



CHESTNUT  
HILL  
COLLEGE

# School of Graduate Studies

2012-2013 Catalog



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## GENERAL INFORMATION

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, 2012. As growth and changes are inevitable, Chestnut Hill College reserves the right to alter regulations, programs, fees, or provisions described in this publication without notice or obligation. Failure to read this catalog and other sources of regulations governing academics and student life at Chestnut Hill College does not excuse the student from the requirements and regulations discussed herein. In all of its policies and operations, the College complies with applicable federal and state laws.

### **Chestnut Hill College Mission**

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 St. 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.

The College community dedicates itself to four purposes in fulfilling this mission. It seeks:

- to provide avenues for students to achieve academic excellence and to pursue research in their major field or in interdisciplinary studies. The College encourages students to explore and experience diverse curricula and to participate in exchange programs with other institutions of higher education.
- to initiate links between the world of learning and the world of work through curricular planning, technological opportunities, and career preparation. The College guides students in applying theoretical learning through experiential education designed collaboratively by faculty and students.
- to uphold an atmosphere of communal respect in which all may clarify and articulate personal values and beliefs while exploring the ethical and moral dimensions underlying all relationships. The College encourages inter-faith opportunities by acquainting all students with Catholicism, its theology and its Judeo-Christian roots, and by engaging in dialogue with women and men of other beliefs.

- to create local and global connections that enable students to respond to the needs of others through service-oriented enterprises. The College educates students to identify and to address issues of social justice and to work toward systemic change.

*Approved by the Chestnut Hill College Board of Directors: October 7, 2002.*

### **How to Reach the School of Graduate Studies**

Chestnut Hill College School of Graduate Studies is located at 9601 Germantown Avenue Third Floor St Joseph's Hall Philadelphia PA 19118. 215.248.7170 or via fax 215.248.7161 or [gradschool@chc.edu](mailto:gradschool@chc.edu). Please refer to Directories for Who to Contact in the School of Graduate Studies.

### **School of Graduate Studies Mission and Philosophy**

As part of the Chestnut Hill College community, the mission of the School of Graduate Studies 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.

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, holistic spirituality, spiritual direction 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

## Accreditation and Memberships

Chestnut Hill College holds institutional accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104. Institutional accreditation does not imply specialized accreditation of the programs offered.

The College holds membership in the Association of American Colleges, the American Council on Education, the National Catholic Education Association, the American Association of University Women, the Council of Independent Colleges, the College Entrance Board, and numerous other education groups and learned societies.

The 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.

Chestnut Hill 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 this 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.

## 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.

Chestnut Hill College follows the June, 2011, Fair Practices Ordinance of the City of Philadelphia (9-1100) as well as other local, state, and federal laws.

Retaliation against complainants, alleged victims or witnesses is also prohibited by this Policy.

## 2012-2013 Academic Calendar

### Fall 2012

Late Registration Fee goes into effect close of business ***	8/17/2012
Classes Begin for Accelerated Programs	8/20/2012
Last day to change registration in Accelerated Programs (80% refund)	8/20-8/25/2012
Last day to change registration (100%)	8/24/2012
Classes Begin	8/27/2012
Last day to change registration in Accelerated Programs (60% refund)	8/27/2012 to 9/01/2012
Last day to change registration (80%)	8/31/2012
Holiday-Labor Day-No Classes	9/03/2012
Last day to change registration in Accelerated Programs (40% refund-none after this date)	9/4/2012 to 9/8/2012
Last day to change registration (60%)	9/07/2012
Last day to withdraw (40%)	9/14/2012
Application Due to Request December 2012 Graduation	9/28/2012
Last day to w/d w/o failure (no refund)	10/05/2012
Deadline for Master Level Assistantship Applications	10/05/2012
Fall Break**	10/8 & 10/9/2012
Classes End for Accelerated Programs	10/13/2012
Last day to change registration in Accelerated Programs (80% refund)	10/15/2012 to 10/20/2012

Classes Begin for Accelerated Programs	10/15/2012
Last day to change registration in Accelerated Programs (60% refund)	10/22/2012 to 10/27/2012
Last day to change registration in Accelerated Programs (40% refund-none after this date)	10/29/2012 to 11/3/2012
Spring 2013 Course Registration Begins	11/05/2012
Thanksgiving Break –No Classes	11/21/2012 to 11/23/2012
Assessment and Evaluation Window Opens - Closes	11/26/2012 to 12/17/2012
Classes End for Accelerated Programs	12/08/2012
Grading window opens	12/10/2012
Classes End	12/17/2012
Grades Due	12/21/2012
Infra-Session	12-17 to 12-21-2012
Degree Conferral	12/27/2012
**Students should confirm that these dates apply	to their particular program of study.
Courses meeting on Wednesday & Thursday must address the missing class time in	In Non-Accelerate Format their syllabi.
<b>SPRING 2013</b>	
Late registration Fee goes into Effect close of business**	12/14/2012
Last day to change registration in Accelerated Programs (80% refund)	1/7/2013 to 1/12/2013
Classes Begin for Accelerated Programs	1/7/2013
Last day to change registration (100%)	1/11/2013
Classes Begin	1/14/2013
Last day to change registration in Accelerated Programs (60% refund)	1/14/2013 to 1/19/2012

Last day to change registration (80%)	1/18/2013
Last day to change registration in Accelerated Programs (40% refund-none after this date)	1/21/2013 to 1/26/2013
Last day to change registration (60%)	1/25/2013
Last day to withdraw (40%)	2/1/2013
Deadline for Master Level Assistantship Applications	2/8/2013
Last day to w/d w/o failure (no refund)	2/22/2013
Application Due to Request May 2013 Degree Conferral	2/22/2013
Spring Break**	2/25/2013 to 3/1/2013
Classes End Accelerated Programs	3/2/2013
Classes Begin Accelerated Programs	3/4/2012
Last day to change registration in Accelerated Programs (80% refund)	3/4/20013 to 3/9/2013
Summer Course Registration Begins	3/11/2013
Last day to change registration in Accelerated Programs (60% refund)	3/11/2013 to 3/16/2013
Last day to change registration in Accelerated Programs (40% refund-none after this date)	3/18/2013 to 3/23/2013
Holiday-Easter Break	3/28/2013 to 4/1/2013
Assessment and Evaluation Window Opens-Closes	4/15/2013-5/6/2013
Late Registration Fee for Accelerated Programs	4/22/2013
goes into effect close of business	
Classes End Accelerated Programs Spring II	4/27/2013
Classes End	5/6/2013

Grading window opens	and closes	5/1/2013-5/8/2013
Commencement Ceremony	No Classes	5/11/2013
**Students should confirm that these dates apply		to their particular program of study.
Courses meeting on Thursday In Non-Accelerated		Format must address the missing class time in their syllabi.

### SUMMER 2013\*\*

PLEASE NOTE: There are four calendar formats for the summer: summer graduate (three sessions total) and accelerated program format in an eight (8) week session for Graduate Accelerated Programs.

**Summer Session I. Five week session: Classes meet twice a week from May 13, 2013-June 17, 2013.**

Last day to change registration (100%)	5/10/2013
Classes Begin	5/13/2013
Last day to change registration (80%)	5/17/2013
Last day to withdraw (60%)	5/24/2013
Holiday-Memorial Day-No Classes	5/27/2013
Last day to w/d w/o failure (no refund)	5/31/2013
Grading window opens	6/10/2013
Deadline for Master Level Assistantship Applications	6/14/2013
Classes End	6/17/2013
Grading window closes	6/28/2013

**Summer Session II. One 10 week session, classes meet once a week from May 13, 2013-July 22, 2013.**

Last day to change registration (100%)	5/10/2013
Classes Begin	5/13/2013
Last day to change registration (80%)	5/17/2013
Last day to change registration (60%)	5/24/2013

Holiday-Memorial Day-No Classes	5/27/2013
Last day to withdraw (40%)	5/31/2013
Deadline for Master Level Assistantship Applications	6/14/2013
Last day to w/d w/o failure (no refund	6/27/2013
Application Due to Request August 2013 Degree Conferral	7/01/2013
Holiday-Independence Day-No Classes	7/04/2013
Fall Course Registration Begins	7/15/2013
Grading window opens	7/17/2013
Classes End	7/22/2013
Grading window closes	8/02/2013
Courses meeting on Thursday In Non-Accelerated Format must address	the missing class time in their syllabi.

**Summer Session III. One five week session, Classes meet two times a week from June 24, 2013-July 25, 2013.**

Last day to change registration (100%)	6/21/2013
Classes Begin	6/24/2013
Last day to change registration (80%)	6/28/2013
Application Due to Request August 2013 Graduation	7/01/2013
Last day to withdraw (60%)	7/03/2013
Holiday-Independence Day-No Classes	7/04/2013
Last day to w/d w/o failure (no refund)	7/08/2013
Fall Course Registration Begins	7/15/2013
Grading window opens	7/17/2013
Classes End	7/25/2013
Grading window closes	8/02/2013

Degree Conferral	8/24/2013
Courses meeting on Thursday In Non-Accelerated Format must address	the missing class time in their syllabi.
<p>Summer 2013. The Graduate Accelerated Programs (Educational Leadership and Administration of Human Services) consists of two eight week sessions running from April 29, 2013 to August 17, 2013. Each class meets once a week from 5:30 p.m. until 10 p.m. unless otherwise noted.</p>	
Late Registration Fee for Summer I begins	4/22/2013
Summer I Classes Begin	4/29/2013
Last day to change registration in Accelerated Programs (80% refund)	4/29/2013 to 5/4/2013
Last day to change registration in Accelerated Programs (60% refund)	5/6/2013 to 5/10/2013
Last day to change registration in Accelerated Programs (40% refund-none after this date)	5/13/2013 to 5/18/2013
Late Registration Fee for Summer II begins	06/17/2013
Summer I Classes End	06/22/2013
Summer II Classes Begin	06/24/2013
Late Registration Fee for Fall I begins	08/12/2013
Summer II Classes End	08/17/2013

## ADMISSIONS

Director, Jayne F. Mashett: [mashettj@chc.edu](mailto:mashettj@chc.edu)

Assistant Director, Andrew McCarthy: [mccarthy@chc.edu](mailto:mccarthy@chc.edu) or 215-248-7193

Assistant Director, Amy Boorse: [boorsea@chc.edu](mailto:boorsea@chc.edu) or 215-248-7097

Graduate Admissions Office: [gradadmissions@chc.edu](mailto:gradadmissions@chc.edu)

### Student/Institution Relationship

A student's enrollment at CHC is a voluntary decision that involves acceptance of the responsibility to meet academic requirements, adhere to policies and procedures and to act in ways consistent with the mission of the College and civil law. Conduct that threatens or endangers the health or safety or any person on college premises, verbal or written harassment, intentional obstruction of disruption of teaching, administration or other college activities may result in dismissal from the program. Students remain responsible for all tuition and fees.

These admissions policies apply to the following programs: Master's Degrees, Graduate Certificates, Certifications, and Post-Master's Certificates.

For Psy.D. admission information, see Catalog Section Graduate Degree and Program Information pertaining to Psychology.

### Admission Guidelines

The School of Graduate Studies maintains a rolling admissions process. To allow adequate time for interviews and registration, guidelines for submission of application materials are as follows: Fall Term, July 1; Spring Term, November 1; Summer Term, April 1. Extensions may be granted on an individual basis by contacting a graduate admissions team member.

### Admission Process

- Contact the Graduate Admissions Staff to receive information about application materials and graduate programs as well as answers to general questions. Consultation with the staff about admissions requirements or attendance at an Information Session is recommended, but not required.
- Submission of Materials and Required Criteria  
NOTE: Submitted materials become property of Chestnut Hill College.

1. **Application form with fee** (currently \$55)
2. **Official transcripts** of all previous college and university study
3. **Three letters of recommendation**

Please use CHC recommendation forms and select academic and professional (supervisor, employer, etc.) sources; letters written by family or friends are not acceptable.

4. **Professional Goals Essay**

A substantive academic essay of 400-600 words (typed and properly formatted), which adheres to the following instructions:

Explain your academic and professional goals in relationship to your life experiences and career plans. Describe the specific reasons the Chestnut Hill College program to which you are applying corresponds with your goals. Include your name, program of interest, and date on your essay. Both a writing specialist and department chair or coordinator will grade your essay on proficiency and writing style (overall writing ability, motivation, grammar, mechanics, punctuation, paper, paragraph and sentence structure/organization, logic, development, etc.) and the content (coherence, depth/insight, connection between educational goals, life experiences and career plans, and your goals' compatibility with CHC program). **Please, proofread your essay carefully.**

### 5. Standardized Test Scores

- **All Departments/Programs except Education**
  - MAT: [milleranalogies.com](http://milleranalogies.com) (CHC code 1609)
  - OR

- GRE: [ets.org](http://ets.org) (CHC code 2082)
- Test requirement waived for those with a previous graduate degree
- **Education Program Test Requirement**
  - Education Applicants whose undergraduate GPA is 3.0 or above:
    - No test required
  - Applicants whose undergraduate GPA is between 2.8 and 2.99:
    - EITHER take and pass the PAPA exam: [pa.nesinc.com](http://pa.nesinc.com) OR complete nine graduate credits or 12 post-bachelor's undergraduate credits earning grades of "B" or better
  - Applicants whose undergraduate GPA is below a 2.8:
    - Must take the PAPA exam AND either six graduate credits or nine post-bachelor's undergraduate credits earning grades of "B" or better
  - Applicable courses can be used toward the degree and/or certification
  - Courses from other accredited universities will satisfy this requirement

## 6. Interview with Department Chair/Program Coordinator

Qualified applicants will be invited to schedule an interview with the Department Chair/Program Coordinator when requirements have been received. (Exception: Education and Instructional Technology applicants may schedule an initial interview and transcript evaluation at any point in the admissions process.) NOTE: Informational meetings with a department representative MAY be possible prior to or during the application process. Before requesting a meeting, please check the online Information Session Calendar for upcoming dates since individual meetings are dependent on the availability of the department chairs and coordinators.

### Additional Requirements

- For International Students: Contact the Director of International Student Services, Trachanda Brown at [brownt2@chc.edu](mailto:brownt2@chc.edu) or 215-248-7989. Official transcript evaluations and TOEFL scores are required.
- Individual programs in the Holistic Spirituality department may have additional requirements listed in the program section of the catalog.

**NOTE:** Graduates of any CHC program and applicants with previous graduate degrees should contact the Graduate Admissions Staff to see if they qualify for waivers of certain criteria.

### Evaluation of Application Materials

Upon receipt of all application materials and interview verification, the Director of Graduate Admissions, Department Chair, Graduate Dean, and, if applicable, the Director of International Student Services, review the file. Unless an extension is requested, all application materials must be received within one calendar year from date on first criterion received. It is the applicant's responsibility to ensure that all materials have been received. PAPA results are sent to the education department and not reported to Graduate Admissions. Please notify the Graduate Office when the PAPA results have been sent. The applicant is notified of a decision regarding acceptance or non-acceptance in writing, typically within one week.

## Guidelines for Evaluation of Materials

The following guidelines are used for evaluation of materials:

- Compatibility of student's credentials and goals with program objectives
- Record of previous coursework
- Ability to successfully complete graduate-level coursework as evidenced by standardized test scores
- Written and oral communication skills
- Strength and choice of academic/professional recommendations

## Change of Program

After admission into a graduate program, a student is not permitted to change programs without first consulting with the Program Chair/Coordinator of the program from which they are exiting and the Program Chair/Coordinator of the new program. This consultation will provide the student and Program Chair/Coordinator of the new program an opportunity to determine what application components will be needed for submission for the Change of Program decision. Application components are determined on a program-by-program basis. After this 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:** Transfers from the master's program to the doctoral program are not permitted. Students in the master's program who wish to enter the doctoral program must first complete the requirements for the master's degree and then apply to the doctoral program.

## Graduate Status

- NON-MATRICULATING/PRE-MATRICULATING

Students may take up to 25% of their degree's credits by submitting an application, fee, and undergraduate transcript (official transcript must be received before the completion of the course. Grades will not be issued until the official transcript is received). Transfer courses count toward these credits. Non/Pre-Matriculated courses may be used for professional development, transfer, continuing education, or toward program requirements provided the student is accepted. While pre-matriculating students are not guaranteed acceptance and do not qualify for federal financial aid, this option may be used to start coursework while compiling criteria for matriculation. NOTE: If a pre-matriculating student receives a grade of "C+" or below, the student will automatically be discontinued from the admissions process.

- MATRICULATING

**Degree:** Students applying for a Master of Science, Master of Art, or Master of Education Degree

**Non-Degree:** Students applying for certificates, certifications, licensure preparation, and professional development in excess of six credits.

Applicants must complete the entire admissions process in order to be considered for acceptance. It is the responsibility of the applicant to ensure all requirements have been received.

Once accepted, students must confirm the term they plan to matriculate by contacting [gradadmissions@chc.edu](mailto:gradadmissions@chc.edu) or 215-248-7097. After matriculating, students who find it necessary to interrupt their course of study for more than two 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 policy for details).

Applicants for all programs and campuses should send criteria to:

CHC Graduate Admissions  
9601 Germantown Avenue  
Philadelphia PA 19118

## FINANCIAL INFORMATION

### Tuition and Fees 2012-2013

#### Tuition for Master 's Level Courses

Administration of Human Services	\$572.00 per credit
Clinical and Counseling Psychology (CCP)	\$610.00 per credit
Education	\$577.00 per credit
Holistic Spirituality	\$546.00 per credit
Instructional Technology	\$565.00 per credit

#### Tuition for Doctoral Level Courses

Psy.D. Program	\$890.00 per credit
Psy D Internship Courses (Applies to PSYG 950,951,952,960,961,962)	\$500.00 per credit

#### Fees

New Student Application Fee-One time Only Master's Level	\$55.00
Application Fee-One Time Only Doctoral Level	\$85.00
Late Registration Fee –Master's Level	\$110.00 per occurrence
Change of Registration Fee	\$40.00 per occurrence
Practicum Fee CCP	\$125.00 per course (in addition to tuition)
Montessori Supplies	\$50.00 per course (in addition to tuition)
Montessori Workshop Non-Credit Course	\$200.00 plus Supply Fee (in addition to tuition)

#### Other Charges

Returned Check Charge	\$35.00 per occurrence
Deferred Payment Plan Enrollment Fee	\$65.00 per term
Late Deferred Payment Charge	1.5 % of balance per month
Late Deferred Payment Fee	\$20.00 each payment

Graduation Fee (Charged in last term)	\$250.00 one time only
Transcript Fee	\$5.00 per transcript
Parking Permit	\$135.00 per year/prorated plus processing fee of \$5.95.

\*\*\*Please note: Tuition and Fees are subject to change.

### Student Accounts Office

The Student Accounts Office is located on the first floor of St. Joseph's Hall-North Wing and may be reached by calling .215-248-\*7116 or by fax 215-242-7705 or by emailing [studentaccounts@chc.edu](mailto:studentaccounts@chc.edu).

#### Student Accounts Office Hours:

Monday	9:00 a.m. to 6:00 p.m.
Tuesday	9:00 a.m. to 6:00 p.m.
Wednesday	9:00 a.m. to 6:00 p.m.
Thursday	9:00 a.m. to 6:00 p.m.
Friday	9:00 a.m. to 4:00 p.m.

**Payment Mailing Address:** Chestnut Hill College Student Accounts Office 9601 Germantown Avenue Philadelphia PA 19118.

### Deferred Payment Plan

Students in the School of Graduate Studies can participate in the *Deferred Payment Plan*. This is a no-interest payment plan which enables students to pay term charges in three equal installments, rather than upfront. There is a \$65 non-refundable enrollment fee each term.. At the time of course registration, advise the registrar that you have applied for this option. Your first payment and the enrollment fee are due.

### 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 the Office of Student Accounts at 215.248.7116.

The following applies to Master's Level students only. ***IT DOES NOT APPLY TO DOCTORAL STUDENTS.***

Prior to the first day of session	100% refund
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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

## Tuition Discounts

The following discounts apply to master's level degree programs or certificate programs currently offered in the School of Graduate Studies. **ONLY ONE DISCOUNT CAN BE APPLIED TO A STUDENT'S TUITION.** Tuition Discount Forms (available on the website) and attached verification letters must be submitted to the Graduate Registrar on an annual basis, every academic year (fall thru summer). Verification letters should be on official company letterhead, signed by the supervisor and specify the position held by the student and whether the student is working in a full or part-time position. No discounts will be given without a current, signed and completed Tuition Discount Form and verification letter on file in the School of Graduate Studies.

### Full Time Teachers – 10% Tuition Discount

- Full-time teachers refer to those who are currently employed and actively engaged in teaching in an elementary, middle, junior high or high school. This category includes full-time teachers, substitute teachers, teacher's aides, paraprofessionals, and teaching assistants. This category excludes administrators in the educational system such as superintendents, principals, or assistant principals.

### Early Childhood Educators – 10% Tuition Discount

- Early childhood educators refer to those professionals who are currently employed by a day care center. Those in a supervisory category, such as an administrative director or program director, are eligible for this discount. This category also includes individuals who work directly with children in a recognized early childhood setting such as day care teachers and teaching assistants.
- 

### Chestnut Hill College School of Graduate Studies Alumni – 10% Tuition Discount

- Individuals who have received a master's degree from Chestnut Hill College and wish to pursue either a second master's degree or a post-master's certificate of advanced study are eligible for this discount. This category also includes individuals who are taking additional master's level graduate courses for enrichment. The Chestnut Hill College Graduate Office must verify the first master's degree on the Tuition Discount Form. No verification letter is necessary for this discount.

### Full-Time Church Affiliated Ministry – 20% Tuition Discount

- Individuals who are employed by a church (parish, congregation, synagogue, 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. This includes parish associates, pastoral ministers, youth ministers, directors of

religious education, parish/church nurses, etc. This category also includes those who are engaged in the full time ministry of spiritual direction and those individuals working in a retreat center, parish setting or spirituality center. Not available to doctoral students.

#### Religious/Clergy in Full-Time Ministry – 40% Tuition Discount

- This discount is available only to those students who are registering for courses in the Holistic Spirituality Program. The category of religious/clergy includes individuals who are currently ordained priests, rabbis or ministers in a recognized religious denomination and those who are currently members of a religious congregation or order. The discount may also apply to those individuals from a religious tradition that does not include a hierarchical clerical structure. These individuals must be engaged in full-time ministry. Full-time ministry is defined as a salaried or stipend position, which entails working at least forty-hours per week.

#### Religious/Clergy in Part-Time Ministry – 20% Tuition Discount

- This discount is available only to those students who are registering for courses in the Holistic Spirituality program. The category of religious/clergy includes individuals who are currently ordained priests, rabbis or ministers in a recognized religious denomination and those who are currently members of a religious congregation or order. The discount may also apply to those individuals from a religious tradition that does not include a hierarchical clerical structure. These individuals must be engaged in part-time ministry. Part-time ministry is defined as a salaried or stipend position, which entails working at least twenty-hours per week.

### **Business Hold**

Students with delinquent accounts are placed on *business hold* and are prevented from registering for future classes, receiving course grades, receiving copies of official or unofficial transcripts, or participating in commencement ceremonies until they have made satisfactory arrangements to satisfy their accounts. A student may be dismissed from the College for continued delinquency of financial obligations. Students on business hold should contact the Office of Student Accounts 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. 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 the Office of Student Accounts 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 as approved by the Office of Student Accounts.

## 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. 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.

## Explanation of Fees

**Application Fee:** Master level and Doctoral applications both have associated fees. For fee rates refer to chart above. Payment methods are cash or check made payable to Chestnut Hill College, money order or credit card.

Late Registration fees are charged to currently matriculated students who have taken a graduate- or doctoral-level course at CHC and who register for courses two weeks prior to the start of the current semester.

Change of Registration Fee is charged to students who alter their registration after first submission. To change a registration, please contact the Graduate Registrar (215.248.7018).

Practicum Fees are charged in some programs and are in addition to tuition. See chart above for current rate and applicable programs.

Returned Check Fee is imposed by college as a result of notification from the student's financial institution that there are insufficient funds for the transaction. The fee is \$35.00 per occurrence.

The Deferred Payment Plan is a payment plan which allows students to pay tuition during the semester in two or three payments. A fee is charged to students who request this payment plan.

Late Monthly Payment Plan Charge is assessed to students who are not current on their deferred payments at the completion of a given semester.

Graduation Fee is assessed to students upon successful completion of their Application to Request Graduation and is applied to their account.

Transcript Fee is due at the time of requesting an official transcript from the Chestnut Hill College Registrar. Payment is in the form of cash, check, money order or credit card.

Parking Permits -are required for all students and faculty members. Each academic year (fall thru summer) permits are available for purchase. Additional information is available by emailing [parking@chc.edu](mailto:parking@chc.edu).

ALL OF THE ABOVE MENTIONED FEES MUST BE SATISFIED PRIOR TO COMMENCEMENT. All student accounts must be clear prior to receiving any official documents (transcripts and or

diplomas) from Chestnut Hill College. Failure to clear up any outstanding balances will result in a Business Hold. Refer to the Business Hold-above.

## FINANCIAL AID INFORMATION

Director: Mike Colahan

Senior Associate Director: Kristina Wilhelm-Nelson

Associate Director: Melissa Dunn

Administrative Assistant: Devon Weaver

**Phone Number: 215.248.7182 Email Address: [finaid@chc.edu](mailto:finaid@chc.edu)**

### Financial Aid Office Location

The Office of Financial Aid is located in St. Joseph's Hall, First Floor and can assist in the process of applying for financial aid. While financial assistance from your employer, federal and state loans, and/or other sources may help to pay a large portion of your tuition and fees, the responsibility for any remaining amount remains with the student.

### Financial Aid Office Hours

Monday	9:00 a.m. to 6:00 p.m.
Tuesday	9:00 a.m. to 6:00 p.m.
Wednesday	9:00 a.m. to 6:00 p.m.
Thursday	9:00 a.m. to 6:00 p.m.
Friday	9:00 a.m. to 4:00 p.m.

To schedule an appointment with the Financial Aid Office, please call 215.248.7182 or e-mail [finaid@chc.edu](mailto:finaid@chc.edu).

### SGS Status and Financial Aid

In order to be eligible for Federal Financial Aid (Unsubsidized Stafford Loans), students must be accepted into an eligible program and take at least six\* credits per term. \*Full time graduate coursework is nine credits per term; half time is 4.5 credits, but since we do not offer 1.5 credit courses, students must take six credits per term.

The Administration of Human Services and the Educational Leadership/Principal Certification Programs follow an **accelerated schedule\*\*** (8 weeks instead of the traditional 14 weeks). The accelerated sessions are Fall 1, Fall 2; Spring 1, Spring 2; Summer 1 and Summer 2. The traditional Fall term is the equivalent of accelerated sessions Fall 1 and Fall 2, the traditional Spring term is the equivalent of accelerated sessions Spring 1 and Spring 2 and the traditional Summer term is the equivalent of the accelerated sessions Summer 1 and Summer 2. In order to be eligible for financial aid, a student must take one three-credit course each accelerated session. (Note: Because of the accelerated schedule, these two programs do not lend themselves to full-time coursework; however, students may appeal to the department chairperson to be considered for a full-time credit load. Written permission is required.)

After your first year in a graduate program, you must be making satisfactory academic progress toward your degree. You must also be either a U.S. citizen or a permanent resident of the U.S. You will be billed on a per-credit basis. Therefore, your Cost of Education is individually calculated based on your program. The Cost of Education includes, but is not limited to, tuition costs, books and supplies, living expenses and transportation costs.

### **Applying for Financial Aid**

Students interested in applying for financial aid must complete the Free Application for Federal Student Aid (**FAFSA**) each academic year. The FAFSA can be submitted by completing a paper FAFSA form or FAFSA Renewal Application or online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students must indicate Chestnut Hill College's federal school code (003245) on the FAFSA to ensure proper disclosure of students' FAFSA information to the CHC Financial Aid Office.

In addition to the FAFSA, students must complete a Chestnut Hill College Institutional Financial Aid Application each academic year. [The application and additional information is available at: www.chc.edu/graduate/financial\\_aid.](http://www.chc.edu/graduate/financial_aid)

Any student who is interested in obtaining a Federal Stafford Loan must also complete a Master Promissory Note (MPN). The MPN is a multi-year promissory note that can be used for an entire collegiate career. This means that once a student completes the MPN, another MPN is not required for borrowing in future years. This process is designed to eliminate paperwork and

### **Types of Financial Aid**

Accepted Graduate students at Chestnut Hill College are eligible for federal loan programs, alternative loans and assistantships. The 2012-13 academic year is comprised of the fall 2012, spring 2013, and summer 2013 terms.\*\*

The 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%. The principal is deferred until six months after you graduate or enroll less than half-time. With the Federal Unsubsidized Direct Loan (interest rate of 6.8%), you 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 can be borrowed per academic year is \$20,500.

Federal Direct Graduate PLUS Loan

The Federal Direct Graduate PLUS Loan Program allows graduate students to borrow for education. In order to be eligible, you must pass a credit check. If you are denied, you may reapply with a cosigner. To be eligible to receive a Graduate PLUS Loan, you must submit a Free Application for Federal Student Aid (FAFSA). The maximum amount you can borrow is the cost of education minus any other financial aid received. The interest rate is fixed at 7.9%. A 2.5% fee is deducted from each disbursement of the loan.

## Increased Federal Unsubsidized Direct Loans for Doctoral Degree Students in Clinical Psychology

If you are a doctoral degree student in the Clinical Psychology Program, you may apply for additional Federal Unsubsidized Direct Loans. You must be enrolled at least half-time to receive an additional Federal Unsubsidized Direct Loan. To qualify for the additional loan funds, you must have financial need. If you need the additional loan funds please contact the Financial Aid Office.

### Private Educational Loans

You may use a Private Educational Loan if you are enrolled less than half-time and/or non-matriculated. Private Educational Loans are available to cover your total cost of education (tuition, fees, books and supplies, transportation and living expenses) after all other financial aid has been applied. To apply for a loan, complete either a paper application provided by the bank or an application on the bank's website. You can apply without a co-signer if you are a creditworthy applicant. With a Private Educational Loan, usually, you can defer repayment of the principal and capitalize the interest while you are in school. If you are interested in applying for the Private Educational Loan, contact the Financial Aid Office for a list of banks offering those loans.

## Scholarships, Grants, Loans and Employee Tuition Reimbursements

Sponsors for outside aid usually have their own eligibility requirements. The Financial Aid Office will complete any paperwork required to assist you in the application process.

Please note that financial aid is based on the number of credits taken for each term, as defined above. Failure to enroll for the number of credits indicated on the Chestnut Hill College Institutional Financial Aid Application will result in a reduction in financial aid and could result in the required return of Title IV aid as described below. Students should contact the Financial Aid Office with any questions regarding any change in the number of credits in which they are enrolled per term.

### Master's Level Assistantships

Chestnut Hill College offers a limited number of assistantships for graduate students each year. Each assistantship requires approximately 100 hours of work per term in exchange for one three-credit graduate course. These assistantships are not available to new students. To be eligible for CHC master's level assistantships, you must be accepted by the College into a degree program and have earned a minimum of six credits with a cumulative 3.75 GPA. The application is available on the registrar's page of the SGS website.

## Doctoral Assistantships

There are a limited number of assistantships available for Psy.D. students. Doctoral assistantships cover tuition for one doctoral 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. Additional information and deadlines are online.

## Veteran's Benefits

Marie Scheetz, Assistant to the Registrar - Fournier Hall, Room 15  
Telephone: 215.248.7064. Fax: 215.242.7707. Email: [ScheetzM@chc.edu](mailto:ScheetzM@chc.edu).

The Pennsylvania State Approving Agency has determined that Chestnut Hill College meets all of the criteria for approval for Veterans Education under the provisions of Title 38, United States Code, Section 3675.

**The Post-9/11 GI Bill** reimburses your tuition & fees to your school and makes housing and other payments directly to you. Chestnut Hill will receive a percentage, as determined by your length of active duty service.

Through Chestnut Hill's **Yellow Ribbon Program**, fully qualified veterans/dependents can attend tuition free each year. The Department of Veterans Affairs (VA) matches dollar-for-dollar the contributions a participating institution (i.e. CHC) makes toward your costs (tuition, mandatory fees). Therefore, qualified college students can attend Chestnut Hill College for little to no cost. You must have 100% eligibility to qualify for the Yellow Ribbon Program. To be considered, qualifying students must be accepted and currently enrolled in that degree program at the College as verified in the submitted Certificate of Eligibility provided by the College's SCO.

Questions about eligibility for the Post 9/11 GI Bill or the Yellow Ribbon Program should be addressed at either the local VA Regional Office or the Department of Veterans Affairs at [www.gibill.va.gov](http://www.gibill.va.gov).

## STUDENT RESOURCES

### Identification Cards

All College employees are provided with an Identification (ID) Card. Employees are required to wear or make available upon request a CHC photo ID. Replacement of lost ID cards is the responsibility of faculty member. Additional information is available at the Main Security Desk in Fournier Hall.

## 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.

## Computer Center

Lower level, St. Joseph Hall Ground floor, St. Joseph Hall. Contact the Helpdesk by email:

[helpdesk@chc.edu](mailto:helpdesk@chc.edu)

### COMPUTER CENTER HOURS

Monday through Thursday	9:00 a.m. to 11:00 p.m.
Friday	9:00 a.m. to 6:00 p.m.
Saturday	9:00 a.m. to 5:00 p.m.
Sunday	1:00 p.m. to 11:00 p.m.

Hours are subject to change due to holidays and other scheduling considerations. For the latest, most up-to-date lab schedule information as well as other questions regarding the Computer Center, Call the main Academic Computer Services phone number or Check the schedule posted at the door of the Academic Computer Center. The Academic Computer Center is located opposite the College Bookstore in the basement of St. Joseph Hall. Its facilities are open to students and faculty who are engaged in research and to students completing class assignments.

## Technology Tools

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

**My.CHC Portal.** This utility functions as the student's official record of course enrollment. Functions include, but are not limited to, accessing semester classroom assignment, grades and unofficial transcripts.

**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 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.

## Book Store

Located on Lower level SJH (215-248-7150)

Book Store Hours:

- Monday 9:00 am – 6:00 pm
- Tuesday 9:00 am – 6:00 pm
- Wednesday 9:00 am – 6:00 pm
- Thursday 9:00 am – 6:00 pm
- Friday 9:00 am – 2:00 pm

Hours for the bookstore are 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.

- Monday through Thursday 9:00 am-8:00 pm
- Friday 9:00 am-6:00 pm
- Saturday 8:30 am-1:00 pm

The Bookstore has limited hours during semester breaks.

All textbooks and supplementary texts are carried by the Bookstore and can be purchased by both students and instructors. In addition, the Bookstore carries a full line of classroom supplies as well as other items of interest to both students and faculty. Order forms for books for each semester are distributed by the Administrative Assistant of the Graduate Division. The adjunct faculty should make sure he/she receives an order form for the next semester. The letter that accompanies the form will designate the date the orders must be turned in, so that books may arrive on time. For outsource copying of extensive course material, inquire in the Bookstore. All major credit cards, personal checks and MAC cards are accepted.

## Counseling Center

The Counseling Center is open to all graduate and undergraduate full-time and part-time students at no charge. Concerned, trained clinicians under the supervision of a licensed psychologist, hold afternoon and evening hours. These services are completely confidential. Hours and procedures are posted outside the Counseling Center, which provides individual counseling, group counseling and workshops. Group meetings and workshops will be posted and will be announced. The Counseling Center is on the third floor of St. Joseph Hall, main wing. To make an appointment, call the Counseling Center at 215.248.7104, ext. 1. Adjuncts are invited to recommend that students who seem in need go to the counseling center for help.

## International Student Advising

Additional services are offered to Non-native students at Chestnut Hill College because of their unique language background. Should you have a question contact Director of International Student Services Trachanda Brown, MLA, 215.242.7989.

## Graduate Housing

Graduate students interested in housing on campus may check availability by contacting Jennifer Thorpe ([thorpej@chc.edu](mailto:thorpej@chc.edu).) or by calling 215.248.7118.

## Religious Services

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

## Food Services

The **Dining Room** is located on the first floor of Fournier Hall. Students and faculty may purchase meals for cash. Hours for meals are posted on the bulletin board outside the Dining Room. The Dining Room is open during breakfast, lunch and dinner hours.

During fall and spring semesters:

- Monday through Friday:
  - Hot Breakfast           7:30 – 9:30 am
  - Lunch                    11:00 – 1:30 pm
  - Dinner                   4:30 – 6:30 pm
- Saturday and Sunday
  - Brunch                   10:30 am – 1:00 pm
  - Dinner                   4:30 – 6:00 pm

Summer schedule is posted.

**Griffin's Den Outtakes Café** (Ground Floor, Fournier Hall) open:

- Monday through Thursday   7:30 am-10:00 pm
- Friday                           7:30 am-10:30 pm

## McCaffrey 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 an 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.

## Vending Machines (snack foods)

Machines are located in the ground floor walkway between St. Joseph and Fournier Halls and on the ground floor of Fournier Hall. The Bookstore also sells an assortment of drinks and snacks. The third floor of St. Joseph Hall (above Rm. 247) has vending machines with soft drinks.

## 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.

## Swimming Pool

The Chestnut Hill College pool is open to all faculty and students. Pool hours for each semester differ and are posted on the pool door. Contact the Physical Education Department for current dates and hours. 215-248-7060. The pool may be used only during scheduled hours with a lifeguard.

## **Fitness Complex**

The Fitness and Recreation Center is a 5,000 square foot fitness facility that provides the College community with an exercise haven conveniently located on the ground floor of Fournier Hall. It houses a variety of treadmills, free weights, elliptical machines, arc training equipment, recumbent and upright bikes. In order to use the Fitness and Recreation Facilities at Chestnut Hill College, a signed waiver is required.

[http://www.griffinathletics.com/sports/2012/1/5/GEN\\_0105125229.aspx?id=53](http://www.griffinathletics.com/sports/2012/1/5/GEN_0105125229.aspx?id=53)

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. For Fitness Center Hours please call 215.248.7743.

## **Student Learning Resource Services**

The **Office of Student Learning Services**, on the second floor of SJH, provides study skill assistance and arranges tutoring.

The **Writing Center**, located on the main corridor, third floor, main wing, of SJH, 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.

## **Disability Policy**

Chestnut Hill College is committed to providing equal educational opportunities for qualified students. The College is in compliance with applicable federal and state laws. Disclosure of a disability is voluntary and confidential. To access services, students must submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Documentation must state the nature of the disability and offer information to support accommodations. Accommodations will be determined on a case-by-case basis. The College reserves the right to request additional information, if necessary, especially in cases where recertification of a disability is warranted.

**Americans with Disabilities Act** Any student whose disability falls within ADA guidelines and has accommodations authorized by the Chestnut Hill College Disabilities Committee should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. This is presented to the instructor in the form of an Accommodations Letter provided by the Chest Hill College Disabilities Committee. If a student does not have accommodations and believes that he/she is eligible to receive them, the student should meet with Kristin Tracy, Director of the Disabilities Resource Center, Room 58 A, St. Joseph's Hall, 3<sup>rd</sup> floor, E-mail: [tracyK@chc.edu](mailto:tracyK@chc.edu) phone: 215-753-3655, Fax: 215-242-7748.

For more information please visit the [Student Learning Resources](#) website.

## Parking

All students and faculty members need to obtain a Parking Permit, to be placed inside the car as designated by the Security office. These permits can be obtained online. Additional information is available from the School of Graduate Studies. Courtney Adams.

Please park between designated lines of parking spaces - every space is needed. Cars parked on the grass or in non-designated areas will be ticketed, booted and/or towed. All vehicles parked on campus must display a valid Chestnut Hill College parking permit and must be parked in the areas designated by the permit. Current parking Permit fees are indicated in Financial Information section.

### 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](mailto: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.

### Parking for Individuals with Disabilities

Parking for individuals with disabilities is available on campus with a special permit. Permits can be obtained by submitting a request to the Human Resources Manager and should be accompanied by documentation of disability placard or license plate issued by the state and registered in the employee's name. All documentation must be current.

Some parking spaces on campus are designated as "van only" and are intended to provide adequate space for a van with a wheelchair lift to park and operate the wheelchair lift safely. These spaces may not be used for other purposes, including use by a car displaying a disability placard, license plate or permit.

Parking for individuals with temporary disability permits is located in the lower parking lot adjacent to the security building. Security personnel can be contacted via the campus phone and will transport the employee from the lower lot. Whenever possible Security should be notified in advance that transportation from the lower lot will be needed.

## 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 entrances and egresses. 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 and 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.

## CAMPUS INFORMATION

### College Facilities Abbreviations

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

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

Please refer to campus map on page 196.

**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 1<sup>st</sup> 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, faculty offices, and Adjunct Faculty Office Space. 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, 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](http://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 them 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 may 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](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.

## REGISTRATION RELATED

### School of Graduate Studies Front Office Hours

Monday through Thursday            9:00 a.m. to 6:00 p.m.

Friday                                    9:00 a.m. to 4:30 p.m.

During the summer term the office closes at 1:00 p.m. on Fridays. Please call the Front Office at 215.248.7170 to confirm office hours.

### Advising

Upon acceptance into the School of Graduate Studies, students are assigned an academic advisor. Advisor assignments can be viewed on the My.CHC Portal. The School of Graduate Studies staff cannot provide advising assistance to students. Department Chairs and Coordinators are available for this purpose; they may assist in planning a course of study compatible with the student's background, experience, and needs. The student is responsible for ascertaining whether all prerequisites are fulfilled and if the course selected is appropriate for his/her degree program.

### Course Registration-Paper Process

All new students for their first registration cycle and students in certain academic programs are required to register via a paper process. Online course registration instructions—for those students applicable—are listed below.

The School of Graduate Studies registration form is located in the School of Graduate Studies Course Guide, available on line at [CHC.edu](http://CHC.edu)>>School of Graduate Studies>>Registration & Course Info.

Students may register for courses in the following ways:

- Bringing the form to the School of Graduate Studies Office, third floor of St. Joseph Hall, Room 78, during office hours listed above;
- Mailing the form to the Associate Registrar, School of Graduate Studies, at the address listed on the form;
- Calling 215.248.7018 (if paying by credit card or through financial aid);
- Faxing 215.248.7161 (if paying by credit card or through financial aid).

Payment is due at the time of registration; registration forms will not be processed until payment is received. Before registering, students must satisfy all previous financial obligations. Late registration fees apply two weeks prior to the beginning of each semester.

### Course Registration-Online Process

Students in certain academic programs are required to register in an online process, via the 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](mailto:GradSchool@chc.edu) to request this information at any time.

Full payment must be made within 7 days of registration for classes. If payment is not made by this time, the course(s) will 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:

- Via contacting the Student Accounts office directly or via the My.CHC Portal (credit card payment only).
  - If choosing the 3 month Deferred Payment plan, 1/3 of the balance is due within the 7 day period. The \$65 deferred payment fee should be paid with the second month's payment. Please contact the Student Accounts office with any questions.
- If paying via APPROVED Financial Aid, the funds will be automatically applied—no efforts need be made. Please contact the Financial Aid office with any questions.

Before registering, students must satisfy all previous financial obligations. Late registration fees apply two weeks prior to the beginning of each semester.

### **Course Schedules, Classroom Locations and Grade Reports**

The My.CHC Portal is a self service tool utilized by both students and faculty. The student functions include the ability to access course schedules and classroom assignments, grade reports, and unofficial transcripts. The faculty functions include the ability to access class lists and classroom assignments and perform online grading functions. My.CHC Portal Screen Shot Cheat Sheets are available electronically from Courtney Adams ([adamsc@chc.edu](mailto:adamsc@chc.edu)).

The course schedule with classroom assignments is posted outside the School of Graduate Studies Front Office and at the Security Desk in Fournier Hall, prior to the first day of classes. Students should confirm the accuracy of their schedules by checking My.CHC Portal before the first class and during the first week of class, as classroom re-assignments happen frequently.

### **Adding Courses**

This function can be done online (for applicable students) or through the School of Graduate Studies office. Applicable dates are listed in the academic calendar. Please note: for courses running on an accelerated schedule, the dates may vary. Concurrently, students in an accelerated program may add a course before the second class meeting. No fee is charged for adding courses within the appropriate timeframe. You may contact Sister Ann McAdams (215.248.7018) to facilitate this process.

## **Dropping Courses**

This function can be done online (for applicable students) or through the School of Graduate Studies office. Please refer to Academic Policy and Procedure section of catalog. Applicable dates are listed in the academic calendar. Fees apply. Please refer to the Refund Policy listed in the Financial Information section in this catalog. You may contact Sister Ann McAdams (215.248.7018) to facilitate this process.

## **Withdrawing from Courses**

Please refer to the Academic Policy and Procedure section of the catalog. Applicable dates are listed in the academic calendar. Fees apply. Course Withdrawal Form must be completed by the student; and additional signatures are required. You may contact Sister Ann McAdams (215.248.7018) to facilitate this process.

## **Withdrawing from Courses after Deadline**

Please refer to the Academic Policy and Procedure section of the catalog. Applicable dates are listed in the academic calendar. Fees apply. Course Withdrawal after Deadline Form must be completed by the student and additional signatures are required.

## **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.

## **School of Graduate Studies Registration-Related Forms**

Students and faculty may retrieve all registration-related forms on the website.

CHC.edu>>School of Graduate Studies>>Registration & Course Info>>Forms. Forms include, but are not limited to: Application to Request Graduation, Course Withdrawal, Tuition Discount, etc. Please follow the instructions indicated on the top of each form and note the subsequent return process.

## **Application to Request Graduation Process**

In addition to meeting all of the stated course requirements, a student must complete the Application to Request Graduation form located on the website—see above. This form must be returned to the Associate Registrar, School of Graduate Studies and the required graduation fee must be paid. Please refer to Tuition and Fees section of this catalog for the current graduation fee amount. Fees are also available in the current semester course guide. The following deadlines: apply: July 1 for degree completion in the summer terms, October 1 for the fall term; February 15 for the spring term.

## **Degree Conferral**

Degrees are conferred three times a year: August, December and May. 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 each year, which is held in May. August and December graduates will receive their diplomas and transcripts at the time of degree conferral and are welcome to participate in the ceremony. No student who has coursework to complete is permitted to participate in the Commencement ceremony.

The Chestnut Hill College diploma is written in Latin and features the signatures of the President, Vice President for Academic Affairs, the Dean of the Graduate School and the Registrar and it bears the official school seal.

## **Transcripts and Diplomas**

The transcript is the official document of a student's educational record. The Office of the Registrar prints official transcripts for students in any division, and diplomas for undergraduate and graduate alumni. Transcripts and diploma reprints or duplicates must be requested in writing and there is a fee associated with either request. The Office of the Registrar does not issue unofficial transcripts. Students can access an unofficial transcript in the My.CHC Portal. See Technology Tools in Facility and Student Services section of this catalog on how to access this information. A business, health services, library, or athletic hold will prevent the release of either document. These obligations must be satisfied before transcripts or a diploma will be issued. To make a request, print the applicable request from [www.chc.edu/registrar](http://www.chc.edu/registrar) and either bring it to the office, fax, or mail in with required payment as outlined on the request form. Transcripts usually take 7 –10 days for processing; diplomas take 2 – 3 weeks. Please call 215-248-7005 with questions.

## **ACADEMIC POLICY 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 to their advisor, Program Coordinator or Department Chair.

### **Attendance**

Regular class attendance is necessary for the attainment of satisfactory performance in graduate work and is the responsibility of each student. Attendance and participation in all class sessions are an important part of the learning process. In fact, 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 attendance requirements. Instructors who implement a policy of limited number of absences include in their syllabi a clear statement on attendance, specifying the total number of absences permitted for the course.

## Change in Program of Study

After admission into a graduate program, a student is not permitted to change programs without first consulting with the Program Chair/Coordinator of the program they are exiting from and the Program Chair/Coordinator of the new program. This consultation will provide the student and Program Chair/Coordinator of the new program an opportunity to determine what application components will be needed for submission for the Change of Program decision. Application components are determined on a program by program basis. After this 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:** Transfers from the master's program to the doctoral program are not permitted. Students in the master's program who wish to enter the doctoral program must first complete the requirements for the master's degree and then apply to the doctoral program.

## Childcare

Childcare is not provided on campus. Children may not be left unattended in any college building or anywhere on campus, including Logue Library, the Student Life Center, or other public lounge areas. Children are not permitted in classrooms, even when attended by parent or guardian.

## Course Cancellations

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 which there is insufficient enrollment. Cancellation can occur up to and including the first week of class.

## 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 never be individually identifiable in any assessment report.

## Course Load

Graduate students who are studying full time carry nine (9) credits per term. Full-time students may register for more than nine (9) credits only with the permission of their Program Coordinator and/or Department Chair. Part-time students are classified as those taking fewer than nine (9) credits per term.

## Emergency Closing Information

Should weather or other circumstances force the cancellation of classes, an announcement will be made on KYW News Radio 1060AM or posted at [www.kyw1060.com](http://www.kyw1060.com). The School of Graduate Studies snow number is KYW 2155. In addition to cancellation due to snow, inclement (non-snow) weather and other emergencies may warrant closing. An announcement is also recorded at 215.248.7170 and posted to the college website at [www.chc.edu](http://www.chc.edu). Each instructor has the responsibility for coordinating any missed work and cancelled class time.

E2 Campus will provide the opportunity for 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 is providing 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](http://CHC.edu) for further information and to register.

Closing information pertaining to classes held at the DeSales Campus is available at [www.desales.edu](http://www.desales.edu) or [www.WFMZ.com](http://www.WFMZ.com) or by calling 610.282.1100 or 610.282.0397.

## 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. Students are graded according to the following scale:

A	Outstanding Work
A-	Superior Work
B+	Very Good Work
B	Acceptable Work
B-	Marginally Acceptable Work
C+/C	Unacceptable Work for Graduate School
F	Failure
I	Incomplete (See below)

AU	Audit (See Auditing Classes)
W	Withdrawal <ul style="list-style-type: none"> <li>• granted after drop/add period before the withdrawal deadline</li> <li>• after the withdrawal deadline when student is granted permission by the Program Chair/Coordinator)</li> </ul>
WF	Withdrawal Failure (assigned when student withdraws without permission after the withdraw deadline)
NR	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 the Business Office will not be issued a grade report until the bill is paid.

## 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 (see below). 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 below and the student may appeal the outcome of the dismissal hearing as described in those procedures

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) please refer to the Probation and Dismissal Policies that follow in the SGS Catalog.

Deadlines for grade appeals are January 15<sup>th</sup> for Fall Term grades, May 15<sup>th</sup> for Spring Term grades, and September 1<sup>st</sup> for Summer grades.

*Step 1.* Grade appeals should be submitted first to the instructor of the course. The student must explain in writing the reasons for the appeal and provide supporting documentation. A copy of the appeal should be forwarded to the Chair or Coordinator.

*Step 2.* The instructor will render a decision within 10 days of receipt of the appeal. This decision will be communicated in writing to the student and copied to the Chair/Coordinator. Students who wish to carry the appeal further may appeal to the Chair or Coordinator in writing within 10 days of receipt of the instructor's decision. In the case of grade appeals in courses for

which the Chair was instructor, the next level of appeal is the Dean of the School of Graduate Studies (Step 4).

*Step 3.* The Chair/Coordinator will notify the student of his/her decision within 10 days of receipt of the student's appeal (this time frame may be extended if the appeal is received during a period when classes are not in session).

*Step 4.* If the student is not satisfied with the decision of the Chair/Coordinator, the student may appeal to the Dean of the School of Graduate Studies within 10 days of the decision.

*Step 5.* 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. The decision of the VPAA is final.

The role of the Chair/Coordinator, Dean, and VPAA is to review whether applicable policies and procedures were followed in assigning the grade, not to review and/or re-grade the student's work.

The time frames in the preceding procedures will be strictly honored. Students who do not submit an appeal according to these time frames waive their right to appeal.

### **Grievances and Other Appeals**

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 Department Chair/Coordinator. The Chair/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 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. During this process, it is expected that the student will work closely and collaboratively with the Chair. 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 10 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 10 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.

### **Incomplete Grades**

If necessary, because of serious reasons, unanticipated circumstances, or illness requiring medical intervention or care, a student may request a grade of incomplete ("I") from the

instructor of a given course. A student requesting an incomplete will follow the procedure outlined in section A below.

In other cases, an instructor may assign a grade of incomplete. An instructor assigning an incomplete will follow the procedure outlined in section B below.

### **Procedure for Student Requesting an Incomplete**

The student contacts the instructor and discusses the reasons for the request. Reasons must be serious, due to unpredictable circumstances and cannot be remedied in another way within the time frame of the term.

A 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.

After conferring with the instructor, the student completes a “Course Incomplete Form” (available in the Graduate Office, Room 78, Third Floor, St. Joseph Hall or online.). The student signs and forwards the completed form for signatures of the instructor.

### **Procedure for Instructor Assigning an Incomplete**

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 the form is signed by instructor and student, the instructor forwards the form for signatures of the Department Chair/Program Coordinator and Dean of the School of Graduate Studies. The signed form is forwarded to the Graduate Registrar for recording on the student’s official transcript.

The student assumes full responsibility to fulfill and submit all requirements to the instructor in a timely manner. If the work is not completed and submitted at the end of the workday designated by the instructor, the student will receive a grade of “F.” The timeline cannot be extended once it is agreed upon and filed with the Graduate Registrar. The instructor will grade all material and submit the final grade to the Graduate Registrar within two weeks of receiving all work.

### **Independent Study**

Although students should plan their courses in advance, circumstances may necessitate that a graduate student use an independent study format to fulfill the requirements for graduation or certification. Only two of the courses used toward the degree may be taken as independent study. The guidelines indicated below must be followed in order to receive credit for independent study:

#### **General Guidelines**

1. 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.

2. Independent study will be permitted under the following circumstances:
  - A. 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.
  - B. Due to unpredictable circumstances, the student is making a geographical move that precludes further attendance in regularly scheduled classes.
  - C. 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.
  - D. A course is cancelled or closed, one that student needs for graduation.
3. 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.

### **Procedures for Requesting an Independent Study**

1. A student discusses the possibility of an independent study with the Program Coordinator or Department Chair.
  - A. A request for independent study is placed in writing and given to the Program Coordinator or Department Chair.
  - B. The student must contact the Department Chair/Program Coordinator prior to making arrangements with the instructor who will supervise the independent study.
  - C. The Program Coordinator or Department Chair and the student will identify the appropriate faculty member who will supervise the independent study.
2. The student files an Independent Study Form (available in the Graduate Office), with the required signatures and requested information.
3. 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 Activities**

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 in each course 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 graduate courses consist of 42 hours of instructional time; each program sets the appropriate standards for the balance among classroom activities, technology-infused learning and independent study. Some examples of instructional activities are as follows:

1. Field study.
  - a. Example: Practice test administration with recruited volunteers.
2. Technology-related activities.
3. Library data base or field research on a specific topic with a required paper or presentation.
4. Participation in a professional activity with a required paper or presentation.
  - a. Attendance at a professional meeting or conference.
  - b. Conference presentations.

### Leave of Absence

Students who find it necessary to interrupt their course of study for three consecutive terms must request a leave of absence. Doctoral students are to contact their department for Leave of Absence policy specifics. The following policy pertains to Master's level students.

Students initiate the process by submitting the "Leave of Absence Request" form or other indications of authorization (electronic communication) to the Program Coordinator or Department Chair. On the recommendation of the program/department, the School of Graduate Studies may grant leave up to three consecutive terms. If the request is approved, a letter is sent to the student, with copies to the Program Coordinator or Department Chair, Director of Graduate Admissions, and the Graduate Registrar.

For very serious reasons, leave can be extended two additional terms but the student must make a formal request in writing for each of the two additional terms. An approved leave of absence will not be counted against the time limit for degree completion but students should review the potential impact on program requirements with the department chair or program coordinator. (Note that master's degree time for completion is six years. An academic year consists of 3 terms: Summer, Fall, and Spring.)

A student who does not enroll in a course for three consecutive terms and has not been granted a leave of absence is considered to have withdrawn from the program. To return to the program after an unauthorized absence, the student must reapply and, if accepted again, will be subject to program guidelines and curricula as well as financial policies in place at the time of re-application.

A Leave of Absence Request form is available in the Graduate Studies Office and at [www.chc.edu/registrar](http://www.chc.edu/registrar). Necessary information includes student contact information, term/date when leave begins, anticipated date of return (no more than three semesters/one year later), program of study, and reason for requesting leave of absence. For a leave to be

approved, signatures are required from the student, Program Coordinator and the Dean of the School of Graduate Studies.

A request for a Leave of Absence from a program does not replace requirements related to an incomplete course or interruption of a course in which a student is currently enrolled. If, at the time of the request for leave of absence, a student is currently enrolled in any courses, all applicable policies and procedures for dropping/adding courses, withdrawal for courses, and/or requesting incomplete grades must also be followed. All financial matters are handled in the Chestnut Hill College Business Office.

### **Probation or Dismissal from a Program**

1. 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. 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 may 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. Both earned course grades will appear on the transcript and be computed in the GPA. A course may be counted only once toward credit requirements for the degree.

2. If the matriculated student receives another “C” or “C+”, 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.

3. 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.

4. 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.

## Reinstatement

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

1. Leave of absence with written approval
2. Leave of absence without written approval
3. 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 not 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 reinstatement is sent to the student, with copies to the Program Coordinator or Department Chair, Director of Graduate Admissions, and the Graduate Registrar.

## Student Records

In keeping with the Family Educational Rights and Privacy Act of 1974, (FERPA) Chestnut Hill College has policies in place to protect the privacy of student records. Matriculated students may have access to certain official records. Students may, upon written request to the School of Graduate Studies, examine files, including recommendations, unless they have a signed waiver of access to these recommendations.

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 Office.

## Time Limitation

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 of Credit

Please note: Application of transfer credit is at the discretion of the department. The following apply to degree programs:

1. Transfer credits must be from a regionally accredited program/school. The syllabus must be consistent with a relevant, extant CHC course.

2. Transfer credit is evaluated after acceptance and the actual credit transfer occurs after enrollment.
3. Transfer credit must normally be completed within 5 years of enrollment. Departmental discretion determines the programmatic relevance of this guideline.
4. Students may be permitted to transfer up to 25% of the total credits into a Graduate program. (The Psy.D. program is an exception to this policy).
5. Only courses with grades of "B" or higher will be evaluated and accepted for transfer credit.
6. Transfer classes will not be considered in calculating the student's GPA.

#### Non-Matriculating Chestnut Hill College Credits

Non-matriculated students may apply up to 25% to a graduate degree program once they have matriculated and at the discretion of the department. N.B. Taking courses as a non-matriculating student does not guarantee acceptance to any degree program.

CHC courses taken as a non-matriculated student and accepted for transfer credit will be considered in calculating the student's GPA.

Students may choose to take more than 25%, but we advise students if they are planning to matriculate it is better to do it as soon as possible in order to be eligible for financial aid. All CHC courses are recorded on the transcript but only nine credits (25%) can be transferred.

The combined number of transfer and non-matriculating credits cannot exceed 25% of the total program credits. The Transfer of Credits Request Form is available in the School of Graduate Studies office or at [www.chc.edu/registrar](http://www.chc.edu/registrar).

#### Waiver of Course Work

In special circumstances a course may be waived because of previous course work in the same subject area. Students are required to substitute another course for the waived course. The "Request for Waiver of Credit/s" form, available in the Graduate Office, must be used for all requests. A course description and a copy of the official transcript must be submitted along with the Waiver of Credit/s form. The Program Coordinator/Department Chair 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 this process. The Waiver of Course Work Request Form is available in the School of Graduate Studies office or at [www.chc.edu/registrar](http://www.chc.edu/registrar).

## Withdraw from Course

A student enrolled in a graduate course may withdraw any time up to four weeks after drop/add, or before the halfway point should the course be less than thirteen weeks. For infra-session courses, withdrawal must be completed before start of the second class.

Applicable dates are indicated in the Academic Calendar and Fees apply. A withdraw form must be completed and signatures are required. Form should be submitted to the School of Graduate Studies Office (Room 78, Third Floor, St Joseph Hall or fax to 215-248-7161). The Withdraw from Course Request Form is available in the School of Graduate Studies office or at [www.chc.edu/registrar](http://www.chc.edu/registrar).

## Withdraw from Course After Deadline

Due to unforeseen circumstances, such as an illness, family emergency or accident, a student may have to withdraw from a graduate course after the first six weeks. The student must initiate the withdraw process through discussions with the Instructor and the Program Coordinator/Department Chair. The student must then submit a letter of request to withdraw to the Program Coordinator/Department Chair (via regular mail, hand delivery or fax), with a copy to the Instructor. In the request the student should explain circumstances and attach copies of relevant supporting materials (physician's report, hospital receipt). Each request is handled on an individual basis and is determined by information provided by the student and the student's academic records. The Program Coordinator/Department Chair, in consultation with the appropriate faculty and staff and Graduate Dean, will review the request. If approved, the student will receive a withdraw (W) grade and will be required to re-take the course. The W will remain on the transcript but the new grade will be calculated in the grade point average. The student will also be responsible for any tuition charges that are incurred. See Refund policy for schedule of refunds. The request to withdraw, with supporting documentation, must be submitted prior to the end of the course. **Note: Withdraw from a doctoral course at any time requires the permission of the chair and may entail a leave of absence from the doctoral program**

# ACADEMIC INTEGRITY AND INTERPERSONAL CONDUCT

## Cheating

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:

1. Using prepared materials not specifically allowed by the instructor during the taking of an examination, test or quiz, e.g.

Use of material written by another student during the taking of an examination, test or quiz, either with or without his or her knowledge; or

- Use of crib notes; or
- Use of texts and/or supplementary marginal notations in texts; or
- Use of notes written on the surface of the desk at which examination is being taken; or

- Use of unauthorized calculators or any other unauthorized aids.
2. 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.
  3. 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. Once an exam has been given, however, it becomes part of the public domain.
  4. 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.
  5. Taking an examination by proxy.
  6. Falsifying of laboratory or research data or results; or falsifying or inventing bibliographical entries for research papers.
  7. Willfully aiding or abetting any act of cheating.
  8. Willfully aiding or abetting any act of plagiarism.

## Plagiarism

Plagiarism is defined as the submission of written work (exams, papers, etc.) that incorporates ideas from another individual and presents these ideas as one's own without adequate acknowledgment of the source. Plagiarism is a serious offense against academic integrity and may be grounds for dismissal from the program.

The following acts will be deemed acts of plagiarism, though the list is not exhaustive:

1. 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;
2. Presenting, without appropriate citation, written or oral reports or exercises copied from or dictated by others;
3. Presenting, as one's own, homework assignments of any kind copied from or dictated by others;
5. Incorporating formal lecture notes into one's own work without appropriate citation and presenting them as one's own;
6. Presenting, without appropriate citation, a computer solution developed by someone else;
7. 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 plagiarism, the instructor discusses the matter with the student. If discussion does not resolve the matter to the instructor's satisfaction, the instructor consults with the Program Coordinator or Department Chair. Should the instructor and Coordinator/Chair believe it is warranted, the Coordinator/Chair informs the Dean of the School of Graduate Studies, who reviews the matter and, in consultation with instructor and Coordinator/Chair, decides on the appropriate course of action.

### **Expectations of Students**

Students bear a certain level of responsibility for the high quality academic and interpersonal environment at Chestnut Hill College. To ensure successful completion of a graduate program of studies, students are expected to:

1. Demonstrate satisfactory progress in their program. Multiple requests to withdraw do not demonstrate satisfactory progress.
2. Notify the Graduate Office of changes in name, address, home and work phone number, and email.
3. Be familiar with all academic and financial policies, as explained in the School of Graduate Studies catalog.
4. Be aware of all relevant schedules and deadlines as published in the School of Graduate Studies Catalog and Term Course Guides.
5. Know and observe regulations and policies of Chestnut Hill College.
6. Obtain a photo ID card and carry it at all times.
7. Obtain a parking permit and abide by parking regulations.
8. Read email and regular mail correspondence from the School of Graduate Studies office and check the Chestnut Hill College website regularly for announcements, policy changes, and other information.
9. Meet all financial obligations to the college.
10. Keep copies of SGS catalogs and course syllabi for future reference and for obtaining credentials or licensure. Chestnut Hill College does not release syllabi for courses.
11. Submit all requests pertaining to academic policies and procedures in writing.
12. Complete the "Application to Request to Graduate" form and submit it to the Graduate Registrar by the posted deadline.
13. Notify the School of Graduate Studies, in writing, of any leave of absence longer than three terms.

### **Conflict Resolution Procedure**

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 take the following steps:

**Step 1:** 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/supervisor. However, if it is believed this would exacerbate the situation, the student may proceed directly to Step 2.

**Step 2:** Consult with the Program Coordinator or Department Chair, who may request written documentation.

**Step 3:** If the attempt to resolve the conflict fails at this level, the Coordinator/Chair will request written documentation from the student.

This statement must include specific details of the concern, the name of the individual of concern, a summary of steps taken to resolve the conflict thus far, and signature. The Coordinator/Chair may call a meeting with the parties involved.

### General Grievance Procedure

In preparing to file a grievance, the student should first ascertain if the grievance falls under one of the other procedures for which a specific grievance policy exists. These other procedures include:

- Grade Appeal
- Sexual Harassment
- Plagiarism/Cheating
- Admissions

After attempts to resolve a conflict directly with the individual(s) involved have been unsuccessful and it becomes necessary to initiate a written report (steps 1-3 above), the following procedure will apply.

**Step 4:** The student must submit the grievance to the appropriate Coordinator/Chair.

**Step 5:** The Coordinator/Chair determines if the grievance falls under the purview of this policy or under one of the other policies listed above. In the latter case, the grievance will be handled according to the appropriate policy.

**Step 6:** If the grievance falls under the General Grievance Policy, the Dean of the School of Graduate Studies, in consultation with the Coordinator/Chair, meets within 30 days of the date on which the grievance has been submitted and arrives at a response. The Dean of the School of Graduate Studies communicates this response to the student with a copy to the Coordinator/Chair.

**Step 7:** If the student is not satisfied with the response, the student may submit a written appeal to the Vice president of Academic Affairs within 60 days.

**Step 8:** The Vice President for Academic Affairs decision is final.

### Sanctions

Enrolling at Chestnut Hill College is a decision that involves accepting responsibility to meet academic requirements and to exhibit mature and ethical behavior on campus that is consistent with the mission of the college, the School of Graduate Studies statement of philosophy and civil law.

Because Chestnut Hill College is committed to the education of the whole person, disruptive or violent behavior is unacceptable and considered a major violation of college regulations. Unacceptable behavior includes physical and emotional attacks against persons, damage to property, threats of attack against persons or property and use or possession of a weapon. The college reserves the right to dismiss/suspend or impose one or a combination of sanctions on a student or a group who provoke, initiate or participate in campus disorders and/or violent behavior. This is not to deny students the use of legitimate means of communicating dissent; but to guard against the violation of other's rights and/or the obstruction of the normal operation of the college.

### **Types of Sanctions**

- **Warning:** notice to the student, orally and/or in writing, that continuation or repetition of the conduct found wrongful may be the cause for more severe disciplinary action.
- **Suspension:** separation of the student/group from the College for a specified period of time. This could include exclusion from classes, library, computer center and other privileges or college activities.
- **Dismissal:** termination of student status for an indefinite period. The condition of readmission, if permitted, shall be stated in the order of expulsion or letter of dismissal.

Note: The foregoing examples are illustrative rather than exhaustive. A student given a sanction by the Dean of the School of Graduate Studies has the right to appeal. See the Appeals Process section outlined in this catalog.

### **Sexual Harassment Policy**

It is the policy of Chestnut Hill College that no administrator, faculty member, staff member or student shall be subject to sexual harassment by another.

#### **Policy Rationale**

Chestnut Hill College values right 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. In recognition of and respect for the dignity of all at Chestnut Hill College, sexual harassment in any form cannot 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 Sexual Harassment.

The College is dedicated to compliance and cooperation with applicable laws and programs of the United States of America. The following policy has been adopted to carry out the intent of laws, to inculcate Chestnut Hill College values into daily professional lives and to integrate the Chestnut Hill College Mission Statement into college policy.

**The purpose of this policy is:**

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

**Legal Definition:**

Harassment on the bias of sex is a violation of Section 703 of Title VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972. Unwelcome sexual advancements, requests for sexual favors, and other 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 that 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.

**Scope Of Policy:**

The policy and the procedures set forth herein apply to and cover all members of the college community without exception. The college community includes all administrators, faculty, staff, and students. 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.

**Reporting A Complaint:**

All members of the College community, as defined above under Scope of Policy, who believe they may have been subject to sexual harassment, herein Complainants, shall submit their complaint to a Designated Complaint Recipient. Designated Complaint Recipients, herein Recipient(s), are:

- The Assistant to the President for Administration and Special Projects,
- The Vice President for Financial Affairs,
- The Vice President for Student Affairs, and
- The Vice President for Academic Affairs.

The recipient will notify the President of all complaints. The President will confidentially contact the College's attorney and, with the Recipient, determine the appropriate procedure to follow to ensure timely and confidential resolution to the complaint.

## **Responsibilities:**

All members of the College community are responsible for ensuring that their conduct does not sexually harass any other member of the College community. This same responsibility extends to employees of third parties who are either doing business with the College or are on the College campus, and to other campus visitors. Further, all members of the College have the responsibility of preventing and eliminating sexual harassment.

If administrators and supervisors know sexual harassment is occurring, receive a complaint of sexual harassment or obtain other information indicating possible sexual harassment, they must take immediate steps to inform a Designated Complaint Recipient to ensure the matter is addressed even if the problem or alleged problem is not within their area of oversight. Faculty, staff, and students likewise must inform a Designated Complaint Recipient if they have reason to believe sexual harassment, as defined above, is occurring.

Individuals who believe that they have been subject to sexual harassment are responsible for informing a Designated Complaint Recipient in a prompt and timely manner. The investigation of possible incidents and early resolution of complaints cannot be effectively accomplished when individuals fail to come forward with their complaint within a reasonable time period. It is the responsibility of each member of the campus community to ensure that such incidents do not go unreported. In internal proceedings, the College in general will not be sympathetic to a defense based on consent when the situation is such that the Respondent had the power to affect the Complainant's employment status or future prospects.

## **GRADUATE DEGREE, CERTIFICATE AND PROGRAM INFORMATION**

### **Administration of Human Services Graduate Program**

Department of Sociology, Criminal Justice and Human Services. *Program Coordinator: Barbara Hogan, Ph.D.* [hoganb@chc.edu](mailto:hoganb@chc.edu)

### **OVERVIEW**

The Master of Science (M.S.) degree in Administration of Human Services is designed for individuals seeking leadership roles as administrators/directors/ supervisors in the field of human services. Students who graduate from this program will have a solid grounding in the knowledge, values and skills appropriate for a broad range of human service organizations. The degree differs from a counseling degree in that students are prepared for management in agencies rather than the delivery of therapeutic services to clients. This program especially encourages critical and creative thinking skills, which will enable the graduate to contribute to positive change in organizations. With an emphasis on social change, diversity, and self-understanding, this degree provides practical knowledge of organizations, their philosophies and structure, and the field of human 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 AFFILIATION

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 training. 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. 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 work and have other obligations, one course per session is the general norm. Registering for one course each session allows students to take six credits in the equivalent of an academic semester and so 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.

## 2012-13 ACCELERATED SCHEDULES

Fall 1	August 20 – October 13, 2012
Fall 2	October 15– December 8, 2012
Spring 1	January 7 – March 2, 2013
Spring 2	March 4 – April 27, 2013
Summer 1	April 29 – June 22, 2013
Summer 2	June 24 – August 17, 2013

## Admissions 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. Pre-matriculating students may take up to six (6) credits before being fully accepted into the program. NOTE: Pre-matriculating students are not eligible for financial aid.

### PROGRAM DESCRIPTION

The master's degree in Administration of Human Services includes:

9 core courses + 1 special project	=	30 credits
3 electives	=	9 credits
TOTAL	=	39 credits

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 540, 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.

#### Core 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

#### Electives

AHSG	515	Community Development
AHSG	518	Using Technological Resources in Human Services
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	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.

## 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 re-packaging of the master's degree program and include a combination of required and elective courses. Each certificate requires the successful completion of 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.

The certificate program is a separate component of the master's degree program. [Students enrolled in the degree program will not be granted certificates upon completion of the designated courses].

### Certificate Of Professional Development – Leadership Development (12 credits)

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 or
AHSG	515	Community Development

### Certificate Of Professional Development – Adult And Aging Services (12 credits)

AHSG	570	Human Diversity in Human Services
AHSG	555	Eldercare Management
AHSG	528	Working with Adults
AHSG	535	Promoting Healthy Lifestyle Practices or
AHSG	585	Volunteer Administration or
HLSP	530	Psychology and Spirituality of Relationship

### Change of Status from Certificate to Degree Program

Students in the certificate program, who wish to continue in the degree program, must notify the Program Coordinator and the Graduate Registrar in writing of their change of status from the certificate to the degree program. Credits in the certificate program will then be transferred to the degree program.

## COMBINED BS HUMAN SERVICES AND MS ADMINISTRATION OF HUMAN SERVICES PROGRAM

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 MS 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 90 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](mailto:green@chc.edu).

## 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 and political aspects of public policy, the structure of policy design and the content and impact of major policies. Students will examine major public policy issues facing federal and state governments

and will analyze the processes by which social policies are formed and implemented. Emphasis will be placed on the identification of contemporary social problems, the politicization of human services and the definition of policy and welfare recipients. Theoretical perspectives and contemporary social policy research will be applied to the study of public policy to assist students in policy development, analysis 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 evaluate 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. Human service professionals will learn how to interact with the criminal justice system as advocates for their clients and/or employees regarding protection from dangerous consumers. Case studies and field experiences will be used to demonstrate how the criminal justice system addresses the special needs of consumers 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**

Understanding drug and alcohol problems is explored through the study of current theories and models of abuse and addictions, the role of culture and the effects of drug and alcohol problems on the family. Therapeutic interventions and treatment considerations will be presented in order to educate the human service professional as to the role and services provided by therapists, counselors, support groups, and employee assistance programs.

**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 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.

### **Master of Education**

Chair: Carol M. Pate, Ed.D.

### **MASTER'S DEGREE, CERTIFICATION, and CERTIFICATE PROGRAMS**

- **M.Ed. in ELEMENTARY EDUCATION**

Including certifications in Elementary Education, Elementary/Middle Education, Reading Specialist and Special Education N-12

***NOTE: The current M.Ed. in Elementary Education and Elementary Education Certification Programs (K-6) end August 15, 2013.***

*Students who have not completed any education courses must choose between the new PreK-4 or Elementary/Middle Level certification programs beginning the 2011-2012 academic year. Only those students who have an approved elementary certification program of study will be allowed to complete the current K-6 certification program.*

- **M.Ed. in EARLY CHILDHOOD EDUCATION**

Including certification in Early Childhood Education (N-3), PreK-4 Education, Early Childhood Education with Montessori Education Certificate

***NOTE: The current M.Ed. in ECE and Certification Programs (N-3) end August 15, 2013.***

*Students who have not completed any education courses will need to choose between the new PreK-4 or Elementary /Middle Level certification programs beginning the 2011-2012 academic year. Only those students who have an approved early childhood N-3 certification program of study will be allowed to complete the certification program.*

- **M.Ed. in EDUCATIONAL LEADERSHIP - ACCELERATED FORMAT**

Including certification as K-12 School Principal

- **M.Ed. in SECONDARY EDUCATION**

Including: grades 7-12 Biology, Chemistry, English; grades K-12 Foreign Languages (Spanish, French, and Latin), General Science, Mathematics, and Social Studies. In addition, the education department offers an M.Ed. in Secondary Education with a Literacy Professional designation and an M.Ed. in Secondary Education with Special Education certification.

- CERTIFICATIONS IN:

- PreK-4 Education
- Elementary Education, K-6 (must be completed by 8/15/13)
- Middle Level Education (Grades 4-8)
- Early Childhood Education, N-3 (must be completed by 8/15/13)
- Reading Specialist (K-12)
- Secondary Education (7-12) Biology, Chemistry, English, Foreign Languages (Spanish, French, and Latin), General Science, Mathematics, and Social Studies.
- School Principal (K-12)
- Special Education (PreK-8 and 7-12)
- Montessori

#### GRADUATE PROGRAM CERTIFICATE STATUS

Graduate students in education may be admitted into one of three programs: 1) PDE approved certification program(s) only – no M.Ed. degree; 2) M.Ed with PDE approved certification(s) programs or 3) M. Ed. without completing a PDE certification program. Students who elect to complete a PDE approved certification(s) programs only need to check with the financial aid office to determine eligibility for aid. The federal government has disallowed aid for any graduate student who already has an instructional certification (completed either at undergraduate or post-bacc level) and is not seeking a degree. Students who do not have an instructional certification may at the graduate level qualify for aid for either the first certification or completing a dual-certification program (both at once that does not allow the completion of one before the other). Students seeking to complete either one or more PDE approved certification(s) within the M.Ed. program may qualify for aid. For most students and situations, the M.Ed. degree requires only the research course in addition to the certification courses. For some who need electives for the degree, that would vary depending on a review of transcripts. Students accepted into one or more certification programs only will receive a certificate of completion once the student teaching and all required courses have been completed and the candidate has been recommended for certification. Students in the M.Ed. program will receive a diploma and upon request a certificate of completion of the certification(s) program.

#### 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 and leadership. The primary purpose of Chestnut Hill College's graduate program in education is to

enhance the quality of teaching and prepare candidates for leadership roles, such as school principals and reading specialists. The mission of the education department is to build on the intellectual and holistic foundation of the Mission of Chestnut Hill College by helping students develop the professional skills and attitudes to educate a diverse community of learners. The department seeks 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. The specific curriculum programs offer breadth of knowledge and in-depth specialization. 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 the educational process. The overall objective of these programs is to contribute significantly to the improvement of instruction in the classroom, the leadership in schools, and support services to meet the needs of all children.

#### PROGRAM COMPETENCIES and EXIT CRITERIA:

NOTE: The PA State Board of Education passed Chapter 49.1 and 49.2 regulations that significantly reconfigure the certification requirements for instructional and specialist certification programs.

#### Effective 2013:

Early Childhood (N-3) will be Early Education (Pre-K through Grade 4); Elementary Education will be Elementary/Middle Level (Grades 4-8); and Special Education (N-12) will be split into Early /Middle (Pre-K through Grade 8) and Secondary (Grades 7-12).

#### Important

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.

In addition, 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 begins for all certification programs starting January 1, 2011.

Current students in elementary (K-6) , early childhood (N-3) or special education (N-12) certification programs who do not complete their requirements by 2013 (either May or August) will be required to have a re-evaluation of their program to determine the additional courses necessary to obtain certification under one of the new certification programs.

If you have any questions about this, please talk to your advisor or Dr. Pate, Chair of the Education Department.

Early Childhood Education (N-3 and PreK-4); Elementary & Elementary/Middle Education (K-6; 4-8); Reading (K-12); Secondary Education (7-12); Special Education (N-12; PK8 and 7-12) Certifications

All graduate students in the teacher certification programs must cognitively, physically and socially demonstrate specific competencies as part of the admissions process through the completion of approved coursework and fieldwork experiences, and when exiting the program. Evidence of cognitive abilities includes a GPA of 3.0 and successful completion of all courses and field experiences. Evidence of physical capabilities is the ability to fully maintain a safe and supportive learning environment for children as demonstrated through field experiences in specific courses and student teaching. Evidence of social capabilities is the ability to teach with poise, confidence and control in a classroom environment, as well as to develop and maintain professional relationships as demonstrated in coursework and student-teaching experiences.

Each certification program identifies specific assessment procedures so that students know what is expected of them and how the competencies will be assessed. The early childhood, elementary, secondary or special education cooperating teacher evaluates the teacher candidate using both the performance standards and the exit competencies. Candidates also participate in the assessment by completing a comprehensive portfolio that contains competency materials prescribed by the specific program within the department. These materials serve to document the acquisition of competencies.

The reading program evaluates the candidates at the end of practicum experience. These assessment practices are ongoing and may change as a result of an evaluation of the program.

The competencies for exiting initial certification programs reflect the instructional competencies required by the Pennsylvania Department of Education (PA Ch. 354.33) and the INTASC standards. All competencies required are described below. These competencies are due to change beginning in the 2013 academic year as the education department prepares to become accredited by the National Council on Accreditation of Teacher Education.

- A. The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.
- B. The teacher understands how all children learn and develop and can provide learning opportunities that support their intellectual, social, career and personal development.
- C. The teacher understands how students differ in their abilities and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.
- D. The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem-solving and performance skills.

E. The teacher cognitively, physically and socially demonstrates the ability to provide for the safety and well being of all students. The teacher will utilize individual and group behavior strategies that create a learning environment supporting positive social interaction, active engagement in learning and self-discipline.

F. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques, supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

G. The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.

H. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

I. The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.

J. The teacher contributes to school effectiveness by collaborating with other professionals and parents by using community resources and by working as an advocate to improve opportunities for student learning.

#### Exit Criteria

- Completion of all program coursework, field experiences and/or required student teaching in the certification programs
- GPA of 3.0 or higher
- Successful completion of instructional exit competencies determined by the specific program requirements
- Passing of all appropriate Praxis Series exams required by PDE

#### ADMISSIONS REQUIREMENTS

Teacher candidates seeking the Master of Education (M.Ed.) degree in Elementary Education, Early Childhood Education, Early Education (PreK-4); Elementary/Middle Education; Educational Leadership or Secondary Education who already hold a bachelor's degree in education and who also have Pennsylvania Certification must complete a minimum of thirty-three (33) credit hours of graduate work.

Teacher candidates seeking the M.Ed. degree who already have a bachelor's degree in education and who seek to have Pennsylvania Certification are required to complete student teaching, including an on-campus supervised seminar. These teacher candidates must complete all requirements for certification that are in place at the time of admission. Students who are

unable to complete student teaching resulting from extenuating circumstances may substitute two additional graduate courses in education to complete the degree, however the transcript will clearly note that the student did NOT complete an approved teacher certification program.

Teacher candidates seeking the M.Ed. degree who do not have a background in education must have their undergraduate program reviewed to determine additional courses that may be needed to meet the new certification program requirements. These students may also need to complete additional credits (e.g., in English and mathematics) to fulfill Pennsylvania's requirements for teacher certification. They must also complete student teaching, including an on-campus seminar, and must prepare a portfolio of documentation considered essential for beginning teachers.

#### Admissions Requirements for Instructional I Certification

In compliance with the Pennsylvania Department of Education (PDE) regulations, requirements for all students seeking Instructional I certification beginning September 2003, are as follows:

- Documentation of an undergraduate GPA of 3.0 or higher prior to admittance into the program

NOTE: Students with GPA of 2.8-2.99 may qualify if they take the PAPA exam and receive passing scores. (Please speak to advisor or Dr. Pate, Chair of Education Department, for more information.)

- Maintenance of a GPA of 3.0 throughout program
- The completion of admission requirements for the School of Graduate Studies, including letters of recommendation and statement of professional goals (please see application for details). These requirements apply to all initial certification areas.

Note: Admission status for teacher candidates who do not possess an undergraduate GPA of 3.0 and whose entering GPA is lower than 2.8 will need to qualify under the 10% admissions rule before being accepted into the program. Please meet with the Chair of the Education Department for further information. Students will need to pass the PAPA exam and complete 6 graduate or 9 post-bachelor credits to qualify for admission to the certification programs.

Teacher candidates who are employed full-time can usually complete requirements for the master's degree in two to three years of part-time study.

#### ADMISSION AS NON-DEGREE OR NON-CERTIFICATE STUDENT

A non-degree/non-certificate student is one who wishes to complete only one or two courses for transfer, personal or professional development, or someone who will not be able to complete all steps in the admissions process but who wishes to enroll in a course. Such students may take a maximum of six credits. To earn more than six (6) credits, a student must be accepted and enrolled in a degree or certificate program.

#### COURSE WORK OPTIONS

Teacher candidates may choose one of two options:

1. Master's Degree without a Thesis

This requires at least thirty-three semester hours of graduate work, of which no fewer than six (6) credits will be in courses that require significant written reports of a research or professional nature.

2. Master's Degree with a Thesis

This requires at least twenty-seven semester hours of graduate work taken as courses, plus an approved thesis. When the thesis has been approved and submitted in final form, six credit hours will be added to the student's academic record.

### PRACTICUM FOR GRADUATE STUDENTS WITH NO CLASSROOM EXPERIENCE

Under the current certification programs (K-6; N-3 or Special Education N-12) ending in 2013, teacher candidates without classroom experience are responsible for arranging experiences in a traditional school setting, either public or private. This may include ten individual observations, or one full week of observation and/or more active involvement, such as tutoring or assisting. The practicum requirement may include experiences of tutoring, small-group instruction and/or hands-on practice in a traditional setting. This requirement is intended to help ensure that the candidate has a current background and experience in the classroom setting before student teaching. Documentation of the practicum is required before student teaching and can include a reflection paper appropriate to the observation/hands-on experience in traditional settings.

The practicum requirement may be fulfilled in conjunction with Methodology I or II/Field Study (GRELE 600 and 610), or Practicum/Special Methods (secondary certification). Practicum arrangements will be made in consultation with the advisor or the instructor. A packet containing forms for the school and forms to document the experience are available in the Education Office (St. Joseph Hall, 4<sup>th</sup> floor). The advisor will consult the student file for this documentation before signing the permission form for student teaching.

For ALL new initial certification programs (PreK-4; Grades 4-8; and Secondary Education beginning with Fall 2012 term), the PA Department of Education has new requirements that will require candidates to demonstrate specific competencies related to field experiences in Stages I, II, and III, prior to the student teaching requirement. The competencies have been identified and CHC has developed a practicum handbook for all new candidates to use with the assistance of their advisor. The competencies can be met through a project-based experience working with students; documenting at least 60 hours of time. The remaining 90 hours the PA Department of Education requires (totaling 150 total hours of Stages I, II, and III field experiences) is included within the 15 week student teaching experience required of all candidates. The Field Experience handbook will be given to the candidate upon admission to the program. Note: students teaching on an Intern certificate in a high needs school will have documented the required field experience hours within the first semester of teaching through the 1.5 credit Intern teaching practicum.

### STUDENT TEACHING

The State of Pennsylvania requires that students seeking teacher certification demonstrate several competencies in working with children. These teacher candidates must student teach five full school days per week for fifteen weeks in one semester.

For teacher candidates who are not currently in a classroom setting, the education department will collaborate to locate and obtain a suitable student-teaching site. In this case, the education department will also obtain permission for the student-teaching experience from the school district.

Student teaching consists of:

1. Supervised teaching experience in selected public, parochial or independent licensed schools **or**
2. On-the-job supervision of the teacher candidate who currently works as an Intern teacher, (e.g. Philadelphia Teaching Fellow) classroom teacher, (e.g. apprenticeship teacher or parochial school teacher), or a teacher assistant whose situation mirrors the student-teaching requirements. A teacher candidate will be observed up to four times during the 15 weeks of student-teaching experience.

The graduate student who is presently a classroom or assistant teacher in a traditional classroom may use this experience to satisfy the student-teaching requirement. In this case, the student's own classroom becomes the focus of learning during the semester. The Chestnut Hill College education department, however, must approve the classroom site and/or situation. Student-teaching placements occur in licensed schools. In these situations, it is the student's responsibility to obtain permission to assume student teaching responsibilities from the principal or director of the school.

The seminar component of student teaching enables the faculty supervisor to offer guidance to student teachers, to evaluate the candidate's progress in the classroom, and to discuss with candidates educational theory and its practical application. Workshops to support specific topics/standards will also be provided on an as-needed basis. These workshops will help ensure that teaching to the PA Academic Standards is supported in all appropriate content areas. The seminar is required of all candidates registered for student teaching.

**If a candidate is not successful in student teaching, the course cannot be repeated at Chestnut Hill College.**

No student may enroll in the student teaching course as his or her first course at Chestnut Hill College. An exception to this policy will be made if the education department of another university initiates the request and receives approval for a student-teaching placement through Chestnut Hill College.

### **PORTFOLIO**

During the student-teaching component of graduate work, teacher candidates are asked to compile a portfolio containing evidence of meeting the exit competencies as identified above. The faculty member supervising the candidate will evaluate the portfolio and submit the evaluation as documentation of the candidate's completion of this requirement.

## TRANSCRIPT EVALUATION

An official transcript from the accredited institution must be received before admittance to the education program. The department Chair or program coordinator will review the transcript to determine if any previous courses would match current course requirements. Courses older than seven years old will not be considered.

Teacher candidates seeking secondary certification must have their undergraduate degree transcripts reviewed for course content appropriate to their desired certification area. Liberal Arts departments in designated disciplines have identified specific requirements to meet the PDE equivalency of a major core of study standard. The Secondary Education Coordinator reviews the transcript to determine the liberal arts and education course content requirements.

Courses that are more than seven years old may need to be repeated. This is especially true in areas of psychology and the natural sciences. Exceptions are made for individuals who have recently taken in-service courses through approved educational institutions such as an Intermediate Unit to update their knowledge base or those who have recent full-time experience using current pedagogical techniques.

## TEACHER CERTIFICATION

Candidates may seek an initial Instructional I certification in Early Childhood (N-3; PreK-4), Elementary (K-6) or Elementary/Middle Level (4-8), Secondary (7-12) or Special Education (N-12; PK8, or 7-12) in the Commonwealth of Pennsylvania by completing requirements for the graduate certification program and by obtaining passing scores on the current tests. ***Testing requirements and passing scores are subject to change, therefore candidates are responsible to comply with regulations that are current at the time of application for certification.***

Candidates may complete the requirements for the master's degree without completing student teaching (by substituting appropriate electives), but they will not be eligible for Instructional I certification until student teaching is successfully completed.

Candidates who have Instructional I certification as part of their undergraduate teacher preparation program may fulfill the requirements for Instructional II certification by taking an additional twenty-four credit hours of course work at the graduate level and documenting three years of successful, full-time teaching.

Candidates who have Pennsylvania Certification and intend to add another area of certification must fulfill all requirements for that area of certification and complete the specific Praxis specialization test for the additional area of certification (see Option II). Students who are requesting acceptance into a second certification program and have lower than a grade of "B" in the previous student teaching experience will need to demonstrate two or more years of successful teaching experience in their area of initial certification. Students adding a special education certification who have a student teaching grade of lower than a "B" in their initial certification will need to either demonstrate two or more years of successful teaching experience in the initial certification area or complete a student-teaching experience in special education instead of a practicum.

It is the responsibility of teacher candidates to apply for certification once they have satisfactorily met the requirements. Once the certifying officer of the education department

receives application through the TIMS online system; it is the responsibility of the certifying officer to recommend the candidate by electronically signing and sending the application to the Pennsylvania Department of Education.

### **TEACHER INTERN PROGRAM**

Chestnut Hill College offers the Teacher Intern Program, providing Intern Certification in biology (7-12), chemistry (7-12), early childhood education (N-3), elementary education (K-6), foreign language (K-12 in Spanish, French, Latin) general science (7-12), mathematics (7-12), social studies (7-12), and special education (N-12) at the graduate level. **The PA Department of Education has yet to determine the Intern Program requirements for the new certification programs in PreK-4 or grades 4-8. As soon as they do, the education department will apply for approval for these programs.** These programs are open to qualified applicants who hold a bachelor's degree in a field other than education and who wish to become teachers. The Teacher Intern Program allows a candidate to gain intern certification before completing the coursework necessary for Instructional I certification. In order to obtain an Intern Certificate, the candidate must successfully complete tests that are currently required by the state and be accepted into one of the approved Intern programs listed above. Interns comply with all admissions procedures applicable to Instructional I candidates. See <http://www.teaching.state.pa.us> for further information.

The Intern Program is most appropriate for the individual who already has a teaching job. For example, many bilingual teachers without education degrees are in the Intern Program. The candidate takes five introductory courses and then applies for the certificate in a specific program area. The candidate then has three years to complete the program, including student teaching. **For more information about the Teacher Intern Programs, contact the Chestnut Hill College Education Office at 215.248.7126.**

Also Offered:

#### **ACT 48**

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

#### **Phi Delta Kappa Chapter**

Chestnut Hill College sponsors a Phi Delta Kappa Chapter for teachers and graduate students interested in continued professional development. Graduate students in any of the certification programs are welcome to become members. Initiation ceremonies are held one or two times each year. Teachers from the surrounding school districts serve as officers of the organization. For more information, please contact the education department.

### **EARLY EDUCATION**

**(For the current Early Childhood Education N-3 certification program outline, please see the 2010-2011 catalog for program and course descriptions; this 2012-2013 catalog refers to the new PreK-4 certification program.)**

### **M.Ed. in Early 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 childhood 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.

**OPTION I is designed for those whose undergraduate major is not in education and who seek Instructional I certification in Early Education PreK-4 as well as the Master of Education degree. This program is 42 credits.**

#### **Professional Methods and Assessment**

EDP4	501	PreK4 Child Development & Learning
EDP4	503	Foundations, Curriculum, and Assessment
EDP4	510	Teaching Reading with Trade Books
EDP4	518	Education, Community & Family Partners
EDSP	510	Introduction to Special Education
EDSP	513	ESL Foundations and Methods

#### **Professional Requirements (15 credits)**

EDP4	507	Early Literacy and Language Arts
EDP4	515	Math Methods and Assessment
EDP4	517	Integrated Methods, Content, and Assessment
EDSP	512	Instruction in an Inclusive Environment
EDSP	511	Reading Intervention for Diverse Learners

#### **Student Teaching and Seminar (6 credits)**

EDP4	601	Student Teaching
EDP4	602	Professional Seminar
EDUC	651	Research and Evaluation of Practice I (3 credits)

### **Early Education - Pennsylvania Directors Credential**

Chestnut Hill College is approved to deliver the PA Director Credential. The PA Director Credential is designed to provide a standard by which to measure program and fiscal management and leadership abilities of early childhood and school-age directors and administrators. It is a requirement of Keystone STARS programs at the STAR 3 or 4/4A level. The Directors Credential requires three (3 credit) courses that encompass eight core knowledge areas and seventy-eight learning objectives. Whether you are currently directing a program or have plans to direct a program, the PA Director's Credential courses provide a solid foundation

for management positions within early childhood programs. In Option II, the courses with the asterisk are the ones designated for the Director's credential.

**OPTION II (36 credit hours) is designed for:**

- Students with Instructional I certification in Early Childhood Education who seek the master's degree; or
- Students with Instructional I certification in Early Childhood Education who wish to fulfill the academic requirements for Instructional II certification.
- Students who have an undergraduate degree and are pursuing a career in early childhood education, including leadership positions, and the Director's credential.

**Professional Requirements (9 credits)**

EDSP	510	Introduction to Special Education
EDP4	518	Education, Community & Family Partners
EDSP	513	ESL Foundations and Methods
EDUC	651	Research and Evaluation of Practice I

**Specialization Requirements I (12 credits)**

EDP4	604	Advanced Obs. and Recording of Child Dev.
EDP4	606	Advanced Authentic Assessment
EDP4	608	Advanced Working with Challenging Children
EDP4	625	Designing Environments for Infants and Toddlers

**Leadership Requirements II (12 credits)**

EDP4	612*	Leadership and Administration of Programs For Young Children
EDP4	614*	Issues in Supervision of Programs for Young Children
EDP4	616*	The Business of Childcare: Effective Management
EDP4	618	Advocacy and Public Policy for Early Education

**Early Education Intern certification/M.Ed. programs**

The Pennsylvania Department of Education has yet to release the requirements for an Intern certification in Early Education – PreK-4. The Intern certificate is when accepted candidates pass required PECT exams and have an offer of employment in a high needs school, and complete the program requirements in 3 years or less. The major difference between a candidate accepted into an Intern program and a regular Early Education candidate is the requirement for mentoring throughout the first year of teaching on the Intern certificate. This mentoring becomes part of the student teaching requirement. The candidate is responsible for all the PreK-4 certification requirements; even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. At present, for candidates currently accepted for Intern certificates; the following will be substituted for student teaching:

EDP4	590	PTF/Intern Field Experience II (1.5 cr)
EDP4	595	PTF/Intern Field Experience II (1.5 cr)
EDP4	704	PTF/Intern Student Teaching

## EARLY CHILDHOOD WITH MONTESSORI CERTIFICATE

At Chestnut Hill College, the Montessori specialization offers an exciting alternative and an interesting perspective for those who desire to work with young children as well as experienced teachers. 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 students to gain specific insights and sensitivities toward the child's total development: mind, body, and spirit.

### Program Options

The Montessori education program consists of seven (7) courses plus a year-long internship. Courses are offered during the fall and spring semesters; some courses are available as one-week intensive sessions during the summer. The minimum amount of time to complete the program is two years.

Students seeking Montessori certification have the following program options:

- Courses can be taken for graduate credit leading to a Masters Degree in Early Childhood Education plus Montessori Certificate
- Graduate course credit plus Montessori certificate
- Montessori certification only (non credit)

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

### **Option I: Master's in Early Childhood with Montessori Credential**

Open to students who have a B.A./B.S. from an accredited institution and seek to obtain a Masters Degree (M.Ed.) in Early Childhood Education plus a Montessori Certificate. A student interested in this certification program should apply for admission through the School of Graduate Studies' admissions process as a master's degree-seeking student.

Matriculation into this certificate program requires a 3.0 GPA from an undergraduate degree program, official college transcripts, two letters of recommendation, resume, professional goals statement and application form. No standardized test is required for the Montessori certificate program.

## **Consultation/ Interview**

An initial consultation with the Director of Graduate Admissions may be scheduled before or after submitting a formal application. Once an application has been submitted, an interview with the Director of the Montessori program is required along with a transcript review meeting with the Chair of the education department.

To apply for the Master of Education in Early Childhood contact Graduate Admissions at 215-248-7097 or [gradadmissions@chc.edu](mailto:gradadmissions@chc.edu).

## **Professional Requirements (9 credits)**

- EDSP 513 ESL Foundations and Methods
- EDSP 510 Introduction to Special Education
- EDUC 651 Research and Evaluation of Practice I  
Prerequisite

In addition to the Montessori courses, the certificate requires a college-level course in child development. If a student has not taken this course as an undergraduate, he or she may fulfill this requirement by taking a course in Early Childhood Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college/university.

- EDP4 501 Early Education Development and Learning (graduate credit) or MONC 027 (non-credit) or an equivalent course

## **Specialization Requirements - Montessori (29 credits)**

- 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 cr)
- EDMN 630/631 Montessori Internship/Seminar Fall (5 cr)
- EDMN 632/633 Montessori Internship/Seminar Spring (5 cr)

## **Option II: Montessori Certificate (Graduate Credits)**

Open to students who have a B.A./B.S. from an accredited institution and seek to obtain graduate credits for the Montessori credential. A student interested in this certification program should apply for admission through the School of Graduate Studies' admissions process listed above.

## **Consultation/ Interview**

An initial interview with the Director of Graduate Admissions may be scheduled before or after the application is submitted. Once an application has been submitted, an interview with the

Director of the Montessori program is required. For more information, contact Graduate Admissions at 215-248-7097 or [gradadmissions@chc.edu](mailto:gradadmissions@chc.edu)

#### Prerequisite

In addition to the Montessori courses, the certificate requires a college-level course in child development. If a student has not taken this course as an undergraduate, he or she may fulfill this requirement by taking a course in Early Childhood Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college/university.

- EDP4 Early Education Development and Learning (graduate credit) or MONC 027 (non-credit) or an equivalent course

Specialization Requirements - Montessori (29 credits)

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 cr)
- EDMN 630/631 Montessori Internship/Seminar Fall (5 cr)
- EDMN 632/633 Montessori Internship/Seminar Spring (5 cr)

#### **Option III: Montessori Certificate Only (Non- Credit)**

Applicants who have a high school diploma, a bachelor's degree or masters degree from an accredited institution may enroll in the CHC Montessori Teacher Education Program as non-credit students. 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.

Applicants must submit official transcripts from high school, undergraduate and graduate programs, two letters of recommendation, resume, professional goals statement and non-credit application form. No standardized test is required for the Montessori certificate program. All Montessori Program applicants must interview with the Program Director. Students interested in this option should contact the Montessori Program Director at 215-249-7123 or [colaiannij@chc.edu](mailto:colaiannij@chc.edu).

#### Prerequisite

In addition to the Montessori courses, the certificate requires a college-level course in child development. If a student has not taken this course as an undergraduate, he or she may fulfill this requirement by taking a course in Early Childhood Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college/university.

- EDP4 Early Education Development and Learning (must have bachelor's to take graduate credit) or MONC 027 (non-credit) or an equivalent course

### **Specialization Requirements - Montessori**

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 Childhood 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 Childhood Credential.

### **M.Ed in Early Education with Special Education Certification**

Chestnut Hill College's master's program in Early Education with special education certification integrates theory and practice concerning the cognitive, social and educational development of young children grades PreK-4 as well as young students in grades PK-8 with disabilities. The program reflects contemporary research and scholarship in early childhood 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 program and thus integrates the requirements of both PreK-4 and PK-8 special education. This dual-certification program also integrates student teaching so that a second practicum is not required.

#### **Professional Methods and Assessment**

EDP4	501	PreK4 Child Development & Learning
EDP4	503	Foundations, Curriculum, and Assessment
EDP4	510	Teaching Reading with Trade Books
EDP4	518	Education, Community & Family Partners
EDSP	510	Introduction to Special Education
EDSP	513	ESL Foundations and Methods

#### **Professional Requirements (15 credits)**

EDP4	507	Early Literacy and Language Arts
EDP4	515	Math Methods and Assessment (2 cr)
EDP4	517	Integrated Methods, Content, and Assessment (4cr)

EDSP	512	Instruction in an Inclusive Environment
EDSP	511	Reading Intervention for Diverse Learners

**Special Education Requirements**

EDSP	600	Foundations of Special Education
EDSP	605	Educ. Practice for Students with LD/BD (high incidence disabilities)
EDSP	615	Early Intervention for Children and Their Families
EDSP	630	Educ. Practice for Students with Physical and Cognitive Disabilities (Low Incidence)
EDSP	635	Classroom Management for Students w/Disabilities

**Student Teaching and Seminar (6 credits)**

EDSP	651	Student Teaching
EDSP	652	Professional Seminar
EDUC	651	Research and Evaluation of Practice I (3 credits)

**Early Education w/Special Education Intern certification/M.Ed. programs**

The Pennsylvania Department of Education has yet to release the requirements for an Intern certification in Early Education (PreK-4) /Special Education – PreK-8. The Intern certificate is when accepted candidates pass required PECT exams and have an offer of employment in a high needs school, and complete the program requirements in 3 years or less. The major difference between a candidate accepted into an Intern program and a regular Early Education/Special Education candidate is the requirement for mentoring throughout the first year of teaching on the Intern certificate. This mentoring becomes part of the student teaching requirement. The candidate is responsible for all the PreK-4/PK-8 certification requirements; even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. Passing of PECT exams may also reduce the number of credits needed to complete the program, please see the Chair of the education department for more information. At present, for candidates currently accepted for Intern certificates; the following will be substituted for student teaching:

EDSP	590	PTF/Intern Field Experience I (1.5 cr)
EDSP	595	PTF/Intern Field Experience II (1.5 cr)
EDSP	704	PTF/Intern Student Teaching

**ELEMENTARY/MIDDLE LEVEL EDUCATION**

Chestnut Hill’s graduate program in Elementary/Middle Education is designed to be flexible and to meet the needs of graduate students with varying academic backgrounds, certification status and professional goals who seek to work with students in grades 4-8.

**OPTION I: M.Ed. in Elementary/Middle Level Education with certification in Grades 4-8 (42 credits)** is designed for those whose undergraduate major is not in education, but who are

seeking Instructional I certification. The K-6 Elementary Education Program will not be accepting students who have not completed any education courses either at the undergraduate or post-bac levels. If students have completed education courses prior to August of 2011 and think they can meet the existing requirements before August of 2013, please see Dr. Pate, Chair of Education Department for a complete review and program of study.

Certification in Grades 4-8 as well as the Master of Education degree with certification requires a choice of the following concentrations: English/Reading/Language Arts (ERLA); Social Studies; ERLA with Math; ERLA with Science; Math & Science. The concentration knowledge will be determined by undergraduate degree courses, professional experience and passing of Praxis II exams. The education courses are designed to support all concentration areas because the certification covers grades 4-6 as well as 7-8. The Praxis II exam will determine the concentration area recommended for certification at the completion of the program.

**Professional Foundation Requirements (18 credits)**

EDML	506	Adolescent Development & Learning
EDML	507	The Emerging Middle School
EDSP	510	Introduction to Special Education
EDSP	511	Reading Interventions for Diverse Learners
EDSP	512	Assessment and Instruction for Diverse Learners
EDSP	513	ESL Foundations and Methods
EDML	518	Classroom Management and Assessment

**Professional Methods and Assessment Requirements (15 credits)**

EDML	510	Reading Methods for Middle Grade Learners
EDML	511	Writing Methods for Middle Grade Learners
EDML	515	Science Methods for Middle Grade Learners (2 cr)*
EDML	516	Math Methods for Middle Grade Learners (2 cr)*
EDML	517	Social Studies for Middle Grade Learners (2 cr)*

\* Note: Offered as a 15 week block, 5 weeks each.

**Student Teaching and Seminar (6 credits)**

EDML	601	Student Teaching
EDML	602	Professional Seminar
EDUC	651	Research and Evaluation of Practice I 3 credits

**OPTION II: M.Ed. in Elementary/Middle Education (36 credits) for**

- Students who already have Instructional II certification in Elementary Education who wish to acquire a master's degree; or
- Students who have Instructional I certification in Elementary Education who wish to fulfill the academic requirements for Instructional II certification..

**Professional Requirements (12 credits)**

EDUC	651	Research and Evaluation of Practice I
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EDUC	615	Technology in Education
EDSP	510	Introduction to Special Education
EDUC	526	Current Issues in Education

**Specialization Requirements II (12 credits)**

EDSP	511	Reading Intervention for Diverse Learners
EDSP	512	Assessment and Instruction for Diverse Learners
EDSP	513	ESL Foundations and Methods
EDML	507	The Emerging Middle School
EDML	518	Classroom Management and Assessment

**Specialization Requirements I (12 credits)**

EDML	510	Reading Methods for Middle Grade Learners
EDML	511	Writing Methods for Middle Grade Learners
EDML	515	Science Methods for Middle Grade Learners (2 cr)*
EDML	516	Math Methods for Middle Grade Learners (2 cr)*
EDML	517	Social Studies for Middle Grade Learners (2 cr)*

\* Note: Offered as a 15 week block, 5 weeks each.

**Elementary/Middle Education Intern certification/M.Ed. programs**

The Pennsylvania Department of Education has yet to release the requirements for an Intern certification in Elementary/Middle Level Education – 4-8. The Intern certificate is when accepted candidates pass required PECT exams and have an offer of employment in a high needs school, and complete the program requirements in 3 years or less. The major difference between a candidate accepted into an Intern program and a regular Elementary/Middle Education candidate is the requirement for mentoring throughout the first year of teaching on the Intern certificate. This mentoring becomes part of the student teaching requirement. The candidate is responsible for all the Elementary/Middle certification requirements; even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. At present, for candidates currently accepted for Intern certificates; the following will be substituted for student teaching:

EDML	590	PTF/Intern Field Experience I (1.5 cr)
EDML	595	PTF/Intern Field Experience II (1.5 cr)
EDML	704	PTF/Intern Student Teaching

**M.Ed. in Elementary/Middle (Grades 4-8) with Special Education PK-8**

Certification in Grades 4-8 as well as the Master of Education degree with special education certification requires a choice of the following concentrations: English/Reading/Language Arts (ERLA); Social Studies; ERLA with Math; ERLA with Science; Math & Science. The concentration knowledge will be determined by undergraduate degree courses, professional experience and

passing of PECT exams. The education courses are designed to support all concentration areas because the certification covers grades 4-6 as well as 7-8. The PECT exams in special education in PK-8 will also be required to be passed prior to being recommended for certification. This program is a dual-certification program, thus only one student-teaching experience will be required.

**Professional Foundation Requirements (18 credits)**

EDML	506	Adolescent Development & Learning
EDML	507	The Emerging Middle School
EDSP	510	Introduction to Special Education
EDSP	511	Reading Interventions for Diverse Learners
EDSP	512	Assessment and Instruction for Diverse Learners
EDSP	513	ESL Foundations and Methods
EDML	518	Classroom Management and Assessment

**Professional Methods and Assessment Requirements (15 credits)**

EDML	510	Reading Methods for Middle Grade Learners
EDML	511	Writing Methods for Middle Grade Learners
EDML	515	Science Methods for Middle Grade Learners (2 cr)*
EDML	516	Math Methods for Middle Grade Learners (2 cr)*
EDML	517	Social Studies for Middle Grade Learners (2 cr)*

\* Note: Offered as a 15 week block, 5 weeks each.

**Special Education Requirements**

EDSP	600	Foundations of Special Education
EDSP	605	Educ. Practice for Students with LD/BD (high incidence disabilities)
EDSP	615	Early Intervention for Children and Their Families
EDSP	630	Educ. Practice for Students with Physical and Cognitive Disabilities (Low Incidence)
EDSP	635	Classroom Management for Students w/Disabilities

**Student Teaching and Seminar (6 credits)**

EDSP	651	Student Teaching
EDSP	652	Professional Seminar
EDUC	651	Research and Evaluation of Practice I (3 credits)

**Elementary/Middle Education w/Special Education Intern certification/M.Ed. programs**

The Pennsylvania Department of Education has yet to release the requirements for an Intern certification in Elementary/Middle Education (Grades 4-8) /Special Education – PreK-8. The Intern certificate is when accepted candidates pass required PECT exams and have an offer of employment in a high needs school, and complete the program requirements in 3 years or less. The major difference between a candidate accepted into an Intern program and a regular Elementary/Middle Education/Special Education candidate is the requirement for mentoring throughout the first year of teaching on the Intern certificate. This mentoring

becomes part of the student teaching requirement. The candidate is responsible for all the 4-8/ PK-8 certification requirements; even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. Passing of PECT exams may also reduce the number of credits needed to complete the program, please see the Chair of the education department for more information. At present, for candidates currently accepted for Intern certificates; the following will be substituted for student teaching:

EDSP	590	PTF/Intern Field Experience I (1.5 cr)
EDSP	595	PTF/Intern Field Experience II (1.5 cr)
EDSP	704	PTF/Intern Student Teaching

### **ELEMENTARY EDUCATION AND READING SPECIALIST CERTIFICATION, K-12 (36 credits)**

Chestnut Hill College's graduate program in Elementary Education with Reading Certification is designed to meet the requirements of PDE state reading certification programs and is also sufficiently flexible to provide educational opportunities for graduate students with varying professional goals. This program is designed for:

- Students who already have Instructional II certification and wish to acquire a master's degree with Reading Certification;
- Students who already have Instructional I certification and wish to satisfy the requirements for Instructional II and Reading Certification;
- Students who wish to gain Reading Specialist Certification only. Courses with an asterisk (\*) fulfill this requirement.

### **M.Ed. in Elementary Education with Reading Specialist Certification**

#### **Professional Requirements (2 courses)**

EDRG	605*	Foundations of Reading
EDUC	651	Research and Evaluation

#### **Specialization Requirements I (6 courses)**

EDRG	615*	Reading and Writing in the Elementary School
EDRG	620*	Reading and Writing in the Secondary School
EDRG	630*	Assessment & Evaluation of Rdg Difficulties
EDRG	635*	Remediation of Reading Difficulties
EDRG	695*	Literacy Leadership
EDRG	701*	Reading Practicum I Clinical Experience

#### **Accommodations and Adaptations Requirements (4 courses)**

EDSP	510	* Introduction to Special Education
EDSP	511	* Reading for Diverse Learners
EDSP	512*	Assessment & Instruction for Diverse Learners
EDSP	513	* ESL Foundations and Methods

#### **Electives if Needed:**

EDRG	640	Technology in Reading/Writing
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Note: Students with certification in special education MAY not need the accommodations and adaptations requirements; therefore they will have nine credits of electives for the degree. Please see advisor or Dr. Pate, Chair of Education Department for more information and transcript evaluation.

**M.Ed. in Elementary Education with Special Education (PreK-8) certification.**

Chestnut Hill College’s graduate program in Elementary Education with Special Education Certification is designed to meet the state requirements for certification in special education for those students *with Instructional I certification in Elementary Education*.

This program is designed for:

- Students who already have Instructional I certification and wish to acquire a master’s degree with certification in special education;
- Students with either of the above who seek to obtain certification in special education (24 credits). Courses with an asterisk (\*) fulfill this requirement. Students with secondary or early childhood certifications may need to take other courses to fulfill the N-12 equivalency. Determinations will be made on a case-by-case basis.

**Accommodations and Adaptations Requirements**

EDSP	510	Introduction to Special Education
EDSP	511	Reading Interventions for Diverse Learners
EDSP	512	Assessment and Instruction for Diverse Learners
EDSP	513	ESL Foundations and Methods

**Professional Education Requirements (18 credits)**

EDSP	600	Foundations of Special Education
EDSP	605	Educ. Practice for Students with LD/BD (high incidence disabilities)
EDSP	615	Early Intervention for Children and Their Families
EDSP	630	Educ. Practice for Students with Physical and Cognitive Disabilities (Low Incidence)
EDSP	635	Classroom Management for Students w/Disabilities
EDSP	706	Special Education Practicum/Seminar PreK-8

**Professional Specialization Requirements (12 credits)**

EDUC	526	Current Issues in Education
EDLR	635	School Law
EDSP	645	Assistive Technology
EDSP	655	Culturally Responsive Practices for Special Education
EDUC	651	Education Research

**SECONDARY EDUCATION**

Chestnut Hill College offers an M.Ed. in Secondary Education, including certification in the areas of Biology, Chemistry, English, Foreign Languages: Spanish, French, and Latin (K-12), and General Science, Mathematics, and Social Studies (7-12). In addition, the education department offers an M.Ed. in Secondary Education with Special Education (7-12) certification .

The secondary education pedagogical courses listed below are numbered both in the undergraduate and graduate programs. Please be advised that graduate credits are designed for post-baccalaureate students who are seeking certification in secondary education (Grades 7-12 or K-12 (foreign language certifications)) with undergraduate degrees other than education (biology, chemistry, citizenship, English, foreign language (Spanish, French or Latin), general science, math and social studies). Additional requirements may be necessary for students taking these courses for graduate credit.

For Certification Level I, see steps listed under **Requirements for Instructional I Certification**. All students seeking secondary certification are required to meet the exit competencies identified earlier.

Graduate students who are seeking the M.Ed. in Secondary Education in addition to secondary certification will take the following graduate courses:

**M.Ed. Secondary Certification with Instructional I certification:**

Professional Requirements (15 credits)

EDSC	501*	Adolescent Development & Learning (cross-listed with EDML 501)
EDSC	503*	Foundations of HS Education
EDSC	601/602	Student Teaching/Professional Seminar in Secondary School/Seminar 6 cr.
EDUC	651	Research and Evaluation of Practice I

Specialization Requirements (6 credits)

EDSC	510*	Secondary Methods & Assessment Practicum limited to 3 credits, one course
EDSC	519*	Practicum: Special Methods in Biology/Chem/GenSci
EDSC	521*	Practicum: Special Methods in Foreign Language
EDSC	520*	Practicum: Special Methods in Mathematics
EDSC	517*	Practicum: Special Methods in English
EDSC	518*	Practicum: Special Methods in Social Studies

Accommodations and Adaptations Requirements (12 credits)

EDSP	510*	Introduction to Special Education
EDSP	511*	Reading Interventions for Diverse Learners
EDSP	512*	Assessment and Instruction for Diverse Learners
EDSP	513*	Teaching ESL Methods

**M.Ed. in Secondary Education (7-12) with Special Education 7-12**

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, Foreign Language, or Mathematics. The concentration knowledge will be determined by undergraduate degree courses, professional experience and passing of Praxis II exams. The PECT exams in special education in 7-12 will also be required to be passed prior to being recommended for certification. This program is a dual-certification program, thus only one student-teaching experience will be required.

#### Professional Foundation Requirements (18 credits)

EDML	506	Adolescent Development & Learning
EDSC	503*	Foundations of HS Education
EDSP	510	Introduction to Special Education
EDSP	511	Reading Interventions for Diverse Learners
EDSP	512	Assessment and Instruction for Diverse Learners
EDSP	513	ESL Foundations and Methods

#### Specialization Requirements (6 credits)

EDSC	510*	Secondary Methods & Assessment
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Practicum limited to 3 credits, one course

EDSC	519*	Practicum: Special Methods in Biology/Chem/GenSci
EDSC	521*	Practicum: Special Methods in Foreign Language
EDSC	520*	Practicum: Special Methods in Mathematics
EDSC	517*	Practicum: Special Methods in English
EDSC	518*	Practicum: Special Methods in Social Studies

#### Special Education Requirements

EDSP	600	Foundations of Special Education
EDSP	605	Educ. Practice for Students with LD/BD (high incidence disabilities)
EDSP	615	Early Intervention for Children and Their Families
EDSP	630	Educ. Practice for Students with Physical and Cognitive Disabilities (Low Incidence)
EDSP	635	Classroom Management for Students w/Disabilities Student Teaching and Seminar (6 credits)
EDSP	651	Student Teaching
EDSP	652	Professional Seminar
EDUC	651	Research and Evaluation of Practice I (3 credits)

#### Secondary Education Intern certification/M.Ed. programs

The Pennsylvania Department of Education has approved CHC for all Intern certificates in Secondary Education. An Intern program is when accepted candidates pass required PRAXIS II exams; have the equivalent of a major in one of the secondary education areas and have

an offer of employment in a high needs school, and complete the program requirements in 3 years or less. The major difference between a candidate accepted into an Intern program and a regular Secondary Education candidate is the requirement for mentoring throughout the first year of teaching on the Intern certificate. This mentoring becomes part of the student teaching requirement. The candidate is responsible for all the Elementary/Middle certification requirements; even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. At present, for candidates currently accepted for Intern certificates; the following will be substituted for student teaching:

EDSC	590	PTF/Intern Field Experience I (1.5 cr)
EDSC	595	PTF/Intern Field Experience II (1.5 cr)
EDSC	704	PTF/Intern Student Teaching

#### M.Ed. in Secondary Education with Special Education 7-12 Certification:

Chestnut Hill College's graduate program in Secondary Education with Special Education Certification is designed to meet the state requirements for certification in special education for those students *with Instructional I certification or completing a dual program by August of 2013.*

This program is designed for:

- Students who already have Instructional II certification and wish to acquire a master's degree with certification in special education;
- Students who already have Instructional I certification and wish to satisfy the requirements for Instructional II and certification in special education; and
- Students with either of the above who seek to obtain certification in special education (24 credits). Minimum number of credits for degree is 36.

#### Accommodations and Adaptations Requirements (12 credits)

EDSP	510	Introduction to Special Education
EDSP	511	Reading Interventions for Diverse Learners
EDSP	512	Assessment and Instruction for Diverse Learners
EDSP	513	ESL Foundations and Methods

#### Professional Special Education Certification Requirements (18 credits)

EDSP	600	Foundations of Special Education
EDSP	605	Educ. Practice for Students with LD/BD (high incidence disabilities)
EDSP	630	Educ. Practice for Students with Physical and Cognitive Disabilities (Low Incidence)

- EDSP 635 Classroom Management for Students w/ Disabilities
- EDSP 640 Transition Needs for Secondary Students 7-12
- EDSP 706 Special Education Practicum/Seminar 7-12
- Professional Specialization Requirements ( 6-12 credits)
  
- EDUC 526 Current Issues in Education
- EDLR 635 School Law
- EDSP 645 Assistive Technology
- EDSP 655 Culturally Responsive Practices for Special Educ.
- EDUC 651 Education Research (required)
- Secondary Education w/Special Education Intern certification/M.Ed. programs

The Pennsylvania Department of Education has yet to release the requirements for an Intern certification in Special Education – 7-12. The Intern certificate is when accepted candidates pass required Praxis II Secondary Education (specific content area) and Special Education PECT exams and have an offer of employment in a high needs school, and complete the program requirements in 3 years or less, The major difference between a candidate accepted into an Intern program and a regular Secondary Education/Special Education candidate is the requirement for mentoring throughout the first year of teaching on the Intern certificate. This mentoring becomes part of the student teaching requirement. The candidate is responsible for all the Secondary Education/Special Education certification requirements; even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. Passing of PECT exams may also reduce the number of credits needed to complete the program, please see the Chair of the education department for more information. At present, for candidates currently accepted for Intern certificates; the following will be substituted for student teaching:

- EDSP 590 PTF/Intern Field Experience I (1.5 cr)
- EDSP 595 PTF/Intern Field Experience II (1.5 cr)
- EDSP 704 PTF/Intern Student Teaching

## EDUCATIONAL LEADERSHIP PRINCIPAL CERTIFICATION

### *Accelerated and Summer Intensive Format*

#### DESCRIPTION OF PROGRAM -

The Graduate Program in Educational Leadership is designed to provide educators with the skills and concepts necessary to function as principals in K-12 settings. Establishing a positive school climate, developing school goals, 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. Curriculum development and assessment will be a major focus for all candidates. This program will be offered in an accelerated format in fall and spring semesters (two eight-week sessions each semester) and in the regular six-week intensive

format in the summer I and summer III sessions. The courses will be experiential in nature with an emphasis on field studies. The role of technology in educational leadership will be stressed.

#### ACCELERATED AND INTENSIVE SUMMER PROGRAM FORMAT

This program is designed for the working education professional who wishes to complete the program as quickly as possible. In the accelerated format, classes meet on Saturdays or in the early evening one to two times a week in the accelerated eight-week sessions. Distance education through the use of the Internet is an integral part of the program, which may reduce on-campus time. A final four-credit practicum is required. By taking one course each eight-week fall and spring session, and the intensive sessions (regularly scheduled six-week summer sessions for Summer I and III), you will be able to gain certification in as little as 15 months and an M.Ed. in 24 months. Students who begin in the program must stay enrolled in order to complete the required courses on schedule. If students decide to skip a semester, the courses they need may not be offered the following term. Please consult with your advisor for any changes in your program.

The Educational Leadership accelerated and intensive summer format compares to the regular schedule as follows:

Fall 1 and 2	=	Fall Semester
Spring 1 and 2 =		Spring Semester
Summer 1 and 2	=	Summer Semester, Sessions I & III

Classes usually meet once each week or on Saturdays during each eight-week session and six-week session. Please consult the current course schedule for specific dates and times of these courses.

#### PROGRAM OBJECTIVES/STATE STANDARDS

The Educational Leadership program meets the following PDE Standards, Corollary Standards and Special Education Competencies:

##### Core Standard One:

The Candidate has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success

##### Core Standard Two:

The Candidate is grounded in standards-based systems theory and\ design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.

Core Standard Three:

The Candidate knows how to access and use appropriate data to inform decision making at all levels of the system.

Corollary Standard One:

The Candidate is prepared to create a culture of teaching and learning with an emphasis on learning.

Corollary Standard Two:

The Candidate is prepared to manage resources for effective results.

Corollary Standard Three:

The Candidate is prepared to collaborate, communicate, engage, and empower others inside and outside the organization to pursue excellence in learning.

Corollary Standard Four:

The Candidate is prepared to operate in a fair and equitable manner with personal and professional integrity.

Corollary Standard Five:

The Candidate is prepared to advocate for children and public education in the larger political, social, economic, legal, and cultural contexts.

Corollary Standard Six:

The Candidate is prepared to support professional growth of self and others through practice and inquiry.

Special Education Competences and Sub-Competencies for School Leaders

1. The program addresses overrepresentation of diverse students in special education.
2. The program addresses prevention and early intervention.
3. The program includes effective instructional strategies for students with disabilities in inclusive settings

EXIT COMPETENCIES

In compliance with Chapter 354.33 (iv), the above core, corollary and special education competencies are the exit competencies for all principal certification and educational leadership degree candidates.

Note: The above competencies will be assessed through courses, portfolio completion, internship and course requirements.

## REQUIREMENTS

Students seeking a master's degree in educational leadership must complete a minimum of thirty-four credits. The program is intended for those who are currently in the education profession. Students must fulfill the requirements listed below:

1. A baccalaureate degree from an accredited institution;
2. An undergraduate GPA of 3.0 in their major or graduate GPA of 3.0;
3. Official transcript(s) of all previous college and university study, both graduate and undergraduate;
4. Three years of successful full-time contractual teaching experience in an elementary school or a secondary school;
5. Resume or Vita, and a statement of the applicant's professional goals in essay form (see application for instructions);
6. Three letters of recommendation from principals, senior colleagues, etc.
7. Written assessment from the applicant's principal which evaluates the candidate in the areas of decisiveness, educational values, judgment, leadership, oral and written communication, organizational ability, personal motivation, problem analysis, range of interests, interpersonal relations, and stress tolerance;

Written statement from the applicant's current principal indicating his/her agreement to permit student to participate in a leadership practicum;

Improvement and/or problem-solving project which is to be mutually agreed upon by both the school principal and the College advisor;

Formal exit interview.

## INTERNSHIP

A vital part of the educational leadership program is the internship. 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 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.

### **CURRICULUM – 37 credits for M.Ed.**

Core courses:

EDLR	600	Conceptual Foundations for School Leadership
EDLR	610/611	Curriculum Theory, Development and Issues (2 semesters)
EDLR	615	The Improvement of Instruction, Staff Development and Supervision
EDLR	620	The Principal as an Effective Agent of Change
EDLR	625	The Administrator & the Special Education Program
EDLR	630	School and Community Relations
EDLR	635	School Law
EDLR	640	Personnel and Pupil Administration and Management
EDLR	645	Technology and the Administrator
EDUC	651	Research and Evaluation
EDLR	701	Internship I (2 cr)
EDLR	702	Internship II (2 cr)

## **Course Descriptions**

### **Accommodations and Adaptations**

**These four courses (12 credits) are required by ALL of the following programs: Early Education (PreK-4); Elementary/Middle Level (grades 4-8); Reading Specialist (K-12); Secondary (7-12) Education.**

#### **EDSP 510 Introduction to Special Education 3 credits**

This course is designed to provide a complete overview of special education and the children who receive special education services. Areas of concentration include: classifications and definitions, patterns of learning, description of assessment and intervention strategies, legislation, and inclusion. To obtain a broader, more comprehensive perspective, students will conduct research through journal articles, Internet searches, classroom observations and interviews of parents and/or teachers.

#### **EDSP 511 Reading Interventions for Diverse Learners 3 credits**

The focus of this course is on meta-cognitive processes in reading for all disciplines in elementary through high school curricula, focusing on the diverse learners, including students with disabilities.. Strategies for improving vocabulary comprehension, reasoning and problem solving, and study techniques are addressed.

#### **EDSP 512 Assessment & Instruction for Diverse Learners 3 credits**

Current practices in assessment of students with disabilities, including the use of multicultural assessments, are the focus of this course. Students will review the issues of informal as well as standardized testing requirements under state and federal regulations and policies. In addition,

authentic assessment practices, such as portfolios, will be examined for different areas of special need.

**EDSP 513      ESL Foundations and Methods      3 credits**

Current practices in supporting students whose first language is not English in elementary through high school settings are explored. Specific evidence-based ESL teaching strategies and programs will be explored and applied in classroom settings.

Early Education inclusive of PreK-4 Certification

**EDP4 501 PreK4 Child Development & Learning      3 credits**

The focus of this course is on normal development, with emphasis on the pre-school and school-aged child. Theory and research in the areas of sensori-motor, 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.

**EDP4 503 Foundations, Curriculum & Assessment      3 credits**

A variety of theories about how young children learn and develop is presented in this course. Theory and practice are interwoven as various materials and learning styles are examined and related to the child's growth and development. Curriculum models are discussed in detail. Historical influences and important educational philosophies are presented. Current trends in curriculum development and their implementation are also examined.

**EDP4 507 Early Literacy & Language Arts      3 credits**

Students explore the development of oral language in the child and its impact on reading and writing as related processes. Examination of methods and materials in early literacy, writing, and integrated language programs is featured. Also provided is an in-depth knowledge of each genre of children's literature within the areas of fantasy.

**EDP4 510 Teaching Reading with Trade Books      3 credits**

Examination of methods and materials in reading, writing, and integrated language programs for K-4 education is featured. Also provided is an in-depth knowledge of each genre of children's literature within the areas of fantasy and realism. Methods for integrating children's literature throughout the curriculum will be presented.

**EDP4 515 Math Methods & Assessment      2 credits**

In this course, students explore the structure of mathematics, sets and numbers, systems of numeration, problem-solving and skill development, the content of early elementary school (PreK-4) mathematics and the development of strategies for effective teaching of mathematical concepts. Students will examine the NCTM Curriculum and Evaluation Standards (1989) and Professional Teaching Standards (1991) to evaluate curriculum requirements, manipulatives, activities and computer software designed for the elementary school classroom.

**EDP4 517 Integrated Methods, Content and Assessment      4 credits**

This course deals with the knowledge, skills and content needed in the PreK classroom to teach science, arts, PE, and social studies. Techniques and methods to develop each area, as well as suggestions for integration, will be explored. The importance of planning the appropriate type and sequence of activities for the child's developmental level and demonstrated skill is stressed. *Prerequisite: EDP4 501*

**EDP4 518 Education, Community & Family Partners 3 credits**

This course identifies the importance of family and community members/agencies in the education the young child (PreK-4). Strategies for effectively communicating with diverse families and communities will be identified and applied in real settings.

**EDP4 590 PTF/Intern Field Experience I 1.5 credits**

This course is the first half of a required mentoring component of all candidates teaching on an Intern certificate in the Early Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies., No class sessions are scheduled.

**EDP4 595 PTF/Intern Field Experience II 1.5 credits**

This course is the second half of a required mentoring component of all candidates teaching on an Intern certificate in the Early Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. Candidates are formally assessed using the PDE 430 form as a mid-term evaluation. No class sessions are scheduled.

**EDP4 601/602 PreK-4 Student Teaching School/Seminar 6 credits**

This course encompasses a semester of student teaching in a selected public or private early education (PreK) to grade 4 school. Students teaching in daycare or another preK setting need to spend a minimum of four weeks in a 1<sup>st</sup>- 4<sup>th</sup> grade classroom setting. Student teaching is under the direct supervision of the cooperating teacher and college supervisor. Student teachers participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers. *Prerequisite: Completion of coursework in education and approval of major department and education department.*

**EDP4 604 Advanced Observation and Recording of Child Development 3 credits**

Early childhood educators have a variety of options when determining an approach to assessing young children. This class provides an in-depth exploration into the power of observation as an approach to assessment. Building on the work of Gardner's Multiple Intelligences, and investigating Pestalozzi, Piaget, Froebel, Vygotsky, and Dewey, students will be immersed in the process of observation.

**EDP4 606 Advanced Authentic Assessment: Use of Documentation for Learning 3 credits**

The documentation process, as it is currently understood in early education, can be used for the purpose of the assessment of learning in context, which is considered the most accurate in determining children's acquisition of knowledge. Documenting young children's learning in this way allows them to be seen both as individuals with unique interests and dispositions as well as full members of the school's learning community. In this course, we will examine the use of documentation as it is currently understood both as an assessment tool and as a method of creating a community of learners in early education.

**EDP4 608 Advanced Working with Challenging Children      3 credits**

This course will introduce proven strategies for working with children with challenging behaviors. Working within the framework of identifying the root or cause of the behavior, teaching social skills, and implementing logical and natural consequences that build intrinsic motivation, students will be guided through a series of observations, experiences, readings, and videos that contribute to the development of intervention plans to ensure student success.

**EDP4 612\_Leadership and Administration of Programs for Young Children**

3 credits

Leading an early childhood program requires the abilities necessary to meet demands in at least three main areas of responsibility: management, community-building, and supervision. This foundational course, Part I of a two part series, will focus on management and community-building. Initial considerations will include developing a school vision that will guide all future efforts. Management will include understanding state regulations, adhering to institutional policies, developing budgets, creating schedules, and other tasks that promote a comfortable school climate. Community-building will include building interrelationships among teachers, parents, and children, as well as a communication network with the institutional context and relating to the community at large. Each student will review his/her own current program in order to evaluate success and progress in each of the areas listed above as well as overall institutional health.

**EDP4 614 Issues in Supervision of Programs for Young Children**

This course will focus on the skills and sensitivities necessary in professional supervision, a critical aspect of leading an early childhood program. It will begin with a review of the vision and mission of the school developed in Leadership and Administration, the relevance of that vision for recruitment, mentoring, and assessment of teaching. Specific standards and procedures will be discussed for the hiring and releasing of staff as well as clinical supervision and formative evaluation methods. Corresponding appropriate professional development methods will be considered that are responsive to interests as well as needs of staff members, and which are responsive to the mission of the school and aligned with Pennsylvania requirements such as Professional Development Records (PDR's), Pennsylvania Quality Assurance System (PQAS), and Keystone STARS. Challenges and benefits specific to early childhood settings regarding staffing, such as working with organizational priorities, recruitment and retention, and staff development will be included. Each student will develop a supervisory program model that corresponds to the direction and needs of his/her school.

### **EDP4 616 The Business of Child Care: Effective Management of Quality Early Childhood**

#### Programming

This course provides students with the theories and tools necessary in developing a business plan that is both practical and supportive of values and vision. Directors or aspiring directors will be required to examine the visions/mission statements of their schools and determine the necessary procedures for accomplishing these objectives. In order to accomplish this task, students will study specific aspects of business management as they relate to the childcare field. Because of the breadth of possible topics, a survey will be administered to students at the beginning of the course to determine areas needing the most emphasis.

### **EDP4 618 Advocacy and Public Policy for Early Education**

Professional service, leadership, and advocacy on behalf of children, families and communities will be course highlights. Effective leadership styles and traits will be discussed with a leadership inventory conducted on the class. Students will engage in personal reflection and analyze public debate regarding current issues and policies that impact young children and families. Students will research a variety of advocacy and community mobilization strategies. Identification of child and family need within various communities will be discussed with opportunities to identify community resources for children and families within public and private agencies. Students will develop assignments that assist them in implementing sound public policy practices.

### **EDP4 704 PTF/Intern Student Teaching**

**3 credits**

Student teachers completing their certification program as Intern certificate candidates participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers, and a portfolio demonstrating competencies for the program area. A PDE 430 form is completed as the final evaluation in the decision to recommend the candidate for certification. *Prerequisite: Completion of coursework in education and approval of major department and education department.*

### **EDP4 625 Designing Environments for Infants & Toddlers**

**3 credits**

The environmental design and program content appropriate for children under the age of three are explored in this course. Both environment and program will be examined in a developmental as well as practical context in order to extend the student's understanding of the needs of very young children. Special emphasis is placed on health and safety issues in infant/toddler programs. This course also focuses on the administration of quality programs that services the needs of both the very young child and the family.

#### Elementary/Middle Level Education

### **EDML 506 Adolescent Development & Learning**

**3 credits**

The focus of this course is on normal 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 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.

**EDML 507 The Emerging Middle School 3 credits**

This course places the role of the middle school teacher and grades 4-8 school in historical perspective and relates both roles to society. Students explore the connections among culture, politics, economics and education. The differences between education and schooling are examined, and current educational reform movements for middle schools are explored within the context of critical educational theory.

**EDML 510 Reading Methods for Middle Grade Learners 3 credits**

Students explore and apply methods and materials in reading and integrated language programs for the middle grade (4-8) learner. Also provided is an in-depth knowledge of each genre of children's/adolescent literature within the areas appropriate to adolescent readers. Methods for integrating adolescent literature throughout the curriculum will be presented.

**EDML 511 Writing Methods for Middle Grade Learners 3 credits**

Students learn theories and practices of teaching process writing in the grades 4-8. Process writing is utilized for the purpose of organizing and understanding new information from text, discussion, visuals and lecture. This course offers knowledge and skills to enable teachers to deal with specific reading problems and the special needs of students.

**EDML 515 Science Methods & Assessment 2 credits Methods and**

approaches for teaching science in the late elementary/middle level grades (4-8) are presented. Science is examined as both process and body of knowledge. Current programs are investigated and evaluated as to balance of approach. "Hands-on" experiences in use of laboratory equipment are provided, as well as opportunities to improvise suitable substitutions for standard equipment.

**EDML 516 Math Methods for Middle Grade Learners 2 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. Students will examine the NCTM Curriculum and Evaluation Standards (1989) and Professional Teaching Standards (1991) to evaluate curriculum requirements, manipulatives, activities and computer software designed for the elementary school classroom.

**EDML 517 Social Studies Methods & Assessment 2 credits**

Current social forces and issues affecting the late elementary/middle school-aged child are the focus of this course. The methodology of social studies instruction and the analysis and evaluation of social studies programs are examined. Students develop teaching and resource units and devise ways to educate children in the process of problem solving.

**EDML 518 Classroom Management & Assessment for Middle Level 3 credits**

This course examines the steps teachers must take in order to create an effective learning environment in their 4-8 grade classrooms, including introducing a teacher work sample

assessment project. Topics to be discussed will include: the physical layout of the room, grouping for instruction, time management, providing authentic learning tasks, instructional methods as they apply to management, and the interrelationship of management and effective discipline. Curricular organization using TWS will be explored in terms of effective management.

**EDML 590 PTF/Intern Field Experience I**

**1.5 credits**

This course is the first half of a required mentoring component of all candidates teaching on an Intern certificate in the Elementary/Middle Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies., No class sessions are scheduled.

**EDML 595 PTF/Intern Field Experience II**

**1.5 credits**

This course is the second half of a required mentoring component of all candidates teaching on an Intern certificate in the Early Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. Candidates are formally assessed using the PDE 430 form as a mid-term evaluation. No class sessions are scheduled.

**EDML 601/602 Middle Level Student Teaching School/Seminar 6 credits**

This course encompasses a semester of student teaching in a selected public or private late elementary education (grades 4-6) to middle level grades 7-8. Student teaching is under the direct supervision of the cooperating teacher and college supervisor. Student teachers participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers. *Prerequisite: Completion of coursework in education and approval of major department and education department.*

**EDPML 704 PTF/Intern Student Teaching**

**3 credits**

Student teachers completing their certification program as Intern certificate candidates participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers, and a portfolio demonstrating competencies for the program area. A PDE 430 form is completed as the final evaluation in the decision to recommend the candidate for certification. *Prerequisite: Completion of coursework in education and approval of major department and education department.*

Reading Specialist

**EDRG 605 Foundations of Reading**

**3 credits**

During this course graduate students become knowledgeable of the theories and research, current and historical, comprising the foundations of reading and writing processes and practices. Various theories are reviewed with consideration of their impact on current language arts instruction and social, cognitive, linguistic and psychological factors that promote

learning success. This course aligns with IRA Standard 1: Foundational Knowledge, Standards for Reading Professionals, 2010 edition. Required for reading specialist certification.

### **EDRG 615 Strategies for Teaching Reading and Writing in the Elementary School**

3 credits

This comprehensive course is designed to extend the instructional literacy knowledge of teachers. Formative and summative assessments, research-based instructional strategies, and techniques for teaching diverse learners are emphasized. This course aligns with IRA Standards 2: Curriculum and Instruction, 3: Assessment and Evaluation, 4: Diversity and 5: Literate Environment, Standards for Reading Professionals, 2010 edition. Required for reading specialist certification. Prerequisite: EDRG 605.

### **EDRG 620 Reading and Writing in the Secondary Classroom 3 credits**

This comprehensive course is designed to help teachers develop proficiency in instructional strategies for content areas in the secondary classroom. Theoretical foundations supporting holistic frameworks will be shared. Strategies for improving vocabulary, study skills, reading varied genres and writing to learn are included. This course aligns with IRA Standards 2: Curriculum and Instruction, 3: Assessment and Evaluation, 4: Diversity and 5: Literate Environment, Standards for Reading Professionals, 2010 edition. Required for reading specialist certification. Prerequisite: EDRG 605

### **EDRG 630 Assessment and Evaluation of Rdg Difficulties 3 credits**

This course is designed to provide reading specialist candidates an in-depth understanding of how to select, administer and interpret assessments and materials related to literacy and reading diagnosis. Specifically, candidates will administer and interpret literacy achievement and cognitive assessments along with interviewing to design a written, clinical case study report diagnosing the strengths and needs of a struggling learner. Recommendations for home and school interventions are included. This course aligns with IRA Standard 3: Assessment and Evaluation, Standards for Reading Professionals, 2010 edition. Required for reading specialist certification. Prerequisites: EDRG 605, EDRG 615, EDRG 620.

### **EDRG 635 Remediation of Reading Difficulties 3 credits**

This practicum builds on the coursework completed in EDRG 630. During this semester of study, reading specialist candidates implement interventions in a tutorial setting with the students they assessed during EDRG 630. The selected instructional framework, interventions, post-testing data and interpretation are added to the case study report. This course aligns with IRA Standards 2: Curriculum and Instruction and 3: Assessment and Evaluation, Standards for Reading Professionals, 2010 edition. Required for reading specialist certification. Prerequisite: EDRG 630.

### **EDRG 640 Technology in Reading/Writing 3 credits**

This course highlights the learning theories, content, and computer applications specific to technology in the English Language Arts classroom. Students research the use of the word processor for writing, as well as evaluate writing assistant packages and desktop publishing. They also analyze and evaluate the use of instructional software in the teaching of reading and

language skills in keeping with a whole language approach to instruction and evaluation, and the Standards of the National Council of Teachers of English/International Reading Association.

**EDRG 695 Literacy Leadership**

**3 credits**

This advanced course in literacy focuses on the role of the literacy coach. Specific topics examine adult learning theories, organizational change, current issues, professional development and school culture. Preparation for the Reading Specialist Praxis is included. This course aligns with IRA Standard 6: Professional Learning and Leadership, Standards for Reading Professionals, 2010 edition. Required for reading specialist certification. Prerequisite: EDRG 635.

**EDRG 701 Reading Practicum I**

**3 credits**

This advanced course in diagnostic assessment and remediation is designed to provide the reading specialist candidate a practical application of evaluative techniques, diagnosing reading abilities and designing remediation and appropriate instructional interventions for students with significant needs in literacy acquisition. The clinic is a supervised laboratory setting held for five weeks in the summer. This course aligns with all IRA Standards with an emphasis on Standard 2: Curriculum and Instruction, Standards for Reading Professionals, 2010 edition. Required for reading specialist certification. Prerequisite: EDRG 635.

Secondary Education

**EDSC 501 Adolescent Development & Learning**

**3 credits**

Cross-listed with EDML 501; The focus of this course is on normal 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 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.

**EDSC 503 Foundations of High School Education**

**3 credits**

This course places the development of high schools in historical perspective and relates both the roles of teacher and school organization to society. Students explore the connections among culture, politics, economics and education. The differences between education and schooling are examined, and current educational reform movements for middle schools are explored within the context of critical educational theory.

**EDSC 510 Secondary Methods & Assessment**

**3 credits**

The preparation of students in all major departments for general knowledge applicable to secondary school curricula is the focus of this course, which addresses issues of lesson plan and unit preparation, grading, tracking, inclusion and physical and mental health of adolescents, as well as assessment of learning.

**EDSC 519 Practicum/Special Methods in Biology/General  
Science/Chemistry for Secondary Education**

**3 credits**

This course is designed to integrate general principles of education and the teaching process into the teaching of biology on a secondary level, with a special focus on preparing and conducting laboratory experiments. This course will be offered as needed and is required of all candidates for secondary certification in biology.

**EDSC 521 Practicum/Special Methods in Foreign Language for Secondary Education**

**3 credits**

This course prepares teachers of foreign languages, levels K-12. It includes the discussion of current methodology in foreign language teaching, linguistic principles and practical experience. Students become familiar with the ACTFL guidelines and the National Standards for Modern Languages and learn how to incorporate them into their teaching. Students develop sample lessons, participate in observation, and obtain familiarity with current research in foreign language pedagogy. This course is required of all candidates for secondary certification in a foreign language, and will be offered as needed.

**EDSC 520 Practicum/Special Methods in Mathematics for Secondary Education**

**3 credits**

This course covers topics considered essential for successful teaching of mathematics at the secondary level, including careful analysis of the standards and goals established by the National Council of Teachers of Mathematics. Students observe classes and meet for discussion on content, methods, lesson planning, test construction, and other items related to secondary teaching. This course is required of all candidates for secondary certification in Mathematics and will be offered as needed.

**EDSC 517 Practicum/Special Methods in Areas of English for Secondary Education**

**3 credits**

This course consists of observation and participation in secondary classrooms in both public and private settings. Students participate in a middle school, junior high school, or senior high school teaching experience prior to the final student teaching requirement.

**EDSC 518 Special Methods in Social Studies for Secondary Education**

**3 credits**

This course integrates general principles of education into the teaching of social Studies on a secondary level, with special focus on preparing and conducting problem solving in the context of current and past historical events. This course is required of all candidates for secondary certification in social studies.

**EDSC 590 PTF/Intern Field Experience I**

**1.5 credits**

This course is the first half of a required mentoring component of all candidates teaching on an Intern certificate in the Secondary Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies., No class sessions are scheduled.

**EDSC 595 PTF/Intern Field Experience II**

**1.5 credits**

This course is the second half of a required mentoring component of all candidates teaching on an Intern certificate in the Secondary Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. Candidates are formally assessed using the PDE 430 form as a mid-term evaluation. No class sessions are scheduled.

**EDSC 601/602 Student Teaching in Secondary School/Seminar 6 cr.**

This course encompasses a semester of student teaching in a selected public or private middle school, junior high school or senior high school. Student teaching is under the direct supervision of the cooperating teacher and college supervisor. Student teachers participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers. *Prerequisite: Completion of coursework in education and approval of major department and education department.*

**EDSC 704 PTF/Intern Student Teaching 3 credits**

Student teachers completing their certification program as Intern certificate candidates participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers, and a portfolio demonstrating competencies for the program area. A PDE 430 form is completed as the final evaluation in the decision to recommend the candidate for certification. *Prerequisite: Completion of coursework in education and approval of major department and education department.*

Special Education \* all courses in this section require either the completion of EDSP 510 or passed the PECT exam in Special Education, and either prior certification or as part of a dual-certification.

**EDSP 590 PTF/Intern Field Experience I 1.5 credits**

This course is the first half of a required mentoring component of all candidates teaching on an Intern certificate in the Special Education with a content area Intern program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. No class sessions are scheduled.

**EDSP 595 PTF/Intern Field Experience II 1.5 credits**

This course is the second half of a required mentoring component of all candidates teaching on an Intern certificate in the Special Education with a content area Intern program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. Candidates are formally assessed using the PDE 430 form as a mid-term evaluation. No class sessions are scheduled.

**EDSP 605 Foundations of Special Education 3 credits**

Students will learn the historical, legal and cultural foundations of special education, including main historical figures who changed the landscape of services for children and adults with disabilities.

**EDSP 605 Education Practice for Students with Learning and/or Emotional Disabilities 3 credits**

This course examines current research and practice on the needs of students with learning disabilities, attention deficit disorders and emotional and/or behavioral disorders. Methods for including these students in the regular classroom are provided, with lesson plans identifying modifications to the existing curriculum, including the development of IFSPs, IEPs, and ITPs. A beginning survey of behavior management techniques, including functional behavioral assessments, will be addressed.

**EDSP 615 Early Intervention for Children w/Disabilities 3 credits**

For students completing the PK-8 program, this course introduces the characteristics of young children with disabilities; the appropriate services and how to complete an Individual Family Service Plan. Community agencies that serve young children with disabilities will be reviewed.

**EDSP 630 Education Practice for Students with Physical and Cognitive Disabilities 3 credits**

Current research and practice regarding the needs of students with physical/health and communication disabilities, including visual and hearing deficits, are examined in this course. Methods for including these students in the regular classroom and examination of the range of differences and similarities of this student group provide content for the course, including the development of IFSPs, IEPs, and ITPs. Students develop lesson plans that either specify adaptations to existing curriculum or special curriculum needs, such as life skills. This course includes sensory aspects of disability across the lifespan.

**EDSP 635 Classroom Management for Students with Disabilities 3 cr.**

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. Students learn how to select, evaluate, and interpret specific behavioral assessments (including informal, functional, ecological and behavioral assessments) and utilize appropriate management strategies in the classroom. The development of behavioral intervention plans enable students to plan specific strategies to help increase attention span and support the completion of classroom assignments.

**EDSP 640 Transition Services for Students with Disabilities 3 credits**

This course is for students in the 7-12 special education certification program. This course identifies the transition to adulthood issues for secondary students with disabilities, including students with autism. Students learn how to complete an individualized secondary transition plan; inclusive of the goals and desires and of the adolescent/young adult with disabilities.

**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 651 Special Education Student Teaching. 3 credits**

The student teaching experience for special education is for students who are teaching special education and completing a dual certification program NOT an INTERN program. . Students will be observed four to six times during this semester of teaching. At the end of the semester, students will have a completed final evaluation through the PDE 430 form, as well as a professional portfolio. The PDE 430 form will serve as the certification recommendation for the student.

**EDSP 652 ,Special Education Seminar 3 credits**

A co-requisite with EDSP 651, students will attend seminar meetings to finalize their final portfolio, discuss teaching issues and participate in role playing and other pedagogical assignments designed to strengthen their teaching strategies. Legal, instructional issues, strategies and supports will be paramount during this time. At the end of the semester, students will have a completed final evaluation through the PDE 430 form, as well as a professional portfolio. The PDE 430 form will serve as the certification recommendation for the student.

**EDSP 704 Intern Special Education Student Teaching 3 credits**

The student teaching experience II for special education is for students who are teaching in a special education classroom under an Intern certificate and were admitted under the approved Intern program. Students will be observed two to three times during their final semester of teaching and graduate work for the special education certification program. In addition, students will attend seminar meetings to finalize their final portfolio, discuss teaching issues and participate in role playing and other pedagogical assignments designed to strengthen their teaching strategies. Legal, instructional issues, strategies and supports will be paramount during this time. At the end of the semester, students will have a completed final evaluation through the PDE 430 form, as well as a professional portfolio. The PDE 430 form will serve as the certification recommendation for the student.

**EDSP 706 Special Education Practicum I 3 credits**

Special education practicum experiences take place in a public or private school-based environment in which practicum students will be assigned a mentor teacher who already holds certification in special education. The practicum students' primary responsibility is to design, implement and evaluate effective instruction for students with mild to moderate disabilities in the least restrictive environment, in an elementary, middle school or secondary school. In order to accomplish this, the students will also be required to have experiences that allow for effective communication and collaboration with educational partners, such as parents, organizations and advocacy groups. Students are expected to spend from 120-150 hours depending on past background and experience. Placements are arranged in collaboration with

the student and selected sites. Permission of the instructor is required. Practicum includes a seminar experience.

Summer programs that offer academic as well as other supports are appropriate as practicum sites as long as the student has previous experience in a classroom environment.

#### Educational Leadership

##### **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 principal. This is a prerequisite for all other courses in the leadership program, but may be taken concurrently with the first semester of GRED 510, Curriculum Theory, Development and Issues course.

##### **EDLR 610 Curriculum Theory, Development and Issues 3 credits**

This course provides an in-depth study of the major ideologies that have shaped curriculum theory and thought. A comprehensive investigation of effective primary and secondary educational programs for contemporary learners is undertaken. This course must be taken in sequence during one academic year, and must be completed within the first twelve semester hours of the program.

##### **EDLR 611 Curriculum Theory, Development and Issues 3 credits**

This course provides an in-depth study of the major ideologies that have shaped curriculum theory and thought. A specific field component, involving a critique of one 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. This course must be taken in sequence during one academic year, and must be completed within the first twelve semester hours of the program.

##### **EDLR 615 Improvement of Instruction, Staff Development, & Supervision 3 credits**

This course includes a wide-ranging investigation of a variety of teaching models and research on teacher effectiveness, an understanding of which will enable the principal to facilitate the paramount objective of improving student performance.

##### **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 clear, active, 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 effective communication and intergroup relations.

##### **EDLR 625 The Administrator and Special Education Program 3 credits**

This course undertakes an examination of the necessity for the principal to have a thorough understanding of the special education program in his/her school. In addition, the issue of over-representation of minority groups in special education will be explored and strategies to identify only those students who truly need special education services will be supported.

**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 principal. These will cover both content and presentation in interpersonal situations such as interviews, discussions, formal and informal speaking, and working with the media. They will address both content and structure in such areas as correspondence, staff bulletins, newsletters, reports, and teacher observations. 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 teachers and administrators 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. The broad principles of school governance as determined by statute and case law are emphasized. Special attention is given to Pennsylvania statutes, cases and decisions.

**EDLR 640 Personnel and Pupil Administration and Management 3 cr.**

In this course, students identify what the principal needs to know about school law, student records, collective bargaining, and contract administration, and employment relations. Source materials will include case studies, grievances, arbitration awards, and contracts.

**EDLR 645 Technology and the Administrator****3 credits**

This course examines the role of the computer in planning, managing, maintaining, and monitoring the school's educational, economic, and physical resources. Primary emphasis will be placed on long-range planning and on the financial and budgetary processes.

**EDLR 701/702 Internship/Educational Leadership****4 credits**

A vital part of the educational leadership program is the internship. 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 to allow the internship and project to take place in their school. The candidate's Principal/Supervisor 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.

Education (courses that fulfill master's degree requirements in more than one program)

**EDUC 526 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.

**EDUC 615 Technology in Education****3 credits**

In this course students will learn to use word processing, database and spreadsheet software in an integrated package. Students will also learn to integrate knowledge organizers, web resources and educational software into thematic units, addressing the National Educational Technology Standards.

**EDUC 651 Research and Evaluation of Practice I****3 credits**

This course focuses on research and evaluation methodologies concerning the practice of teaching. Foremost will be an examination of basic elements inherent in the design and execution of research and evaluation, and the attendant epistemological and ethical issues in its classroom implementation. Students will learn to critique published research and evaluation projects. Students will also develop a problem statement and literature review in order to become familiar with the contributions of educational researchers, teachers, and/or other professionals to the practice of teaching.

**EDUC 652 Research and Evaluation of Practice II****3 credits**

This course provides an opportunity for students to find and develop their voices with respect to teaching and its practice in the classroom or other educational organization. The meaning of reflective practice and various forms of teacher research including the use of journals, oral inquiry, action research and conceptual analysis will be presented and analyzed. As beginning teacher researchers, students will design, implement and critique a research or evaluation project carried out in their selected teaching practice situation.

**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. May be elected only after completing five required courses.

**EDUC 705/706 Thesis****6 credits**

A thesis may be substituted for two elective courses. To be eligible, students must demonstrate competence in research methods, in-depth knowledge of an area of specialization within the field of education, and ability to present materials with clarity, accuracy, and style. The thesis is completed under the direction of a faculty advisor, is evaluated by a thesis committee of the education department and must be defended by the student.

**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 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 cr.**

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 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 620/621 Montessori: FALL Practicum/Internship & Seminar** **5 cr.**

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 cr.**

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.

## Holistic Spirituality Graduate Programs

- HOLISTIC SPIRITUALITY
- HOLISTIC SPIRITUALITY and SPIRITUAL DIRECTION

### OVERVIEW

Rooted in the Christian tradition and challenged by the contemporary need for a more holistic future, the Graduate Program in Spirituality at Chestnut Hill College offers two graduate degrees: Master of Arts in Holistic Spirituality, Master of Arts in Holistic Spirituality and Spiritual Direction.

In addition to the graduate degree programs, the following certificate programs are also offered: Certificate in Spiritual Direction, Certificate in Supervision of Spiritual Directors, Certificate of Study in Spirituality (CSS), Certificate in Holistic Spirituality/Healthcare, and Certificate of Professional Development in Bereavement.

### MASTER OF ARTS IN HOLISTIC SPIRITUALITY

This degree program that provides students with critical intellectual and affective skills to facilitate and nurture the rediscovery of spirituality taking place in our world today, whether in churches, agencies, schools, or institutions. This degree program prepares students to respond to individual and collective impulses for renewal and spirituality by bringing the best of the Christian spiritual traditions into sustained dialogue with our contemporary situation.

### CONNECTION TO MISSION STATEMENT AND CORE VALUES

- a. "We value personal and professional growth throughout the community.  
Personal identity is connected in a fundamental way to spirituality, understood as one's way of being in the world in light of one's ultimate values. The need to become more aware of, intentional about and articulate concerning those ultimate values is becoming ever more apparent.
- b. "We value concern for the earth.  
Humans become more at one with Earth and the cosmos through the mystical consciousness and expression at the heart of spiritual practice.
- c. "We value holistic pursuit of truth, integrity, and justice."  
Spirituality shapes and is shaped by the work Christians and peoples of all faiths do in the world. The long-term demands of "acting justly, loving tenderly and walking humbly with God" (Micah 6:8) require a committed and embodied spirituality.
- d. "We value service."  
Ministry is rooted in and helps constitute a vital spiritual life. A life of ministry and service to others is not consequent to, but constitutive of, Christian spirituality.

As a result of the interweaving of a rigorous academic program and a high regard for one's personal faith experience, this M.A. in Holistic Spirituality prepares the student to:

- teach in the broad field of religious studies,
- work as pastoral agents in adult faith formation, youth and campus ministry, spirituality and retreat centers and

- enhance one's commitment to spirituality of work and social transformation

### Course Requirements: Master of Arts in Holistic Spirituality

The M.A. in Holistic Spirituality requires the satisfactory completion of 36 credits, including 18 credits in required core courses and 18 credits in elective courses.

### Course Requirements: Master of Arts in Holistic Spirituality and Spiritual Direction

The M.A. in Holistic Spirituality and Spiritual Direction requires the satisfactory completion of 42/44 credits, including 30 credits in core courses, 6 credits in elective courses, and 12/14 credits of practica.

#### Core Courses (18 credits-MA; 30-MA/Spiritual Direction)

HLSP 500	Historical Foundations of Spirituality	3 credits
HLSP 510	Biblical Foundations of Spirituality	3 credits
HLSP 521	Prayer: Theology and Praxis	3 credits
HLSP 526*	Theology of the Spiritual Exercises	3 credits
HLSP 527*	Discernment	3 credits
HLSP 530	Psychology and Spirituality of Relationship	3 credits
HLSP 550	Global Perspectives on Spirituality	3 credits
HLSP 700	Seminar: Holistic Perspectives	3 credits

\*Core for Spiritual Direction; Elective for Other Tracks

#### Elective Courses (18 credits-MA; 6-MA/Spiritual Direction)

HLSP 511	Biblical Perspectives on Healing	3 credits
HLSP 513	Wisdom Traditions	3 credits
HLSP 520	Theological Foundations of Spirituality	3 credits
HLSP 522	Conversion and Grace	3 credits
HLSP 524	Ecology and Mystery	3 credits
HLSP 532	Spirituality of the Body: Art	1 credit
HLSP 533	Spirituality of the Body: Dance	1 credit
HLSP 534	Spirituality of the Body: Music	1 credit

Note: HLSP 532, 533, and 534 constitute a 3-credit course

HLSP 536	Spiritual Dimensions of Attention	3 credits
HLSP 540	Ethics in the Health Care Context	3 credits
HLSP 541	Death and Dying across Faith Traditions	3 credits
HLSP 542	God and Human Suffering	3 credits
HLSP 551	Forgiveness and Reconciliation	3 credits
HLSP 552	Spirituality of Peace and Justice	3 credits
HLSP 640	Spirituality and Science	3 credits
HLSP 641	Spirituality and Literature	3 credits
HLSP 643	Healing Beliefs across Faith Traditions	3 credits
HLSP 644	Environmental Ethics	3 credits
HLSP 645	Special Topics (title indicated on transcript)	3 credits
HLSP 650	Independent Study	(vary)

#### Total Required--MA

**36 credits**

**Practica/Field Experience: Spirituality and Spiritual Direction**

HLSP 671	Spiritual Direction Practicum 1	3 credits
HLSP 672	Spiritual Direction Practicum 2	3 credits
HLSP 673	Spiritual Direction Practicum 3	3 credits
HLSP 674	Spiritual Direction Practicum 4	3 credits
HLSP 675	Spiritual Direction Practicum 5 (optional)	2 credits
<b>Total Required—MA and Spiritual Direction</b>		<b>42/44 credits</b>

**Notes**

1. Students are required to complete each of the Core Courses. With the consent of the faculty advisor and the Chair of the department substitutions may occasionally be permitted within the core area.
2. Students may transfer a maximum of six (6) credits into the program from other academic institutions; provided these credits have not been used to complete degree requirements for another program and the courses meet all the requirements of this program.
3. Required courses may be waived, if students already possess adequate knowledge, skill, or expertise in a particular area. No more than six (6) credits may be waived. When a waiver is granted, students must substitute other courses from the Holistic Spirituality Program in order to complete the required number of credits of graduation.

**MASTER OF ARTS IN HOLISTIC SPIRITUALITY AND SPIRITUAL DIRECTION**

*Coordinator: Carolynne Ervin, M.A.*

This program—a combination of the core degree with concentration in spiritual direction—prepares students to become knowledgeable, competent, and skilled spiritual directors. At Chestnut Hill College, spiritual direction is seen as a contemplative ministry through which spiritual directors help others to notice and respond to God’s movement in the personal and communal experiences of their everyday lives and within all of creation. This approach to spiritual direction requires personal, interpersonal and spiritual maturity.

This well-integrated academic and professional M.A. degree combines the theology that spiritual directors need to ground their ministry firmly within the Christian tradition with an ecumenically based practicum and individualized supervision. Students gain a holistic understanding of person and community through exposure to real-life experiences while they develop the skills essential to spiritual direction.

**Special Requirements: M.A. in Holistic Spirituality And Spiritual Direction and Certificate In Spiritual Direction**

A separate application is required for admission to programs leading to the M.A. in Holistic Spirituality and Spiritual Direction or the Certificate in Spiritual Direction. Applicants for these programs must have earned 15 graduate credits in the Core Areas before applying for the Practicum. Since applicants for the Certificate in Spiritual Direction already have a Masters’

degree in theology or a related field, they may begin the application process for the Practicum anytime after they complete the regular SGS admissions process. Certificate students must then complete at least one non-practicum HLSP course at CHC before beginning the Practicum. Only students who are accepted into the practicum phase of the program may take practicum courses.

Applications for the Spiritual Direction Practicum phase are accepted between November 1 and March 1. An Information Session is held in November to clarify current information and procedures. Application materials may be obtained by contacting the Coordinator of the Spiritual Direction Practicum after that session.

### **Pre-Practicum Requirements**

1. Each applicant needs to be in on-going spiritual direction for at least two full years before beginning the application process for the Practicum Phase.
2. The Application Process for the Spiritual Direction Practicum is an open process from November 1 to March 1. An Information Session is held in November to clarify current information and procedures. Materials may be obtained by contacting the Coordinator of the Spiritual Direction Practicum after that Session.
3. Special Requirements for Admission into the Practicum Phase are listed below. These apply to students in the M.A. and in the Certificate programs in Spiritual Direction.
  - Each student must complete the Retreat in Everyday Life (19th Annotation) or 30-day retreat before Practicum 1.
  - HLSP 526, Theology of the Spiritual Exercises, is required for students prior to Practicum 1. Exceptions must be presented to the Coordinator of the Spiritual Direction practicum and confirmed by the Chair. It is highly recommended that HLSP 527, Discernment, be taken before or early in the Practicum continuum.
  - Ongoing spiritual direction before and during the Practicum Phase is required.
  - During the time of the Practicum, each student must make an annual retreat of 5-7 days or two weekend retreats;
  - Students must travel to/from the location of their Practicum supervisor;
  - Supervision Costs: At the present time, regular supervision costs are covered by a fund supported by a generous benefactor to the program. If this fund becomes unavailable, all supervision stipends will be the responsibility of the student.

### **Practicum Requirements**

4. Evidence of an authentic call to the ministry of spiritual direction
5. At least thirty-five years of age
6. Matriculation in the Holistic Spirituality and Spiritual Direction program or the Spiritual Direction Certificate program
7. Engaged in spiritual direction for at least *two* years before beginning the application process for the practicum phase
8. Completion of the Retreat in Everyday Life (19th Annotation) or 30 day retreat ***before*** Practicum 1

9. Completion of HLSP 526, Theology of the Spiritual Exercises, prior to Practicum 1. It is highly recommended that HLSP 527, Discernment: Theology and Praxis, be taken before or early in the practicum phase
10. Engaged in spiritual direction throughout the practicum phase
11. An annual retreat of 5-7 days or two weekend retreats during the practicum phase
12. Supervision costs are covered by a fund provided by a generous benefactor of the program. If these funds cease, all supervision stipends will be the responsibility of the student.
13. Acceptable movement through the practicum phase. The program policy regarding non-acceptance, delay, or termination of movement through the practica will apply.

### **Practicum Application**

1. A 8-12 page autobiography (an outline will be provided)
2. Two letters of recommendation: a Practicum Recommendation Form completed by the applicant's spiritual director; and an additional letter
3. Interview with the Coordinator of the Practicum Phase and the Supervisory Team

### **Course Requirements : Master of Arts In Holistic Spirituality and Spiritual Direction (42/44 credits)**

The M.A. in Holistic Spirituality and Spiritual Direction requires the satisfactory completion of 40/42 credits, which includes 30 academic credits and 10 or 12 practicum credits. The practica provide the students with the opportunity for comprehensive investment in the disciplines of spirituality and the praxis of spiritual direction.

### **Core Courses (24 credits)**

HLSP 500	Historical Foundations of Christian Spirituality	3 credits
HLSP 510	Biblical Foundations of Christian Spirituality	3 credits
HLSP 521	Prayer: Theology and Praxis	3 credits
HLSP 526	Theology of the Spiritual Exercises	3 credits
HLSP 527	Discernment	3 credits
HLSP 530	Psychology and Spirituality of Relationship	3 credits
HLSP 550	Global Perspectives on Christian Spirituality	3 credits
HLSP 700	Seminar: Holistic Perspectives	3 credits

### **Elective Courses (6 credits)**

### **Practica (12/15 credits)**

HLSP 671	Spiritual Direction Practicum 1 (fall)	3 credits
HLSP 672	Spiritual Direction Practicum 2 (spring)	3 credits
HLSP 673	Spiritual Direction Practicum 3 (fall)	3 credits
HLSP 674	Spiritual Direction Practicum 4 (spring)	3 credits
HLSP 675	Retreat in Everyday Life: Practicum 5 (optional)	2 credits

### **Total**

42/44 credits

## CERTIFICATE PROGRAMS

### CERTIFICATE IN SPIRITUALITY AND HEALTH CARE (16/18 CREDITS)

The Certificate in Spirituality and Health Care flows from the conviction that all life is sacred and that all living and dying events have meaning. The program advocates care-giving practices that are attentive to patients and practitioners. The Certificate may be taken as a post-bachelor's or post-master's stand-alone certificate, or it may be taken in conjunction with the Master's of Art Degree in Holistic Spirituality.

The following courses are required:

HLSP 540	Ethics in the Health Care Context	3 credits
HLSP 541	Death and Dying across Faith Traditions	3 credits
HLSP 542	God and Human Suffering	3 credits
HLSP 643	Healing Beliefs across Faith Traditions	3 credits
HLSP 676	Health Care Practicum 1	2 credits
HLSP 677	Health Care Practicum 2	2 credits
	OR	
HLSP 678	Level 1 CPE	6 credits
	OR	
HLSP 679	Level 2 CPE (chaplaincy)	6 credits

The admissions requirements for the certificate program are the same as for the graduate degree program, with the exception of the standardized test. Therefore, students in the certificate program who wish to continue in the degree program may do so, after consultation with the chair of the program and upon submission of standardized test scores.

### CERTIFICATE OF PROFESSIONAL DEVELOPMENT IN BEREAVEMENT CARE (12 CREDITS)

A certificate in bereavement responds to the growing number of people facing both end-of-life decisions for themselves and their loved ones, and the inevitable grief that accompanies loss. It would also be of value to those working with dying patients and their families, such as nurses, social workers, pastoral care ministers, spiritual directors, hospice team members, and funeral directors. Finally, the certificate program is well-suited for working adults who are interested in enhancing their skills and job marketability, but not yet ready to pursue a master's degree. Successful completion of this certificate program does not constitute certification in bereavement counseling.

HLSP 540	Ethics in the Health Care Context	3 credits
HLSP 641	Death and Dying across Faith Traditions	3 credits
HLSP 542	God and Human Suffering	3 credits
PSYG 546	Bereavement Counseling	3 credits

The admissions requirements for the certificate program are the same as for the graduate degree program, with the exception of the standardized test. Therefore, students in the certificate program who wish to continue in the degree program may do so, after consultation with the chair of the program and upon submission of standardized test scores.

### **CERTIFICATE IN SPIRITUALITY AND SUSTAINABILITY (12/15 CREDITS)**

There is a growing awareness that efforts to *live and walk gently on the earth* flourish in an atmosphere that combines concrete work toward sustainable living with a spirituality of eco-consciousness. Recognizing the need to convert both minds and hearts, Chestnut Hill College offers a graduate certificate in Spirituality and Sustainability, an initiative that lies at the heart of the mission of Chestnut Hill College.

The certificate is twelve (12) credits with an optional three (3) credit practicum. It is our hope to develop a practicum with Genesis Farm, which is rooted in a belief that the Universe, Earth, and all reality are permeated by the presence and power of that Holy Mystery that has been so deeply and richly expressed in the world's spiritual traditions.

HLSP 513	Wisdom Traditions	3 credits
HLSP 524	Ecology and Mystery (Course includes experiential component.)	3 credits
HLSP 550	Global Spirituality	3 credits
HLSP 644	Environmental Ethics	3 credits
HLSP 670	Optional Practicum	3 credits

The admissions requirements for the certificate program are the same as for the graduate degree program, with the exception of the standardized test. Therefore, students in the certificate program who wish to continue in the degree program may do so, after consultation with the chair of the program and upon submission of standardized test scores.

### **CHAPLAINCY CERTIFICATION**

A faculty advisor in the Holistic Spirituality program will work closely with students desiring to be certified as chaplains in hospitals or other healthcare programs to complete the theology and other requirements of an accrediting organization such as the Association for Professional Chaplains (APC) or the National Association of Catholic Chaplains (NACC).

### **CERTIFICATE PROGRAM IN SPIRITUAL DIRECTION (18 credits)**

The Spiritual Direction Certificate program prepares the participant for the ministry of spiritual direction. It offers specialized formation in the art of spiritual direction through both academic work and practica experiences. Since many people desire support with their own spiritual

growth and the skills required for the work of spiritual direction with others, this certificate program is beneficial to a broad spectrum of ministries.

### **Prerequisites For Admission**

1. A master's degree (MA or M.Div) in theology, religious studies, spirituality, pastoral ministry or related field;
2. Ongoing spiritual direction for at least **two years** before starting the practicum phase;
3. Completion of admissions procedure, as well as additional requirements listed under the M.A. and S.D. section.
4. Applicants for the Certificate must take at least one course prior to beginning the Practicum.

### **Course Requirements (18 credits)**

The Certificate in Spiritual Direction requires the completion of eighteen credits. The twelve credits, listed under Required Core Spiritual Direction Practica Courses, aim to provide the students with the opportunity for comprehensive investment in the disciplines of spirituality and the praxis of spiritual direction.

### **Prerequisites For Practicum Phase**

HLSP 526 Theology of the Spiritual Exercises	3 credits
HLSP 527 Discernment: Theology and Praxis	3 credits

### **Core Spiritual Direction Practica Courses**

HLSP 671 Spiritual Direction Practicum 1 (fall)	3 credits
HLSP 672 Spiritual Direction Practicum 2 (spring)	3 credits
HLSP 673 Spiritual Direction Practicum 3 (fall)	3 credits
HLSP 674 Spiritual Direction Practicum 4 (spring)	3 credits

### **CERTIFICATE IN SUPERVISION OF SPIRITUAL DIRECTORS (6 credits)**

The Certificate in Supervision is designed for the experienced spiritual director who discerns a call to guide and mentor spiritual directors and desires to develop the skills necessary for the ministry of supervision.

### **Prerequisites for Admission**

1. A master's degree (MA or M.Div) in theology, religious studies, spirituality or their equivalent;
2. Certificate in Spiritual Direction from a recognized program, one that includes at least forty (40) hours of individual supervision;
3. At least four (4) years of offering ongoing direction to a minimum of six (6) persons per year;
4. Receiving ongoing spiritual direction and annual individually-directed retreats for at least five (5) years.

In addition to the standard admission requirements, a letter of recommendation from the applicant's spiritual director and supervisor are required. All applicants for this certificate must interview with the Coordinator of the practicum prior to admission.

### **Practicum Requirements**

HLSP 710	Supervision I	3 credits
HLSP 711	Supervision II	3 credits

### **CERTIFICATE OF STUDY IN SPIRITUALITY (CSS) (18 credits)**

This certificate is intended for women and men engaged in disciplines and professional work other than those primarily associated with theology and spirituality. It is also designed for women and men candidates in initial formation programs of religious congregations. In certain situations, this certificate can be applied to sabbatical study limited to one full academic year. By providing a well-integrated spiritual and theological formation, this specialized program encourages students to:

1. intensify their awareness of the underlying spiritual dimensions of their professional work and
2. seek new insights into the spiritual implications of their work for the future.

### **Prerequisites**

A bachelor's degree with several years of experience in their primary field of work as well as a strong desire to deepen and integrate their own personal spiritual development with their professional life and service to the world.

### **Course Requirements (18 credits)**

The Certificate of Specialized Study (CSS) in Spirituality requires the completion of eighteen credits. A maximum of six credits can be transferred into this program providing they have not been used to complete degree requirements for another program and that they meet all the requirements of this program.

### **Core Courses (6 credits)**

HLSP	510	Historical Foundations of Spirituality	3 credits
HLSP	521	Prayer: Theology and Praxis	3 credits

### **Elective Courses (12 credits)**

CSS students may choose from any course offerings in the Holistic Spirituality program. Students are advised to work closely with a faculty advisor in selecting courses that best serve their overall program goals.

### **CHANGE OF STATUS FROM CERTIFICATE TO DEGREE PROGRAM**

In addition to the requirements stated in the Admissions Process, certificate students who wish to apply for master level candidacy upon the successful completion of nine (9) credits with a GPA of 3.2 are required to take the MAT examination. They must complete any additional

requirements for degree students and notify the Graduate Registrar *in writing* of their change of status from certificate to degree.

## Course Descriptions

### CORE COURSES

#### **HLSP 500 Historical Foundations of Christian Spirituality** **3 credits**

This course introduces students to Christian spiritual traditions from historical as well as spiritual perspectives. It aims to deepen the capacity of students to situate and understand texts historically in order to interpret them spiritually. Students will probe and ponder the dynamics of history, the nature of spirituality and the role of the interpreter in their study of classic texts, spiritual movements and masters within the Christian tradition.

#### **HLSP 510 Biblical Foundations of Christian Spirituality** **3 credits**

This course prepares professionals for the complex task of interpreting biblical texts through concentration on two overarching dynamics of the task: taking historical contexts of the bible into consideration and awareness of theories/methodologies of interpretation. While class time will focus on interpreting sample biblical texts, readings will resource students on specific theory and background.

#### **HLSP 521 Prayer: Theology and Praxis** **3 credits**

This course traces the origins of Hebrew and Christian Prayer to the cries of the human spirit. Ancient and contemporary methods and lives of prayer will be studied through historical, theological, psychological and biographical lenses. The place and practice of prayer in different Christian as well as other faith traditions will be considered. All will be invited to experience, practice, reflect upon and critique a variety of prayer forms for themselves and others and to create prayer opportunities for one another.

#### **HLSP 526 Theology of the Spiritual Exercises (Spiritual Direction)** **3 credits**

This course invites the students to integrate their Retreat in Everyday Life or 30-day retreat experience with the theology of the *Spiritual Exercises of St. Ignatius of Loyola*. The course content is both academic and experiential, including lecture and practical application. Prerequisite for Practicum I unless exempted by the Coordinator of the Practicum.

#### **HLSP 527 Discernment: Theology and Praxis (Spiritual Direction)** **3 credits**

This course explores the history, meaning, and role of discernment in everyday life, decision-making, and spiritual direction. It examines the Rules for Discernment articulated by Ignatius of Loyola as “descriptions” of people’s interior lives and “guidelines” for the understanding of the Spiritual Exercises. Consideration is also given to the implications of discernment processes for group deliberations, as well as those which take seriously the social and environmental dimensions of life.

#### **HLSP 530 Psychology and Spirituality of Relationship** **3 credits**

The basic psychological dynamics of development, maintenance and ending of a variety of human relationships will be explored in this course. Emphasis will be placed on the integration

of the spiritual and psychological dimensions in human relationships, and on the interactions between human and divine relationships.

**HLSP 550 Spirituality: Global Perspectives**

**3 credits**

The reality of globalization has radical implications for the way we understand spirituality. This course explores new understandings necessary to protect life's sacredness and promote prophetic leadership in a global community. Issues such as eco-systems, technology, economics, as well as the values of faith, community, intercultural harmony, and human dignity will be examined.

**HLSP 700 Holistic Perspectives Seminar**

**3 credits**

This advanced course in holistic spirituality integrates and synthesizes the insights and experiences gleaned in the program. It considers gaps, questions and future benefits of courses taken thus far. Students will formulate a Christian approach to spirituality that enhances unity amidst diversity within the person, community, and cosmos. Through specific and culminating reflection and application projects, this seminar facilitates the transition from the program's core foundational areas of study to the integration of this learning experience in ministry. In the core values of Catholic Intellectual Tradition, History and Legacy, we strive "to promote ongoing interpretations of core theological values and contemporary needs." We also value spirituality by "exploring the spiritual domain of human existence and integrating this into the totality of our experience."

**Prerequisite:** Completion of at least 27 credits, excluding practica.

**COURSE DESCRIPTIONS: ELECTIVE COURSES**

**HLSP 511 Biblical Perspectives on Healing**

**3 credits**

The healing dynamics within various biblical traditions will be examined in this course. The significance of the stories of Jesus as healer, other healing stories in both the Hebrew and Christian scriptures, and the physical, social, and spiritual dimensions of the healing process from biblical perspectives will also be explored. Selections of healing stories will also be made from other texts, such as the Qur'an, the Eight Noble Truths, and the Four-fold Path to Buddha.

**HLSP 513 Wisdom Traditions**

**3 credits**

The goal of this course is to introduce students to "wisdom traditions" that have been with us for the past 6,000 years, shaping our culture, history, humanity and divinity. Students will explore the traditions of indigenous cultures (Aborigines, Native Americans), Hindus, Buddhists, Chinese (Confucianism, Taoism), Muslims, and the Judaism and Christianity. The readings will allow students to see life through "other". The goal of all wisdom traditions is to help us become more authentic people. This course will allow students to understand and appreciate the spiritual journey as a universal human endeavor to deal with the large and small questions of life.

**HLSP 520 Theological Foundations of Spirituality**

**3 credits**

The primary purpose of this course is to introduce students to their critical role as subjects in the doing of theology. As such, they will study various methods to engage in understanding and re-appropriating some primary concepts (doctrines) of the Christian theological tradition.

Students will journey into the Mystery of God, Sin and Evil, Jesus Christ, the Spirit and the Church from classical to contemporary interpretations. The course will emphasize the constructive, but unfinished and inadequate character of all speech about Holy Mystery and every appropriation of the God-life, given the limits of the human and the inexhaustibility of the divine.

**HLSP 522 Conversion and Grace**

**3 credits**

This course will provide a theological framework for interpreting the dialectic of conversion and grace in order to promote a more intentional and wholehearted response to this dangerous and exciting divine/human encounter. Toward this aim, students will study the dynamics of conversion and grace as they emerge directly and verifiably out of concrete and ordinary human experience. Conversion will be examined as a breakthrough that occurs for individuals and communities at the intellectual, moral and religious levels, making new challenges possible and new horizons available.

**HLSP 524 Ecology and Mystery**

**3 credits**

In this course we address specifically the relationship between (1) values one finds commonly asserted in environmental or ecology-based discussions, and (2) values commonly found in religious traditions. This course examines the spiritual dimensions of the relationship between the Earth and its human inhabitants. We will examine the ways cultural and theological assumptions have shaped peoples' treatment of the natural world. We will look at the ways changes in the environment have influenced human social and cultural patterns. Finally, we will critically assess some of the major ethical responses to ecological issues.

**HLSP 532 - 534 Spirituality of the Body:**

**Art (532), Dance (533), Music (534)**

**1 credit each/3 credits**

These one-credit courses/workshops view art, dance, and music as ways of expressing the prayer of the whole person. The workshops are designed to demonstrate how the arts can facilitate and create atmospheres conducive to prayer, how they can be used in the context of the prayer itself and ways in which they can be an extension of experiences of prayer. Presentations and input from a variety of sources and people who minister in wellness fields will be included.

**HLSP 536 Spiritual Dimensions of Attention**

**3 credits**

This course explores the nature of attention and its relationship to the spiritual self. Using an interdisciplinary approach, it addresses the roles and forms of, challenges to, and power in conscious attention to human experience in the everyday. In this way, the course considers the connected dimensions of spirituality and attentiveness.

**HLSP 540 Ethics in the Healthcare Context**

**3 credits**

Exploration of the basic principles and analytic structures of ethics will be the foundation for an analysis of a selection of central ethical issues in contemporary healthcare, such as: patient autonomy, treatment decisions, advance directives, euthanasia, access to health care, Students will be encouraged to attend to these ethical issues in their own healthcare environments and in society at large.

**HLSP 541 Death and Dying across Faith Traditions****3 credits**

Through experiential practice and collaborative, critical reflection, this course will explore diverse ways that spiritual/ religious/ /faith/ cultural traditions influence approaches to dying, death, and bereavement and related spiritual and psychological concerns. Students are invited to broaden and deepen resources for articulating their own spirituality in relation to dying, death, bereavement and religious/cultural diversity as encountered in their own personal and professional lives and to refine skills for creative, sensitive engagement with themselves and others in relation to experiences of loss and religious/cultural diversity.

**HLSP 542 God and Human Suffering****3 credits**

This course offers an invitation to explore the mystery and meaning of human suffering, one that engages the paradoxes of darkness and light, despair and hope, death and life, cross and resurrection. Stories of women and men, both biblical and contemporary, whose lives were transformed by suffering will be analyzed for the redemptive elements embedded in their experiences. Through theological reflection, students will examine the nature and gifts of suffering: endurance, hope, compassion, intimacy with God, and a contemplative life-stance with all that is.

**HLSP 551 Forgiveness and Reconciliation****3 credits**

This course is designed to ponder stories, pursue questions and consider the gift that lies at the heart of the journey to forgive and reconcile as persons and as a people. To this end, the course will engage several disciplines from its primary ground in theology: psychology and history, literature and political theory, social science and cultural anthropology. Its scope will encompass the inner regions of the human heart, the shape and character of human behavior and the distant reaches of the global family. Students will encounter others in reading, research and conversation whose experiences of “forgiveness and reconciliation” will inform and challenge their own.

**HLSP 552 Spirituality of Peace and Justice****3 credits**

Readings and discussion will explore the theory and practice of Christian nonviolence in the context of current U.S. experience. Nonviolence does not withdraw from violence, but engages violence with the powers of truth and love. Nonviolence will be examined in four dimensions: personal, interpersonal, national/international, and ecological. From the lives and works of outstanding practitioners, practices of nonviolence will be identified and their relevance to contemporary Christian life demonstrated.

**HLSP 640 Spirituality and Science****3 credits**

Philosophy, theology and literature are all dedicated to a search for human meaning, relevance and truth. However each of these disciplines approaches these questions in different ways and from different perspectives. It will be the intention of this class to use these disciplines together in an effort to allow each to assist the others so as to help us achieve some insight into the nature of the human condition. Literature will give us specific scenarios and detailed characters so as to flesh out certain remote and esoteric philosophical concepts. Philosophy will give use organizational patterns and direct assertions that may serve to grant us a deeper

and more subtle understanding of our literary characters. Theology will grant us a focus on the interpretation of meaning that will serve center of our inquiry. The directing questions of the semester will be as follows: What matters and how do we know?

**HLSP 641 Spirituality and Literature**

**3 credits**

This class will explore the middle ground between the extremes of science and religion. Both, however, must be carefully examined with a critical eye. We must learn as much about science as possible to really appreciate both the magnificence and the limits of scientific knowledge. We must study carefully not only our own religious traditions but also the role religion plays in the globalized world of the twenty-first century. We must acknowledge the hold each of these may have over our sense and acceptance of truth. The goal of the class is to attempt to discover whether or not we believe in the common representations of science and religion as mutually exclusive belief systems. We will ask whether it possible to imagine a belief system in which science and religion are complimentary and not antagonistic.

**HLSP 643 Healing Beliefs across Faith Traditions**

**3 credits**

Based within the discipline of anthropology, this course examines the relationship of belief systems to their broader cultural frameworks, and probes the ways in which beliefs and values affect both patients' approaches to healthcare and healthcare professionals' approaches to patients. Using the case study method, this course will demonstrate the importance of understanding how various belief systems interact and how this interaction affects healthcare practices. Alternative health practices will be examined in relation to larger socio-economic, religious, and cultural contexts.

**HLSP 644 Environmental Ethics**

**3 credits**

This course studies the moral relationship between human beings and the environment. The course emphasizes understanding relevant ethical principles and values in order to examine this relationship. An important element of the course is the study of the value and moral status of the environment in all its aspects—animals, plants, ecosystems, and so on. In this course we will examine a wide range of intellectual efforts to address the problem of our obligations to Earth and its living systems. Although we will focus on contemporary *philosophical* environmental ethics we will also introduce *religious* environmental ethics, examine ideas about nature prevalent in American culture and history, and examine how individuals involved in contemporary environmental movements express and endeavor to implement their environmental values.

Course Description: (Optiona)| Sustainability Practicum

**HLSP 670 Sustainability Practicum**

**3 credits**

The sustainability practicum emphasizes the development of leadership skills and a deeper understanding of a sustainability-related issue. Projects will be chosen by the student with the help of a mentor. Students will be expected to define the problem, identify research tasks, and carry out a specific project by working with a local organization focused on the issue.

Course Descriptions: SPIRITUAL DIRECTION PRACTICA

**HLSP 671 Spiritual Direction Practicum 1 (fall)****3 credits**

This practicum focuses on the gifts needed for those beginning to offer spiritual direction. The process involves giving spiritual direction and receiving supervision. The group will reflect on: the development of a contemplative attitude; the centrality of the experience of God; interior response to God's presence and absence; the relationship between spiritual direction and counseling; and praying with one's body and all of creation. When a student begins the practicum, the *four* practica courses are taken sequentially. Practicum 1 includes five two-hour individual supervision sessions. **Prerequisite:** Completion of application process for the practicum.

**HLSP 672 Spiritual Direction Practicum 2 (spring)****3 credits**

By offering spiritual direction and receiving supervision, this practicum will challenge the student to reflect on a growing sensitivity to interior movements, such as, transference and countertransference. Since spiritual direction is a professional relationship which has spiritual, ethical, and legal implications, this course will also present the ethical standards for spiritual directors, spiritual counselors, and pastoral counselors. Topics will include: privileged communication, confidentiality, mental health laws, liability and the handling of potential litigation. Practicum 2 includes 5 two-hour individual supervision sessions.

**Prerequisite:** HLSP 671.**HLSP 673 Spiritual Direction Practicum 3 (fall)****3 credits**

Practicum 3 includes classes in spiritual direction and peer supervision sessions. The focus of the classes is advanced issues in spiritual direction, such as: deepening attentiveness to the movement of spirits and addressing psychological issues, particularly addiction and co-dependence. The intention is to examine appropriate ways to respond as a director in order to facilitate God's movement. This class has a group spiritual direction approach which includes personal experience and engagement in group processes. Practicum 3 includes 5 two-hour individual supervision sessions. **Prerequisite:** HLSP 672.

**HLSP 674 Spiritual Direction Practicum 4 (spring)****3 credits**

Practicum 4 integrates the theory, praxis, ethical and psychological issues from the previous practica and provides training in peer supervision. Practicum 4 includes 5 two-hour individual supervision sessions. **Prerequisite:** HLSP 673

**HLSP 675 Spiritual Direction Practicum 5 (fall/spring) (elective)****2 credits**

In this practicum the student will learn how to give a Retreat in Everyday Life according to *The Spiritual Exercises of Ignatius of Loyola*. This optional practicum is designed for those who have experienced the 30-day retreat or the Retreat in Everyday Life (19<sup>th</sup> Annotation), as well as the four preparatory practica. These classes are supervisory in nature. **Prerequisites:** HLSP 674

**HLSP 710 Supervision of Spiritual Direction 1****3 credits**

This practicum focuses on the ministry of supervision. It strengthens the supervisor's ability to: create and respond to the ministry of spiritual direction from a contemplative foundation;

foster on-going co-discernment; support and assess the development of the director's gifts. Various methods of supervision will be taught and practiced. **Prerequisite:** Application process through the Coordinator of the practicum.

### **HLSP 711 Supervision of Spiritual Direction 2**

**3 credits**

This course looks at the role of the supervision of supervisors. The purpose is to develop skills and understanding through cases studies and personal application. It will include further refinement of discernment skills, issues of transference and counter-transference, and self-care as essential for healthy ministry of supervision. **Prerequisite:** HLSP 710

COURSE DESCRIPTIONS: HEALTH CARE PRACTICA

### **HLSP 676 Health Care Practicum 1**

**2 credits**

This course will explore current research on methodologies of spiritual assessment as an invitation to compassion toward the whole person, especially implications for ways to address spiritual concerns in healthcare settings. Students are invited to formulate proposals for projects related to healing and spiritual care to be carried out during the second part of the HLSP/healthcare practicum, HLSP 690. Projects focus ways to attend to the diversity of patients' and caregivers' spiritual and religious beliefs, values, and conflicts in a respectful, non-judgmental, and non-imposing fashion appropriate to students' roles in particular contexts.

### **HLSP 690 Health Care Practicum 2**

**2 credits**

This course is intended to provide students with opportunities to make connections between practice in healthcare contexts and theories of spiritual care discussed in coursework. Students are offered on-site supervision, as they carry out an approved project related to spiritual in a healthcare or related environment for a minimum of twenty (20) hours. In sessions with other course participants totaling twelve hours, course participants have the opportunity to integrate experiences, beliefs, and knowledge from a variety of sources and to formulate personalized modes of healing practice for themselves.

## **Instructional Technology Graduate Programs**

Program Coordinator: Yefim Kats, Ph.D.

### **MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY**

#### **SPECIALIZATIONS:**

Instructional Design and E-Learning

Instructional Design and E-Learning with Instructional Technology Specialist Certification

Master of Science in Instructional Technology – Combined UNDERGRADUATE/GRADUATE PROGRAM

Instructional Technology Specialist certification (pde APPROVED)

Certificate of Advanced Study in Instructional Technology

Certificate of Professional Development in Instructional Technology

## **PROGRAM SPECIALIZATIONS**

The Instructional Technology specializations are designed to meet the varied needs and goals of today's wide range of instructional technology professionals. The specializations share a common core of courses as well as 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.

## **COURSE STRUCTURE**

Instructional Technology offers 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.

## **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 learning management system at [chc.blackboard.com](http://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.

## **Guided Individualized Courses**

A possible student option in Instructional Technology is the Guided Individualized Course (GIC). The GIC accommodates students' need for academic self-sufficiency in meeting targeted goals requiring an independent path of study. It is a special form of an independent course in which

the student works under the guidance of a professor to achieve program-related goals. Advance approval from the Coordinator of the Instructional Technology Program is required.

Master of Science in instructional Technology

### **Program Requirements**

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

### **Courses**

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.

### **Research**

As part of meeting criteria for coursework and completing the required number of credits, each student designs, conducts and completes a research project as the final requirement for graduation. The project is normally completed as part of the course GRIT 791 Seminar in Instructional Technology. It is judged as complete when it has been presented in scholarly written format. A student who has not completed the study during Seminar in Instructional Technology registers for GRIT 795 Thesis 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 academic or/and corporate learning environment. Students will be encouraged to design instructional content to meet context specific needs within the school or workplace. The candidate for this specialization emerges from the program with newly developed leadership skills, expertise in the use of state-of-the-art technologies and a renewed understanding of the role technology can play for learning communities. Throughout their coursework students are encouraged to develop their potential as leaders by presenting at professional meetings, and possibly publishing the required 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.

### Core courses (30 credit hours)

GRIT	541	Video Communications
GRIT	598	Scientific Inquiry: Tools for Research
GRIT	645	Introduction to Online Learning
GRIT	654	Cognition and Accessible Technologies
GRIT	651	Technology-Based Learning Environments
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 Technology
GRIT	798	Ethical Leadership and the Future

Two electives (6 credit hours)

### Selected Electives (3 credits each):

GRIT	550	Social Media
GRIT	551	Networking Organizations
GRIT	593	Web Design for eLearning
GRIT	661	Introduction to Studio TV
GRIT	685	Technology Planning
GRIT	704	Practicum and Portfolio
GRIT	710	Applied Instructional Design

## **M.S. IN INSTRUCTIONAL DESIGN AND E-LEARNING WITH INSTRUCTIONAL TECHNOLOGY SPECIALIST (ITS) CERTIFICATION**

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.

## 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.

### Core courses (33 credit hours)

GRIT	541	Video Communications
GRIT	598	Scientific Inquiry: Tools for Research
GRIT	654	Cognition and Accessible Technologies
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	Ethical Leadership and the Future

Two electives (6 credit hours)

### Selected Electives (3 credits each):

GRIT	550	Social Media
GRIT	551	Networking Organizations
GRIT	593	Web Design for eLearning
GRIT	645	Introduction to Online Learning

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).

## **MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY – COMBINED PROGRAM**

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. The Program includes specific course requirements and qualifying levels of student performance. Contact the Coordinator of the Instructional Technology Program for details.

## **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. This option is open for those with either a Bachelor's or a Master's degree. 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.

### Course Requirements

Certification candidates with a Master's degree in instructional technology or its equivalent typically complete a total of eighteen (18) credit hours with the distribution listed below.

#### Required Courses (12 credit hours)

GRIT	654	Cognition and Accessible Technologies
GRIT	685	Technology Planning
GRIT	704	Practicum and Portfolio
GRIT	785	Instructional Technologies and Special Education
Two Electives (6 credit hours)		

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.

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.

#### Prerequisites

Prerequisites for a Certificate of Advanced Study are the same as those for the Master's degree in the selected specialization.

#### Course Requirements

The certificate candidate completes a total of eighteen (18) credit hours with the distribution listed below. Certificate candidates take four (4) required courses as indicated below. They are given an opportunity to pursue their professional interests in their studies with a choice of two elective courses.

#### Required Courses (12 credit hours)

GRIT	541	Video Communications
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GRIT	671	Principles of Instructional Design
GRIT	699	Image Processing in Multimedia Design
GRIT	700	Technology Integration in Multimedia Development

Two Electives (6 credit hours)

Certificate candidates choose two (2) additional courses selected from the Instructional Technology course list.

## CERTIFICATE OF PROFESSIONAL DEVELOPMENT

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.

### 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**

This class provides an introduction to a variety of Web 2.0 social media tools and technologies in their usage in academic as well as corporate world. 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 learning environments.

#### **GRIT 593 Web Design for eLearning**

**3 credits**

This is an introduction to basic principles of 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 Macromedia Dreamweaver. They acquire an understanding of Web design and usability principles in eLearning environment.

#### **GRIT 661 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 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 nature of knowledge and 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 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 Learning Environments****3 credits**

The focus of this course is on the competence in the choice, development and evaluation of a constructivist technology-based, project-driven learning environment. The special emphasis is placed on the characteristics of major learning management system (LMS) tools and applications. Students design and implement a plan for 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. *Prerequisites: GRIT 645*

**GRIT 654 Cognition and Accessible Technologies****3 credits**

Students examine the fundamentals of technology-based learning and gain comprehensive understanding of the integration of virtual worlds, Web 2.0 tools, podcasting, video editing software, interactive white boards, and handheld technologies. Course emphasizes an understanding of the learning process, and the planning and evaluation of activities that utilize these accessible technologies effectively. Students create products using the technologies while also collaborating with each other through 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 671 Principles of Instructional Design****3 credits**

Project management and basic skills in instructional design and development are covered in this course. Student design projects will show the ability to link major learning theories, such as constructivism, cognitivism, and behaviorism to competent determination of instructional content, accurate identification of learner characteristics and effective instructional strategies. Class activities include extensive collaboration and adequate reflection on situations for which learning or other 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. Learning is project oriented as students engage in the process of constructing such a plan in an actual or hypothetical school and district and interact with technology administrators in area schools. Other leadership and administrative skills are developed as well.

**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 in the Pennsylvania Department of Education Certification Program the opportunity to complete their required site-based internship in instructional technology. Students demonstrate through their portfolios their achievement of the Pennsylvania Department of Education standards. In their preparation for the ITS Certification Interview, students demonstrate their technical expertise, organizational skills, and presentation and leadership potential. *Prerequisite: GRIT 685*

**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 (GIC)****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 current research on curricular issues, leadership,

restructured organizations, distance learning 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. The results of this project form the basis for their seminar research paper.

**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 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*

**GRIT 791 Seminar in Instructional Technology**

**3 credits**

This course is structured to provide guidance during the 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 Thesis Guidance (GIC)**

**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 Ethical Leadership and the Future**

**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 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 in technology.

## Psychology Graduate Programs

- M.S./M.A. IN CLINICAL AND COUNSELING PSYCHOLOGY
- PSY.D. IN CLINICAL PSYCHOLOGY
- CERTIFICATES OF ADVANCED GRADUATE STUDY

**Chair of the Division of Psychology: Cheryll Rothery, Psy.D., ABPP**

### MASTER OF SCIENCE AND MASTER OF ARTS IN CLINICAL & COUNSELING PSYCHOLOGY

**Master's Program Co-Coordinators (Main campus): Ana M. Caro, Psy.D., RPT and Claudia Garcia-Leeds, Ph.D.**

**Master's Program Administrator (DeSales University Center Valley campus): Mark Kenney, M.Ed., N.C.C., L.P.C.**

### OVERVIEW

The School of Graduate Studies of Chestnut Hill College, through the Department of Professional Psychology, offers both the Master of Arts (M.A.) and the Master of Science (M.S.) degree in Clinical and Counseling Psychology. These degrees may be earned in one of five areas of concentration: Child and Adolescent Therapy, Addictions Treatment, Marriage and Family Therapy, Treatment of Autistic Spectrum Disorders 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 Master of Arts (M.A.) degree is awarded to those students who complete a thesis in addition to the other academic and clinical requirements. The M.A./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, Post-Master's Certificates of Concentrated Clinical Study, and Post-Master's Certificates of Advanced Graduate Academic Study in each of the five 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 master's degrees 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 Arts and the Master of Science degrees meet 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).

These degrees also meet the master's-level licensure requirements in many other states. Please contact your state licensing board for requirements in your state.

### **PROFESSIONAL STANDARDS**

The Department of Professional Psychology 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.

### **STUDENT 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, 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 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.

## ACADEMIC REQUIREMENTS

Students who are accepted into the master's program may choose between the Master of Science (M.S.) and the Master of Arts (M.A.). The Master of Arts is designed for students who wish to complete a thesis in addition to the other academic and clinical requirements. Both degrees are designed to prepare students to sit for the licensure examination and to apply to doctoral programs.

### MASTER OF SCIENCE (M.S.)

Master of Science (M.S.) students must complete a minimum of 48 graduate credits. Of these 48 credits, 21 credits come from the Core Curriculum (7 courses) and at least 9 credits come from the field placement. 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 five areas or take a generalist curriculum. These credits are distributed in the following manner:

- Addictions Treatment: 12 concentration credits and 6 elective credits
- Child and Adolescent Therapy: 12 concentration credits and 6 elective credits
- Marriage and Family Therapy: 18 concentration credits
- Trauma Studies: 12 concentration credits and 6 elective credits
- Treatment of Autism Spectrum Disorders: 12 concentration credits and 6 elective credits
- Generalist Curriculum: 18 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.

### MASTER OF ARTS (M.A.)

Students opting for the Master of Arts (M.A.) degree must complete the full curriculum listed above under the Master of Science, plus three additional courses:

PSYG	525	Statistical Applications
PSYG	520	Thesis Seminar I (510, 525)
PSYG	522	Thesis Seminar II (520)

## CURRICULUM

Students without an undergraduate degree in psychology or a closely related field are encouraged to apply. Their applications will be considered on a case-by-case basis. Additional undergraduate courses may be required as outlined above.

### Core Courses

These courses are required for all students. Prerequisites are in parentheses.

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

### Concentration Courses

#### MARRIAGE AND FAMILY THERAPY (18 credits required)

PSYG	608	Marriage and Family Therapy (required)
PSYG	612	Advanced Theories of Marriage and Family Therapy (608) (required)
PSYG	614	Marriage and Family Therapy Techniques (608) (required)
PSYG	616	Advanced Marriage and Family Therapy Techniques (608) (required)
PSYG	618	Human Sexuality and Marriage (required)

and one of the following:

PSYG	604	A Systemic Approach to the Problems of Adolescents
PSYG	638	Systemic Treatment of Addictions

Those pursuing a license as a Marriage and Family Therapist should take all seven courses.

#### CHILD AND ADOLESCENT THERAPY (all required)

PSYG	602	Play Therapy (500)
PSYG	604	A Systemic Approach to the Problems of Adolescents
PSYG	608	Marriage and Family Therapy
PSYG	615	Special Topics (title of course will be included on transcript)

#### ADDICTIONS TREATMENT (12 credits required)

PSYG	630	Foundations of Addictive Behaviors (required)
PSYG	632	Treatment Approaches to Substance Abuse (630) (required)

and two of the following:

PSYG	634	Spirituality of the Twelve Steps
PSYG	636	Special Topics (title of course will be included on transcript)
PSYG	638	Systemic Treatment of Addictions

### TRAUMA STUDIES (all required)

PSYG	622	Introduction to the Assessment and Treatment of Psychological Trauma
PSYG	624	Treatment of Complex Chronic Trauma Responses (622)
PSYG	626	Acute Incident Responding: Trauma Prevention and Early Intervention Strategies (622)
PSYG	628	Working Effectively in Trauma-Intensive Communities (622)

### TREATMENT OF AUTISM SPECTRUM DISORDERS (all required)

PSYG	652	Introduction to Autism Spectrum Disorders
PSYG	654	Treatment Approaches to Autism Spectrum Disorders (652)
PSYG	656	Adults with Autism Spectrum Disorders: Psychosocial, Legal Medical Issues (652)
PSYG	658	Treating Families with an Autistic Member over the Lifespan (652)

### Electives (note: students may also use concentration courses to fill elective requirements)

PSYG	530	Group Therapy (LPC required)
PSYG	532	The Role of Culture and Gender in Counseling and Psychotherapy (LPC & LMFT required)
PSYG	536	Psychological Assessment (503) (LPC required)
PSYG	540	Introduction to Psychopharmacology
PSYG	542	Career Development and Counseling (LPC required)
PSYG	544	Eating Disorders
PSYG	546	Bereavement Counseling
PSYG	645	Special Topics

### Field Experience (see below for prerequisites)

PSYG	705	Practicum (except for MFT students)
PSYG	710	MFT Internship I
PSYG	715	Internship I
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.

### Additional Requirements for Master of Arts

PSYG	525	Statistical Applications
PSYG	520	Thesis Seminar I (510, 525)
PSYG	522	Thesis Seminar II (520)

## APPLICATION TO PSY.D. PROGRAM

Students in the master's program who intend to apply to the Psy.D. program at Chestnut Hill College after receiving their master's degree should include among their concentration or elective courses PSYG 532 The Role of Culture and Gender in Counseling and Psychotherapy and at least two of the following courses:

PSYG 530	Group Therapy
PSYG 542	Career Development and Counseling
PSYG 602	Play Therapy
PSYG 604	A Systemic Approach to the Problems of Adolescents
PSYG 618	Human Sexuality and Marriage
PSYG 622	Introduction to the Assessment and Treatment of Psychological Trauma
PSYG 630	Foundations of Addictive Behaviors

## PRACTICUM

The practicum is mandatory for students seeking licensure as Licensed Professional Counselors (LPC). 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 when 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 Prerequisites

- Theories of Counseling and Psychotherapy
- Psychopathology
- Techniques of Counseling and Psychotherapy I
- Legal & Ethical Issues

Students typically continue with internship immediately after the practicum. Please be sure you have completed enough coursework to be able to continue into internship.

## 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 Leslie Shralow, Ph.D., Coordinator of Masters Field Placements, by calling 215-248-7024 or [shralowl@chc.edu](mailto:shralowl@chc.edu) for dates and times of these sessions.

### Internship Prerequisites

Prior to registering for internship, 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 internship)
- Legal and Ethical Issues
- Practicum (PSYG 705) or MFT Internship I (PSYG 710) for Marriage 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 pre-register for practicum/internship. You are required to pre-register 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. No student may begin a field placement in the spring semester.
2. A practicum/internship resource book is available from the internship coordinator. This book contains 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, 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, your prospective supervisor should complete all designated paperwork and send it to the Coordinator of Master's Field Placements.
5. As part of the practicum/internship process all students are required to procure liability insurance. Applications for liability insurance will be available at the information sessions or from the Coordinator of Master's Field Placements. **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.**
6. A practicum or internship may **not** be completed at a site where the student is or has been employed.
7. 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 work 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 raise issues about their cases and their internship experience. (Note: Students must register for the corresponding seminar for each term of Internship: PSYG 710, PSYG 715, PSYG 725, PSYG 735.)
3. Final grades will be based on regular attendance and participation in the weekly seminar, performance at the internship site, 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 and the Director of Clinical Training. 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 Director of Clinical Training 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 Director of Clinical Training 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.**

### **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 (minimum of 48 credits) in a field closely related to the practice of professional counseling. A total of 60 graduate credits is required for licensure. Students at Chestnut Hill College have the option of earning 60 credits before graduation or earning the 48-credit master's degree followed by a 12-credit Post-Master's Certificate in Professional Counseling for Licensure Preparation. Students may also take additional credits as part of the degree, followed by additional courses on a non-matriculating, professional development basis. Licensure also requires 3,600 hours of supervised experience earned after the completion of the 48-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.

#### **Course Requirements for LPC Licensure**

Students seeking licensure as a professional counselor may choose the generalist curriculum or a concentration area. Students wishing to focus on a particular population are encouraged to choose a concentration. The Post-master's Certificate in Professional Counseling for Licensure Preparation cannot have an area of concentration. Two other categories of Post-master's certificates, clinical and academic, are available in the areas of concentration, but they require additional academic courses and may require two terms of internship. (See below for details on the Post-master's certificates.)

Some courses offered as electives at Chestnut Hill College are *required* for licensure. These courses may be taken as part of the student's degree, or as part or all of the additional 12 credits which may be earned after the awarding of the master's degree. The courses that are electives in this program and will be required for licensure are: PSYG 530, Group Therapy; PSYG 532, The Role of Culture and Gender in Counseling and Psychotherapy; PSYG 536, Psychological Assessment; and PSYG 542, Career Development and Counseling.

#### **Course Requirements for MFT Licensure**

Students seeking to become Licensed Marriage and Family Therapists should plan to take all seven (7) classes available under the Marriage and Family Therapy concentration and The Role of Culture and Gender in Counseling PSYG 532. It is recommended that six (6) classes be taken prior to graduation, and that the remaining class be taken as part of the 12-credit Post-Master's Certificate in Professional Counseling for Licensure Preparation. Chestnut Hill College students may also opt to take all seven (7) courses before graduation.

#### **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 Arts (M.A.) and the Master of Science (M.S.) degrees meet licensure requirements in most other states. Please contact your state licensing board for academic and clinical requirements. Students seeking licensure in New Jersey should be aware that, effective October 2012, applicants for licensure *may be* required to be graduates of CACREP-accredited programs. The master's program in Clinical and Counseling Psychology at Chestnut Hill College is not currently accredited by CACREP (an independent credentialing board). Please check on the status of this requirement with their Licensure Board if you are planning on being licensed in New Jersey.

### **Additional Professional Credentials**

The master's program in Clinical and Counseling Psychology also prepares students to apply for independent credentials in the field, including: National Certified Counselor (NCC), offered by the National Board for Certified Counselors; Certified Addictions Counselor (CAC), offered by the Pennsylvania Certification Board; and clinical membership in the American Association for Marriage and Family Therapy (AAMFT).

## **POST-MASTER'S CERTIFICATE OF ADVANCED GRADUATE STUDY IN 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. Student course plans will be individually designed after a departmental review of the student's transcript. The student must have earned a minimum of 60 graduate credits from an accredited institution and have coursework in all of the areas required for licensure before a certificate will be awarded.

If a practicum or internship is required as part of the certificate program, students will need to successfully complete at least one clinical techniques course at Chestnut Hill College prior to beginning the practicum/internship. Applicants who did not graduate from Chestnut Hill College's Master's Program in Clinical and Counseling Psychology may need to complete

additional coursework prior to the practicum/internship to meet practicum/internship prerequisites.

### 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 total 60 graduate credits required for the awarding of a certificate.

### POST-MASTER'S CERTIFICATES OF CONCENTRATED CLINICAL STUDY

- **Certificate of Advanced Graduate Study in Addictions Treatment**
- **Certificate of Advanced Graduate Study in Child and Adolescent Therapy**
- **Certificate of Advanced Graduate Study in Marriage and Family Therapy**
- **Certificate of Advanced Graduate Study in Trauma Studies**
- **Certificate of Advanced Graduate Study in the Treatment of Autism Spectrum Disorders**

Certificate programs are designed for those who have already earned a master's degree in a field closely related to the practice of professional counseling and who are seeking additional training and education.

#### Core Requirements

PSYG	503	Psychopathology (500 or 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	512	Legal and Ethical Issues in Counseling and Psychotherapy (500, 503)

Waiver of core requirements is possible depending on previous education or training. Requests for a waiver must be directed to the Coordinator of the Master's Program in Clinical and Counseling Psychology.

#### Concentration Requirements

All students complete 18 credits chosen from the following options:

#### ADDICTIONS TREATMENT

Concentration Courses (all required)

PSYG	630	Foundations of Addictive Behaviors
PSYG	632	Treatment Approaches to Substance Abuse (630)
PSYG	634	Spirituality of the Twelve Steps
PSYG	636	Special Topics: (title of course will be on transcript).

PSYG	638	Systemic Treatment of Addictions
Electives (one required)		
PSYG	540	Introduction to Psychopharmacology
PSYG	544	Eating Disorders
PSYG	622	Introduction to the Assessment and Treatment of Psychological Trauma

#### CHILD AND ADOLESCENT THERAPY

Concentration Courses (all required)

PSYG	602	Play Therapy (500)
PSYG	604	A Systemic Approach to the Problems of Adolescents
PSYG	608	Marriage and Family Therapy
PSYG	615	Special Topics (title of course will be included on transcript)

Electives (two required)

PSYG	530	Group Therapy
PSYG	536	Psychological Assessment (503)
PSYG	544	Eating Disorders
PSYG	546	Bereavement Counseling
PSYG	622	Introduction to the Assessment and Treatment of Psychological Trauma

#### MARRIAGE AND FAMILY THERAPY

Concentration Courses (six required)

PSYG	608	Marriage and Family Therapy (required)
PSYG	612	Advanced Theories of Marriage and Family Therapy (608) (required)
PSYG	614	Marriage and Family Therapy Techniques (608) (required)
PSYG	616	Advanced Marriage and Family Therapy Techniques (608) (required)
PSYG	618	Human Sexuality and Marriage (required)
PSYG	604	A Systemic Approach to the Problems of Adolescents
	or	
PSYG	638	Systemic Treatment of Addictions

#### TRAUMA STUDIES

Concentration Courses (all required)

PSYG	622	Introduction to the Assessment and Treatment of Psychological Trauma
PSYG	624	Treatment of Complex Chronic Trauma Responses (622)
PSYG	626	Acute Incident Responding: Trauma Prevention and Early Intervention Strategies (622)
PSYG	628	Working Effectively in Trauma-Intensive Communities (622)

Electives (two required)

PSYG	532	The Role of Culture and Gender in Counseling and Psychotherapy
PSYG	540	Introduction to Psychopharmacology
PSYG	544	Eating Disorders
PSYG	546	Bereavement Counseling
PSYG	602	Play Therapy (500)

### **TREATMENT OF AUTISM SPECTRUM DISORDERS (all required)**

PSYG	652	Introduction to Autism Spectrum Disorders
PSYG	654	Treatment Approaches to Autism Spectrum Disorders (652)
PSYG	656	Adults with Autism Spectrum Disorders: Psychosocial, Legal and Medical Issues (652)
PSYG	658	Treating Families with an Autistic Member over the Lifespan (652)

Electives (two required)

PSYG	532	The Role of Culture and Gender in Counseling and Psychotherapy
PSYG	536	Psychological Assessment
PSYG	542	Career Development and Counseling
PSYG	602	Play Therapy
PSYG	604A	Systemic Approach to the Problems of Adolescents

#### **Field Placement Requirement**

PSYG	715	Internship I (required)
PSYG	725	Internship II (required)
PSYG	735	Internship III (optional)

Candidates for the certificate are required to take 6 credits (2 terms) of Internship in their area of concentration. Students in the Addictions, Child and Adolescent, Autism Spectrum Disorders or Trauma certificates have the option of taking a third term of Internship in place of one elective. Students in the Marriage and Family Therapy certificate have the option of taking a third term of internship in place of one concentration course. See Field Experience section for a full description of field placements.

### **POST-MASTER'S CERTIFICATES OF ADVANCED GRADUATE ACADEMIC STUDY**

- **Certificate of Advanced Graduate Academic Study in Addictions Treatment**
- **Certificate of Advanced Graduate Academic Study in Child and Adolescent Therapy**
- **Certificate of Advanced Graduate Academic Study in Marriage and Family Therapy**
- **Certificate of Advanced Graduate Academic Study in Trauma Studies**
- **Certificate of Advanced Graduate Academic Study in the Treatment of Autism Spectrum Disorders**

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. This certificate is different from the Certificate of Concentrated Clinical Study in that it does not require an internship or other electives. 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

### **Concentration Requirements**

#### **ADDICTIONS TREATMENT**

Concentration Courses (all required)

PSYG	630	Foundations of Addictive Behaviors
PSYG	632	Treatment Approaches to Substance Abuse (630)
PSYG	634	Spirituality of the Twelve Steps
PSYG	636	Special Topics (title of course will be on transcript)
PSYG	638	Systemic Treatment of Addictions

#### **CHILD AND ADOLESCENT THERAPY**

Concentration Courses (all required)

PSYG	602	Play Therapy (500)
PSYG	604	A Systemic Approach to the Problems of Adolescents
PSYG	608	Marriage and Family Therapy
PSYG	615	Special Topics (title of course will be included on transcript)

#### **MARRIAGE AND FAMILY THERAPY**

Concentration Courses (six required)

PSYG	608	Marriage and Family Therapy
PSYG	612	Advanced Theories of Marriage and Family Therapy (608)
PSYG	614	Marriage and Family Therapy Techniques (608)
PSYG	616	Advanced Marriage and Family Therapy Techniques (608)
PSYG	618	Human Sexuality and Marriage
PSYG	604	A Systemic Approach to the Problems of Adolescents
	or	
PSYG	638	Systemic Treatment of Addictions

## TRAUMA STUDIES

Concentration Courses (all required)

PSYG	622	Introduction to the Assessment and Treatment of Psychological Trauma
PSYG	624	Treatment of Complex Chronic Trauma Responses (622)
PSYG	626	Acute Incident Responding: Trauma Prevention and Early Intervention Strategies (622)
PSYG	628	Working Effectively in Trauma-Intensive Communities (622)

## TREATMENT OF AUTISM SPECTRUM DISORDERS (all required)

PSYG	652	Introduction to Autism Spectrum Disorders
PSYG	654	Treatment Approaches to Autism Spectrum Disorders (652)
PSYG	656	Adults with Autism Spectrum Disorders: Psychosocial, Legal Medical Issues (652)
PSYG	658	Treating Families with an Autistic Member over the Lifespan (652)

## 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 ADMINISTRATION

Program Administrator: Mark Kenney, M.Ed., N.C.C., LPC 610-282-0397  
kenneym@chc.edu

Administrative Assistant: Terri Hamlin 610-282-1100 x1490  
610-282-1161 Fax

## OFFICE LOCATION AND HOURS

DeSales University  
Dooling Hall, Room 219  
2755 Station Avenue  
Center Valley, PA 18034

Monday 2 p.m. to 7 p.m.

Tuesday 2 p.m. to 7 p.m.

Wednesday 9 a.m. to 4 p.m.

Thursday 2 p.m. to 7 p.m.

Friday 9:00 a.m. to 3:00 p.m.

(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](http://www.desales.edu) or [www.WFMZ.com](http://www.WFMZ.com) or by calling 610.282.1100 or 610.282.0397.

### **DRIVING DIRECTIONS**

**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.

### **Doctor of Psychology (Psy.D.)**

**Graduate Program Chair and Director of Clinical Training: Cheryll Rothery, Psy.D., ABPP**

Chestnut Hill College offers the Doctor of Psychology (Psy.D.) degree in clinical psychology with optional concentrations in Marriage 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.

Admission to the Psy.D. program is open to:

- Applicants who hold a **bachelor's degree** from a regionally accredited institution and have at least 12 undergraduate credits (4 courses) in psychology. These applicants enter via the M.S./Psy.D. track and earn the M.S. in Clinical Psychology en route to the Psy.D. degree.
- Applicants with a **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.

### *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](http://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 12 Noon and 10 PM on Tuesdays and Wednesdays. 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. Students admitted to Year II who must complete foundational or elective courses at the 500-600 level may be required to take these courses on days other than Tuesday or Wednesday. 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](http://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](mailto: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**

For **all** applicants effective with the Fall 2012 entering class, the Psy.D. degree requires successful completion of 116 graduate credits:

- 92 credits from coursework that includes 21 credits in foundational courses (500-600 level); 62 credits in required doctoral-level courses (800 level and above); and 9 credits in elective doctoral-level courses
- Two practica (9 credits total)
- Internship (6 credits)
- Three semesters of Dissertation Advising (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. Students who do not complete the oral defense by the end of Year IV 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 500 Theories of Counseling and Psychotherapy (3 credits)
- PSYG 506 Techniques of Counseling and Psychotherapy I (3 credits)
- PSYG 508 Techniques of Counseling and Psychotherapy II (3 credits)
- PSYG 745, 755, 765 (Clinical Experience I, II, and III; 9 credits total)

These courses are considered pre-requisites to Year II doctoral courses. These credits do not count towards the 116 graduate credits required for the Psy.D. degree.

#### *PSY.D. PROGRAM: CURRICULUM*

*All courses are 3 graduate credits unless otherwise indicated*

#### **Foundational Core Courses (21 credits):**

PSYG 503	Psychopathology
PSYG 510	Research Design and Methodology
PSYG 512	Legal and Ethical Issues in Psychotherapy
PSYG 514	Development Across the Lifespan: Individual and Family
PSYG 532	The Role of Culture and Gender in Psychotherapy
PSYG 604	A Systemic Approach to the Problems of Adolescents
PSYG 608	Marriage and Family Therapy

#### **Additional Requirements for M.S./Psy.D. Track (18 credits; these credits do NOT count towards the 116 credits required for the Psy.D. degree but are required for the M.S. in Clinical Psychology):**

PSYG 500	Theories of Counseling and Psychotherapy
PSYG 506	Techniques of Counseling and Psychotherapy I
PSYG 508	Techniques of Counseling and Psychotherapy II
PSYG 745	Clinical Experience I
PSYG 755	Clinical Experience II
PSYG 765	Clinical Experience III

#### **Required Upper-Level Doctoral Courses (62 credits):**

PSYG 800	Psychological Assessment I (2 credits)
PSYG 801	Personality and Individual Differences
PSYG 801L	Personality and Individual Differences Lab (1 credit)
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 806L	Psychodynamic Theory and Therapy Lab (1 credit)
PSYG 808	Family Therapy
PSYG 808L	Family Therapy Lab (1 credit)
PSYG 810	Biological Bases of Behavior
PSYG 812	Psychopharmacology
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: Proposal Development (2 credits)

**Dissertation Advising (6 credits):**

PSYG 914	Dissertation Advising I (2 credits) each term for one year
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(If needed) 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 (12 credits):**

• **Required for Marriage & Family Therapy Concentration:**

PSYG 852	Treating the Diverse Family
PSYG 855	Family Therapy with Young Children
PSYG 859	Seminar in Family Therapy

• **Required for Psychological Assessment Concentration:**

PSYG 863	Advanced Personality Assessment
PSYG 864	Advanced Cognitive Assessment
PSYG 869	Neuropsychological Assessment

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. Students may elect to complete an additional practicum in Year V.

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. The supervision is provided by CHC faculty and qualified professionals from the community. Students may apply to complete part of their practicum requirements at the Clinic.

### Internship

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 Internship Training provides 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 15 of the year in which the student intends to submit internship applications.**

The Assistant Director of Clinical Training and Director of Internship Training 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. Pre-doctoral Internship Manual.

### **CHC Pre-doctoral Internship Consortium**

The Chestnut Hill College (CHC) Internship Consortium, administered by the Chestnut Hill College School of Graduate Studies' Department of Professional Psychology, 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 30<sup>th</sup>. Students in the Psy.D. program at Chestnut Hill College are given preference in Round I, and students from other programs may apply in Round II of this process if any unfilled slots remain.

Students are encouraged to pursue APA-accredited internships and need to strongly consider relocating for the internship year in order to increase the number of APA-accredited internship sites to which they can apply. All students are additionally required to apply to sites within the Chestnut Hill College Pre-Doctoral Internship Consortium, an APPIC-member program.

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.

The Chestnut Hill College (CHC) 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.

### **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.** 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: Proposal Development.** Following the third semester of Dissertation Mentoring, students meet individually with the Dissertation Chair to complete the formal dissertation proposal.
- **Dissertation Advising.** After completing the dissertation proposal students continue the development of the dissertation under the guidance of the Dissertation Chair and committee members.

## Sample Psy.D. Program Course Schedule

**This is a sample course schedule for students who enter in Fall 2012. 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
I  Foundation al  Courses	PSYG 500 Theories of Counseling & Psychotherapy (3)  PSYG 503 Psychopathology (3)  PSYG 514 Development Across the Lifespan (3)  PSYG 608 Marriage and Family Therapy	PSYG 506 Techniques of Counseling and Psychotherapy I (3)  PSYG 510 Research Design and Methodology (3)  PSYG 512 Legal and Ethical Issues (3)  PSYG 604 Systemic Approach to Problems of Adolescents	PSYG 508 Techniques of Counseling and Psychotherapy II (3)  PSYG 532 The Role of Culture and Gender in Counseling and Psychotherapy (3)  PSYG 745 Clinical Experience I (3)
II	PSYG 755 Clinical Experience II (3)  PSYG 800 Assessment I (2)  PSYG 805 Psychometrics (2)  PSYG 804 Historical Foundations of Psychology (3)  <i>See Note 1</i>	PSYG 765 Clinical Experience III (3)  PSYG 802 Assessment II (3)  PSYG 801 Personality and Individual Differences (3)  <i>See Note 2</i>	PSYG 803 Assessment III (3)  PSYG 844 Dissertation Mentoring I (1)  PSYG 806 Psychodynamic Theory & Therapy (3)  PSYG 806L Psychodynamic Theory & Therapy Lab (1)
III  Residency	PSYG 901 Practicum IA (1.5)  PSYG 818 Statistical Applications (3)  PSYG 845 Dissertation Mentoring II (1)	PSYG 903 Practicum IB (1.5)  PSYG 810 Biological Bases of Behavior (3)  PSYG 815 Evidence-Based Practice (3)	PSYG 904 Practicum IC (1.5)  PSYG 828 Cognitive/Affective Bases of Behavior (3)  PSYG 848 The Role of the Professional Psychologist

	PSYG 808 Family Therapy (3) PSYG 808L Family Therapy Lab (1)	PSYG 815L Evidence-Based Practice Lab (1) PSYG 846 Dissertation Mentoring III (1)	(1) PSYG 913 Dissertation Advising: Proposal Development (2) PSYG 838 Social Bases of Behavior (3)
IV	PSYG 905 Practicum IIA (1.5) PSYG 812 Psychopharmacology (3) PSYG 824 Ethics and Professional Practice Issues (3) PSYG 914 Diss Adv I (2)	PSYG 906 Practicum IIB (1.5) PSYG 816 Advanced Topics in Human Diversity (3) PSYG 820 Methods of Psychotherapy Integration (3) PSYG 820L Methods of Psychotherapy Integration Lab (1) PSYG 914 Diss Adv II (2)	<b>Clinical Competency Exam</b> PSYG 907 Practicum IIC (1.5) Elective #1 (3) PSYG 914 Diss Adv III (2)
V	<b>Comprehensive Exam</b> Elective #2 (3) PSYG 908 Practicum IIIA (1.5; optional)  <i>See Notes 3 and 4.</i>	Elective #3 (3) PSYG 829 Supervision and Consultation (3) PSYG 909 Practicum IIIB (1.5; optional)  <b>See Notes 3 and 4.</b>	     <b>See Note 3</b>
VI	PSYI 991 Internship I (2)  <b>See Note 3</b>	PSYI 992 Internship II (2)  <b>See Note 3</b>	PSYI 993 Internship IC (2)  <b>See Note 3</b>

**Note 1.** Students admitted to Year II with Advanced Standing must also complete PSYG 503 and PSYG 514 unless they can transfer these classes and pass the Competency Examinations in these courses.

**Note 2.** Students admitted to Year II with Advanced Standing must also complete PSYG 510 and PSYG 512 unless they can transfer these classes and pass the Competency Examinations in these courses.

**Note 3.** Plus PSYG 918 Dissertation Advising - continuation (2 cr.) each semester until the Dissertation has been successfully defended.

**Note 4.** In Year V, students take 3 credits of practicum or complete an additional 3-credit elective course.

### **PSY.D. PROGRAM: ADMISSIONS**

The minimum requirements for admission to the Psy.D. Program are as follows:

- **Bachelor's degree** with 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.

### **REQUIREMENTS FOR ENTRY TO YEAR II WITH ADVANCED STANDING**

The following requirements apply to applicants seeking to enter with Advanced Standing in Fall 2012:

1. Master's degree in Clinical or Counseling Psychology or a closely related field.
2. Completion of a supervised practicum lasting at least two semesters during the master's program. Applicants who are unable to meet this requirement are not eligible for admission to Year II.
3. 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 pre-requisites for Year II doctoral courses and are not counted towards the credit requirements for the Psy.D. degree. Applicants who are unable to meet this requirement are not eligible for admission to Year II.
4. One 3-credit graduate-level course in multicultural issues in counseling and psychotherapy equivalent to PSYG 532 Culture and Gender in Psychotherapy, completed with a grade of B or higher, and two 3-credit graduate courses in Marriage and Family Therapy where a systemic focus is the treatment approach. Course syllabi from the semester the courses were completed must be submitted with the application. Applicants who do not meet these requirements may apply for admission to Year II but if admitted they must take PSYG 532, PSYG 604, and PSYG 608 prior to the end of Year II unless an extension is granted by the Chair. If the course was taken at another

institution and is eligible for transfer credit (see policy on Transfer Credits below), it will be counted towards the credit requirements for the Psy.D. degree.

5. Completion of the following courses, or their equivalents, all completed with a grade of B or higher:
  - a. PSYG 503 Psychopathology
  - b. PSYG 510 Research Design and Methodology
  - c. PSYG 512 Legal and Ethical Issues in Psychotherapy
  - d. PSYG 514 Development Across the Lifespan: Individual and Family

Applicants who have completed these courses at Chestnut Hill College (CHC) within the past seven years may transfer these courses into the doctoral program. Applicants who have not completed these courses at CHC within the past seven years may apply to transfer equivalent graduate-level courses completed at another institution. See Transfer Credit policy below. Course syllabi from the semesters the courses were taken are required for any courses not taken at CHC for which transfer credit is desired. If a course is not deemed to be equivalent to the corresponding course offered at CHC, the student may be eligible for entrance to Year II but must complete the course at CHC with a grade of B or better prior to the end of Year II (their first year of enrollment in the Psy.D. program assuming they have been admitted with Advanced Standing). If the course is deemed to be equivalent (content overlap of at least 80%) to the corresponding course offered at CHC, in order to be granted transfer credit for the course the student must pass a Competency Exam (similar to the cumulative final examination in the course) passing by a grade of B (80%) or higher. Students who are admitted to Year II but who do not pass the Competency Examination in any of the courses listed above must complete the course(s) at CHC prior to the end of Year II.

Competency Examinations are available only for the courses listed above. Students are eligible for the Competency Examination only in those courses that meet the criteria for equivalence as outlined below. Competency 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. Students have one opportunity to pass each Competency Examination. Students who do not pass the Competency Examination on the first attempt will not be granted transfer credit for that course and must complete the course at Chestnut Hill College.

Applicants who are not eligible for admission with Advanced Standing may apply to enter the Psy.D. program at Year I. Students who do not wish to take the Competency Examinations are not eligible for admission to Year II and instead should apply to Year I.

## TRANSFER CREDITS

### Policy

**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 21 transfer credits for foundational and elective courses at the 500-600 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.

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.
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.

### **Courses eligible for transfer credit:**

1. PSYG 532 Culture and Gender in Counseling and Psychotherapy
2. Up to two of the following elective courses
  - a. PSYG 530 Group Therapy
  - b. PSYG 542 Career Development and Counseling
  - c. PSYG 602 Play Therapy

- d. PSYG 618 Human Sexuality and Marriage
  - e. PSYG 622 Introduction to the Assessment and Treatment of Psychological Trauma
  - f. PSYG 630 Foundations of Addictive Behaviors
3. Any of the following courses, provided the student has completed an equivalent graduate-level course at another institution AND also passes the Competency Examination with a grade of 80% or above in the course for which transfer credit is desired:
- a. PSYG 503 Psychopathology
  - b. PSYG 510 Research Design and Methodology
  - c. PSYG 512 Legal and Ethical Issues in Counseling and Psychotherapy
  - d. PSYG 514 Development Across the Lifespan: Individual and Family

**NOTE:** While doctoral classes are normally scheduled between 12 Noon and 10 PM on Tuesdays and Wednesdays, students admitted to Year II who must complete additional foundational or elective courses at the 500-600 level may be required to take these courses on days other than Tuesday or Wednesday.

## 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.
- **Standardized Test Scores**
  - Applicants with bachelor's degrees and applicants with master's degrees from programs other than Chestnut Hill College must submit GRE General Test scores.
  - Applicants with a master's degree in Clinical and Counseling Psychology from Chestnut Hill College may submit either GRE General Test scores or MAT 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:

- (1) What unique qualifications do you believe make you suited to a career in professional psychology?
- (2) 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/>)
- (3) 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)**

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. 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.

#### **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 15<sup>th</sup>. **The application deadline for Year II is January 15<sup>th</sup>.** All candidates whose applications are completed by January 15<sup>th</sup> will be notified of their status by April 15<sup>th</sup>. 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 15<sup>th</sup>. This deposit is non-refundable after April 15<sup>th</sup>. 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.

#### **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 a doctoral 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 may be required to repeat the course or complete other remedial academic work, but the original grade of "C" or "C+" remains on the transcript and the student continues on academic probation for the duration of the program.

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.

### **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. 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:

1. A grade of C or C+ in one course. Students who are placed on probation for this reason will remain on probation for the duration of the doctoral program.
2. Failing either the multiple choice or essay part of the written Comprehensive Examination on the first or second attempt. Probation is terminated if the student passes the Comprehensive Examination by the third attempt.
3. Failing the Clinical Competency Examination on the first attempt. Probation is terminated if the student passes the Clinical Competency Examination on the second attempt.
4. Professional Competence Problems as identified on the Global Review and warranting a Remediation Plan in accordance with the Global Review policy.
5. 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:

1. A final grade of “F” in any course
2. Final grades below “B-” in any two courses
3. Dismissal from practicum or internship, or withdrawal from a practicum or internship without following appropriate procedure
4. 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
5. Any behavior that constitutes a violation of APA Ethical Standards will result in immediate dismissal from the program
6. Plagiarism or cheating
7. Failure to meet financial obligations to the college
8. Failure to pass the Comprehensive Examination after three attempts
9. Failure to pass the Clinical Competency Examination after two attempts
10. Failure to produce a dissertation of acceptable quality, and/or failure to pass the Final Oral Defense of the dissertation
11. 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 10 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 10 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**

See The School of Graduate Studies Attendance Policy.

### **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 Marriage 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.

### DEFERRED ADMISSION 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 15<sup>th</sup> (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 third 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.

### 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 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.

### **DISSERTATION ADVISING**

All students register for three semesters of Dissertation Advising in Year IV. Students who do not complete the oral defense by the end of Year IV must continue to register for Dissertation Advising (2 credits) each semester 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.

### **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](http://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 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 STATUS**

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 STATUS:**

- 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 STATUS:**

- Any doctoral student who is taking fewer than 9 graduate credits and is not considered “full time” according to the definitions above.
- Any doctoral student who is registered only for PSYG 914 – 918 (Dissertation Advising)

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 800 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.

### **READMISSION 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.

#### SEXUAL HARASSMENT POLICY

See The School of Graduate Studies Sexual Harassment Policy.

#### TRANSFER CREDITS

See above (Psy.D. Program: Admissions) for policy and procedures regarding transfer credits.

#### 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.

### Graduate and Doctoral Psychology Course Descriptions

Please note: All courses are graded according to the standard grading scale except when otherwise noted. Master Level Courses are numbered 500-765. Doctoral are 800 and above.

#### **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-IV as a format for the classification of disorders and the choice of appropriate treatment. Students will acquire a working knowledge of the DSM-IV, including its multiaxial classification system, 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 methods of using the therapeutic relationship for long-term change. Emphasis is placed on treating personality disorders, resistance to treatment, countertransference, and deepening the therapeutic alliance. 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 APA Ethical Principles of Psychologists and Code of Conduct as well as ethical standards formulated by other professional associations. Topics covered include: privileged communication, confidentiality, rights of client and agency, civil commitment, licensure, and mental health laws. 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 525 Statistical Applications**

**3 credits**

Introduces students to the main components of statistical theory and demonstrates how to analyze and interpret research data. In order to facilitate statistical analysis and handle actual research data, students are taught to use statistical software.

**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 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. Prerequisite: PSYG 500. Prior completion of PSYG 514 recommended but not required.

**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. Prior completion of PSYG 608 recommended but not required.

**PSYG 608 Marriage 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 745 Clinical Experience I**

**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 755 Clinical Experience II**

**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 765 Clinical Experience III**

**3 credits**

Continuation of PSYG 755.

**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.

**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 801L Personality and Individual Differences Lab**

**1 credit**

The primary goal of the course is to learn the basic therapeutic strategies relevant to the personality theories presented in the main lecture (PSYG 801) and understand the connection between the theory of personality and the therapeutic approaches that evolve out of that theory.

**PSYG 802 Psychological Assessment II**

**3 credits**

This course will prepare students to conduct cognitive assessments of elementary school children and adolescents using current editions of the following tests: Wechsler Intelligence Scale for Children; Wechsler Individual Achievement Test; Wechsler Memory Scale; Children's Memory Scale; Wide Range Assessment of Memory and Learning; Bender Visual-Motor Gestalt Test; and Beery Developmental Test of Visual-Motor Integration (VMI). Students will also learn about parent/teacher rating scales and child self-report measures. Students will be introduced to the Stanford-Binet Intelligence Scale and the Wechsler Preschool and Primary Scale of Intelligence. Prerequisite: PSYG 800

**PSYG 803 Psychological Assessment III**

**3 credits**

This course will prepare students to administer and interpret projective tests. Emphasis will be placed on learning the scoring and interpretation of the Rorschach Inkblot Technique according to John Exner's Comprehensive System. Prerequisite: PSYG 800.

**PSYG 804 Historical Foundations of Psychology****3 credits**

This course provides a historical overview of the history and systems of psychology from ancient to modern times. This course also examines the development of systems of understanding of human functioning. For example, contributions of the field of psychology in understanding psychopathology, socio-cultural influences on behavior and the impact of biological systems on cognition and affect will be discussed. The influence of seminal individuals and schools of psychology on professional psychology will also be reviewed. This course will emphasize the relationship between historical developments in psychology and related fields 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 806L Psychodynamic Theory and Therapy Lab****1 credit**

One-hour per week lab to be taken in conjunction with PSYG 806. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 806.

**PSYG 808 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. Videotapes illustrating 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 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 personality traits and 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 812 Psychopharmacology****3 credits**

This course presents an overview of the use of pharmacological interventions in a psychopathological population. Specific drugs, mechanism of actions, treatment dosages, toxicity, and possible abuse are reviewed. In addition, the role of neurotransmitters, receptor sites and other biochemical processes within the brain and other organs are taught. Current drugs within the following topic areas will be presented: antipsychotic agents (neuroleptics), lithium salts, antidepressant agents, anti-anxiety agents, and psychomotor stimulants. 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 Couples 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 will include: developmental theories of identity; ethical dimensions of multicultural competency; awareness of personal bias and its impact on professional relationships; the study of diverse family structures; and the effects of poverty.

**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 allows students to develop expertise in theoretical and assimilative integration. An integrated approach to psychotherapy case formulation and treatment using the object relations and systemic perspectives is emphasized although other evidence based approaches are also reviewed. A base of information and skill development in implementing the “common factors” approach to psychotherapy integration which emphasizes the importance of the therapeutic alliance will be provided. Emphasis throughout the course will be on the healing and facilitative aspects of the therapeutic relationship. The base of information provided by the professor will include: 1) background on psychotherapy integration; 2) relational issues; 3) the therapeutic alliance; 4) case conceptualization; and 5) therapy challenges.

**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, insurance reimbursement, 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: group dynamics, social cognitions, cognitive

dissonance stereotypes and prejudice, interpersonal relationships and attractions, attribution theory, self-justification and self-understanding, aggression, conformity, persuasion techniques, and conflict resolution. 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 class 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 the inter-professional treatment team, the integration of psychological assessment and intervention, as well as leadership and advocacy in professional psychology. The role of the psychologist in primary health care setting will also be stressed. Strategies for integrating scholarship into professional practice will also be emphasized.

**PSYG 852 Treating the Diverse 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 Seminar in Family Therapy**

**3 credits**

This is an advanced family therapy course covering special topics, clinical issues, and techniques of intervention. This course revisits the primary theoretical models of treatment and examines how the field has evolved.

**PSYG 863 Advanced Personality Assessment**

**3 credits**

This course assumes a working knowledge of the Rorschach (Comprehensive System) and MMPI-2 and will cover more advanced topics in interpreting and integrating these two instruments. Students will also be trained in the use of the Millon inventories, the Personality Assessment Inventory (PAI), and NEO-PI-R. Prerequisites: PSYG 800, 803

**PSYG 864 Advanced Cognitive Assessment**

**3 credits**

This course is an advanced course in cognitive assessment of children and adults. The course builds upon the introduction to cognitive assessment in Psychological Assessment I and II and

upon the student's experiences conducting assessments during the practicum. Topics covered in this course will include: formulating the assessment plan to respond to the referral questions; advanced interpretation of the WISC-IV and WISC-IV integrated; use of the WISC-IV with special populations; early childhood assessment; cross-battery assessment; and conducting effective feedback sessions. 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**

The practicum 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.

**PSYG 908-909 Practicum III**

**1.5 credits each term**

This is an optional two-term field placement is designed to provide additional 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.

**PSYG 913. Dissertation Advising: Proposal Development.**

**2 credits**

The student meets individually with his or her Dissertation Chair to complete the formal dissertation proposal and IRB application.

**PSYG 914 Dissertation Advising I, II, III****2 credits each term**

Students complete the dissertation under the guidance of the Dissertation Chair and committee members.

**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 internship site for one full calendar year.

**Autism Spectrum Disorders Professional Certificate**

Rosemary E. Mullaly, JD, Program Coordinator [MullalyR@chc.edu](mailto:MullalyR@chc.edu) or 215-242-7734.

Rosemarie Manfredi, PsyD. Faculty and Curriculum Coordinator and Assistant Professor of Psychology [manfredir@chc.edu](mailto:manfredir@chc.edu) or 215-242-7734.

**Program Overview**

The Chestnut Hill College School of Graduate Studies and the Chestnut Hill Autism Initiative Network (CHAIN) are proud to offer a four-course post-baccalaureate certificate to assist individuals who work or live with adults with ASD.

According to the latest *Pennsylvania Autism Census* (Lawer and Mandell), "the number of adults with autism [living in Pennsylvania] will increase dramatically in the near future, growing by 179% - from 3,800 in 2010 to more than 10,000 by 2014." As a result, there will be a need for:

- High-level planning for thousands of children with ASD who will transition to adulthood
- Housing–requirement planning in order to accommodate the growing population of adults with ASD
- Cross-systems coordination to maximize resources each system has to offer
- Consistent data collection methods to better prepare and strategize for the current and future ASD population
- Increased education to assist professionals in their evaluation, diagnosis, education, and provision of services for their clients.

While resources and education have increased for children with ASD, in general, the adult population, both young and old, have been overlooked. Adults with ASD face challenges that include obtaining and retaining employment, accessing appropriate housing, increasing quality of life, and enjoying safe and meaningful involvement and relationships in their communities.

This program is vitally necessary to assure that both professionals and family members are knowledgeable about the unique needs of transitioning students and adults with ASD.

Moreover, this program will provide the practical information and skills to assist them with the daunting challenges they face every day.

**Who should participate?** Among others, the following:

- Medical Practitioners & Human Service Providers: Physicians, Physician's Assistants, Nurses, Nurse Practitioners, Mental Health Counselors, Psychologists, Behavior, Occupational, & Speech Therapists and Social Workers.
- Educators: Secondary and Post-Secondary teachers and administrators, Special Education Professionals, School District Transition Coordinators, & Vocational Education Instructors
- Adult and Community Services Providers: Job and Personal Coaches, Public Housing and Public Safety Professionals, Advocates, Attorneys, Judiciary and Law Enforcement Professionals
- Parents, Family Members, and Friends of Adults with ASD

### **General Information**

The ASD Professional Certificate courses will be offered twice monthly on Saturdays from 8:30 to 4:30. Two courses will be offered in the fall and two in the spring, which will complete the four-course sequence. See 2012-2013 program schedules on the CHC website.

All courses are three credits with an option to be graded or taken as pass/fail. Courses are not designed for transfer, but may be transferrable to certain degree programs.

Tuition is \$600 per credit or \$1800 per course.

### **Admissions Process**

Please submit the following:

- ASD Professional Certificate Application Form and Fee (currently \$55.00 - waived if you attend an Information Session—see website for dates)
- Official Bachelor's Degree Transcript (sealed)
- Statement of Interest: 400-800 word essay explaining your personal and professional experience and interest in ASD. Please include what you would like to gain from this program. Please review your essay carefully prior to submission. The quality of the writing and content will be given substantial weight in the admissions decision. Include your name, the date, and ASD Professional Certificate at the top of your paper.
- Interview with Program Coordinator
  - Rosemary E. Mullaly, JD (mullalyr@chc.edu) or 215.242-7734.

# DIRECTORIES AND CAMPUS MAP

## Chestnut Hill College Directory OFFICE OF THE PRESIDENT

### **PRESIDENT**

**Carol Jean Vale, SSJ, PhD**

Executive Assistant to the President

Regina Bernhardt, AS

Assistant to the President for Administration and Special Projects

Kathryn Miller, SSJ, PhD

Assistant to the President for Mission and Ministry

Mary Darrah, SSJ, MA

Chaplain

Rev. Robert Mulligan, OSFS, MA, MEd

Director of Campus Ministry

Mindy Welding, IHM, MA, MS

Assistant Director of Campus Ministry

Michelle Lesher, SSJ, BA

### **OFFICE OF FINANCIAL AFFAIRS**

#### **SENIOR VICE PRESIDENT FOR FINANCIAL AFFAIRS**

**Lauri Strimkovsky, MBA**

#### **and CHIEF OF STAFF**

Executive Assistant to the Senior Vice President for Financial Affairs  
and Chief of Staff

Marjorie Keenan, SSJ, MA

Controller

Michael Gavanus, MBA

Bursar

Jacqueline Kendis, BBA

Collection Specialist

Christina Abbott, Esq.

Student Accounts Representative

Christina Tomaselli, MA

Student Accounts Representative

Allison Razzano, BS

Student Accounts Representative

Jonathan Holbert, BA

Director of Human Resources

Michele Mocarsky, BA, PHR

Director of Financial Aid

Michael Colahan, BS

Associate Director of Financial Aid

Kristina Wilhelm-Nelson, MS

Associate Director of Financial Aid

Melissa Dunn, MS

Director of Facilities

Mark McGrath

### **OFFICE OF ACADEMIC AFFAIRS**

#### **VICE PRESIDENT FOR ACADEMIC AFFAIRS**

**Steven Guerriero, PhD**

#### **and DEAN OF THE FACULTY**

Executive Assistant to the Vice President for Academic Affairs and Dean of the Faculty	Kathleen Letts, SSJ, MS, MEd
<b>School of Undergraduate Studies</b>	
Dean of the School of Undergraduate Studies	Cecelia J. Cavanaugh, SSJ, PhD
Assistant to the Dean of the School of Undergraduate Studies	Judy Jackson, MFA
Administrative Assistant to the Dean of the School of Undergraduate Studies	Susanne Harkins
Associate Director of Academic Advising for Technological Support	Michael Peterson, MS, NCC
Associate Director of Academic Advising for Student Services	Clare Doyle, MA, MEd
Director of Student Learning Services	Leslie Wilson, MEd
Director of Math Resource Center	Joan Mickey, SSJ, MA
Director of Writing Resource Center	Megan Ryan, MA
Director of Foreign Language Resource Center	Ruth O'Neill, SSJ, MA
Director of Disabilities Resource Center	Kristin Tracy, MA, MEd
Chair of Religious Studies and Philosophy	TBA
Chair of Education	Carol Pate, PhD
Chair of Sociology, Criminal Justice and Human Services	John Kovach, PhD
Acting Chair of Business Administration	Garry Flower, MBA
Chair of Foreign Language and Literature	Mary Helen Kashuba, SSJ, DML
Chair of Physical Education	Janice Kuklick, MEd
Chair of Sciences (Biology, Chemistry and Physics)	Joseph Kulkosky, PhD
Chair of English and Communications	Barbara Lonquist, PhD
Chair of Art, Art History, and Music	Kathleen McCloskey, SSJ, MMed
Director of Music	Kathleen McCloskey, SSJ, MMed
Chair of Computer Science and Information Technology	Yefim Kats, PhD
Coordinator of Undergraduate Computer Science and Information Technology	Lisa Olivieri, SSJ, PHD
Coordinator of Undergraduate Education	Jessica Kahn, PhD

Coordinator of Interdisciplinary Honors Program and Physics	Kathleen Duffy, SSJ, PhD
Coordinator of Undergraduate Psychology (Fall 2012)	Meredith Kneavel, PhD
Coordinator of Undergraduate Psychology (Spring 2013)	Joseph Diorio, PhD
Coordinator of Communications	Kimberly Leahy, PhD
Coordinator of Writing Program	Keely McCarthy, PhD
Coordinator of Mathematical Sciences	Merilyn Ryan, SSJ, PhD
Coordinator of Global Studies and Political Science	Jacqueline Reich, PhD
Coordinator of ILA	Kathleen Szpila, SSJ, PhD
Acting Coordinator of Art and Art History (Fall 2012)	Margaret Thompson, SSJ, MFA
Coordinator of Art and Art History (Spring 2013)	Susanne Conway, MA
<b>School of Continuing and Professional Studies</b>	
Dean of the School of Continuing and Professional Studies	Elaine R. Green, EdD, HS-BCP
Director of ACCELERATED Programs	Walter Childs, MBA
Off-site and Transfer Manager	April Fowlkes, MS
Admissions Counselor/Academic Advisor	Sharon Ward, MS
Administrative Support Specialist/Academic Advisor	MaryAnne Galbally, MS
<b>School of Graduate Studies</b>	
Dean of the School of Graduate Studies	Steven Guerriero, PhD
Assistant to the Dean for Administration and Special Projects	MaryBeth R. O'Neill, MS, HS-BCP
Graduate Programs	
Chair of Clinical Psychology	Cheryll Rothery, PhD
Chair, Education	Carol M. Pate, EdD
Chair, Instructional Technology	Yefim Kats, PhD
Coordinator, Holistic Spirituality Programs	Steven Guerriero, PhD
Coordinator, Holistic Spirituality and Spiritual Direction Practicum	Carolynne Ervin, MA
Coordinator, Administration of Human Services	Barbara Hogan, PhD
Co-Coordinators, Masters Program in Clinical & Counseling Psychology	Ana Caro, PsyD
	Claudia Garcia-Leeds, PhD

## **Library**

Dean for Library and Information Resources

Mary Josephine Larkin, SSJ, MA, MS

Electronic Resources Librarian

Diane Arnold, MSLS

Brimmer Children's Collection

Regina Maria Brimmer, SSJ, MSLS

Cataloger

Gail Cathey, MSLS

Inter-Library Loan

Carol Consorto, Med

Circulation/Reserves

Marian Ehnou, BA

Print Collection Librarian

Margaret Mitchell, MSLS

## **Registrar**

Deborah A. Ebbert, MA, MS

Associate Registrar, School of Undergraduate Studies

Michael Reig, JD

Associate Registrar, School of Graduate Studies

Ann McAdams, SSJ, MEd

Assistant to the Registrar, School of Continuing & Professional Studies

Marie Scheetz, AS

Assistant Registrar for Academic Data Integrity

TBA

Assistant Registrar

Theresa Coulter-Thurley, BA

## **Director of Institutional Research**

Patricia O'Donnell, SSJ, PhD

## **Director of Campus Store**

Robert Hughes

## **OFFICE OF STUDENT LIFE and ATHLETICS**

### **VICE PRESIDENT FOR STUDENT LIFE**

**Lynn Ortale, PhD**

Assistant to the Vice President for Student Life

Christina Hopely, MS

Dean of Student Life

Krista Bailey Murphy, MA

Director of Student Activities

Emily Schademan, BA

Assistant Director of Student Activities

Megan Cranney, BS

Director of Parent and Family Relations

Alma Rose Schlosser, SSJ, MM

Director of Residence Life

Jennifer Thorpe, MS

Associate Director of Residence Life

Kerry Rusak, MS

Resident Coordinator

Anthony Powell, BA

Resident Coordinator

Clarie-Ann Henriques, BS

Resident Coordinator

Eric Drinks, BS

## **Career Development**

Director of Career Development	Nancy Dachille, MEd
Assistant Director of Career Development	Ryan Mooney, MA
Director for Service Learning	Ryan P. Murphy, MS
Student Life Assistant	Shane McCarthy, BA

## **Health Services**

Director of Health Services	Shannon Roberts, RN, BS
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## **Counseling**

Director of the Counseling Center	Sheila Kennedy, SSJ, PhD
Counselor	Lisa Johnson, PsyD
Counselor	Sandra Bumgardner, PsyD

## **Other College Services**

Director of Safety and Security	Ray Hallman, MBA
Director of Dining Services	Patrick Flanagan
Director of Housekeeping	Frank Davis
Coordinator of Facilities Rental	Ursula Lavin

## **ATHLETICS**

Director of Athletics and Recreation	Lynn Tubman, MEd
Assistant Director of Athletics/SWA/Compliance	Denise Wisniewski, MEd
Associate Director of Athletics/Head Men's & Women's Tennis Coach	Albert Stroble, MEd
Associate Director of Athletics/Head Men's Basketball Coach	Jesse Balcer, MA
Assistant Director of Athletics for Academic Success and Community Engagement	Nikki Lockhart, MA
Head Athletic Trainer	Erin Fidler, MEd, ATC
Assistant Athletic Trainer	Mindi Fisher, MA, ATC
Athletics Communication Coordinator	Gregory Gornick, BS
Director of Fitness and Recreation/Head Women's Soccer Coach	Sandy Dickson, MS
Fitness Center Monitor/Head Women's Basketball Coach	Laura Pruitt, MEd
Head Men's Lacrosse Coach/Event Management	Brian Dougherty, BS

## OFFICE OF ENROLLMENT MANAGEMENT

### VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

Director of Technology for College Enrollment and Financial Aid	Jodie Smith, MS
Director of Admissions, School of Undergraduate Studies	Brian O'Neill, BS
Director of Admissions, School of Continuing and Professional Studies	Lori Boccuzzi, MS
Director of Admissions, School of Graduate Studies	Mary Esther Lee, SSJ, MA
Director of PsyD Admissions and Assistant to the Chair	Jayne Mashett, BA
Director of International Student Services	Eileen Webb, BA
Director of Student Success	Trachanda Brown, MLA
Marketing Manager	Emily Siegel, MA
Director of Technical Services	Gillian Chapline, BS
Help Desk Coordinator/Administrative Assistant	Paul Suarez, MA
	Kristen Dittrich, MS

## OFFICE OF INSTITUTIONAL ADVANCEMENT

### VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

**Kenneth M. Hicks, MBA**

Executive Assistant to the Vice President for Institutional Advancement and Office Manager	Barbara Reiter, MS
Director of Advancement Services	Joseph A. Martino, MBA
Director of Alumni Relations	Patricia M. Canning, MA
Director of Development	Catherine E. Quinn, MA
Director of Planned Giving	Mary Theresa Shevland, SSJ, MA
Director of Communications	Kathleen M. Spigelmyer, BS
Director of The Griffin Fund and Special Events	CoCo Minardi, BA

Position descriptions on file in the Human Resources office.

## Who to Contact in the School of Graduate Studies

<b>TOPIC:</b>	<b>CONTACT PERSON:</b>
Admissions Related	Andrew McCarthy <a href="mailto:mccarthya@chc.edu">mccarthya@chc.edu</a> 215.248.7193  Jayne Mashett <a href="mailto:mashettj@chc.edu">mashettj@chc.edu</a>
Application Status	Amy Boorse <a href="mailto:boorsea@chc.edu">boorsea@chc.edu</a> 215.248.7097
Black Board Set Up For Students and Instructors	Courtney Adams <a href="mailto:adamsc@chc.edu">adamsc@chc.edu</a> 215.753.3610
Black Board Instruction For Students and Instructors	Jessica Kahn <a href="mailto:jkahn@chc.edu">jkahn@chc.edu</a> 215.248.7045
Bookstore	<a href="mailto:0719mgr@fhcg.follett.com">0719mgr@fhcg.follett.com</a> 215.248.7150
CHC Portal Support available At all times	Deborah Ebbert <a href="mailto:ebbertd@chc.edu">ebbertd@chc.edu</a> 215.248.7069 Cell: 215-264-5528.
Classroom Assignments	Info posted on My.chc.edu
Change of Classroom Assignment	Deborah Ebbert <a href="mailto:ebbertd@chc.edu">ebbertd@chc.edu</a> 215.248.7069
E-Mail Account Set Up & Forwarding Instructions	Courtney Adams

For Students and Instructors	<a href="mailto:adamsc@chc.edu">adamsc@chc.edu</a> 215.753.3610
Financial Aid Office	<a href="mailto:finaid@chc.edu">finaid@chc.edu</a> 215.248.7182
Forms	Available on the CHC SGS Website
Grades/Class Lists	My.chc.edu Portal
Grades-Changes and Assignment Of an Incomplete	Ann McAdams, SSJ <a href="mailto:mcadams@chc.edu">mcadams@chc.edu</a> 215.248.7018
Identification Cards for Students and Instructors	Security Desk at Fournier Hall 215.248.6168
Information Sessions For the SGS	Andrew McCarthy <a href="mailto:McCarthyA@chc.edu">McCarthyA@chc.edu</a> 215.248.7193
Logue Library	215.248.7050
Lost and Found	215.248.7090 Located @ Fournier Security Desk
Parking Permits	Information from Courtney Adams <a href="mailto:adamsc@chc.edu">adamsc@chc.edu</a> 215.753.3610 Questions <a href="mailto:parking@chc.edu">parking@chc.edu</a>
Registration for Courses	Ann McAdams, SSJ <a href="mailto:mcadams@chc.edu">mcadams@chc.edu</a>

	215.248.7018
Request a Classroom for An Event	CHC Website/Registrar Page-
<b>SECURITY</b> <b>EMERGENCY ONLY</b>	<b>215.248.7777</b>
All other Inquiries	215.248.7007
Security Tip Line	215.753.3680
Student Accounts	215.248.7116 <a href="mailto:Accounts@chc.edu">Accounts@chc.edu</a>
Technology Related	<a href="mailto:helpdesk@chc.edu">helpdesk@chc.edu</a> 215.248.7195 8:30-5:00 215.248.7035 5 p.m. to 9 p.m. (Monitored 24 hrs per day, 7 days per week)
Transcripts	Michael Reig <a href="mailto:ReigM@chc.edu">ReigM@chc.edu</a> 215.248.7117
Website Content	Courtney Adams or MaryBeth O'Neill <a href="mailto:gradschool@chc.edu">gradschool@chc.edu</a>
Writing Center	215.248.7114 <a href="mailto:Tutoring@chc.edu">Tutoring@chc.edu</a>
ITEMS NOT COVERED ABOVE	<a href="mailto:gradschool@chc.edu">gradschool@chc.edu</a>

Campus Map

<http://www.chc.edu/directions/>