approved by the Co-Coordinators of the Master's Program prior to registration.

CLINICAL PSYCHOLOGY (PSY.D./DOCTORAL LEVEL)

Department of Clinical Psychology

Program Contact Information

Cheryll Rothery, Psy.D., ABPP, Graduate Program Chair and Director of Clinical Training

Program Overview

Chestnut Hill College offers the Doctor of Psychology (Psy.D.) degree in clinical psychology with optional concentrations in Couple and Family Therapy or Psychological Assessment. Students who complete the requirements for a concentration will receive a Certificate of Concentration in addition to the diploma at graduation.

The Doctoral Program in Clinical Psychology prepares graduates to become professional psychologists with skills in psychotherapy, psychological assessment, supervision, and consultation. The Psy.D. program follows a practitioner-scholar model of training. Students are trained in clinical skills and also acquire a broad base of academic knowledge to permit them to evaluate and contribute to the scholarly literature in the field of clinical psychology. The curriculum is based on the list of competencies developed by the National Council of Schools and Programs of Professional Psychology (NCSPP) and provides the proper academic framework for the graduate to prepare for the licensing examination in Pennsylvania and throughout the United States.

Theoretical Orientation

The theoretical orientation of the Department of Professional Psychology at Chestnut Hill College is a complementary blend of psychodynamic and systems theories. Psychodynamic theory serves as a method for understanding the personality formation and inner psychological world of the individual. The perspective of systems theory provides students with the understanding of the ways in which individuals, families, and communities influence one another.

Program Goals

The goals of the Psy.D. Program are as follows:

1. To prepare students to become competent practitioners of clinical psychology by facilitating the acquisition of knowledge and skills essential for effective clinical practice.
2. To foster respect for human diversity and to enable students to work effectively with individuals from diverse cultural backgrounds.
3. To foster ethical thinking and behavior in professional work and appreciation of legal and quality assurance principles which have an impact on clinical practice.
4. To facilitate the development of a scholarly attitude, respect for the value of empirical findings in guiding one's clinical decision-making, the ability to be effective consumers of research literature, and the ability to utilize research principles to answer clinically relevant questions.
5. To promote professionalism, self-awareness, and active involvement in the profession of psychology and advocacy efforts.

Each of these goals has specific objectives and competencies associated with it. A complete list may be found on the program website at www.chc.edu/psyd/goals.

Length of Program and Time Commitment

Students enter as a cohort and complete all courses in a prescribed sequence. The program is designed so that all requirements for the Psy.D. degree can be completed in six years, although some students require additional time to complete the dissertation. Students who enter the program in Year I have a maximum of eight (8) years to complete all degree requirements. Students who enter the program with Advanced Standing have a maximum of seven (7) years to complete all degree requirements.

Students attend classes three semesters a year, from late August to late July. Doctoral classes are normally scheduled between the hours of 9AM and 10PM on Tuesdays and Wednesdays. Year I and incoming Year II students also have classes on Friday mornings. Optional 1 credit elective courses are periodically offered outside of the regular schedule. Practica and internship require additional hours and require the student to be available during the day. One year of full-time study is required in Year III to meet residency requirements. See the course schedule below for additional information about the sequence of courses and credit loads per semester.

While many students are able to maintain a part-time work schedule while enrolled in the program, it is important to keep in mind that the course load, especially in Years I, II, and III, requires a substantial commitment of time and energy. By the end of Year III, students also need to allocate several hours a week to work on their dissertations.

For detailed information on completion time, attrition rates, internship placement rates, and program costs, see www.chc.edu/psyd/data.

Accreditation

The Psy.D. Program in Clinical Psychology is accredited by the American Psychological Association (APA). For general information about APA accreditation or specific information on the accreditation status of Chestnut Hill College, please contact:

Office of Program Consultation and Accreditation (OPCA)
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 Fax: (202) 336-5978
E-mail: apaaccred@apa.org
Web: http://www.apa.org/ed/accreditation

Chestnut Hill College is accredited by the Middle States Association of Colleges and Secondary Schools. Please consult the School of Graduate Studies catalog for additional accreditation information.

Psy.D. Degree Requirements

Psy.D. degree requires successful completion of 117 graduate credits:

- 99 credits from coursework that includes 25 credits in foundational courses (700 level), 65 credits in required courses at the 800 level and above, and 9 credits in elective 800-level courses
- Two practica (9 credits total)
- Internship (6 credits)
- Additional elective course or additional practicum in Year V (3 credits)

In addition, all students must pass the Comprehensive Examination and Clinical Competency Examination and must complete a Dissertation and oral defense. Beginning in the Summer semester of Year IV following successful completion of PSYG 915, students must continue to register for Dissertation Advising (2 credits) each semester until the oral defense of the dissertation is passed.

The following are additional requirements for students entering with a bachelor's degree or with a master's degree that is not in a field closely related to clinical and/or counseling psychology:

- PSYG 702 Theories of Psychotherapy (3 credits)
- PSYG 711 Introduction to Techniques of Psychotherapy (3 credits)
- PSYG 745 Clinical Experience I – Field Placement Preparation (3 credits)
- PSYG 755, 765, 775 Clinical Experience II, III, and IV (9 credits total)

These courses are considered pre-requisites to Year II doctoral courses. These credits do not count towards the 117 graduate credits required for the Psy.D. degree.

Psy.D. Program Curriculum

All courses are 3 graduate credits unless otherwise indicated
Foundational Core Courses (24 credits):

PSYG 703	Psychopathology
PSYG 704	Development Across the Lifespan: Individual and Family
PSYG 708	Introduction to Couple and Family Therapy
PSYG 712	Research Design and Methodology
PSYG 713	Legal and Ethical Issues in Psychotherapy
PSYG 714	A Systemic Approach to the Problems of Adolescents
PSYG 716	The Role of Culture and Gender in Psychotherapy

PSYG 717 Group Therapy
PSYG 777 Psychodiagnostic Interviewing Lab (1 credit)

Additional Requirements for M.S./Psy.D. Track (18 credits; these credits do NOT count towards the 117 credits required for the Psy.D. degree but are required for the M.S. in Clinical Psychology):

PSYG 702 Theories of Psychotherapy
PSYG 711 Introduction to Techniques of Psychotherapy
PSYG 745 Clinical Experience I
PSYG 755 Clinical Experience II
PSYG 765 Clinical Experience III
PSYG 775 Clinical Experience IV

Required Upper-Level Doctoral Courses (66 credits):

PSYG 800 Psychological Assessment I (2 credits)
PSYG 801 Personality and Individual Differences
PSYG 802 Psychological Assessment II
PSYG 803 Psychological Assessment III
PSYG 804 Historical Foundations of Psychology
PSYG 805 Psychometric Theory (2 credits)
PSYG 806 Psychodynamic Theory and Therapy
PSYG 808 Advanced Couple and Family Therapy
PSYG 808L Advanced Couple and Family Therapy Lab (1 credit)
PSYG 810 Biological Bases of Behavior
PSYG 814 Integrated Healthcare
PSYG 815 Evidence-Based Practice
PSYG 815L Evidence-Based Practice Lab (1 credit)
PSYG 816 Advanced Topics in Human Diversity
PSYG 818 Statistical Applications
PSYG 820 Methods of Psychotherapy Integration
PSYG 820L Methods of Psychotherapy Integration Lab (1 credit)
PSYG 824 Ethics and Professional Practice Issues
PSYG 828 Cognitive/Affective Bases of Behavior
PSYG 829 Supervision and Consultation
PSYG 838 Social Bases of Behavior
PSYG 844 Dissertation Mentoring I (1 credit)
PSYG 845 Dissertation Mentoring II (1 credit)
PSYG 846 Dissertation Mentoring III (1 credit)
PSYG 848 The Role of the Professional Psychologist (1 credit)
PSYG 913 Dissertation Advising I: Proposal Development Phase I (2 credits)
PSYG 914 Dissertation Advising II: Proposal Development Phase II (2credits)
PSYG 915 Dissertation Advising III: Proposal Development Phase III (2 credits)

Following completion of PSYG 915, students must register for PSYG 918 Dissertation Advising – Continuation (2 credits) each semester until dissertation is defended.

Practicum and Internship (15 credits):
PSYG 901, 903, & 904 Practicum I (1.5 credits each semester)
PSYG 905, 906, & 907 Practicum II (1.5 credits each semester)
PSYI 991, 992, 993 Internship I, II, and III (2 credits each semester)

Doctoral Electives (9 credits):
Required for Couple & Family Therapy Concentration:
PSYG 852 Treating the Contemporary Family
PSYG 855 Family Therapy with Young Children
PSYG 859 Advanced Practice of Family Therapy

Required for Psychological Assessment Concentration:

PSYG 863	Advanced Personality Assessment
PSYG 865	Assessment of Neurodevelopmental and Related Disabilities
PSYG 869	Neuropsychological Assessment

Year V Requirement (3 credits)

Students select three courses from the above list of electives and also complete either an additional practicum in Year V (PSYG 908-909, 3 credits) or an additional elective course selected from the list above.

Examinations

Each student must pass a written Comprehensive Examination and a Clinical Competency Examination. If either examination is not passed on the first attempt, the student has two opportunities to retake the Comprehensive Examination and one opportunity to retake the Clinical Competency Examination. Students who do not pass the Comprehensive Examination by the third attempt or the Clinical Competency Examination by the second attempt will be dismissed from the program.

Practica and Internships

Practica

The program requires two practica:

- Practicum I focuses primarily on psychological assessment, including testing and report writing. A minimum of 12 hours per week over three semesters is required (PSYG 901, 903, & 904; 4.5 credits total).
- Practicum II involves supervised experience in individual, group, and/or family therapy. A minimum of 12 hours per week over three semesters is required (PSYG 905, 906, & 907; 4.5 credits total).

Students pay for practicum credits at the same per-credit rate charged for other courses. In Year V, students are required to complete an additional practicum (2 semesters, 1.5 credits each semester) or to take an additional 3-credit course selected from the elective course offerings.

In Fall 2011, the Psy.D. Program opened the Chestnut Hill College Psychological Services Clinic, a training clinic for Psy.D. students to obtain supervised experience providing psychological assessments and psychotherapy services. The supervision is provided by CHC faculty. Students may apply to complete part of their practicum requirements at the Clinic.

Internships

The internship is an intensive, supervised, 2000-hour experience completed during the final phase of the doctoral program. The internship is a one-year, full-time commitment that requires daytime hours. Students on internship must register for two credits each semester for three consecutive semesters. The fee for internship is $500 per credit (total $3000). Most internship placements offer stipends to students. The Director of Clinical Training and the Director of the Internship Consortium provide support for students seeking internships, but it is the student's responsibility to secure an acceptable internship placement. All intern applicants are required to participate in the APPIC match.

Students must pass the Comprehensive Examination and the Clinical Competency Examination before they will be permitted to begin an internship. Students are strongly encouraged to complete their dissertations prior to internship. No student may apply for internship unless the Dissertation Proposal has been completed and approved by all members of the committee by July 10 of the year in which the student intends to submit internship applications.

The Assistant Director of Clinical Training, Director of Clinical Training, and Director of the Internship Consortium assist students in identifying appropriate practicum and internship sites, but it is the responsibility of the student to apply to and be accepted at the sites. For more information, see the Psy.D. Assessment and Clinical Practicum Manual and the Psy.D.Predoctoral Internship Manual.

Students are encouraged to pursue APA-accredited internships and need to consider relocating for the internship year in order to increase the number of APA-accredited internship sites to which they can apply. In addition, all students are required to apply to sites within the Chestnut Hill College Doctoral Internship Consortium, which is APA-accredited.

CHC Doctoral Internship Consortium
The Chestnut Hill College (CHC) Doctoral Internship Consortium was developed in response to the needs of many CHC doctoral psychology students who require a local internship and are faced with a shortage of appropriate training sites in the Pennsylvania, New Jersey and Delaware regions.

The Chestnut Hill College Doctoral Internship Consortium provides paid pre-doctoral internships in clinical psychology to Psy.D. students. The Consortium offers 2,000 hour one-year internships, beginning July 1st, and ending June 30th. The Consortium is APA-accredited. Students in the Psy.D.program at Chestnut Hill College are given preference in Match I of the APPIC Internship Match, and students from other programs may apply in Match II of this process if any unfilled slots remain.

The Consortium is a cooperative training program that includes clinical service agencies across the greater Philadelphia region. Each agency is independent and maintains sole clinical and financial responsibility and liability for its clients and interns. The Consortium provides oversight of the integration and integrity of the educational and training aspects of the interns' experiences.

Dissertation

Each student must complete a dissertation, which may consist of an original empirical research study, an extensive critical review and integration of the literature on a topic in the field, or a detailed clinical analysis of a series of cases representing a particular problem or diagnosis. The student must successfully defend the dissertation before a committee of faculty members.

The Dissertation Process.

- Statistical Applications (Year III). This course reviews the basic methods of statistical analysis for quantitative data and introduces the student to computer software used for data analysis.
- Dissertation Mentoring I, II, III. Starting with the summer semester of Year II, students begin a course sequence that is designed to assist them in determining a dissertation topic and developing the dissertation proposal.
- Dissertation Advising I: Proposal Development Phase I. Following the third semester of Dissertation Mentoring, students meet individually with the Dissertation Chair to complete a full draft of the formal dissertation proposal and related requirements.
- Dissertation Advising II: Proposal Development Phase II. Following completion of the proposal draft and review by the Dissertation Committee, students meet individually with the Dissertation Chair to incorporate feedback from the Committee and to complete the formal dissertation proposal.
- Dissertation Advising III: Proposal Development Phase III. Following completion of the proposal, students meet individually with the Dissertation Chair to complete and submit the IRB application and related requirements, and to secure IRB approval to conduct the dissertation research.
- Dissertation Advising: Continuation. Students continue and complete the dissertation project under the guidance of the Dissertation Chair, in collaboration with committee members.

Sample Psy.D. Program Course Schedule

See below for a sample course schedule for students who enter in Fall 2016. Students who entered in earlier years should consult with their advisors. This schedule is subject to change. Beyond Year I, additional M.S./Psy.D.track requirements are listed in italics.

YEAR	FALL	SPRING	SUMMER
Year I: Foundational Courses	PSYG 702 Theories of Psychotherapy (3) PSYG 703 Psychopathology (3) PSYG 777 Psychodiagnostic Interviewing Lab (1) PSYG 704 Development Across the Lifespan (3) PSYG 708 Introduction to Couple & Family Therapy (3)	PSYG 711 Techniques of Psychotherapy (3) PSYG 712 Research Design and Methodology (3) PSYG 713 Legal and Ethical Issues (3) PSYG 714 Systemic Approach to Problems of Adolescents (3)	PSYG 717 Group Therapy (3) PSYG 716 The Role of Culture and Gender in Counseling and Psychotherapy (3) PSYG 745 Clinical Experience I – Field Placement Preparation (3)
Year II	*PSYG 755 Clinical Experience II (3)* PSYG 800 Assessment I (2) PSYG 805 Psychometric Theory (2) PSYG 804 Historical Foundations of Psychology (3) ***See Note 1***	*PSYG 765 Clinical Experience III (3)* PSYG 802 Assessment II (3) PSYG 801 Personality and Individual Differences (3) ***See Note 2***	*PSYG 775 Clinical Experience IV (3)* PSYG 803 Assessment III (3) PSYG 806 Psychodynamic Theory & Therapy (3) PSYG 844 Dissertation Mentoring I (1) ***See Note 3***
Year III: Residency	PSYG 901 Practicum IA (1.5) PSYG 818 Statistical Applications (3) PSYG 845 Dissertation Mentoring II (1) PSYG 808 Advanced Couple and Family Therapy (3) PSYG 808L Advanced Couple and Family Therapy Lab (1)	PSYG 903 Practicum IB (1.5) PSYG 810 Biological Bases of Behavior (3) PSYG 815 Evidence-Based Practice (3) PSYG 815L Evidence-Based Practice Lab (1) PSYG 846 Dissertation Mentoring III (1)	PSYG 904 Practicum IC (1.5) PSYG 828 Cognitive/Affective Bases of Behavior (3) PSYG 848 The Role of the Professional Psychologist (1) PSYG 838 Social Bases of Behavior (3) PSYG 913 Dissertation Advising I: Proposal Development (2)
Year IV	PSYG 905 Practicum IIA (1.5) PSYG 814 Integrated Healthcare (3) PSYG 816 Advanced Topics in Human Diversity (3) PSYG 914 Dissertation Advising II: Proposal Development Phase II (2)	PSYG 906 Practicum IIB (1.5) PSYG 820 Methods of Psychotherapy Integration (3) PSYG 820L Methods of Psychotherapy Integration Lab (1) PSYG 824 Ethics and Professional Practice Issues (3) PSYG 915: Dissertation Advising III: Proposal Development Phase III (2)	**Clinical Competency Exam** PSYG 907 Practicum IIC (1.5) Elective #1 (3) ***See Note 4***
Year V	**Comprehensive Exam** Elective #2 (3) PSYG 908 Practicum IIIA (1.5; optional) ***See Notes 4 and 5***	Elective #3 (3) PSYG 829 Supervision & Consultation (3) PSYG 909 Practicum IIIB (1.5; optional ***See Notes 4 and 5***	***See Note 4***
Year VI	PSYI 991 Internship I (2) ***See Note 4***	PSYI 992 Internship II (2) ***See Note 4***	PSYI 993 Internship IC (2) ***See Note 4***

Note 1: Students admitted to Year II with Advanced Standing must also complete PSYG 703, PSYG 704, PSYG 708, and PSYG 777 unless they are granted transfer credit for these courses.

Note 2: Students admitted to Year II with Advanced Standing must also complete PSYG 712, PSYG 713, and/or PSYG 714 unless they are granted transfer credit for these courses.

Note 3: Students admitted to Year II with Advanced Standing must also complete PSYG 716 and/or PSYG 717 unless they are able to transfer equivalent courses from another institution.

Note 4: Plus PSYG 918 Dissertation Advising - continuation (2 cr.) each semester until the Dissertation has been successfully defended.

Note 5: In Year V, students take 3 credits of practicum or complete an additional 3-credit elective course.

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Admissions

The minimum requirements for admission to the Psy.D. program are as follows:

- Bachelor's degree from a regionally accredited institution with at least 12 undergraduate credits (four courses) in psychology, which must include General Psychology, Abnormal Psychology, Statistics, and one additional course in psychology, all completed with a minimum grade of B. Applicants with bachelor's degrees must enter via the M.S./Psy.D. track.

  or:

- Master's degree in clinical and/or counseling psychology or a closely related field. These applicants may be eligible for admission directly to Year II of the Psy.D. program. See below for criteria for admission with Advanced Standing.

The Doctoral Program does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, age, religion, national origin, disability, relationship status, or on the basis of any other criteria that is inconsistent with state or local laws in the administration of its educational policies, admission policies, or financial aid.

Eligibility to Apply to Year II with Advanced Standing

To be eligible to apply to enter the program in Year II with Advanced Standing, applicants must meet all of the following requirements:

- Master's degree in Clinical or Counseling Psychology or a closely related field.
- Completion of a supervised master's level field placement lasting at least two semesters for a total of 600 hours (if field placement occurred prior to 2011), or lasting at least three semesters for a total of 700 hours (if field placement occurred after 2011).
- Three 3-credit graduate-level courses that cover theories and techniques of psychotherapy, all completed with a grade of B or higher. Course syllabi must be submitted with the application. These courses are considered prerequisites for Year II doctoral courses and are not counted towards the credit requirements for the Psy.D. degree.
- Both of the following:
  - One 3-credit graduate-level course in group therapy equivalent to PSYG 717 Group Therapy. Criteria for equivalence are described below.
  - One 3-credit graduate-level course in multicultural issues in psychotherapy equivalent to PSYG 716 Culture and Gender in Psychotherapy
- Any TWO of the following criteria:
  - One 3-credit graduate-level course in Psychopathology equivalent to PSYG 703.
  - One 3-credit graduate-level course in Human Development equivalent to PSYG 704.
  - Two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach.
- Any TWO of the following criteria:
  - One 3-credit graduate-level course in Research Design equivalent to PSYG 712
  - One 3-credit graduate-level course in Ethics that covers the ethical standards of the American Psychological Association and that is equivalent to PSYG 713
  - Two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach

Applicants who do not meet all of the above criteria are not eligible for admission with Advanced Standing but may apply to enter at Year I.

Transfer Credits

A catalog course description and syllabus from the semester the course was completed are required for any course for which transfer credit is requested. Courses must be substantially similar in content and coverage to the corresponding course at Chestnut Hill College. Similarity is assessed by the faculty by comparing the syllabus to the syllabus of the course taught at Chestnut Hill College.

To be considered for transfer credit, the course grade must be "B" or above. Online courses are not eligible for transfer credit. Only three-credit graduate-level courses for which letter grades were assigned are eligible for transfer. Pass/Fail courses are not eligible for transfer. Courses must have been completed within seven (7) years of application to be eligible for transfer.

The program will accept up to 24 transfer credits for courses at the 700 level for students who are admitted to Year II and up to 12 transfer credits for students who are admitted to Year I. See the list below for courses eligible for transfer credit and procedures for deciding whether a course is acceptable for transfer credit.

For the following courses, transfer credit will be granted only if the student passes the corresponding Challenge Examination:

a. PSYG 703 Psychopathology
b. PSYG 704 Development Across the Lifespan: Individual and Family
c. PSYG 712 Research Design and Methodology
d. PSYG 713 Legal and Ethical Issues in Psychotherapy

For PSYG 708 and 714, transfer credit will be granted only if the student has completed two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach and the student passes the Challenge Examination in Family Therapy.

The program will also consider transferring up to 18 credits for courses at the 800 level and above if (1) the course was taken in another APA-accredited doctoral program in clinical psychology and (2) the course was completed within five years of enrollment at CHC. Transfer credit will not be given for internship. In order to transfer credits from practica, the applicant must submit a written evaluation by the practicum supervisor as well as a detailed accounting of the activities performed and the number of hours spent in each activity. This material will be evaluated and a decision made by the Chair in consultation with the Director of Clinical Training and other members of the department.

Procedure for Evaluating Course Equivalence

1. Student submits a syllabus, catalog description, and official transcript showing the grade for the course for which transfer credit is requested. Course syllabi from the semester the courses were completed must be submitted with the application. Courses will not be considered for transfer if a syllabus is not provided.
2. This information is reviewed by the Chair or a designated member of the department faculty who has expertise in the area covered by the course.
3. The faculty member compares the syllabus and catalog description to the syllabus and catalog description of the corresponding course at Chestnut Hill College. If there is "substantial similarity," which is defined by coverage overlap of 80% or more, and if the official transcript grade was B or above, the course is eligible for transfer credit. If either one of these criteria is not met, the course is not eligible for transfer credit.
4. If it is not clear if the criteria for "substantial similarity" are met, then the reviewer will request that the student submit additional information, such as copies of the course texts or other readings, or copies of graded assignments, tests, or papers. In some instances the student may be required to obtain a written statement from the instructor of the course that explains in detail how the required content was covered in the course.

Eligibility to Enter Program with Advanced Standing and Challenge Examination

Applicants who are deemed eligible to apply to the program with Advanced Standing according to the criteria specified above will be evaluated by the admissions committee. Applicants who meet the admission criteria in effect at the time of application may be offered provisional admission to Year II with Advanced Standing, pending completion of the required Challenge Examinations prior to matriculation.

Challenge Examinations are administered at Chestnut Hill College in May and June at a date to be announced. They are typically 2-3 hours in length. Applicants have one opportunity to pass each Challenge Examination. Applicants who do not pass the Challenge Examination on the first attempt will not be granted transfer credit for that course and must complete the course at Chestnut Hill College within their first year of enrollment.

Applicants are eligible to take a Challenge Examination only if they are able to transfer in an equivalent course or courses as determined by the criteria above. Eligibility for a Challenge Examination is decided by the admissions committee. Students who are deemed ineligible for a Challenge Examination must take the course at Chestnut Hill College. Passing grade on a Challenge Examination is a grade of 80%.

Applicants offered provisional admission to Year II with Advanced Standing will be granted Advanced Standing if and only if BOTH of the following criteria are met:

1. The applicant meets TWO of the following criteria:
    a. The applicant passes the Challenge Examination in Psychopathology. Applicants are eligible to take the Challenge Examination in Psychopathology only if they have completed an equivalent graduate-level course in Psychopathology according to the criteria for determining equivalence described above.
    b. The applicant passes the Challenge Examination in Human Development. Applicants are eligible to take the Challenge Examination in Human Development only if they have completed an equivalent graduate-level course in Human Development according to the criteria for determining equivalence described above.
    c. The applicant passes the Challenge Examination in Family Therapy. Applicants are eligible to take the Challenge Examination in Family Therapy only if they have completed two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach.

2. The applicant meets TWO of the following criteria:
    a. The applicant passes the Challenge Examination in Research Design. Applicants are eligible to take the Competency Examination in Research Design only if they have completed an equivalent graduate-level course in Research Design according to the criteria for determining equivalence described above.
    b. The applicant passes the Competency Examination in Ethics. Applicants are eligible to take the Competency Examination in Ethics only if they have completed an equivalent graduate-level course in Ethics according to the criteria for determining equivalence described above.
    c. The applicant passes the Competency Examination in Family Therapy. Applicants are eligible to take the Competency Examination in Family Therapy only if they have completed two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach.

Applicants who were offered provisional admission with Advanced Standing who meet both criteria 1 and 2 after completion of the Competency Examinations will be granted Advanced Standing and permitted to enroll in Year II of the doctoral program. Transfer credit will be granted for courses according to the procedure described above. Applicants admitted with Advanced Standing may be required to take any of the following courses in addition to the Year II coursework: PSYG 703, 703, 704, 708, 712, 713, 714, 716. 717, and 777.

Applicants who were offered provisional admission with Advanced Standing who do not meet both criteria 1 and 2 after completion of the Challenge Examinations will not be granted Advanced Standing and will be offered the opportunity to enroll in Year I of the doctoral program. The program will consider accepting up to 12 transfer credits for these applicants. If the applicant declines the opportunity to enter Year I and decides not to enter the Psy.D. program, the admission deposit will not be refunded.

Required Application Materials

- Application Form with non-refundable application fee
- Transcripts of all previous graduate and undergraduate college coursework
    - Official transcripts should be sent to the applicant in a sealed envelope with the registrar's name signed across the seal. Do not open the official transcript envelopes. If the seal has been broken, the transcript is no longer official and will not be accepted as part of the application packet.
- GRE General Test Scores
    - Test scores should be sent directly to Chestnut Hill College from the testing agency. Tests must have been taken within five years of the date of application.
- Three letters of recommendation
    - Letters of recommendation should be from faculty members and/or clinical supervisors who are familiar with the applicant's skills and potential. At least one letter should pertain to the applicant's clinical performance and/or potential, and at least one letter must pertain to the applicant's academic performance and potential. For applicants seeking advanced standing, one of the letters of recommendation must be an evaluation from a practicum supervisor or a supervisor at a work placement in a mental health setting. Complete and sign the top portion of the recommendation form before forwarding it to the individual who will provide your reference. Ask that the letter be returned to you in a sealed envelope. The person completing the recommendation should sign over the seal of the envelope flap. Do not open the sealed envelope when it has been returned to you.

- Personal essay: In an essay of approximately 1200 words (5 double-spaced pages), please address each of the following topics:
    - What unique qualifications do you believe make you suited to a career in professional psychology?
    - How does the Psy.D. Program at Chestnut Hill College fit with your professional goals? Please be as specific as possible. Discuss the match between your interests and those of the doctoral faculty (see faculty biographies at http://www.chc.edu/Graduate/Programs/PsyD/Faculty/)
    - One of the objectives of the Psy.D. Program is to foster "an understanding and appreciation of cultural factors relevant to the delivery of psychological services to a diverse client population." Please discuss your background and interest in the topics of diversity and serving diverse populations, specifically addressing how you can contribute to the Psy.D. Program's commitment to training students who will be competent to provide services to an increasingly diverse population of potential clients. (The Program adopts APA's definition of "diversity," which includes but is not limited to the following characteristics: age, disabilities, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socio-economic status.)
    - Please Note: Essays will be evaluated both for content and for writing style.
- TOEFL, TSE (Test of Spoken English), and TWE (Test of Written English) may be required of all applicants for whom English is not the first language.
- Personal Interview: A personal interview with members of the faculty is required. Invitation to the personal interview is extended to selected applicants after review of the submitted materials. At the interview applicants will be required to disclose any past criminal history. In some cases an applicant may be required to undergo a criminal background check.
- Transfer Credits: A catalog course description and syllabus are required for any course for which the applicant wishes to request transfer credits. These materials must be submitted with the application if the applicant wishes to be considered for admission directly to Year II. Syllabi and course descriptions are not necessary for graduate courses completed at Chestnut Hill College. See the policy on Transfer Credits (above) for more information.

Applicants Currently Enrolled in other Doctoral Programs
Applicants who currently attend or who previously attended another doctoral program must submit a letter from the Chair of the program indicating that the student either is in good standing or left the program in good standing. The Psy.D. Program reserves the right to contact the applicant's program for further information regarding the applicant. A full application packet is required.

Admissions Selection Criteria
Each of the above criteria (test scores, undergraduate GPA, master's GPA, recommendations and writing) is assigned a point value. Applicants whose overall total points meet the standards set by the program faculty are invited for an interview. Admissions decisions are made after the interviews are completed. Prior clinical experience, professional presentations, publications, and other indicators of achievement in the field of psychology will also be taken into consideration when evaluating applicants. Following the interview, applicants may be offered a space in the entering class or a decision regarding acceptance or rejection may be deferred until a later date. Applicants may also be placed on a waiting list, referred to the master's program, or rejected.

Technical Standards

Earning a degree from the Clinical Psychology Doctoral Program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals. Combinations of cognitive, behavioral, emotional, operational, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the Clinical Psychology Doctoral Program, but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

In addition to required academic achievement and proficiency, the Technical Standards described below set forth necessary qualifications the Clinical Psychology Doctoral Program considers essential for successful completion of its curriculum. Therefore, in order to be admitted to, to successfully progress through, to be approved for field placements, and subsequent graduation from the Clinical Psychology Doctoral Program, applicants for admission and current students in the Clinical Psychology Doctoral Program must satisfy these Technical Standards. Students who are registered under the ADA may request reasonable accommodations to meet these Technical Standards.

1. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes

Doctoral students must be able to relate to clients/patients, fellow students, faculty and staff members, and other health care providers with honesty, integrity, and dedication and in a nondiscriminatory manner. They must demonstrate tolerance and acceptance of human difference. They must be able to understand and use the power, special privileges, and trust inherent in the psychologist-client/patient relationship for the client/patient's benefit and to know and avoid the behaviors that constitute misuse of this power. Doctoral students must demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define psychologists' roles and to reason critically about these questions. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision making. When conducting research, doctoral students must conduct research in a manner consistent with APA standards and must demonstrate the ability to interact appropriately with research participants. Doctoral students must be able to collaborate well with others on joint projects (e.g., effectively accept and provide input).

A clinical psychology student must be of sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to complete client/patient care responsibilities promptly, and to relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an interprofessional team is essential. Doctoral student must display this emotional health in spite of multiple and varied academic responsibilities and clinical training expectations. Doctoral students must be able to modify behavior in response to constructive criticism. They must be open to examining personal attitudes, perceptions, and stereotypes (especially those that may negatively impact client/patient care and professional relationships). Doctoral students must be able to take responsibility for their behavior, which includes being open to feedback from their academic instructors and supervisors. Doctoral students must be open and empathic with others and show respect for different viewpoints, perspectives, and opinions. They must strive to work collaboratively with others in the classroom, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage and contain emotions in academic and professional settings). As an essential part of conducting clinical practice, doctoral students effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to and appropriate when receiving feedback). Doctoral students must be able to advocate for their own needs without being inappropriately aggressive. They must also seek the resources and build the relationships needed to advance in their academic or professional career.

The study and ongoing practice of clinical psychology often involves taxing workloads and appropriate management of stressful situations. A doctoral student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy.

2. Operational Skills

An essential element of the Psy.D. program is the administration, scoring, and interpretation of psychological tests such as the Wechsler scales, MMPI-2/A/RF, Rorschach, and TAT. In order to perform these tasks in a valid and standardized manner, a clinical psychology students must be able to observe and physically manipulate small objects, such as plastic blocks measuring approximately 2cm on each side, must be able to manipulate a pencil without noticeable tremor, and must be able to see inkblots measuring approximately 16cm x 24 cm and miniature reproductions of each blot measuring approximately 4cm x 6 cm. A clinical psychology student must have hearing adequate for exchanges at a typical conversational volume, must be able to record responses in handwriting on an answer sheet verbatim, and must be able to read the test manual during administration to ensure proper directions are given and to ensure that responses can be scored in real time to honor the discontinue rule. A clinical psychology student must be able to operate an IPAD, which will require visualization of the stimuli, reading text displayed on the IPAD and operating the keyboard.

3. Intellectual Skills

Doctoral students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises clinical psychology education.

Doctoral students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Doctoral students must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research

area, to appropriately discuss this literature in dissertation mentoring and advising, and to integrate their understanding into scientific writing. They must be able to critically evaluate their own research, including theability to identify limitations in the research literature or design of a specific study, and to "make psychological sense" of their own data.

Because the practice of psychology is governed by the ethical principles set forth in the current APA Ethics Code and by current state and federal laws, including the Pennsylvania Psychology Practice Act, a clinical psychology doctoral student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the Clinical Psychology Doctoral Program.

4. Communication skills
Doctoral students must be able to ask effective questions, to receive answers perceptively, to record information about client/patients, and to provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied field placement settings, and with other members of the health care team. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, affects, and body language). Mastery of both written and spoken English is required.

Americans with Disabilities Act (ADA)

A doctoral student with a diagnosed psychiatric disorder or other physical, mental, or emotional disability may participate in the Clinical Psychology Doctoral Program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the Clinical Psychology Doctoral Program, including these Technical Standards. Students who seek reasonable accommodations for disabilities must contact the College's Disability Resource Center to apply for ADA status, and to submit appropriate supporting documentation from licensed medical providers. The Center will determine a student's eligibility for and recommend appropriate accommodations and services.

In the event of deteriorating function, it is essential that a doctoral student be willing and able to acknowledge the need for and to accept professional help before the condition poses a danger to the student, client/patients, other students, faculty and staff members, or research participants. Students who are unable to meet these standards may be recommended for remediation, suspension, or may be terminated from the program, consistent with policies articulated in the Psy.D. Student Handbook and the Chestnut Hill College Graduate Catalog.

Criminal Background Reporting

Students are required to disclose a criminal record at the time of application. Failure to do so will result in immediate dismissal from the program. Students who have been charged with a criminal offense or convicted of a criminal offense after admission are required to disclose this information to the Chair in writing within 48 hours or risk dismissal from the Psy.D. Program for failure to disclose this information. Students must be aware that a criminal record might prevent them from obtaining a practicum, an internship, a psychology license, or employment in the field**.** The program cannot guarantee a successful outcome in these or other areas of professional activity. Students who are allowed to and choose to remain in the program do so with full knowledge and acceptance of these risks. Students are required to request Federal, State and Childline background checks prior to the first clinical placement and submit the results of the check to the Department. Students are required to complete the Criminal Background Form at the beginning of each academic year.

Application Deadline

The Psy.D.program accepts applicants for the fall semester only. The program accepts applicants to Year I on a rolling admission basis until the entering class is filled. Candidates applying to Year I are encouraged to submit their applications by January 15th. The application deadline for Year II is January 15th. All candidates whose applications are completed by January 15th will be notified of their status by April 1st. It is recommended that the applicant submit all materials except for the test scores as a complete packet. If that is not possible, the application form with fee must accompany the first materials submitted. Incomplete application packets cannot be considered.
Admission Deposits:

Applicants who wish to accept an offer of admission must submit a deposit of $500 by April 15th. This deposit is non-refundable after April 15th. The deposit will be credited against the tuition for the first semester of enrollment. Applicants who fail to submit the required deposit on time will forfeit their place in the entering class.

Deferred Admissions to the Doctoral Program

Applicants who are accepted to the Psy.D. program may apply to defer matriculation for one year by sending a request in writing to the Chair by June 1st of the year in which matriculation was to have begun. Students who wish to defer admission are still required to submit the admission deposit by April 15th (unless a later date is specified in their offer of admission). Students who fail to do so will forfeit their offer of admission. If the deferral is approved, the student must submit an additional non-refundable deposit by February 1st of the following year. Candidates who do not pay this second deposit will forfeit their place in the incoming class and will also forfeit the non-refundable deposit already paid. All deposits are credited against the tuition for the first semester of enrollment. Approval to defer admission is not automatic, and is dependent on a variety of factors. If the applicant's request for deferral is denied, he or she may reapply to the program at a later date. It is not possible to defer admission for more than one year.

Psy.D Program Policies

If there is no stated doctoral policy on a particular subject, the current School of Graduate Studies policy applies.

- Additional policies and procedures relevant to the Clinical Experience classes can be found in the Psy.D. Clinical Experience Manual.
- Additional policies and procedures relevant to the doctoral practicum can be found in the Psy.D. Assessment and Clinical Practicum Manual.
- Additional policies and procedures relevant to the pre-doctoral internship can be found in the Psy.D. Pre-doctoral Internship Manual.
- Additional policies and procedures relevant to the CHC Pre-doctoral Internship Consortium can be found in the Psy.D. Pre-doctoral Internship Consortium Manual.
- Additional policies and procedures relevant to the dissertation can be found in the Psy.D. Dissertation Manual.

Academic Standards

Grades

The minimum acceptable grade in an academic course is "B-." If a doctoral student receives a "C+" or lower in any doctoral course, the student is placed on academic probation. A second grade of "C" or "C+" in any course will result in dismissal from the program. After receiving a single grade of "C" or "C+", the student will be required to repeat the course, but the original grade of "C" or "C+" remains on the transcript. After satisfactory completion of the retake of the course within the designated timeframe, probation will be terminated. Unsatisfactory completion of the retake within the designated timeframe is grounds for a grade of "F" in the class.

A grade of "F" in any class will result in dismissal from the program.

Practicum and Internship

The Psy.D. Assessment and Clinical Practicum Manual and the Psy.D. Pre-doctoral Internship Manual provide information regarding the probation, suspension, and termination policies that are specific to practicum and internship. Please refer to the practicum and internship manuals for further information. Full knowledge of, and compliance with, the policies and procedures outlined in the Practicum and Internship Manuals is required for successful movement through the Psy.D. program.

Drug Screening Policy for Field Placements

Some field placement sites require a drug screening and offers are contingent upon completion of a drug test with a passing result (the drug screen is conducted prior to or upon beginning the field placement). Some field placements may require a random drug testing after placement. The presence of illegal drugs and/or metabolites, and/ or the presence of prescription drugs and/or metabolites for which the tested individual did not have a lawful prescription would be considered a failed test. As a condition of their placement, all students agree that their test results will be shared between the site and the Psy.D. Program. A failed test may be grounds for probation, suspension or termination from the Psy.D. Program.

The site may take action against the individual student pursuant to its own internal procedures. The action taken by the site shall not preclude the Psy.D. Program from also taking action against the student. A student who is reprimanded by a site may still be placed on probation or suspended or dismissed from the Psy.D. Program. If the student is dismissed by the site but not by the Psy.D. Program, the student will be responsible for identifying another placement that meets the program's requirements, with standard assistance from the Assistant Director of Clinical Training. The student will be required to inform the prospective placement of the reason for termination from his or her previous placement.

When the Psy.D. Program is made aware of a failed drug test, the Program may take the following action against the student independent of any action taken by the site: The student will be given a copy of the test results and given five days to provide a written explanation, including a medical certification from an independent licensed medical practitioner, that the drug(s) in the student's system were lawfully prescribed. The information supplied by the student will be reviewed by the faculty. Within 10 days, the student will meet/confer with the faculty to answer any questions they may have and to explain his/her test results. A student's failure to provide requested information or to meet/confer with the faculty will result in the student's dismissal from the Program. The faculty's decision will be sent to the student in writing within ten days.

Students have the right to appeal the decision of the faculty to the Dean of the School of Graduate Studies within 10 days of the faculty's decision.

Professional Competence Problems

The faculty is responsible for determining whether each student's emotional stability and interpersonal behavior are suitable for a career in clinical psychology. In general, the student receives feedback in these areas on the Global Review (see below). If the student's behavior warrants, it may be necessary for the faculty to take more immediate action. In most instances, the faculty will endeavor to discuss the issue with the student before taking further action. If the student's behavior constitutes a breach of professional ethics, or the student's behavior poses a serious threat to clients or to other students, or the student's behavior significantly disrupts the learning process for other students, or the student's behavior interferes with their progress in the program, the student will be suspended or dismissed from the program.

The faculty has the right and professional responsibility to obtain and evaluate personal information when students are unable to perform training or professionally related activities competently or pose a threat to themselves or others. To discharge this duty, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. The department must approve the provider of these services in advance and the student is responsible for all fees associated with the evaluation and/or treatment. Refusal to participate in the mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program. The department will provide the student and the evaluator a list of questions for which answers are required.

Personal Conduct

Expectations of appropriate and professional behavior extend beyond the classroom and field placement setting.
Content posted online by students in locations such as a Facebook page, personal web page, blog, etc. may be a factor in determining appropriateness for the profession. Any postings about clients, and any derogatory postings about supervisors, faculty, programs or sites, or any postings which present the student in an inappropriate or unprofessional light may be grounds for discipline or termination from an off-campus placement or from the program.

Students are required to notify the Chair of any personal situations that might have an impact on their performance in or successful completion of the Psy.D. program. Students are required to disclose a criminal record at the time of application. Failure to do so will result in immediate dismissal from the program. Students who have been charged with a criminal offense or convicted of a criminal offense after admission are required to disclose this information to the Chair in writing within 48 hours or risk dismissal from the Psy.D. program for failure to disclose this information. Certain criminal offenses will result in dismissal proceedings. Students must be aware that a criminal record might prevent them from obtaining a psychology license, an internship, practicum, or employment in the field. The program cannot guarantee a successful outcome in these or other areas of professional activity. Students who choose to remain in the program do so with full knowledge and acceptance of these risks.

Students who hold an active license in another profession and who are the subject of any investigation conducted by a licensing board in another profession are required to disclose this information to the Chair in writing at the time of application or within 48 hours of being notified of such investigation if the notice is received after application. Disciplinary action by a licensing board in any profession is a very serious matter and constitutes grounds for dismissal from the Psy.D. program.

Global Review

The Department of Professional Psychology conducts a global evaluation for each doctoral student periodically. Student progress is reviewed by the faculty and a written evaluation is presented to the student. Areas addressed in the Global Review include academic performance, professional and ethical behavior and thinking, clinical skills, interpersonal skills, and ability to accept supervision. The purpose of the Global Review is to give students timely feedback so that any issues that are identified can be addressed early. More information on the Global Review may be found in the Psy.D. Student Handbook. All students are expected to be familiar with this policy.

Comprehensive Examinations
Each student must pass a written Comprehensive Examination and a Clinical Competency Examination. If either examination is not passed on the first attempt, the student has two opportunities to retake the Comprehensive Examination and one opportunity to retake the Clinical Competency Examination. Students who do not pass the Comprehensive Examination by the third attempt or the Clinical Competency Examination by the second attempt will be dismissed from the program.

Probation, Dismissal and Suspension

Due Process
Decisions regarding probation, suspension, or termination from the program are made in accordance with the policies and procedures described below, in the Psy.D. Student Handbook, the Psy.D. Assessment and Clinical Practicum Manual, the Psy.D. Clinical Experience Manual, the Psy.D. Pre-doctoral Internship Manual, and the CHC Pre-doctoral Internship Consortium Manual. These handbooks and manuals are distributed to all students and are also available on request. Students retain the right to appeal according to the procedures outlined below.

Probation
A student will be placed on Probation if any of the following occur:

- A grade of C or C+ in one course. Probation is terminated if the student successfully completes the retake of the course within the designated timeframe.
- Professional Competence Problems as identified on the Global Review and warranting a Remediation Plan in accordance with the Global Review policy.
- Performance problems at a clinical experience or practicum site, as outlined in the Clinical Experience and Practicum Manuals. A student may be placed on probation as a result of a pattern of inadequate response to supervision; a single incident or series of incidents involving inappropriate or unprofessional behavior; any formal evaluation ratings of Unsatisfactory; multiple ratings of Needs Improvement; failure to follow policies at the clinical experience or practicum site; or noncompliance with clinical experience, practicum, or CHC group supervision paperwork requirements. A decision regarding probation based on multiple ratings of Needs Improvement depends on the nature of the areas of concern.

When the student on probation is required to complete a Remediation Plan, probation will terminate when the student successfully completes the Remediation Plan within the specified time frame. Refusal to agree to the Remediation Plan or failure to complete the Remediation Plan will result in further disciplinary action, which could include dismissal from the program.

Students who are placed on probation will be notified in writing by the Chair. Students who are placed on probation may appeal this decision by following the procedure below (Other Appeals and Grievances).

Dismissal
Students will be dismissed from the Psy.D. program if any one of the following occurs:

- A final grade of "F" in any course
- Final grades below "B-" in any two courses
- Dismissal from practicum or internship, or withdrawal from a practicum or internship without following appropriate procedure
- Consistent evidence that a student's emotional stability, behavior, or interpersonal skills are inadequate or interfere with the student making adequate progress in the program or are inappropriate for a career in clinical psychology
- Any behavior that constitutes a violation of APA Ethical Standards is grounds for immediate dismissal from the program
- Plagiarism or cheating
- Failure to meet financial obligations to the college
- Failure to pass the Comprehensive Examination after three attempts
- Failure to pass the Clinical Competency Examination after two attempts

- Failure to produce a dissertation of acceptable quality, and/or failure to pass the Final Oral Defense of the dissertation
- Failure to complete all program requirements within eight (8) years of matriculation for those who enter the program at Year I and within seven (7) years of matriculation for those who enter the program at Year II (unless a leave of absence has been approved. See Leave of Absence policy below).

Because the above degree requirements are generally met in a sequential fashion (e.g., completion of internship follows completion of practicum; defense of the dissertation may be the final step in completing program requirements), it is possible that a student who has performed successfully in the early stages of the program may not be able to complete successfully the requirements at the later stages (e.g., internship, Comprehensive Examination, dissertation). If the student's behavior and performance warrant it, dismissal from the program could occur at any time up to the date the degree is conferred.

Dismissal Procedures

1. Notification. Students will be notified in writing of intent to dismiss the student from the program and invited to a hearing that will occur within 10 days of the date of the notification.
2. Hearing. The hearing will be a closed meeting to be attended by the student, the Chair, and three faculty members chosen by the Chair. No one other than the student and the four faculty members may attend the hearing. General notes of the meeting will be kept but a recording or transcript will not be made. If the student does not attend the hearing, the hearing will proceed without the student. At the hearing, the program will present the grounds for initiating dismissal proceedings. Next, the student will have an opportunity to respond and present his/her position. Next, there will be an opportunity for discussion and questions. Finally, the student will be excused from the hearing and the faculty members will vote on the decision to recommend dismissal. Three of the four faculty members must vote in favor of dismissal in order for the recommendation of dismissal to be forwarded to the Dean. If fewer than three faculty members vote in favor of dismissal, the hearing committee will recommend other disciplinary action, which could include temporary suspension from the program while the student completes a remediation plan. After the vote, the student will be invited to return to the room and informed of the outcome of the vote. If the committee voted to dismiss the student, the Chair will notify the Dean in writing within 48 hours of the hearing. If the Dean does not agree with the program's decision to dismiss the student, the Dean will meet with the faculty members on the hearing committee to resolve the disagreement.
3. Appeal. Students may appeal the program's decision by writing to the Dean within five days of the hearing. The student should provide all relevant information and specify the basis for the appeal. The Dean will render a decision within five days of receipt of the student's appeal. If the student is not satisfied with the Dean's response, the student may appeal the decision by writing to the Vice President for Academic Affairs (VPAA) within five days of notification of the Dean's decision. The decision of the VPAA is final. In rendering their decisions, the Dean and VPAA will consider whether the program followed applicable policies and procedures in handling the matter. Students who have been dismissed from the Psy.D. program and who choose to appeal the decision may not enroll in classes or field experiences while the appeal is being considered.

Students who have been dismissed from the program are not eligible for reinstatement or readmission.

Suspension

Suspension is an alternative to dismissal and may be recommended in the following situations:

1. When the performance or behavior that warrants a remediation plan entails a mandated leave of absence from the program.
2. During Dismissal Procedures, when the hearing committee does not recommend dismissal but instead recommends suspension from the program.
3. When the student's behavior places either self or others at risk.
4. Performance problems at a clinical experience or practicum site, as outlined in the Clinical Experience and Practicum Manuals.

Students who are suspended from the program may not attend classes or field placements and may not continue working on their dissertations.

At the time the student is notified of suspension from the program, the criteria and time frame for reinstatement will be provided in writing. Students who believe they have met these criteria within the specified time frame may apply for reinstatement.

The student's request for reinstatement will be considered at a hearing that will be conducted in accordance with the hearing procedure outlined under Dismissal Procedures above. The committee may recommend reinstatement, continuation of suspension, or dismissal from the program. The decision may be appealed in accordance with the appeal procedure outlined under Dismissal Procedures above.

Students who have been dismissed from the program are not eligible for reinstatement or readmission.

Appeal and Grievance Procedures

Grade Appeals

Students who wish to appeal a grade received in an individual course should follow the Grade Appeal Procedure of the School of Graduate Studies. This procedure does not apply when the program initiates dismissal proceedings based on the student's grade in a course. In these cases, the program will follow the dismissal procedures outlined above and the student may appeal the outcome of the dismissal hearing as described in those procedures.

Other Appeals and Grievances

If a problem arises at any point during the program, the student is encouraged to seek a resolution at the informal level first, unless she or he believes this would place him or her in a vulnerable or compromised position. It is likely that the majority of students' concerns can be addressed through informal discussion with faculty members.
If a problem arises which cannot be resolved in this informal manner, the student can file a formal grievance by summarizing his or her concerns in a letter to the Chair. The Chair reviews the grievance and may request additional written information from the student. After consulting with the student, other members of the faculty, and other involved persons, the Chair will render a decision in writing. The student may be invited to a meeting to discuss the matter with the Chair and the parties involved. The Chair is responsible for keeping records of formal grievances and documenting the outcomes of the grievance in the student's file.

If the student is not satisfied with the resolution, he/she may appeal the decision by filing a written appeal to the Dean of the School of Graduate Studies within 5 days of the Chair's decision. If the student is not satisfied with the decision of the Dean, the student may appeal the decision by filing a written appeal to the Vice President for Academic Affairs (VPAA) within 5 days of the Dean's decision. The decision of the VPAA is final.
In order to ensure timely resolution of grievances, these time frames will be strictly honored. Students who do not submit their appeals within the specified time frames will waive their right to appeal.

Attendance

Since the material presented in class is important for achieving course objectives, class attendance is essential. Students are expected to arrange their schedules so that they can attend all classes and arrive on time. Absences should occur rarely and only under highly unusual circumstances. Certain classes may have a more restrictive attendance policy and limit the number of absences a student is allowed in order to receive a grade for the class. Instructors reserve the right to request documentation (e.g., a physician's note) to support a student's request for absence from a class. If the class includes a Lab, any predictable absences, such as religious holidays, must be clarified to the professor on the first class meeting in order to not disrupt the experiential instruction.

Regardless of the reason for the absence, students are personally responsible for any material they have missed and must turn in assignments on time. If a student is absent, it is the student's responsibility to obtain the missed information from another student. Students who need clarification of specific points discussed in missed class sections may consult with the instructor, but instructors are not required to go over in detail material that the student has missed due to a class absence. Assignments that are late because of a class absence will generally be considered late and subject to the instructor's penalty for lateness unless specific arrangements have been made with the instructor in advance.

Cheating

See The School of Graduate Studies Cheating Policy.

Concentrations and Electives

Students must declare their intention to complete the requirements for a concentration in either Psychological Assessment or Couple and Family Therapy by the beginning of Year IV (see above for concentration requirements), but are encouraged to declare a concentration as soon as possible. Pursuit of a concentration is optional. Students who elect not to complete a concentration may select their electives from either track.

Each concentration within the doctoral program will have a cap equal to one-half of the students in any doctoral class as determined at the beginning of the fall term (i.e., in a doctoral class of 18 students, each concentration would be capped at 9 students). Students wishing to change their area of concentration must make their request in writing to the Chair. If the concentration into which they wish to move is already full, the request will be denied but the student will be put on a waiting list. Should a space become available in a previously closed concentration, the space will be offered to the first person on the waiting list. Any changes in concentration must be made at least one full month before the start of the semester in which an elective course is offered.

Elective courses may be capped at the maximum number of students in a concentration plus two (i.e., if there are 20 students in a given class, the cap on the concentration is 10 and the cap on the particular class may be set at 12 students at the discretion of the instructor). Preference in electives is given to those students who have declared a concentration. The remaining slots will be filled on a first-come, first-served basis with full registration and payment as the only way to reserve a space. Any student who has declared a concentration will be expected to register for the elective courses in their concentration.

Continuous Enrollment in the Program

Students are required to maintain continuous enrollment in the program from the date of their initial matriculation until their completion of all degree requirements (coursework, practica, internship, and dissertation defense). Failure to do so will be interpreted as the student's withdrawal from the program unless the student has received prior approval to take a leave of absence from the program.

Students are expected to take all of the courses required each semester. Due to the sequential nature of the program, a student is normally not permitted to take courses out of sequence or to take a reduced course load. Students who find that they are unable to complete the required course load must request a leave of absence for one full year (three consecutive terms). It is generally not possible for students to take a leave of absence for less than one full year, unless they have completed all coursework, practica, and internship. Students should consider the implications for financial aid eligibility before requesting a reduced schedule or leave of absence. A leave of absence is not counted towards the time limit for degree completion, but students who follow a reduced schedule are still required to complete all degree requirements within the specified time limits. Students should submit their requests to the Chair in writing with accompanying documentation (e.g., physician statements). Requests sent via e-mail will not be considered. Requests for a reduced course load or leave of absence are approved only under exceptional circumstances. See the policy on Leave of Absence below.

Disclosure of Personal Information

The following policies about student disclosure of personal information comply with the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2010). These policies apply to all graduate courses in psychology.
Disclosure in Courses: Some courses require students to share personal information, either orally or in writing, germane to understanding self-growth, developing insight into countertransference dynamics, or conducting effective treatment. This may include family of origin issues and other personal information that could affect clinical and professional development.
Disclosure in Supervision: Students are required to share personal information with their supervisors germane to understanding self-growth, developing insight into countertransference dynamics, or conducting effective treatment. This may include family of origin issues, history of abuse or trauma, psychological treatment and other personal information that could affect clinical and professional development.

The faculty has the right and professional responsibility to obtain and evaluate personal information when students do not make reasonable progress in the program or pose a threat to themselves or others. To discharge this duty, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. The department must approve the provider of these services in advance and the student is responsible for all fees associated with the evaluation and/or treat-

ment. Refusal to participate in the mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program.

Dissertation Advising

Students must enroll in PSYG 918 (Dissertation Advising: Continuation) beginning in Summer of Year IV after successful completion of PSYG 915 (Dissertation Advising III: Proposal Development Phase III) and must register for PSYG 918 each semester continuously until the oral defense of the dissertation is passed.
Students MAY avoid registering for Dissertation Advising in the semester in which the defense is scheduled if the following criteria are met:

The Approval to Schedule Dissertation Defense form has been filed by the final day of the semester that immediately precedes the semester in which the defense will be scheduled. It is the student's responsibility to obtain the required signatures and to file the form with the Assistant to the Chair. Students should keep in mind that committee members require at least two weeks to review drafts.

The defense is held within the first four weeks of the semester. Difficulties with scheduling or arranging rooms do not warrant an extension of this deadline.

- The defense is passed on the first attempt.
- All revisions are completed within two weeks of the date of the defense.

Students who do not meet these criteria are required to register for Dissertation Advising. Students who meet the first of these criteria may be granted a temporary reprieve on registering for Dissertation Advising pending the remaining criteria being met. If all criteria are not met, students will be expected to register for Dissertation Advising before the end of the seventh week of the semester. Late fees may apply.

Diversity Statement

Psy.D. Program Statement Regarding Diversity and Diversity Competency Requirements

Students must comply with all of the Program's competency requirements. Students in the Psy.D. program are required to develop competency working with individuals of diverse backgrounds. It is the ethical obligation of students to develop the competency to work with individuals of diverse racial, ethnic and social backgrounds. The Program adopts the APA definition of " diversity," which includes, but is not limited to, the following characteristics: age, disabilities, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socio-economic status. Students must be prepared to develop competency working with individuals in each category and may not, for example, decline to work with a client because of a client's particular characteristic(s). In keeping with the ethical standards of the profession, a client cannot be refused treatment based solely on their diversity status. While all students are encouraged to be aware of their own values, these values should not be used as a justification for refusing service to a client seeking treatment. Further, the APA has published recommendations and/or guidelines for working with clients who represent diverse racial, ethnic, and social backgrounds. Students are expected to develop competency working in conformity with the published recommendations or guidelines of the APA. Students who fail or refuse to meet the competency requirements of the Program face dismissal from the Psy.D. program.

Ethical Standards

All students are required to be familiar with the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2010) and to abide by these principles at all times. A copy of these principles may be found online at www.apa.org.
The student is required not only to demonstrate competence in the areas of academic study and clinical training, but also to demonstrate familiarity with the ethics of professional practice and to behave in an ethical and professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program.

Financial Aid

See Financial Aid section of this catalog for information on procedures for applying for financial aid.
The Psy.D.program awards a limited number of assistantships to qualified students. Assistantships are awarded at the discretion of the program based on need, student qualifications, previous achievement, and potential. More information on assistantships may be found in the Psy.D. Student Handbook.

Advanced doctoral students are also eligible for Directed Teaching. These students teach an undergraduate or graduate course under the supervision of a faculty member in exchange for a stipend and one credit of Directed Teaching.

Full Time and Half Time Students
All doctoral students who are not on a leave of absence are considered either "full time" or "part time" according to the following definitions:

Full Time Students
All doctoral students are considered "full time" as long as they are taking the required course load each semester, OR if they are taking at least 9 graduate credits during a semester. All doctoral students who are on full-time internship are considered to have full-time status in the doctoral program

Half Time Students
A half-time student is any doctoral student who is taking fewer than 9 graduate credits and is not considered "full time" according to the definitions above. A doctoral student who is registered only for PSYG 918 (Dissertation Advising) is considered a half-time student.

A list of half-time students will be sent to the Registrar each semester by the Assistant to the Chair of the Department of Professional Psychology. All other students registered for any PSYG class numbered 700 or above is counted as full-time and reported to the clearinghouse as a full-time doctoral student.

Grade Appeals

See The School of Graduate Studies Grade Appeal Policy.

Incomplete Grades

See The School of Graduate Studies Incomplete Grade Policy.

Independent Study

A student may be approved for independent study in a doctoral course only under highly unusual circumstances and only with the written permission of the Chair. If independent study is approved, then The School of Graduate Studies policy on Independent Study applies.

Instructional Time

A three-credit graduate class in psychology requires 42 hours of instructional time. For a three-credit graduate class in psychology, it is expected that at least 75% of the scheduled class time will be spent in face-to-face classroom contact. The remaining time may be spent in other educational activities that are directly linked to the stated course objectives. These activities may include additional reading, research, and/or writing assignments beyond those normally required for the course; small group activities; Blackboard-based discussion; or other experiential activities directly relevant to the learning objectives of the course. It is the responsibility of the faculty to ensure that the objectives, requirements, and instructional activities of all courses are suitable for the number of credit hours earned.

Leave of Absence

In rare circumstances, a leave of absence may be granted. The term of a leave is one year (three consecutive academic terms). Due to the sequential nature of the program and the manner in which courses are scheduled, it is not possible to take a leave for only one or two semesters, unless the student has completed all coursework, practica, and internship. To request a leave of absence from the program, the student must submit a written request to the Chair explaining the reasons for the request and supplying relevant documentation, such as physician statements. Requests submitted by e-mail will not be considered. Normally, requests for a leave of absence are approved only under exceptional circumstances. If the request is not approved, the student may voluntarily withdraw from the program and petition for reinstatement if they wish to return in the future (see Withdrawal Policy below). In these circumstances, reinstatement is not automatic. Students who do not enroll after the term

of their approved leave has elapsed will be considered to have withdrawn from the program. It is not possible to extend a leave of absence beyond one year or to request a second leave of absence after one has already been taken. A leave of absence does not count towards the time limit for degree completion.

Plagiarism Policy

See The School of Graduate Studies Plagiarism Policy.

Psychotherapy for Doctoral Students

The Department of Professional Psychology strongly recommends that all students in the program participate in psychotherapy to gain the insight necessary for optimal professional development. Although this is not a requirement, it may be mandated for students about whom the faculty has questions regarding their personal fitness for a career in clinical psychology.

Readmissions to the Psy.D. Program

The following policy applies to:

1. Applicants whose request for deferred admission has been denied and who do not matriculate in the program.
2. Applicants who are offered admission but who decline the offer.
3. Matriculated students who voluntarily withdraw from the program.

To be considered for readmission to the program, reapplication and payment of a re- application fee is necessary. Those who wish to be considered for readmission should contact the Director of Psy.D. Admissions to determine what material would need to be submitted. Readmission is not automatic, and depends on a variety of factors, including the availability of space in the class to which the individual would return.
Students who are dismissed from the program are not eligible for readmission.

Waiver of Doctoral Courses

No portion of the doctoral coursework may be waived. All coursework must be completed at Chestnut Hill College, unless transfer credit has been granted (see Transfer Credits).

Withdrawal Policy

The Psy.D.program follows the Withdrawal Policy of the School of Graduate Studies with the following exceptions:

1. Withdrawal from a course at any time requires written approval of the Chair. Permission to withdraw from a course is granted only under unusual circumstances, such as a serious illness or other emergency. Additional documentation, such as a statement from a physician, may be required to process the request for withdrawal. Students who withdraw from a course without the written approval of the Chair are considered to have withdrawn from the program and must petition for reinstatement if they desire to resume their studies. In these circumstances, reinstatement will generally be denied.
2. Doctoral tuition, fees and deposits are non-refundable. Students in the Psy.D. Program who withdraw from a course after registration are liable for the full tuition and fees for the course.
3. Withdrawal from a course will usually entail a leave of absence from the program. See the policies on Continuous Enrollment in the Program and Leave of Absence.
4. Withdrawal from practicum or internship requires the written approval of the Director of Clinical Training as well as the Chair.

As noted in the Withdrawal Policy of the School of Graduate Studies, any request to withdraw must be received prior to the final class meeting. It is not possible to retroactively withdraw from a course after the last class meeting. **Note: Withdrawal from a doctoral course at any time requires the permission of the chair and may entail a leave of absence from the doctoral program.**

Course Descriptions

Please note: All courses are graded according to the standard grading scale except when otherwise noted.

PSYG 702 Theories of Psychotherapy **3 credits**

Familiarizes the student with the major theoretical schools of psychotherapy, including: Psychoanalytic, Existential, Humanistic, Behavioral, Gestalt, Cognitive, and Family Systems. Students will learn to distinguish among different approaches and acquire a working knowledge of the terminology and concepts identified with each approach.

PSYG 703 Psychopathology **3 credits**

This course explores the emotional, cognitive, somatic, and behavioral symptoms of mental disturbance. Students will become acquainted with the subjective experience of various symptoms and symptom clusters, patterns of family and community responses to afflicted individuals, and research and evolving theories pertaining to the etiology of symptoms. Students will use the DSM-5 as a format for the classification of disorders and the choice of appropriate treatment. Students will acquire a working knowledge of the DSM-5, including its multiaxial classification system, and will develop the ability to diagnose various mental disorders. Prerequisite: PSYG 702, or may be taken concurrently with PSYG 702.

PSYG 704 Development Across the Lifespan: Individual and Family **3 credits**

Covers human development from a lifespan perspective, with in-depth exploration of selected topics relevant to different periods in the life cycle for individuals and families. Students will be introduced to theoretical and empirical approaches to understanding key developmental issues as well as the role of the family and social context in human development.

PSYG 708 Introduction to Couple and Family Therapy **3 credits**

This course introduces students to the field of couple and family therapy and systems thinking. The major models of family therapy will be reviewed, including Psychodynamic, Experiential, Structural, Strategic, and Narrative. The course emphasizes theory and the relationship between theory and technique. Videotapes will illustrate models and principles.

PSYG 711 Techniques of Psychotherapy **3 credits**

This course fosters the development of basic psychotherapy skills through a combination of didactic instruction and role-plays (including required videotaped role-plays). Focus is on establishing a therapeutic rapport, formulating appropriate directions for therapy, and conceptualizing strategies for intervention. Specific skills include listening, suicide intervention, assessment, formulation of questions, and empathic responses.
Prerequisites: PSYG 702 and 703

PSYG 712 Research Design and Methodology **3 credits**

An overview of many frequently used research designs in psychology. Through a study of research methodology, students learn how to select an appropriate research design and how to employ valid procedures in collecting data. The course will foster analytical and critical thinking skills through a combination of theory and practical experience, prepare students to read relevant research in their field and to write a research proposal, and provide background for future work in the area of research.

PSYG 713 Legal and Ethical Issues in Psychotherapy **3 credits**

The course familiarizes students with the history and development of professional ethics and standards and their legal implications in psychotherapy. Students will be required to become familiar with the APA Ethical Principles of Psychologists and Code of Conduct. Topics covered include: privileged communication, confidentiality, rights of client and agency, civil commitment, licensure, and mental health laws. Prerequisites: PSYG 702 and 703.

PSYG 714 A Systemic Approach to the Problems of Adolescents **3 credits**

This course will review normal adolescent development and the psychological and psychosocial problems commonly associated with this phase of life. Problems to be discussed will include: eating disorders, depression, suicide, anxiety, disruptive behavior, and academic difficulties. Although a variety of treatment approaches will be considered, the family systems model will be emphasized. Prior completion of PSYG 708 is required.

PSYG 716 The Role of Culture & Gender in Counseling and Psychotherapy **3 credits**

This course examines how ethnicity, gender, sexual orientation, and other cultural factors influence psychological experience, expectations for therapy and the therapeutic relationship. Emphasis will be on developing a fuller appreciation for the complexities of cultural factors both in students' own lives and those of persons from different backgrounds.

PSYG 717 Group Therapy **3 credits**
This course will provide students with theoretical and experiential understanding of group psychotherapy. Students will gain a better understanding of interpersonal group processes, ethical practice of group therapy, and effective group interventions. The course will include a didactic component, as well as the opportunity to critique group processes, and practice interventions.

PSYG 745 Clinical Experience I – Field Placement Preparation **3 credits**
This course introduces students to the practice of evidence-based psychodynamic psychotherapy. The fundamental ideas behind psychodynamic theory will be reviewed, including personality development and mechanisms of change. Basic psychodynamic formulation will be accomplished through a relationally focused, experiential method. Supportive and expressive techniques will be presented with respect to the presenting problem of the patient. Intervention use will be practiced in class and through videotaped role-plays. Finally, the therapeutic relationship and its use in therapy will be emphasized, building on students' existing skills to create an alliance with clients.
Prerequisites: PSYG 702, 703 and 711

PSYG 755 Clinical Experience II **3 credits**
This course requires at least 100 hours of on-site experience. It will provide the opportunity for students to develop proficiency in diagnosing various mental disorders on the basis of a comprehensive diagnostic interview. Students will also be trained in developing treatment plans and strategies appropriate to particular diagnoses. Opportunities will also be provided for students to gain exposure in different therapeutic environments in which they will observe and assist in various therapeutic modalities. Students are also required to attend a weekly group supervision seminar.

PSYG 765 Clinical Experience III **3 credits**
This is a field placement designed to provide students with supervised experience conducting counseling and psychotherapy. Students must complete a minimum of 600 hours over two terms. Students are required to attend a weekly group supervision seminar on campus.

PSYG 775 Clinical Experience IV **3 credits**
Continuation of PSYG 765

PSYG 777 Psychodiagnostic Interviewing Lab **1 credit**
This course presents an overview and experience of psychodiagnostic interviewing. Semi-structured, unstructured, and screening techniques for several psychiatric and neurocognitive conditions will be presented and practiced, highlighting modification to these interviewing strategies for particular psychological disorders. Contextual factors like family relationships and multicultural identifications and their influence on diagnosis will be emphasized. Role-play experience, differential diagnosis skills, and report writing will be primary assessment methods for this course.

PSYG 800 Psychological Assessment I **2 credits**
This course will prepare students to administer and interpret the current edition of the Wechsler Adult Intelligence Scale, the MMPI-2, and MMPI-A, and MMPI-2-RF.

PSYG 801 Personality and Individual Differences **3 credits**
This course reviews and analyzes the major theories of personality including psychoanalytic, neo-analytic, humanistic, behavioral, social-cognitive, trait and evolutionary approaches. In addition to learning the major theories, students will read original works from each theorist. The course also establishes a foundation for the assessment of personality. Individual differences will be further explored through a series of narrative studies of lives in transition.

PSYG 802 Psychological Assessment II **3 credits**
The purpose of this course is to develop beginning competence in the administration, scoring, and interpretation of a comprehensive psychological battery for children and adolescents. In particular, the Wechsler Intelligence Test for Children-Fourth Edition (WISC-V), Wechsler Individual Achievement Test-Third Edition (WIAT-III), Beery-Buktenica Test of Visual-Motor Integration-Sixth Edition, Behavior Assessment System for Children, Second Edition (BASC-2) and the Behavior Rating Inventory of Executive Function (BRIEF) will be covered. The use of these instruments in the assessment of children and adolescents with high incidence conditions (e.g. learning disabilities, Attention-Deficit Hyperactivity Disorder) will be examined. Ethical test usage and culturally competent assessment practices will also be discussed. Prerequisite: PSYG 800

PSYG 803 Psychological Assessment III **3 credits**
This course will prepare students to administer and interpret performance-based (projective) measures of personality. Emphasis will be placed on learning administration, coding and interpretation of the Rorschach Inkblot Technique according to John Exner's Comprehensive System. Students will also be introduced to the Rorschach Performance Assessment System (R-PAS), Thematic Apperception Test (TAT), and projective drawings. Prerequisite: PSYG 800.

PSYG 804 Historical Foundations of Psychology **3 credits**
This course provides an historical overview of the history and systems of psychology from ancient to modern times. Antecedents to the field of psychology as well as psychology's contributions to understanding psychopathology, psychological intervention, and biological bases of behavior will be discussed. The influence of seminal individuals and schools of psychology on professional psychology will also be reviewed. Moreover, a historical context will be used to discuss diversity and ethics. Finally, this course will emphasize the relationship between historical developments in psychology and the current landscape of the field of psychology in general and professional psychology in particular.

PSYG 805 Psychometric Theory **2 credits**
Basic principles of the theory behind psychological measurement (scaling, standardization, reliability, validity, item analysis, test bias) will be reviewed.

PSYG 806 Psychodynamic Theory and Therapy **3 credits**
This course examines the principles of psychoanalytic and psychodynamic thought and therapy from Freud to the present. Classic psychoanalytic approaches through modern object relations, ego-psychology, and self-psychology paradigms will be presented. Emphasis will be placed on applying the principles to the actual practice of psychodynamic psychotherapy: Freud, neo-Freudians, object-relations, ego-psychology and self-psychology, and the implications for the therapeutic relationship. An in-depth critique of how psychodynamic principles coexist in the midst of the modern clinical milieu will be accomplished.

PSYG 808 Advanced Couple and Family Therapy **3 credits**
This course reviews the theories and techniques associated with the major models of contemporary family therapy, including Structural, Strategic, Bowenian, Contextual and Narrative Models, as well as those integrations that are acknowledged as Evidence Based Approaches. Taped illustrations of family therapy interventions will be shown. Students will learn how to conduct an assessment of a family and develop treatment plans based on their assessment. Methods of working with distressed couples are also covered.

PSYG 808L Advanced Couple and Family Therapy Lab **1 credit**
One-hour per week lab to be taken in conjunction with PSYG 808. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 808.Each student will be required to be both part of a Created Family, and serve as the therapist for another family in the class. These sessions will be supervised live, and videotaped. The videotaped session will be analyzed to ensure that students are learning best practices in family therapy.

PSYG 810 Biological Bases of Behavior **3 credits**
This course focuses on the biological and physiological processes underlying human behavior. Emphasis will be placed on fundamental principles of brain development, human neuroanatomy, brain-behavior relationships, and neuropathology. In addition, the biological basis of various forms of psychopathology will be highlighted. Genetic determinants of behavior and genetic disorders will be reviewed. The endocrine system and the physiological response to stress will be examined. Finally, cultural influences on development and cognition will be discussed.

PSYG 814 Integrated Healthcare **3 credits**
Emphasizing the emerging role of behavioral interventions in the primary care health system, this course focuses on the competencies needed to provide psychological services in primary care and other medical settings, as members of collaborative interdisciplinary treatment teams. Students will develop skills in behavioral healthcare intervention strategies, including motivational interviewing and pain management. We will examine how health behaviors are developed, influenced and changed, within a social and cultural context. In addition, students will gain current knowledge of psychopharmacology and its application to clinical problems commonly seen in a variety of settings. Prerequisite: PSYG 810

PSYG 815 Evidence-Based Practice **3 credits**

This course introduces students to Evidence-Based Therapies (EBT) and addresses the importance of EBT's to the practice of psychology. The course examines the research process used to determine what constitutes an evidence-based treatment. In addition to examining particular models, the course also examines those aspects of the therapist/client relationship that have been supported by research. EBT's addressed in this course include Psychodynamic Therapy, Cognitive-Behavioral Therapy, parent-child interaction therapy, Family Therapy, Emotionally-Focused Couple Therapy, Dialectical Behavioral Therapy, and interpersonal therapy. Particular attention is paid to evidence-based brief therapy models.

PSYG 815L Evidence-Based Practice Lab **1 credit**

One-hour per week lab to be taken in conjunction with PSYG 815. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 815. Students will engage in role-plays that will provide practice in evidence-based treatments.

PSYG 816 Advanced Topics in Human Diversity **3 credits**

This course continues to explore issues of culture and gender in psychology and psychotherapy introduced in PSYG 532 (The Role of Culture and Gender in Counseling and Psychotherapy). Topics addressed include: Theories of social identity, impacts of oppression, multicultural empathy, cross-cultural norms on emotional expression, ethical dimensions of diversity competence and awareness and management of personal bias. Diversity is examined from a broad perspective consistent with APA Ethical Code.

PSYG 818 Statistical Applications **3 credits**

This course takes an applied approach to the use of statistics in conducting empirical research. Fundamentals of research design, statistical analysis and computer software will be taught. Specific areas include: 1) research design; 2) data collection formats; 3) statistical analysis; and 4) statistics software packages.

PSYG 820 Methods of Psychotherapy Integration **3 credits**

This course familiarized students with methods of psychotherapy integration. An integrated approach to psychotherapy case formulation and treatment using the psychodynamic and systemic perspectives is discussed. Effective integration of other modalities, especially third wave behavioral therapies, are also reviewed. Application to composite, fictional cases is emphasized.

PSYG 820L Methods of Psychotherapy Integration Lab **1 credit**

One-hour per week lab to be taken in conjunction with PSYG 820. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 820.

PSYG 824 Ethics and Professional Practice Issues **3 credits**

This course will focus on developing sophisticated competence in integrating ethical and legal standards in clinical work. Students will build advanced skills in applying ethical standards and resolving ethical dilemmas. The course will also explore the ethical and legal issues relevant to the business of psychology, including practice development, and risk management.

PSYG 828 Cognitive/Affective Bases of Behavior **3 credits**

This course will examine cognitive psychological processes, such as learning, motivation, memory, information processing, problem-solving and decision-making, as well as the roles that affect, mood and emotion play in everyday behavior and thought processes. This study of cognitive science and affect research is reviewed to better understand cognitive-affective-behavioral-personality interactions.

PSYG 829 Supervision and Consultation **3 credits**

This course is designed to help students become knowledgeable about the role of supervision in the training of clinical psychologists. Specifically, the course examines definitions of supervision, the supervisory relationship, models of supervision, the function of evaluation, supervision teaching formats and interventions, current research, legal and ethical issues, and the impact of the following issues on supervision: gender, sexual orientation, ethnicity, social class, and other cultural issues. A distinction between supervision and consultation is made. Although consultation may involve similar skills as supervision, differences in function, role and responsibility are discussed.

PSYG 838 Social Bases of Behavior **3 credits**
This course presents students with the study of factors that influence the behavior of individuals and groups in predictable ways. It provides a strong grounding in the traditional and emerging concerns of social psychology, including: Theories of the Social Self, group dynamics, social cognitions, social influence, and social processes. Students will also be presented with ways in which these social psychology factors influence and can serve as resources for their clinical work.

PSYG 844-846 Dissertation Mentoring I, II, III **1 credit each term**
The purpose of the course is to help students identify a dissertation topic and begin preparation of the dissertation proposal.

PSYG 848 The Role of the Professional Psychologist **1 credit**
The purpose of this course is to develop an understanding of the multifaceted role of the professional psychologist. In particular, this course will discuss the role of the professional psychologist on interprofessional treatment teams, in primary health care settings, forensic settings and when responding to disasters or crises. Culturally competent practice will also be emphasized. The integration of psychological assessment and intervention as well as strategies for integrating scholarship into professional practice will also be discussed.

PSYG 852 Treating the Contemporary Family **3 credits**
This course examines the clinical issues that confront "diverse" families, such as divorced and/or remarried families, gay and lesbian couples and families, inter-racial families, families with adopted children, grandparent-headed families, and foster families. This course will prepare students to work effectively with non-traditional families and will encourage the student to examine how his/her own personal values might affect his/her clinical work with these groups. Live supervision and videotaping will be used for training purposes.

PSYG 855 Family Therapy with Young Children **3 credits**
This course examines the treatment of children seen in family therapy. In order to treat young children, it is necessary for the psychologist to function as assessor, therapist, and network consultant. An understanding of how to proceed with a variety of childhood disorders will be covered. Consultations with school districts, physicians, occupational therapists, speech therapists, and teachers will serve as an adjunct to the specific clinical interventions that are recommended for this population. Developmental issues will be explored, as will basic principles of working with children and parents.

PSYG 859 Advanced Practice of Family Therapy **3 credits**
This course is where students evolve into theorists. It is crucial in psychotherapy to determine the intersection of established clinical theory, and what each student practices in the field. This course accomplished this by deeply understanding four crucial positions in family therapy (by way of original writings) and using the Creating Family Protocol to engage in practice.

PSYG 863 Advanced Personality Assessment **3 credits**
This course assumes a working knowledge of the Rorschach (Comprehensive System), MMPI-2, MMPI-2-RF, and MMPI-A, and will cover advanced topics in interpreting and integrating these tests and other tests of personality, including the Millon inventories, Personality Assessment Inventory (PAI), and NEO-PI-R/3. Students will also be trained in the use of the Rorschach Performance Assessment System (R-PAS).

PSYG 865 Assessment of Neurodevelopmental and Related Disabilities **3 credits**
This course focuses on the psychological assessment of children and adults with neurodevelopmental and related disabilities, including but not limited to autism spectrum disorders, intellectual disabilities, and other low incidence disorders. The etiology of common neurodevelopmental disabilities will be reviewed. Formal cognitive, academic achievement, adaptive behavior, rating scales, and personality tests appropriate for assessing individuals with neurodevelopmental disabilities will be examined. Alternatives to traditional, norm-referenced assessment will also be reviewed. Practical considerations, including formulating the assessment plan to respond to referral questions and to test hypotheses, will be discussed, along with conducting effective feedback sessions. In addition, the assessment of individuals with neurodevelopmental disabilities from diverse backgrounds (including the impact of social, cultural, racial/ethnic, and other diversity factors) will be emphasized. Prerequisites: PSYG 800, 802, 901, 903 and 904

PSYG 869 Neuropsychological Assessment **3 credits**
The purpose of this course is to provide students with beginning knowledge and skills in neuropsychological assessment. Brain-behavior relationships and neuropathology, within the context of neuropsychological assessment, will be reviewed.

Key components of the neuropsychological evaluation process will be demonstrated and discussed. Neurocognitive domains typically assessed and common evaluation procedures for each domain will be reviewed. The integration of neuropsychological test data, background information (e.g. education, medical), client characteristics, and socio-cultural factors will be emphasized. Neuropsychological assessment of common neurodevelopmental and neurological conditions affecting children and adults will be reviewed. Finally, the use of neuropsychological assessment data to assist in educational and treatment planning will be discussed. Prerequisites: PSYG 800, 802 and 810

PSYG 871 Directed Teaching in Psychology **1 credit**
Students will teach master's-level or undergraduate courses under the mentorship of a faculty member. This course cannot be used to meet credit requirements for the Psy.D. degree and may be taken only with written approval from the Chair.

PSYG 901, 903 and 904 Practicum I **1.5 credits each term**
This three-term field placement will focus primarily on psychological assessment, including testing and report writing. Students complete a minimum of 12 hours per week at the practicum site for three terms. An on-campus seminar is a required part of the practicum.

PSYG 905, 906 and 907 Practicum II **1.5 credits each term**
This three-term field placement is designed to provide supervised clinical experience. A wide variety of clinical sites are available to allow the student a choice of the clinical population to be served. In addition to working a minimum of 12 hours per week at the field site, students are required to attend a weekly seminar on campus. We will focus on case conceptualization and formal case presentation with an emphasis on the provision of ethical, multiculturally competent mental health services to diverse clients in a variety of settings.

PSYG 908-909 Practicum III **1.5 credits each term**
This is an optional two-term field placement designed to provide additional supervised clinical and/or psychological assessment experience. A wide variety of clinical sites are available to allow the student a choice of the clinical population to be served. In addition to working a minimum of 12 hours per week at the field site, students are required to attend a weekly seminar on campus.

PSYG 911 Independent Study **1.5 credits**
Students complete an Independent Study for desired or required further development in an academic/professional area or areas.

PSYG 913 Dissertation Advising I: Proposal Development Phase I. **2 credits**
Following the third semester of Dissertation Mentoring, students meet individually with the Dissertation Chair to complete a full draft of the formal dissertation proposal and related requirements.

PSYG 914 Dissertation Advising II: Proposal Development Phase II. **2 credits**
Following completion of the proposal draft and review by the Dissertation Committee, students meet individually with the Dissertation Chair to incorporate feedback from the Committee and to complete the formal dissertation proposal.

PSYG 915 Dissertation Advising III: Proposal Development Phase III. **2 credits**
Following completion of the proposal, students meet individually with the Dissertation Chair to complete and submit the IRB application and related requirements, and to secure IRB approval to conduct the dissertation research.

PSYG 918 Dissertation Advising – continuation **2 credits each term**
Students who do not complete the dissertation and oral defense by the end of Dissertation Advising III must register for PSYG 918 each semester until the dissertation has been completed and defended.

PSYI 991, 992, 993 Internship **2 credits each term**
40 hours per week at an APA-accredited or APPIC-member internship site for one full calendar year.

GETTING TO MAIN CAMPUS/CHESTNUT HILL

If using a GPS to get to the main campus of the College, use the following addresses:
Chestnut Hill College - 9601 Germantown Avenue, Philadelphia, PA 19118
SugarLoaf Hill - 9220 Germantown Avenue, Philadelphia, PA 19118

Driving From the North and East
Route 95/New Jersey Turnpike South to Exit 6: Pennsylvania Turnpike/Route 276 West to Exit 333: Norristown. From the exit, stay to the right to follow Germantown Pike East toward Philadelphia. Continue for four miles to the College, the entrance is on the left. The SugarLoaf campus entrance is on the right, a quarter-mile further east on Germantown Avenue.

From Northeast Philadelphia
Follow Cottman Avenue/Route 73 West to Church Road and turn left. Follow to Paper Mill Road and turn left. Continue to Stenton Avenue, follow signs and bear right onto Stenton. Continue for one mile to the intersection of Stenton and Northwestern. Turn left onto Northwestern Avenue; continue past Morris Arboretum, one block to Germantown Avenue, then turn left. The College entrance is on the left. The Sugarloaf campus entrance is on the right, a quarter-mile further east on Germantown Avenue.

From the West
Route 76 or 276/Pennsylvania Turnpike East to Exit 333: Norristown. From the exit, stay to the right to follow Germantown Pike East toward Philadelphia. Continue for four miles to the College, the entrance is on the left. The Sugarloaf campus entrance is on the right, a quarter-mile further east on Germantown Avenue.

From the South
I-95 North to Route 476 North to Exit 19: Germantown Pike East. Exit onto Chemical Road to the traffic light. Turn right onto Germantown Pike and continue four miles to the College, the entrance is on the left. The SugarLoaf Hill campus entrance is on the right, a quarter-mile further east on Germantown Avenue.

By Train
Both the Chestnut Hill East (R7) and the Chestnut Hill West (R8) lines service Chestnut Hill from Center City Philadelphia and 30th Street Station. Chestnut Hill East also provides service from Trenton, N.J. and Northeast Philadelphia. If using Chestnut Hill East (R7), walk two blocks down Chestnut Hill Avenue to Germantown Avenue. Take the “L” Bus to the College entrance, one mile west.