

School of Graduate Studies
2004-2005 Catalog



**CHESTNUT
HILL
COLLEGE**

9601 Germantown Avenue
Philadelphia, PA 19118

215.248.7170
215.248.7161 FAX

e-mail graddiv@chc.edu
www.chc.edu

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Chestnut Hill College does not discriminate on the basis of race, color, national and ethnic origin, sex, disability or age in its programs and activities generally made available to its students. It does not discriminate on the basis of race, color, national and ethnic origins, sex, disability or age or on the basis of any other criteria which is inconsistent with state or local laws in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

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, 2004. As growth and changes are inevitable, Chestnut Hill College reserves the right to alter any program, facility or fee 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.

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, phone: 215.662.5606. Institutional accreditation does not imply specialized accreditation of the programs offered.

Chestnut Hill College is authorized by the Commonwealth of Pennsylvania to offer graduate programs and to confer the Doctor of Clinical Psychology and the master's degrees enumerated in the catalog.

The Pennsylvania Certification Board (PCB) approves the Counseling Psychology and Human Services courses as part of the academic requirements for Certified Addictions Counselors (CAC) certification. Students have also used their courses to satisfy the academic requirements of the American Association for Marriage and Family Therapy (AAMFT). Application materials for the AAMFT certification may be obtained by calling AAMFT at 202.452.0109. Those seeking Certified Addictions Counselor (CAC) certification need to complete 300 clock hours in the relevant courses in preparation for CAC certification. Information is available through PCB in Harrisburg at 717.540.4455.

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 Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) is a consortium of eight independent higher education institutions in the Greater Philadelphia region who engage in a collaborative approach 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.

ACADEMIC CALENDAR

FALL SEMESTER 2004

Registration begins	July 12
Late registration for fall classes	August 16
All classes begin	August 30
Labor Day – no classes	September 6
Last day to drop/add courses	September 7
Last day to withdraw from a graduate class w/o failure	October 20
Fall break (Graduate)	October 25-29
Classes resume	November 1
Thanksgiving holiday begins after last PM class (Graduate)	November 24
Classes resume	November 29
Final exams	December 13-16
Fall semester grades due	December 20

SPRING SEMESTER 2005

Registration begins	November 8
Late registration for spring classes	December 20
<i>Infrasection</i> and Psy.D. classes begin	January 3
All other graduate classes begin	January 10
Last day to drop/add any course	January 17
Last day to withdraw from a graduate class w/o failure	March 4
Spring break (Graduate)	March 7-11
Classes resume	March 14
Easter holiday begins after last PM class	March 23
Classes resume	March 29
Final exams for Psy.D. classes	April 19-22
Final exams for all other graduate classes	April 25-28
Spring semester grades due	May 2
Graduation	May 7

SUMMER SESSIONS 2005

Registration begins	March 28
Late registration for Summer I and II begins	April 25
Summer I	May 9 - June 17
Summer I grades due	June 20
Summer II	May 9 - July 29
All graduate Summer I and II classes begin	May 9
Last day to drop/add for Summer I and II	May 20
Memorial Day - no classes	May 30
Last day to withdraw from Summer I & II classes w/o failure	June 2
Summer I ends	June 17
Summer III	June 20 - July 29
Summer III classes begin	June 20
Last day to drop/add for Summer III	June 23
Independence Day - no classes	July 4
Last day to withdraw from Summer III w/o failure	July 14
Summer II and III end	July 29
Final exams for Summer I, II, III	Last day of course
Summer II & III grades due	August 1

Note: Fall and spring semester classes meet 3 hours per week for 14 weeks (14 weeks *plus* final exam); summer classes meet 3.5 hours per week for 13 weeks (12 weeks *plus* final exam).

ACCELERATED SCHEDULE

Program Format

Because of its accelerated format, the schedule for the master's degrees in Administration of Human Services and Education Leadership (starting in January, 2005) has been adapted to the three-semester schema (fall, spring, summer) of the School of Graduate Studies.

Fall 1 and 2 = Fall Semester

Spring 1 and 2 = Spring Semester

Summer 1 and 2 = Summer Semester

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.

Administration of Human Services

Fall 1 August 25 – October 19, 2004

Fall 2 October 22 – December 16, 2004

Spring 1 January 4 – February 28, 2005

Spring 2 March 3 – April 27, 2005

Summer 1 April 29 – June 23, 2005

Summer 2 June 28 – August 22, 2005

THE MISSION OF CHESTNUT HILL COLLEGE

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.

STATEMENT OF PHILOSOPHY

The School of Graduate Studies welcomes both women and men of all backgrounds into its graduate programs and into a dialogue informed by the principles of lifelong learning.

The faculty provides 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 the adult student for professions in administration of human services, applied 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.

ADMISSIONS PROCESS

Before completing the admissions process, interested individuals may take six (6) credits of coursework. Satisfactory completion of coursework does not guarantee acceptance. Proof of an earned bachelor's degree from a fully-accredited college or university is required to register for a graduate class.

The admissions process for degree, certification, or certificate programs is as follows:

- **Contact with Chestnut Hill College**

Once requested, the Graduate Office sends the prospective student application materials. The Director of Graduate Admissions, a member of the designated department, or a member of the graduate office staff answers initial questions.

- **Consultation/Interview with the Director of Graduate Admissions**

The Director explains the admissions process and provides the forms and information that must be completed before the file can be reviewed. The prospective student is responsible for scheduling the required interviews and for ensuring that the Graduate Office has received all materials. Materials should be sent or submitted to the Director.

Submission of required criteria:

1. Application form with fee
2. Official transcripts of all previous college and university study
3. Three letters of recommendation
 - The source should be academic or professional; letters written by family or friends are not acceptable.
4. Statement of Professional Goals
 - Content and quality of writing are evaluated for evidence of satisfactory graduate level writing ability.
5. MAT or GRE scores (PPST for Education Department)
 - MAT/GRE requirements are waived for those with a previous master's degree.

- **Interview with Department Chair**

Qualified applicants may schedule an interview with the Department Chair when requirements have been met. (Education and Applied Technology applicants excluded since an initial interview and evaluation are mandatory.) Informational meetings with a department representative may be scheduled at any time prior to or during the application process.

- **An on-site writing sample may be requested.**

- **Individual department/programs may have additional criteria.** (See department/program requirements.)

- **International students** must interview with the Director of International Student Services (the first step in international admissions process) and have acceptable TOEFL scores.

- **Compilation and Evaluation of Criteria**

Upon submission of all criteria, the Director of Graduate Admissions prepares and reviews the file. The applicant's file is then reviewed by the Department Chair, the Graduate Dean and, if applicable, the Director of International Student Services. An applicant's file may be referred to the Graduate Admissions Committee for further review and recommendation.

Guidelines for evaluation include:

- 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
- Academic/Professional recommendations

- **Notification in writing by the Graduate Dean** of decision regarding student's acceptance or non-acceptance

The School of Graduate Studies maintains a rolling admissions process. To ensure adequate time for the review process, application deadline dates are established and published in the Semester Course Guide.

After being admitted into a department, no student is permitted to change departments without notifying the Director of Graduate Admissions in writing. A copy of the notification must be sent to the Chair of the Department to which the student is applying. No more than six credits will transfer into the new department.

GRADUATE STATUS

All persons registering for graduate courses at Chestnut Hill College fit into one of the following categories. Each category has specific implications and conditions. Proof of an earned bachelor's degree from a fully accredited college or university is required for graduate coursework registration. **An official transcript must be received before the completion of the first course.** No grade report can be issued unless the official transcript has been received. Proof of an undergraduate degree is not required for workshops or other non-credit programs.

Non-Matriculating

Students in this category are able to take up to six credits of graduate coursework with an application, fee, and undergraduate transcript. These credits may be used for professional development, transfer, continuing education, or toward a program provided the student is accepted. While non-matriculating students are not guaranteed acceptance and do not qualify for financial aid, this option may be used to start coursework while compiling criteria for matriculation.

NOTE: If a non-matriculating student receives a grade of "C" or "C+" in one course, he/she will be required to meet with the Department Chair before continuing with the admissions process.

Matriculating

Degree: Students applying for a Master of Science or Master of Art Degree

Non-Degree: Students applying for certificates, certifications, licensure preparation, and professional development in excess of the six-credit, non-matriculating limit

Students in these categories must complete the entire admissions process in order to be considered for acceptance. Students with previous graduate degrees are asked to contact the Director of Graduate Admissions to see if you qualify for waivers of certain criteria.

FINANCIAL INFORMATION

STUDENT ACCOUNTS

Office of Student Accounts

St. Joseph Hall / 2nd Floor 215.248.7116

Students may make payments on their account and receive information about their account in the Student Accounts Office, located on the second floor of St. Joseph Hall. The Student Accounts Office hours are:

Monday	10:00 a.m. to 5:00 p.m.
Tuesday	10:00 a.m. to 7:00 p.m.
Wednesday	10:00 a.m. to 7:00 p.m.
Thursday	10:00 a.m. to 5:00 p.m.
Friday	10:00 a.m. to 4:00 p.m.

Students may also contact the office by phone from 9:00 to 5:00, Monday through Friday or by e-mail at any time.

Student Accounts Office 215.248.7116

Accounts@chc.edu

Payment of Bills

By act of registration, students accept responsibility to pay the charge for the entire semester of enrollment, regardless of the method or source of payment. Payment for courses and related fees in the School of Graduate Studies is due before the start of each semester. Chestnut Hill College accepts checks, cash, money order, Visa and MasterCard as forms of payment. Payments may be mailed to:

Chestnut Hill College
PO Box 41551
Philadelphia, PA 19104-41551

Please include the student ID number on all payments.

All students who have not fully satisfied their tuition and fees by the start of the semester, including those who have applied for financial aid that has not been credited to their account, are asked to complete a Student Financial Responsibility Agreement. This agreement defines various payment options that may be used by students to settle their full balance in a timely manner.

Chestnut Hill College offers an interest free Monthly Payment Plan (MPP); there is a \$55 enrollment fee for the MPP. Students may pay the semester balance in up to three payments. More information about the MPP is available in the Monthly Payment Plan section of this catalog. Failure to make a payment on schedule will result in the total balance becoming due immediately with a late payment fee and/or a service charge of 1.5% of the outstanding balance added per month.

Students may defer payment of the portion of their tuition reimbursable under their employers' program until thirty days following the end of classes each semester. See the [Employer Assisted Deferred Payment Plan](#) section for details.

Important: Students who do not pay or make suitable payment arrangements for their semester bill will be placed on Business Hold and will not be allowed to attend class until payment or arrangements have been made at the Student Accounts Office. A late payment fee and/or a service charge will be charged for all past due accounts.

TUITION (2004-2005 Academic Year)

Master's Level

Administration of Human Services	\$435 per credit hour
Applied Technology	435 per credit hour
Counseling Psychology	435 per credit hour
Education	410 per credit hour
Holistic Spirituality	435 per credit hour

Doctoral Level

Psy.D.	\$650 per credit hour
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Fees

Application Fee - one time only - Master’s Level	\$50
Application Fee - one time only - Doctoral Level	75
Registration Fee - Master’s Level	30 per semester
Registration Fee - Doctoral Level	55 per semester
Graduate Practicum (GRCP 710 and GRCP 700)	100 per course
Miller Analogies Test	50 per test

Other fees are noted in Course Semester Guides and on the Chestnut Hill College Website: www.chc.edu.

Parking Permit

All students attending classes, workshops, seminars, and special sessions are required to purchase and display a valid parking permit while parking on the campus of Chestnut Hill College. All students parking on the Chestnut Hill College or Mount Saint Joseph Academy are required to purchase a parking permit regardless of the number of semester hours they may be taking per semester. Each parking permit runs from September 1 through August 31 of the following year. The purchase of a parking permit does not guarantee a parking space on campus, but it does permit students to park in authorized areas on a first-come, first-served basis.

Permit Costs: Permit cost is \$78 annually for the period of September 1 through August 31. Permits purchased after September will be prorated for the remainder of the year.

Students may purchase a temporary permit, which expires seven days after the date of purchase. Each temporary permit costs \$5.00.

Permits are available at the Information Desk located in the foyer of Fournier Hall. Students provide a completed Vehicle Registration Form and show a validated ID card to obtain a permit. They will be provided with a parking brochure along with a permit sticker.

Students are responsible to be aware of and comply with all parking policies and procedures as reflected in the parking brochure. Students are responsible for any and all fines that result from parking in an unauthorized area, as defined by the parking brochure, or from not displaying or obtaining a parking permit.

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 fines.

Other Charges

Returned (NSF) Check Charge	\$ 25.00 per occurrence
Late Payment Charge	1.5% of balance per month
(automatically charged to student account if semester bill is not paid by the Payment Due Date)	
Monthly Payment Plan (MPP) Enrollment Fee	\$ 55.00 per semester
Late Payment Fee (MPP)	\$ 15.00 each payment
Late Registration Fee - Master’s Level	\$100.00 each time
Late Registration Fee - Doctoral Level	\$ 200.00 each time
Change of Registration Fee	\$ 30.00
Graduation Fee	\$150.00 one time only
(charged in last semester; does not include cap and gown)	
Transcript Fee	\$5.00 per transcript

TUITION DISCOUNTS AND DISCOUNT VERIFICATION FORMS FOR MASTER’S LEVEL STUDENTS

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.** Discount Verification Forms (available at the Office of Student Accounts) and attached verification letters must be submitted to the Office of Student Accounts on an annual basis. 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 Discount Verification Form and Verification Letter on file at the Office of Student Accounts. A copy of such verification will be sent to the Graduate Registrar.

- **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.
- **Graduates of Chestnut Hill College School of Graduate Studies – 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 Discount Verification 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 stipended 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.
- **Holistic Spirituality Program Discount: 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 stipended position, which entails working at least forty-hours per week.
- **Holistic Spirituality Program Discount: 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 stipended position, which entails working at least twenty-hours per week.

Employer Assisted Tuition Deferred Payment Plan

Students in the School of Graduate Studies may request to defer payment of that portion of their tuition reimbursable under their employer's program until thirty days following the end of classes each term.

Students must provide a guarantee of payment in the form of a credit or debit card account to be charged if the student does not pay by the deferred due date. To be eligible to participate in this plan, the student must complete and submit the application by the due date shown on the billing statement, along with proof of employment, and a copy of the employer's education assistance plan.

Tuition amounts not covered under the employer education assistance plan are payable by the original due date. Final payment, in full, of the tuition must be received within thirty days of the end of each semester. All applicable late fees and interest will be applied and/or collection actions will be taken if the tuition and fees are not paid in full and on time.

The student is personally obligated for any and all financial obligations made to the College, regardless of employment status or the length of time it will take their employer to process their reimbursement.

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. 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.

Monthly Payment Plan

Students in the School of Graduate Studies can participate in the *Monthly Payment Plan (MPP)*. This is a no-interest payment plan which enables students to pay semester charges in three equal installments, rather than upfront. There is a \$55 non-refundable enrollment fee each semester. To enroll in the MPP, call 1.800.551.2773 (Weekdays 7:30 a.m. to 6:00 p.m., Saturdays 9:00 a.m. to 1:00 p.m.).

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 have to return a portion of the Federal Financial Aid (Title IV) they received. See [Return of Financial Aid Policy](#) in the Financial Aid Section below. *For purposes of calculating refunds, the calendar week begins as of the first scheduled class time of each semester, 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.

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

Part-time students who withdraw from an individual course after the drop/add date and full-time students who drop to part-time status by dropping or withdrawing from a course after the drop/add date will not be eligible for any refund.

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 Semester – for failure to make payment in full or to make satisfactory arrangements to pay the semester's bill. Students in this category cannot attend classes until the Office of Student Accounts approves financial arrangements for the semester.
2. During Semester – for defaulted or late payment on terms arranged at the beginning of the semester. Students in this category cannot register for the following semester, 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 semester.

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.

FINANCIAL AID**Financial Aid Office**

St. Joseph Hall / 1st Floor 215.248.7182

The Office of Financial Aid can assist in the process of applying for financial aid. While Federal, State, Chestnut Hill College and other sources may help to pay tuition and fees, the responsibility for the remaining portion of the unpaid fees remains with the student.

Financial Aid Office Hours

Monday	9:00 a.m. to 5:00 p.m.
Tuesday	9:00 a.m. to 7:00 p.m.
Wednesday	9:00 a.m. to 7:00 p.m.
Thursday	9:00 a.m. to 5:00 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.

The three main sources of financial aid are:

1. **Federal** – Federal financial aid, also known as Federal Title IV Aid, includes Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Stafford Loans and Federal Work Study. **Pell Grants and Stafford Loans are available to graduate students at Chestnut Hill College.** Students must complete a FAFSA (Free Application for Federal Student Aid) to be eligible for federal aid. Eligibility for federal aid programs is determined by the federal government and based on each student's FAFSA.
2. **Private** - Some private and local organizations have grants and scholarships available to students who apply for them. Check with your employer or with local organizations to see if you qualify for this aid.
3. **Chestnut Hill College** - Chestnut Hill College offers a limited number of **master's level assistantships** for advanced level students each year. Each assistantship requires approximately 100 hours of work per semester in exchange for one, three-credit graduate course. These assistantships are not available to new students. To be eligible for Chestnut Hill College master's level assistantships, students must be accepted by the College into a degree or certificate program and must return the appropriate forms and requested information by the established deadlines. Specific information on forms required and deadlines can be obtained from the Graduate Office at 215.248.7170.
Doctoral assistantships are available for the 2004-2005 academic year. Please call or e-mail Mary Steinmetz, M.A., for information at 215.248.7077 or e-mail profpsyc@chc.edu.

Return of Unearned Federal Financial Aid (Title IV)

A student who received Federal Title IV financial aid, as defined previously, and who withdraws from all classes at Chestnut Hill College, will be required to return some or all of the Federal Title IV funds. The amount of federal financial aid to be returned will be the largest amount as determined by using the Federal Refund Policy which is calculated by dividing the total Title IV funds by the student's total aid package and applying this fraction to the Chestnut Hill College refund. The resulting amount is the amount of funds to be returned to the Title IV programs.

Returning money to the Title IV programs will be made in the following order: 1) Federal Unsubsidized Stafford Loan, 2) Federal Subsidized Stafford Loan, 3) Federal PLUS Loan, 4) Federal Perkins Loan, 5) Federal Pell Grant, 6) Federal SEOG, 7) Other Title IV programs, 8) Other federal sources of aid, 9) Other state, private or institutional aid, and 10) the student.

ACADEMIC POLICIES AND PROCEDURES

COURSE LOAD

Graduate students who are studying fulltime carry nine (9) credits per semester. Full-time students may register for more than nine (9) credits only with the permission of their Department Chair. Part-time students are classified as those taking fewer than nine (9) credits per semester.

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 meetings 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 is permitted to determine attendance requirements. Instructors who enforce a policy of a limited number of absences will include in their syllabi a clear statement on attendance policy for that class, specifying the total number of absences permitted in that course.

GRADES

Grades are recorded and mailed to the students at the end of each semester or summer session. 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	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	F	Failure
B	3.0	P	Pass
B-	2.7		
I	Incomplete (See Incomplete Grades on page 17.)		
AU	Audit (See Auditing Classes on p. 20)		
W	Withdrawal (Given when students withdraw from a course <u>within</u> the approved time period)		
WF	Withdrawal Failure (Given when students withdraw <u>after</u> the approved time period)		
NR	Not Recorded*		

* If grades are not available for a particular class or student at the time that the semester grades are processed, a grade report will be issued with the grade of NR (Not Recorded). A grade report will be reissued when the actual grade becomes available.

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.

WITHDRAWAL FROM COURSE

A student enrolled in a graduate course may withdraw any time within the first seven weeks of the semester, or before the halfway point of the course should the semester be less than fourteen weeks. **Request for withdrawal must be made in writing.** The request must state the reasons for withdrawal. Failure to seek withdrawal as stated and described herein will result in a final grade of "F" which will result in dismissal from the program. Students will not be permitted to withdraw from a one-week infrasection course after the first class. Students may not withdraw from a two-week infrasection after the second class. The request for withdrawal is to be submitted to the Graduate Registrar prior to the deadline stated above. Before submitting the letter or form from the Graduate Offices, the student should contact the instructor of the course and inform him/her of the decision to withdraw from the class. It is also recommended that the student speak to his/her advisor about the withdrawal. Once the letter requesting a withdrawal is submitted to the Graduate Registrar, it cannot be reversed. The Withdrawal Refund Policy applies to all withdrawals. Students submitting a withdrawal request will be charged a withdrawal fee of thirty (\$30) dollars. The effective date of the withdrawal will be the date the written notification is received by the Graduate Registrar.

GRADE APPEALS*: Procedure for Student, Instructor, Chair, Dean

1. THE STUDENT: A graduate student may appeal a final course grade within thirty days of receiving the grade. The student must initiate the process by appealing *in writing* to the instructor who had given the grade and must provide the instructor with any relevant materials or additional information. *A copy of this letter must also be sent to the Chair of the Department.*
2. THE INSTRUCTOR: Within ten days of receiving the student's letter of appeal, the instructor must provide a written response detailing the reasons for the grade issued. *A copy of this letter must be sent to the Chair of the Department.*
3. THE STUDENT: If written correspondence between the student and the instructor does not lead to a resolution satisfactory to the student, the student may, within ten days of the instructor's response, appeal in writing to the Chair of the Department, stating the reasons for the disagreement and presenting evidence in support of the appeal.
4. THE DEPARTMENT CHAIR: Within ten days of receiving the student's second letter of appeal detailing the disagreement and presenting evidence in support of the appeal, the Department Chair consults both the instructor and the student. The Chair responds within ten days in writing to the student, providing his/her decision to support or not support the grade issued.

(If the written appeal is received by the Chair between June 1 and the beginning of the fall semester, the procedure may be postponed until September 15.)

5. THE STUDENT: If the issue remains unresolved by the response of the Chair, the student may, within ten days of receiving the Chair's response, appeal in writing to the Graduate Dean.
6. THE GRADUATE DEAN: The Graduate Dean will form an *ad hoc* committee consisting of the Graduate Dean and three faculty members chosen in the best interest of the matter at hand to review the issue. The *ad hoc* committee will convene as soon as possible. The Graduate Dean will forward all relevant material to the *ad hoc* committee in sufficient time for it to be reviewed prior to the meeting. The student and instructor will present their arguments before the *ad hoc* committee in one another's presence. The student and instructor will answer questions from the committee.
7. THE *AD HOC* COMMITTEE: The *ad hoc* committee, deliberating in private, will review the evidence and reach a verdict. Within ten days of the verdict, the Graduate Dean will notify the student in writing of the final decision.

**This process is to be followed for all appeals.*

GUIDELINES FOR GRADUATE 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. If additional courses, but no more than an additional two, are needed to complete the degree requirements, the Chair of the Department may require the student to take them at a local accredited graduate program and transfer the credits into Chestnut Hill College. Please note that students may transfer a maximum of 6 credits from another accredited institution of higher learning. Rarely are exceptions made. The following norms must be followed in order to receive credit for independent study:

General Norms

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 Department Chair.

- A. A request for independent study is placed in writing and given to the Department Chair.
 - B. The student must contact the Department Chair prior to making arrangements with the instructor who will supervise the independent study.
 - C. The Department Chair and the student will identify the appropriate faculty member who will supervise the independent study.
2. The student must request the Independent Study Form from the Graduate Office, obtain the required signatures and provide the 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 Graduate Dean will not approve any form that is received after the independent study has begun, unless the independent study results from a course cancellation.

LEAVE OF ABSENCE – WITH WRITTEN APPROVAL

Generally, when students enroll in a graduate program at Chestnut Hill College, it is understood that they will take at least one course each semester (fall, spring, summer) until they complete the program. Often students choose not to take a course in one of the semesters. Sometimes, for personal and/or financial reasons, a student chooses not to take courses for two or more consecutive semesters. Students who will not be taking at least one course for three consecutive semesters must formally request “inactive status.” Inactive status can be granted by the Graduate Dean for a period of one full year consisting of three semesters (fall, spring, summer). For very serious reasons it can be extended to two additional semesters but the student must make a formal request in writing for each of the two additional semesters. If a student does not enroll in a course during the semester immediately following the completion of the full academic year (fall, spring, summer), including the two additional semesters if requested and permission granted, the student will be automatically considered “inactive” and will be dismissed from the program.

LEAVE OF ABSENCE – WITHOUT WRITTEN APPROVAL

Students are responsible for keeping his/her status active. They are responsible for keeping the Graduate Office informed of extenuating circumstances necessitating failure to stay active by enrolling in at least one course each semester. If a student fails to register for a course within three consecutive semesters, the student will be automatically considered “inactive” and will be dismissed from the program as of the beginning of the fourth semester.

ACADEMIC PROBATION OR DISMISSAL OF A GRADUATE STUDENT

1. If a non-matriculating student receives a grade of “C” or “C+” in one course, he/she will be required to meet with the Department Chair to assess the advisability of his/her continuing with the admissions process. If a student receives a grade of “C” or “C+” in one course, he/she is placed on academic probation by the Dean of the School of Graduate Studies and advised accordingly. 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, but is not required to do so. If the course is a core course, the student may be required by the respective program to retake the course. The repeated course grade must be “B-” or above. The repeated course grade of “B-” or above does not remove the grade of “C” or “C+” from the student’s transcript.
2. If, after the student has retaken the course and received a grade of “B-” or above, the student receives another “C” or “C+”, the student will be dismissed from the program. No further opportunity for retaking a course will be granted.
3. Any student receiving a grade of “F” is automatically dismissed from the program in which he/she is matriculated. If a non-matriculated student receives a grade of “C+” or below, the student will automatically be discontinued from the admissions process.
4. If a matriculated student receives a second “C” or “C+”, the student will be dismissed from the program.

RE-INSTATEMENT

This policy refers to students who wish to be re-instated 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

LEAVE OF ABSENCE WITH APPROVAL

Students who request and receive written approval for a leave of absence and who are requesting re-instatement must send, in writing, a request to the Dean of the School of Graduate Studies to be re-instated. The Dean will present the student's request to the Chair of the Graduate Program for which the student is requesting reinstatement. The Chair will review the request and submit a letter to the Graduate Dean delineating which course or courses, if any, must be repeated or if additional requirements are to be included in the conditions of reinstatement. After reviewing the information, the Graduate Dean will communicate, in writing, the decision reached. This communication will go to the student, the Department Chair, Director of Graduate Admissions, and the Graduate Registrar.

LEAVE OF ABSENCE WITHOUT APPROVAL

Students on "inactive" status who do not take courses for three or more consecutive semesters and do not request, in writing, a leave of absence must send, in writing, a request to the Graduate Dean to be re-instated. The Dean will present the student's request to the Chair of the Graduate Program for which the student is requesting reinstatement. The Chair will review the request and submit a letter to the Graduate Dean delineating which course or courses, if any, must be repeated or if additional requirements are to be included in the conditions of reinstatement. After reviewing the information the Graduate Dean will communicate, in writing, the decision reached. This communication will go to the student, the Department Chair, the Director of Graduate Admissions, and the Graduate Registrar.

DISMISSAL FOR ACADEMIC REASONS

Students who are dismissed from a graduate program for academic reasons must submit a formal letter to the Graduate Dean stating why the decision for dismissal should be reconsidered. The letter of petition for reinstatement should be received by the Graduate Dean within one year of the date on the letter informing the student of the dismissal.

The Graduate Admissions Committee will review the petition and make a recommendation to the Graduate Dean. The decision concerning reinstatement will be made within sixty days of the date of receipt of the student's petition for readmission during the fall and spring semesters and ninety days during the summer semester. Students who are re-instated into the program may be required to repeat one or more courses or be required to take additional courses. This decision is made by the Chair of the appropriate graduate program. A student must complete his/her graduate program within six years of active study.

Students who are dismissed from a graduate program due to a grade of "F" or two grades of "C" or "C+" with a GPA less than 3.3, cannot be reinstated.

INCOMPLETE GRADES - "I"

If necessary, because of serious reasons, unanticipated circumstances, or sickness requiring medical intervention and care, a student may initiate a grade of "I" (incomplete) from the instructor of a given course by following the procedure stated below. The ongoing workload of the student should be considered in requesting an incomplete. The granting of an "I" is left to the discretion of the instructor in consultation with the Department Chair. A grade of "I" is recorded on the transcript by the Graduate Registrar, not by the instructor. The following must be observed:

Procedure for Requesting an "I" (Incomplete)

1. The student contacts the instructor and discusses the reasons for the request. (Reasons must be serious, unpredictable, and cannot be remedied in another way within the time frame of the semester.) **Requests must be made prior to the last week of classes.** Requests made after the last class or final exam will not be considered.
2. If the instructor discerns that the reason(s) for the request is reasonable and justified, the instructor and student discuss the requirements for the completion of the course, including a timeline for the submission of required materials/assignments, not to exceed one semester.
3. After conferring with the instructor, the student completes a "**Course Incomplete Form**" from the Graduate Office stating the reasons for requesting an Incomplete and an action plan/timeframe for completing the course requirements. This form is signed by the instructor, the Chair of the Department and the Graduate Dean for final approval. The Course Incomplete Form is then forwarded to the Graduate Registrar for recording on the student's official transcript.
4. The student assumes full responsibility to make sure all requirements are fulfilled and submitted to the instructor in a timely manner. If the work is not completed and submitted at the end of the workday (4:30 p.m.) designated by the instructor, then the student will automatically receive a grade of "F." The timeline cannot be extended once it is agreed upon and submitted to the Graduate Registrar's office. The instructor will grade all the material and submit the grade to the Graduate

Registrar within two weeks of receiving all the assignments.

5. All “Incompletes” must be removed within one semester based on a three-semester schema: fall, spring, and summer.

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 will be grounds for immediate dismissal from the program.

If an instructor suspects that a student may have committed plagiarism, the instructor will confront the student, who shall supply proof to the instructor that the work had not been plagiarized. It is the prerogative of the instructor to ascertain whether the evidence submitted by the student is satisfactory. Instructors are urged to discuss suspected cases of plagiarism with the Chair of the relevant department. In cases of confirmed plagiarism, the instructor shall supply written notification to the Chair, who will then immediately inform the Graduate Dean, who shall review the matter and decide on the appropriate course of action.

If the student is unable to supply the instructor with satisfactory evidence refuting plagiarism within the time frame specified by the instructor, then the instructor shall notify the Chair of the relevant department, who shall immediately notify the Graduate Dean. The instructor, the Chair, and the Dean shall together review the evidence and meet with the student involved, who will at that time be permitted to submit any additional evidence in his or her defense. The Dean, in consultation with the instructor and the Chair, shall make the final decision in the matter and shall notify the student of the outcome in writing, by certified mail, within seventy-two hours of the meeting. The Dean’s decision will be final with no possibility of appeal.

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, as your own, including papers purchased or borrowed from any person or organization;
2. Presenting, as your own, reports or exercises copied from or dictated by others;
3. Presenting, as your own, homework assignments of any kind copied from or dictated by others;
4. Presenting, as your own, oral reports copied from or dictated by others;
5. Incorporating formal lecture notes into your own work without acknowledgment and presenting them as your own;
6. Presenting, as your own, a computer solution developed by someone else;
7. Copying the ideas, and/or speculations, and/or language of any other person or persons, without acknowledgment, and presenting this as one’s own original work.

CHEATING

Cheating violates the deepest convictions of the College community.

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.
 - a. 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
 - b. Use of crib notes; or
 - c. Use of texts and/or supplementary marginal notations in texts; or
 - d. Use of notes written on the surface of the desk at which examination is being taken; or
 - e. 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. Withholding knowledge of an incident of cheating or plagiarism from the individual instructor to whom the work is submitted.

8. Willfully aiding or abetting any act of cheating.
9. Willfully aiding or abetting any act of plagiarism.

Plagiarism and/or cheating may result in dismissal from the College.

ADDING CLASSES

Students may add a course only during the first week of classes. For classes running on an accelerated schedule, students may add a course only after the first class meeting and before the second class meeting. No fee is charged for adding classes within the appropriate timeframe.

GENERAL ACADEMIC INFORMATION

SCHOOL OF GRADUATE STUDIES OFFICE HOURS

Fall and Spring Semesters

Monday through Thursday 9:00 a.m. to 6:30 p.m.

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

During semester and holiday breaks, the office closes at 4:30 p.m., Monday through Friday. Summer hours are subject to change.

COURSE REGISTRATION

Graduate registration forms can be found both on-line and in the Semester Course Guide. Students may register for graduate courses in several ways: in person, by mail, and if paying by credit card or financial aid, by phone or fax. Payment is due at the time of registration, and registration will not be processed until payment is received. Those registering in person may do so in the Graduate Office located on the third floor of St. Joseph Hall, Room 78, on the Chestnut Hill College campus. Students registering by mail should send the completed registration form and payment to the Graduate Registrar at the address listed on the form. Students may register by phone at 215-248-7170 or by fax 215-248-7161. Before registering, students must satisfy all previous financial obligations. **Late registration** begins two weeks prior to the beginning of each course.

NON-GRADUATE STUDENT REGISTRATION – AUDITING CLASSES

Preference for admission to any graduate course is given to matriculated Chestnut Hill College students and to non-matriculated Chestnut Hill College students. Other students may register for a graduate course provided that the class is not full. Permission of the department Chair is required. If a course has a cap for enrollment and a Chestnut Hill College matriculated or non-matriculated student requests admission, the non-CHC student may lose his/her place, even after the semester begins.

NON-GRADUATE STUDENT REGISTRATION

Preference for admission to any graduate course is given to matriculated Chestnut Hill College students and to non-matriculated Chestnut Hill College students. Other students may register for a graduate course provided that the class is not full. Permission of the department Chair is required. If a course has a cap for enrollment and a Chestnut Hill College matriculated or non-matriculated student requests admission, the non-CHC student may lose his/her place, even after the semester begins.

ADVISING

The School of Graduate Studies provides academic advising for all students. The advisor helps in planning a course of study compatible with the student's background, experience, and needs. The student is assigned to an advisor upon acceptance into a graduate program. Advisors will be available to meet with students by appointment as needed. The student is responsible for ascertaining whether all prerequisites are fulfilled and if the course selected is appropriate for his/her degree program. Ordinarily, if the proper course outline form is on file, the Registrar can approve the courses. At times, the Graduate Registrar may require a student to obtain an advisor's signature before registering for the course.

To register, non-matriculating students who have not yet been assigned an advisor need to obtain the signature of the Chair of the department.

AUDITING CLASSES

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 the Graduate Registrar with official proof of a bachelor's degree from an accredited institution and have sufficient background to be admitted into the course being requested.

CHANGE OF ADDRESS/TELEPHONE NUMBER

Please notify the Graduate Office, in writing, of any change in name, address, home and work telephone number, and email.

CLASSROOM ASSIGNMENTS AND SCHEDULING

Classroom assignments are posted outside the Graduate Office, the Dining Hall, on the second floor corridor of St. Joseph Hall, and at the Main Desk (Security Desk), prior to the first day of classes. Course confirmations, with room numbers, are mailed to the student approximately one week before the start of classes. Students should confirm by checking the bulletin boards before the first class. Questions concerning course scheduling, timing and availability should be addressed to the Graduate Office (215.248.7170). The official list of course offerings, including days, times and instructors, is posted outside the School of Graduate Studies Office on the third floor of St. Joseph Hall. Courses held on the campus of Mount Saint Joseph Academy will be noted on course confirmations and on notices posted at the above locations.

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.

EXAMINATIONS

Final examinations are given at the discretion of the individual instructor. Final examinations are usually given on the last class day. In emergency situations, students unable to attend class for a final exam must contact the instructor as soon as possible *before* the examination date.

PHOTO IDENTIFICATION CARDS

All students are required to have a photo identification card. Photos are taken at the beginning of the fall and spring semesters. Student Identification Cards must be validated each semester. The validated ID card shows that the student is enrolled in the current session and has paid or made satisfactory arrangements to pay the session's bill. Valid ID cards are required to: use library services, use computer center services, obtain parking permits and attend classes. There is a fee to replace lost or damaged identification cards.

SNOW CLOSING

Should weather or other circumstances force the cancellation of classes, an announcement will be made on KYW News Radio 1060AM or posted at www.kyw.com. The School of Graduate Studies snow number is **KYW 2155**. Mount Saint Joseph Academy's snow number is **KYW 363**. In addition to cancellation due to snow, inclement (non-snow) weather and other emergencies may warrant closing. Information will also be available by calling the School of Graduate Studies at 215.248.7170 and listening to the recorded messages, or checking the College Website at www.chc.edu. All time missed due to school closing must be made up. Each instructor has the responsibility for rescheduling any canceled classes.

STUDENT RECORDS

In keeping with the **Family Educational Rights and Privacy Act of 1974**, Chestnut Hill College has policies in place which 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 adjunct faculty may be left in the inhouse mailbins located outside the Graduate Office.

TIME LIMITATION

All requirements for the degree must be completed within six years of matriculation unless an extension is granted by the Graduate Dean. Any request for an extension must be made in writing to the Dean. The letter should state the reasons for the request. The Dean will send a letter of approval or denial of the request within two weeks of receipt of the request.

TRANSCRIPTS

An official transcript bears the seal of the College. Requests for transcripts of graduate work completed at Chestnut Hill College should be made in writing to the Graduate Registrar and accompanied by a check or money order for \$5.00. Transcripts will be released upon payment of all money due to the College. Students should provide their current name (and name at the time of enrollment), their current address and telephone number, the dates they attended Chestnut Hill College and the name and complete address of the person or institution to which the transcript will be sent.

TRANSFER OF CREDITS

As many as six (6) graduate credits earned at another institution may be applied toward fulfillment of graduate course requirements at Chestnut Hill College. These credits must be from an accredited institution and must be compatible with the program of study at Chestnut Hill College. Transferred credits must have earned a grade of “B-” or better and may be applied only after the student has matriculated.

Requests for transfer of credits should be discussed with the Chair of the appropriate department. All requests for transfer of credit must be made in writing and submitted, along with a course description and official transcript to the department Chair. The Chair will review the request and forward it to the Graduate Dean for final approval. The transferred credit/s, if approved, will be recorded on the student’s transcript. Ordinarily, credits from courses taken more than five years before the date of matriculation will not be transferred. Requests for transfer of credit/s are reviewed by the Chair on a case-by-case basis. The Chair of the department may offer the student the possibility of having a course(s) waived (see below) in which case the student must earn the equivalent number of credits by taking another approved course at Chestnut Hill College. Transfer credits are not included in the student’s Chestnut Hill College GPA. Workshops may not be transferred for graduate credit.

WAIVER OF COURSE WORK

In special circumstances a course may be waived because of previous course work in the same subject area. A waiver does **not** exempt students from obtaining the total number of credits required for the degree. Students are required to substitute another course for the waived course. Requests for waivers should be made in writing to the Chair of the department. Students must supply an official course description and official transcript to the Chair, if these transcripts are not already in the official file. The Chair of the Department will review the waiver request and complete the approved course waiver form. The form will be sent to the Graduate Dean for final approval.

STUDENT RESPONSIBILITIES

Students bear a certain level of responsibility for the high quality academic and interpersonal environment at Chestnut Hill College. To ensure adequate communication and to protect student rights, the following responsibilities are enumerated:

1. Knowledge of and familiarity with all academic and financial policies, as explained in the School of Graduate Studies catalog.
2. Knowledge of the School of Graduate Studies Catalog and Semester Course Guides for the academic calendar, course schedule and all relevant dates, times and deadlines.
3. Knowledge and observance of all regulations and policies of Chestnut Hill College.
4. All graduate students are expected to obtain an ID photo card and have it validated each semester at the Graduate Office. A **valid** ID card is required to obtain a parking permit, and for use of the library, computer facilities, fitness room and pool.
5. Students are required to check the Chestnut Hill College website, as well as the School of Graduate Studies bulletin board regularly for announcements, policy changes, and other news.
6. Students are expected to meet all financial responsibilities.
7. Students are encouraged to save all catalogs and course syllabi. Many credentialing agencies (such as AAMFT) and state boards, as well as institutions of higher learning, require the submission of syllabi in order to confirm coverage of desired content areas. The College may not be able to provide you with more than a course description for any given course. For your own protection, please save your syllabi.
8. All requests must be submitted in writing. This includes, but is not limited to: change of address, request for a transcript, requests for any type of verification or letter, request for a leave of absence, dropping/adding a class, request to change departments etc.
9. Graduation is not automatic. Graduating students are required to complete the “Request to Graduate” form and submit it to the Graduate Registrar by the following deadlines: for degree completion in the summer semesters, July 1; for the fall semester, October 1; for the spring semester, February 15. Students failing to meet the deadline will receive their diplomas the following semester. Certificate students must complete a “Certificate Completion Form” and must meet the deadline dates listed above. All forms are available from the Graduate Office.
10. Students are required to notify the School of Graduate Studies, in writing, of any leave of absence longer than one semester. Failure to do so will jeopardize admission status and/or matriculation status. Pertinent information regarding this policy is found in the Academic Policies section of this catalog under *Leave of Absence*.

GRADUATE STUDENT/INSTITUTION RELATIONSHIP

A graduate student's enrollment at Chestnut Hill College is a decision which involves acceptance of the responsibility to meet academic requirements and to exhibit mature and ethical behavior on campus that is consistent with the mission of the college, the Graduate School statement of philosophy and civil law.

Chestnut Hill College is committed to the pursuit of knowledge and truth, as well as the education of the whole person. Violent or disruptive behavior in all forms and manner of display 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; it merely guards against the violation of other's rights and/or the obstruction of the normal operation of the college.

Sanctions That Might be Imposed:

- 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 (after due process) 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 such a sanction within thirty (30) days of the imposition of the sanction. The Appeals Process is outlined in the Graduate Catalog on [page 15](#).

FACILITIES AND STUDENT SERVICES

BOOKSTORE (215.248.7150)

Lower level, St. Joseph Hall

Fall & Spring	Monday	9:00 a.m. to 6:00 p.m.
	Tuesday and Wednesday	9:00 a.m. to 8:00 p.m.
	Thursday	9:00 a.m. to 6:00 p.m.
	Friday	9:00 a.m. to 2:00 p.m.
	Saturday and Sunday	Closed

The Bookstore has extended hours during the first two weeks of each semester and during the first week of each summer session. The Bookstore has limited hours during semester breaks.

CAMPUS MINISTRY (215.248.7095)

Room 58, Third floor, St. Joseph Hall

Rebecca Lossino, M.A., Director of Campus Ministry

Room 71, Third floor, St. Joseph Hall

Mary Darrah, SSJ, M.A., Assistant to the President for Mission and Ministry

The Campus Minister is available to meet with students by appointment.

During the regular academic year, the liturgy of the Roman Catholic Mass is celebrated several days a week at noon in the chapel on the first floor of Fournier Hall. Mass times, however, vary during semester breaks and the summer, but are posted on the door of the chapel. All are welcome.

CAREER SERVICES (215.248.7109)

Third floor, St. Joseph Hall

Nancy Dachille, M.Ed., Director

Career Services offers the following services to graduate students:

1. Postings - (full-time, part-time and summer) including College Central www.collegecentral.com/chestnut
2. Credential Service - collecting and releasing resumes and letters of reference - fee charged
3. Personal Interviews - by appointment
4. Participation in two Chestnut Hill College sponsored Job Fairs
5. Professional Development Workshops

COMPUTER CENTER (215.248.7165/95)

Ground Floor, St. Joseph Hall

William Wadlinger, M.A.

Director of Academic Computing

The Academic Computer Center is located on the ground floor of St. Joseph Hall. Both Macintosh and IBM-compatible computers are available for student use on a walk-in basis during posted daytime and evening hours. Students may take advantage of major state-of-the-art software for purposes such as: word processing, statistical analysis, graphics, desktop publication, database manipulation, Web page editing and Web browsing over the Internet. Laser printers are available for high quality printed work both in black and in color.

A software lending library is also located at the Academic Computer Center, from which students may borrow magazines, books and educational software. Students may also sign out camcorders and stands for various classes as needed. Several laptop computers are also available for students to borrow.

The Academic Computer Center also maintains three teaching labs, two for IBM-compatible PC's and one for Macintoshes. The computer labs are available for classroom instruction ranging from computer software application basics to sophisticated programming languages. The computer labs are also available for use by faculty for the integration of technology in education. The Video Editing Center is an extension of the Computer Center and houses state-of-the-art video editing systems.

The Computer Center is open to Chestnut Hill College students only. Students may apply for a personal account on the College network, giving them an Internet e-mail address and access to the Internet. All students requesting personal accounts are required to agree to the College's acceptable use policy and to the rules and policies regulating the use of College computer resources.

Computer Center Hours:

Monday through Thursday	9:00 a.m. to 10:00 p.m.
Friday	9:00 a.m. to 5:00 p.m.
Saturday	9:00 a.m. to 5:00 p.m.
Sunday	1:00 p.m. to 10:00 p.m.

When classes are not in session and during summer sessions, hours are posted at the Computer Center, Room 250, St. Joseph Hall, also has computers for student use. Computer assistance during evening hours is available.

COUNSELING CENTER (215.248.7104)

Third floor, St. Joseph Hall

Cheryll Rothery-Jackson, Psy.D., Director

The Counseling Center offers free counseling services to all full-time and part-time graduate students. Concerned, trained clinicians work under the supervision of a licensed psychologist, and are prepared to address a wide variety of psychological and personal concerns. The Counseling Center is completely confidential, except in the case of a life-threatening emergency.

Office hours are posted at the Counseling Center, as well as in central locations on campus. Appointments can be arranged by calling the office, (215.248.7104) or stopping by and scheduling in person.

FOOD SERVICES

The Dining Hall is located on the first floor of Fournier Hall. The Student Life Center/Cafe, located in the basement of Fournier Hall, serves food into the evening hours. Students may purchase meals for cash. Please call the dining room at 215.248.7015 for times and prices. Vending machines and microwave ovens are located in the ground floor walkway between St. Joseph and Fournier Halls; the third floor of St. Joseph Hall (above Rm. 247); and on the ground floor of Fournier Hall. The Bookstore also sells an assortment of drinks and snacks.

GRADUATE STUDENT LOUNGES

Two lounge areas are reserved for the use of graduate students. The Doctoral Student Lounge is located in DeSales Center, second floor. The Graduate Student Lounge for doctoral or master's level students is located in the West Wing of St. Joseph Hall, Room 71.

GRADUATE STUDENT HOUSING

Limited graduate student housing is available on campus during the summer months. Check with the Graduate Office for details. Area rentals are listed in the local newspapers.

STUDENTS WITH DISABILITIES

Chestnut Hill College is committed to providing equal educational opportunities for qualified students. The College is in compliance with applicable federal and state law. Disclosure of 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 American with Disabilities Act of 1990.

The Associate Dean for Academic Affairs works with students diagnosed with learning disabilities providing appropriate support services. Students who have a diagnosed learning disability should provide the Associate Dean with a copy of his/her diagnosis prior to their first class. The Associate Dean will advise faculty and administrators on appropriate accommodations for students with learning disabilities.

HEALTH SERVICES (215.248.7111)

Third floor, St. Joseph Hall

Barbara Buonocore, RN, Director

E-mail: bbonoc@chc.edu

The College Health Office provides care to students during illness, makes recommendations for health maintenance and schedules programs on health related issues. The hours of operation are posted on all major bulletin boards. For emergency assistance dial 911.

INTERNATIONAL STUDENT OFFICE (215.249.7166)

Room 66, Third floor, St. Joseph Hall
Anita Louise Bruno, SSJ, M.M., Director, International Student Services
E-mail: abruno8714@chc.edu

Students from other countries needing information on TOEFL (Test of English as a Foreign Language), ESL (English as a Second Language), admissions procedures, Visa requirements, etc., should contact the Director of International Student Services.

ACADEMIC RESOURCE/WRITING CENTER (215.248.7114)

Room 121, First floor, St. Joseph Hall
Barbara Bradley, SSJ, M.S., Director

The Academic Resource/Writing Center offers a range of services in written communication, from consultations regarding aspects of the writing process to stylistic concerns. Drop-ins are welcome, but appointments take first priority.

LIBRARY (215.248.7050)

Mary Josephine Larkin, SSJ, M.A., M.S., Dean for Library and Information Resources

Logue Library houses 140,000 volumes on three floors of open stacks. In addition to the circulating materials, there are 700 periodicals and a reference collection in the Alumnae Reference Room on the main floor, as well as an extensive electronic research center. Among the electronic resources are ERIC, PsychINFO, Lexis-Nexis, JSTOR, Ebscohost Elite, and Wilson SelectPlus. Students may access the catalog and electronic resources through the World Wide Web by using the following address: www.chc.edu/library. Passwords for databases are available to registered students in the library.

Along with a rare books collection that features British literary works and early Catholic liturgical music, Logue Library houses an Irish collection specializing in Irish history and a Curriculum Library holding children's literature and curriculum materials for grades K-12. The main collection is classified according to the Library of Congress Classification System, while the Curriculum Library uses the Dewey Decimal System.

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

Library hours:

Monday to Thursday	8:00 a.m. to Midnight
Friday	8:00 a.m. to 9:00 p.m.
Saturday	9:00 a.m. to 5:00 p.m.
Sunday	Noon to Midnight

Library hours during the summer sessions and breaks are subject to change. They are posted on the library door, at the paging desk, in the Graduate Office and are announced on the library voice mail.

POOL (215.248.7060)

Fournier Hall/Ground Floor

Students, staff and faculty with an official Chestnut Hill College ID may use the pool during the posted pool hours. All others, including adult family members and friends, must purchase a lap card from the lifeguard on duty. Swimming is permitted only when a lifeguard is on duty.

SAFETY AND SECURITY (215.248.7007)

Rear of Fournier Hall, ground level
James A. Hansen, B.S.
Director of Safety and Security

Questions concerning College safety, security or parking should be referred to the Office of Safety and Security. In compliance with the laws of Pennsylvania, security booklets and crime reports are available from this office upon request. Parking brochures may also be obtained from the Security Office.

The Office of Safety and Security provides an evening Escort Service. An escort may be secured by calling 215.248.7090 or by using one of the paging phones located throughout the campus. If using the Escort Service, it is best to call ahead of time.

TELEPHONES – EMERGENCY USE

In-house emergency phones are located throughout the buildings. Should any emergency arise, these phones will give direct contact with the Information Desk and Security to obtain help or assistance.

An outside campus emergency phone is located on the outside of the Security building located in Parking Lot #4. The phone puts a caller directly in contact with the Information Desk and/or the Philadelphia Police Department. Follow the operating instructions on the Emergency Phone.

DeSALES UNIVERSITY CAMPUS

**2755 Station Avenue
Center Valley PA 18034**

COUNSELING PSYCHOLOGY and HUMAN SERVICES PROGRAM

Dooling Hall, Room 219

The Counseling Psychology and Human Services Program of Chestnut Hill College is also offered on the campus of DeSales University. Students may register for classes on both campuses.

OFFICE HOURS

Fall and Spring Semesters

Monday through Thursday	9:00 a.m. - 7 p.m.
Friday	9:00 a.m. - 4 p.m.

Administrator:	David Arena, J.D., Psy.D.	610-282-0397
	david.arena@desales.edu	

Administrative Assistant:	Allison Sinclair	610-282-0397
	allison.sinclair@desales.edu	

ALL OF THE ACADEMIC POLICIES AND PROCEDURES REMAIN THE SAME FOR THE CHESTNUT HILL DESALES CAMPUS STUDENTS.

For information about student services available to Chestnut Hill College students on the DeSales campus, please contact Allison Sinclair or David Arena, J.D., Psy.D.

The Chestnut Hill College Program is located on the campus of DeSales University at 2755 Station Avenue in Center Valley, PA, one mile east of Route 309.

From Scranton and North

Northeast Extension of the PA Turnpike to Route 22 and then to Route 309 S. In a few miles, Route 309 joins with 1-78. Continue south, following Route 309 (Exit 20). Follow directions from 309 below.

From Harrisburg and West

East on 1-78 to (Exit 20) Route 309 S. Follow directions from 309 below.

From New York/New Jersey

Take the New Jersey Turnpike and/or 1-287 to 1-78 West across New Jersey and into Pennsylvania to Route 309 S (Exit 20A). Follow directions from 309 below.

From Route 309 South

At the intersection of Routes 309 and 378, make a left onto Route 378 N. Take for about one mile and turn right at Landis Mill Road. Take Landis Mill Road to Station Avenue and turn left. Turn left into Dooling Hall. The Program Office is located on the second floor, Room 219.

MASTER OF SCIENCE IN ADMINISTRATION OF HUMAN SERVICES

• Sociology – Accelerated Format

Chair: Elaine R. Green, Ed.D.

Overview

The Master of Science (M.S.) degree in Administration of Human Services is designed for individuals seeking leadership roles as administrators/directors 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 the management of 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 bring about positive change in organizations. The Master of Science degree in Administration of Human Services combines courses in management, public policy, and social issues to prepare adults for supervisory and leadership positions in health and human service organizations. With an emphasis on social change and diversity, this degree provides a comprehensive knowledge base of organizations, their philosophy and structure, and the specialized services that are provided.

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 inter-disciplinary approach, skill development, and competency-based learning with an emphasis on self-understanding.

Program Format

Because of its accelerated format, the schedule for the master's degree in Administration of Human Services has been adapted to the three-semester schema (fall, spring, summer) of the School of Graduate Studies.

Fall 1 and 2	=	Fall Semester
Spring 1 and 2	=	Spring Semester
Summer 1 and 2	=	Summer Semester

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.

Administration of Human Services – 2004-2005 Calendar

Fall 1	August 25 – October 19, 2004
Fall 2	October 22 – December 16, 2004
Spring 1	January 4 – February 28, 2005
Spring 2	March 3 – April 27, 2005
Summer 1	April 29 – June 23, 2005
Summer 2	June 28 – August 22, 2005

Overall Program Description

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

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

The sequence of course offerings is designed in a way that allows students to enroll in one core course and/or one elective each session. To have a solid foundation of management principles and skills early in their academic training, students entering the program are encouraged to register for GAHS 510-Organization Management in Human Services at the first available opportunity. Other core courses and electives may be taken in any order with the exception of GAHS 598-Professional Seminar and GAHS 599-Special Project/Internship, which are the culminating experiences of the program.

Students taking one course each session should be able to complete the degree requirements in two years. Students who opt to take two courses in selected sessions may be able to complete the program in one and a half years. The maximum time frame to fulfill the degree requirements is six years.

■ Core Courses

GAHS	510	Organization Management in Human Services
GAHS	520	Principles and Concepts in Human Resources
GAHS	530	Leadership Development in Group Relations
GAHS	540	Legal and Ethical Issues in Human Services
GAHS	550	Public Policy
GAHS	560	Principles of Finance
GAHS	570	Human Diversity in Human Services
GAHS	580	Assessment and Evaluation
GAHS	598	Professional Seminar
GAHS	599	Special Project/Internship

■ Electives

GAHS	515	Community Development
GAHS	518	Using Technological Resources in Human Services
GAHS	525	Criminal Justice Systems
GAHS	528	Working with Adults
GAHS	535	Promoting Healthy Lifestyle Practices
GAHS	545	Drug and Alcohol Problems
GAHS	555	Eldercare Management
GAHS	565	Family Services
GAHS	585	Volunteer Administration
GAHS	595	Working with Children and Youth

Admissions Requirements

Individuals who wish to obtain a master's degree in Administration of Human Services will follow the current admissions process of the School of Graduate Studies. Non-matriculating students may take up to six (6) credits before being fully accepted into the program. NOTE: Non-matriculating students are not eligible for financial aid.

In addition, each applicant must verify 300 hours of volunteer experience or one year of work-related experience in a human services setting and have successfully completed *Introduction to Computer Applications* or its equivalent prior to acceptance.

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)

GAHS	510	Organization Management in Human Services
GAHS	520	Principles and Concepts in Human Resources
GAHS	530	Leadership Development in Group Relations

GAHS	570	Human Diversity in Human Services or
GAHS	515	Community Development

■ **Certificate of Professional Development – Adult and Aging Services** - (12 credits)

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

Admissions Requirements

Students interested in earning a Certificate of Professional Development will be required to complete the application and admissions process of the School of Graduate Studies.

Change of Status from Certificate to Degree Program

Students in the certificate program, who wish to continue in the degree program, must notify the department Chair 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.

COURSE DESCRIPTIONS – Core Courses

GAHS 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.

GAHS 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.

GAHS 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.

GAHS 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.

GAHS 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.

GAHS 560 - Principles of Finance

3 credits

Provides an overview of financial management designed specifically for non-accounting professionals. Strategies used in budget preparation, implementation and control will be presented. Third-party reimbursement for services and fee schedule construction will be covered. The role of the “corporate” financial decision maker as well as the “individual” financial decision maker will be examined.

GAHS 570 - Human Diversity in Human Services

3 credits

This course will present an overview of past and contemporary human diversity issues to prepare students to provide cross-cultural human services. The course will explore the needs of various special populations and will evaluate the impact of racism, sexism, ageism, and discrimination against individuals with disabilities and the socio-economically disadvantaged. Opportunities will be provided for students to examine attitudes and social policy formation on the micro, mezzo and macro levels.

GAHS 580 - Assessment and Evaluation

3 credits

Students will 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.

GAHS 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 GAHS 599-Special Project/Internship. 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.

GAHS 599 – Special Project

3 credits

This course is designed for students completing the degree program who have prior work experience in a human service setting. 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.

GAHS 599 – Internship

3 credits

A 120-hour fieldwork experience in a pre-approved setting that focuses on a particular area of study may be required. Interns are responsible for completing and submitting a resume, a learning agreement and an evaluation of the internship experience. Individuals who can provide verification of work in human service administration may waive the internship and complete a pre-approved special project.

COURSE DESCRIPTIONS - Electives

GAHS 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.

GAHS 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.

GAHS 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.

GAHS 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.

GAHS 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.

GAHS 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.

GAHS 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.

GAHS 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.

GAHS 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.

GAHS 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 SCIENCE IN APPLIED TECHNOLOGY

Coordinator: Ralph Swan, Ph.D.

PROGRAM OFFERINGS

The Applied Technology Program offers the following programs of study:

- **Master of Science in Applied Technology Degree**
(Offered under three specializations: Education and Technology, Instructional Design, and Leadership and Technology.)
- **Certificate of Advanced Study in Applied Technology**
(Also offered under the three specializations listed above.)
- **Instructional Technology Specialist Certification**
- **Certificate of Professional Development in Applied Technology**

PROGRAM THEMES

The Applied Technology master's degree program is structured on the concept of specializations. This delineation of programs helps the candidates for the degree achieve the goals for which they entered the Applied Technology program of study.

While requirements for the specializations differ, certain themes, critical to the integrity of the Chestnut Hill College program, recur as motifs in all programs of study. Drawn from the literature on learning, research orientations, e-communications, leadership, professional development, and emergent technologies, these themes, coupled with creative scheduling tailored to the needs of the professional, uniquely identify the Chestnut Hill College Applied Technology Program.

The themes, constant throughout the specializations, are identified as follows:

- Reflection and research as critical tools in the transformation of community
- Qualitative research in the study of technology-rich environments.
- Technology as an active agent in a community of online learners
- Analysis and application of current learning theories with emphases on post-constructivism, visual learning, and motivational theory
- Development of context-sensitive leadership in the professional milieu
- Focus on professional goals in course projects, research papers, and presentations
- State-of-the-art technologies in studio, high-tech multimedia, and video labs running current versions of professional-level software

Our approach to the study of changing environments is one of cognitive science in which instructors and students collaborate in exploring the frontiers of human learning. In this research context we encourage problem-solving strategies in the applications of technology, which translate into an aggressive agenda for the understanding and manipulation of developing technologies rather than on fluency in the use of current technologies. Course emphasis is on a constructivist approach to learning in which students construct meanings through personalized applications to professional goals in assigned readings, papers, projects, and research.

The program's On-Line/On-Site design for facilitating learning characterizes the predominant course structure, a distance component balanced with on-site class meetings. This method provides the mature student with the opportunity to utilize the resources of technology with a constructivist approach to learning and collaboration with other course participants. Research on the use of technology in both learning and work environments supports the thesis that technology is a force in developing collaborative environments. The on-line component of the course provides an opportunity for the development of such environments. Throughout the program students are encouraged to work in groups or teams in the analysis and application of their readings through electronically-mediated discussion formats.

In a problem-solving context, enriched by state-of-the-art technologies, students envision new constructs. New settings call for new styles of leadership. In designing emergent environments students research, define and practice context-sensitive leadership roles. In this context they set personal leadership goals, actively examine their own leadership styles and potential, and focus their research and projects to attain these goals.

Another motif, found in all specializations, is the recognition of the importance of observation and reflection at all junctures of a course of study. Students conclude their studies with an analysis of the effects of technology on environments as seen through the research literature, and as experienced in their qualitative research projects. The graduating professional leaves with an openness and sensitivity to changing roles and relationships, an understanding of the impact these changes will have on the persons and organizations involved, and a vision of potentially challenging futures. They are prepared to assume leadership roles in a collaborative environment characterized by reciprocity and reflection. This research orientation, together with the themes explicated above, identifies and insures the integrity and scholarly quality of the Chestnut Hill College Applied Technology program.

COURSE STRUCTURE

ON-LINE/ON-SITE SCHEDULE

The Applied Technology course structure is a blend of On-Line and On-Site activities requiring the full participation of the student. The on-line activities, begun at registration, extend through the entire course preparing the student for active participation in the scheduled on-site class meetings and frequently continuing the communication after the last on-site meeting of the course. Attendance at the on-site classes is a strict requirement of every course. Both components of the course are essential for the successful completion of course requirements.

Students applying for entrance into this program need to recognize and plan for this aspect of the program. Participation in these courses requires preparation for the course before the first scheduled class. We have called this pre-session a “JumpStart” session, a critical module of the course and one that should be given serious consideration by the potential registrant. It is the responsibility of the student to contact the instructor at the time of registration, thereby initiating the JumpStart conversation.

The Applied Technology courses are tailored to minimize travel to the College and maximize the use of the student’s time as well as the communications capabilities of technology. The number and length of class meetings in this format are determined by course objectives and the instructor’s preferred mode of teaching. Classes are scheduled to meet between four(4) and six (6) times a semester for a total of twelve (12) to eighteen (18) hours. In addition, these courses are compressed into a shorter time period than the traditional semester, that is, the time between the first and last class meeting is normally nine (9) to eleven (11) weeks rather than the thirteen (13) weeks of a regularly scheduled course. For these reasons it is critical that the student take the necessary steps to prepare for a distance course by complying with the following standards.

GUIDELINES FOR PARTICIPATION

To participate in an On-Line / On-Site course follow the procedure below.

Register for the course a full three (3) weeks in advance of the first class meeting.

- Access the modified course syllabus at chc.blackboard.com.
- Enter the Applied Technology site, and go to the Jumpstart Syllabi where you can download your course syllabus.
- Respond to the instructor’s directives for readings, papers, email and other assignments in preparation for the first meeting of the class.
- Access the course discussion board as indicated by the syllabus.

Student participation in class discussions via the course discussion board is required of students in all courses. This active participation from a distance forms part of the final course grade.

GUIDED INDIVIDUALIZED COURSES (GIC)

A Guided Individualized Course (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. All GIC courses are research-related and are designed to meet the specific requirements of a student’s research topic. They frequently involve specialized research such as an analysis of the student’s work site, advanced multimedia skills, the design and evaluation of an online learning course, the restructuring of a learning environment, or the testing and evaluation of an e-training module. A student registering for a GIC course applies for approval from his/her advisor and the Coordinator of the Applied Technology program.

MASTER OF SCIENCE IN APPLIED TECHNOLOGY DEGREE

The master's degree in Applied Technology program offers three courses of study under the following titles:

- Specialization in Education and Technology
- Specialization in Instructional Design
- Specialization in Leadership and Technology

PROGRAM SPECIALIZATIONS

The specializations focus on domains of inquiry in which emerging technologies revolutionize cultures, contexts, and structures. Among the fields undergoing transformation are education with its related disciplines, and organizational structures with their wide spectrum of corporations, institutions, businesses, and online community groups. It is in response to these changing milieus that the Applied Technology program has set up three (3) areas of focus for its master's degree program. The Education and Technology Specialization places emphasis on the instructional use of technology for the achievement of curricular goals. The Instructional Design and the Leadership and Technology Specializations, on the other hand, focus on the analysis of transformations inherent in the changing contexts brought about by the application of evolving technologies. In keeping with the integrity of the program there are constants throughout the applications. All 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, contexts, and structures

To ascertain that students have the required background for a specialization, certain core courses can be found throughout the specializations as designated below:

Common core courses, required for all specializations

Specialization core courses, required for a specific specialization

In addition, each specialization has a specified minimum number of electives and designated prerequisites.

PROGRAM REQUIREMENTS

The Master of Science in Applied Technology degree is awarded to the candidate upon the satisfactory fulfillment of the common core courses required of students in all specializations of the program, and the specialization core of the candidate's selected field of application.

Candidates for the degree in Applied Technology fulfill the following requirements for the awarding of the degree:

- Completion of the required course work for the specialization
- Attainment of the required number of credits for the specialization
- Acceptance of the student's thesis by the department

COMPLETION OF COURSE WORK

Students are required to take all prerequisites unless waived by the department. They complete the common core, specialization core, and electives as designated for their field of specialization. If students have completed all requirements for a specialization but still lack the required number of credits, they select electives to complete the required number. The number of electives depends on a candidate's entry level into the program and area of specialization.

Program Prerequisite

All students matriculating into the Applied Technology program are expected to have a certain facility in using technology that includes simple operations of a computer, familiarity with word processing, programs, online communications, and the ability to use the Internet.

Common Core

To introduce and explicate the themes described above, certain courses are required of students in all specializations and each specialization has, in addition, its own core. Core courses in certain specializations offer an alternate to the common core. In most cases this alternate stems from specific requirements for professional development or the seminar.

Specialization Core

In addition to the program prerequisite, students take all prerequisites listed for their specialization unless waived by the department. These prerequisites differ for the specializations according to the Applied Technology programs's expectations of a student's background for a given specialization.

While the common core courses are required of all degree candidates, the specializations have been designed with specific populations in mind. Candidates for the Master of Science in Applied Technology degree, in keeping with their experiences and career objectives, choose the program level which best corresponds to their stated goals. All three specializations support a holistic approach to problem solving, applications of current learning theories in dynamic contexts, a studied immersion of technology, an emphasis on the development of facilitative leadership, and openness to emerging organizational structures. Instructors in the program, cognizant of the participants' varied backgrounds and interests, respect students' personal and professional goals in determining appropriate projects and research papers.

Elective Courses

The actual number of electives varies in the specializations and will vary among students within a specialization. Students coming into the program with an enriched background in one or more of the content areas may apply to have certain required courses waived. Each waived course is replaced by an elective. An exception can be made to this regulation with the approval of the student's advisor. In certain cases the advisor may give approval to a student to take a prerequisite for credit applicable toward a degree or certificate program.

Students may select courses listed under Applied Technology Course Descriptions as their elective(s), subject to the approval of their advisor.

REQUIRED NUMBER OF CREDITS HOURS

The Applied Technology Program offers two levels of study. Education and Technology with its focus on the role of technology in the classroom, requires thirty-six (36) credits for completion. Students in this strand are generally certified teachers and so come into the program with a strong background in curriculum and instructional theory. The Instructional Design and the Leadership and Technology Specializations, require forty-two (42) credits for completion. The additional credits for these applications provide course work in the foundations of the related disciplines, the acquisition of sophisticated technology skills, and additional research-related courses as required for the completion of a thesis.

COMPLETION OF THESIS

In addition to meeting criteria for course work and completing the required number of credits, each student designs, conducts and completes a qualitative research project as the final requirement for graduation. The thesis is normally completed in the seminar class. It is judged as complete when it has been defended among one's peers, presented in its final form to colleagues, and presented to the department written in scholarly format. A student who has not completed the thesis during the seminar semester registers for thesis guidance each semester until its completion. The study cannot be held in abeyance for more than two years.

EDUCATION AND TECHNOLOGY SPECIALIZATION

The Education and Technology Specialization is designed for the teacher eager to develop the technical skills and conceptual framework necessary for the appropriate use of technology as a tool in the learning environment. The candidate for this specialization emerges from the program with newly developed leadership skills, expertise in the use of state-of-the-art technologies in the classroom and an understanding of the role technology can play in transforming the classroom into a learning community characterized by applications of constructivist principles and other emergent theories affecting the culture, context and structure of classrooms today.

Throughout their coursework students are encouraged to develop their potential as grass-roots leaders by conducting workshops, delivering papers at professional meetings, publishing, and directing ethnographic research projects in their classroom or other professional environment.

Degree Requirements

Candidates for the degree with an Education and Technology Specialization complete thirty-six (36) credit hours of course work and the course requirements as listed below.

Course Requirements**■ Common Core** (21 credits)

GRAT	541	Video Communications
GRAT	645	Introduction to On-Line Learning
GRAT	699	Image Processing in Multimedia Design
GRAT	736	Motivation: A Technology Perspective
GRAT	771	Research Methods
GRAT	791	Seminar in Applied Technology
GRAT	798	Leadership: Theory into Practice

■ Education and Technology Core (15 credit hours)

GRAT	548	PC Technology, Operating Systems, and Advanced Applications
GRAT	593	Web Connections
GRAT	651	Restructured Learning Environments
GRAT	661	Introduction to Studio TV
GRAT	775	Technology: Agent of Change

■ Prerequisite

No required electives or prerequisites for this specialization.

INSTRUCTIONAL DESIGN SPECIALIZATION

This specialization offers the academic and technology resources for the person committed to maximizing the potential of on-line and web technologies. It offers the candidate for this specialization state-of-the-art tools and professional guidance for researching and developing interactive constructivist environments for education, training, and business. It prepares the student to assume a leadership role in planning and managing the on-line communications within the organization and to all its constituencies.

Degree Requirements

This specialization requires the completion of forty-two credits and the course requirements of the common core, instructional design core, electives, and prerequisites.

Course Requirements

Candidates for the Instructional Design Specialization complete course requirements as indicated below.

■ Common Core (21 credits)

GRAT	541	Video Communications
GRAT	646	On-Line Learning: Program Design
GRAT	699	Image Processing in Multimedia Design
GRAT	734	Visual Literacy
GRAT	771	Research Methods
GRAT	791	Seminar in Applied Technology
GRAT	798	Leadership: Theory into Practice

■ Instructional Design Core (15 credits)

GRAT	654	Introduction to the Principles of Instructional Design
GRAT	700	Technology Integration in Multimedia Development

- Select two (2) of the following:

GRAT	702	Applied Instructional Design
GRAT	708	Video Production
GRAT	720	Advanced Multimedia

- Select one (1) of the following:

GRAT	750	Transformational Environments: Analysis and Evaluation (GIC)
GRAT	781	Selected Topics (GIC)

■ **Electives Requirements** (6 credits)

Students in this specialization are required to select a minimum of two (2) electives.

■ **Prerequisite Courses**

Students in this specialization are required to take the following prerequisites unless waived by the department. .

GRAT	548	PC Technology, Operating Systems, and Advanced Applications
GRAT	593	Web Connections

LEADERSHIP AND TECHNOLOGY SPECIALIZATION

The rapid changes brought about by the infiltration of new technologies into organizations demonstrate the need for retraining and restructuring at every level of the organization. It is in response to this need that Chestnut Hill College offers a specialization in leadership and technology under the auspices of its Graduate Program in Applied Technology. The focus for students in this specialization is on the planning, developing, and testing of web-based training, teaching, and / or marketing. These skills are particularly applicable to corporate as well as small businesses. Skilled software analysts who can interpret, present in simple but meaningful terms, and trouble-shoot administrative and / or applications software are a valuable and necessary component of a corporation’s pursuit of the future.

The program aspires to facilitate the development of visionary leaders who can grasp the potential effects of technology on an organization. Hence, the program emphasizes the importance of futuristic thinking in redesigning the communications network, roles and relationships in an organization. At the same time we prepare our graduates to work collaboratively, involving each person in an organization in projecting a common vision and building towards its realization.

Degree Requirements

Students complete a total of forty-two (42) credits as designated for this specialization. They are required to complete all the courses listed under common core, the leadership core, electives and prerequisite courses.

Course Requirements

■ **Common Core** (21 credits)

GRAT	541	Video Communications
GRAT	646	On-Line Learning: Program Design
GRAT	699	Image Processing in Multimedia Design

- Select one (1) of the following

GRAT	734	Visual Literacy
GRAT	736	Motivation: A Technology Perspective
GRAT	771	Research Methods
GRAT	791	Seminar in Applied Technology
GRAT	798	Leadership: Theory into Practice

■ **Leadership and Technology Core** (18 credits)

- Select five (5) of the following.

GRAT	654	Introduction to the Principles of Instructional Design
GRAT	674	Leadership Styles
GRAT	680	Rise of Global Communities
GRAT	727	On-Line Learning: Application Analysis
GRAT	700	Technology Integration in Multimedia Development
GRAT	702	Applied Instructional Design

- Select one (1) of the following:

GRAT	743	Practicum in Leadership and Technology
GRAT	750	Transformational Environments: Analysis and Evaluation

■ **Elective Requirements**

Students in the Leadership and Technology Specialization take a minimum of one (1) elective.

■ **Prerequisite Courses**

GRAT	548	PC Technology, Operating Systems, and Advanced Applications
GRAT	593	Web Connections

CERTIFICATES OF ADVANCED STUDY IN APPLIED TECHNOLOGY

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 this certificate under three specializations:

- Education and Technology
- Instructional Design
- Leadership and Technology

The Certificate of Advanced Study in Applied Technology is designed for the professional who is in search of an updating in technology but does not plan to matriculate into a full master’s program. It offers three (3) paths to the professional, each of which leads to an understanding of appropriate contexts for the use of technology, recognition of its potential as well as its limitations, and expertise in the use and evaluation of emerging technologies.

Required Number of Credits

The candidate for the certificate completes eighteen (18) credit hours in Applied Technology with the distributions as designated for each specialization. If a required course is waived because of previous course work or experience, the candidate registers for an alternate course. Courses taken in other departments in the School of Graduate Studies at Chestnut Hill College or at other universities cannot be applied to this certificate.

Prerequisites

Prerequisites for a Certificate of Advanced Study are the same as those for the master’s degree.

CERTIFICATE OF ADVANCED STUDY IN EDUCATION AND TECHNOLOGY

The Certificate of Advanced Study in Applied Technology with an Education and Technology Specialization is offered for the professional with a master’s degree.

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)

All students in the education and technology certificate program take the following courses:

GRAT	541	Video Communications
GRAT	548	PC Technology, Operating Systems, and Advanced Applications
GRAT	593	Web Connections
GRAT	651	Restructured Learning Environments

■ **Elective Courses** (6 credit hours)

Certificate candidates choose two (2) additional courses selected from the Applied Technology course list.

CERTIFICATE OF ADVANCED STUDY IN INSTRUCTIONAL DESIGN

The Certificate of Advanced Study in Applied Technology with an Instructional Design Specialization is offered for the professional with a master’s degree who has an interest in developing skills in authoring web-based interactive multimedia environments.

Course Requirements

The certificate candidate completes a total of eighteen (18) credit hours taken from the Applied Technology Program with the distribution listed below. If a required course is waived because of previous study or work experience, the certificate candidate selects an alternate course.

■ **Required Courses** (15 credit hours)

The candidates for a Certificate of Advanced Study in Instructional Design completes the following courses:

GRAT	541	Video Communications
GRAT	646	On-Line Learning: Program Design
GRAT	654	Introduction to the Principles of Instructional Design
GRAT	699	Image Processing in Multimedia Design
GRAT	700	Technology Integration in Multimedia Development

■ **Elective Course(s)** (minimum of 3 credit hours)

Students in this certificate program have one elective unless a required course has been waived, thereby opening additional opportunities for electives to the student. Electives may be selected from the list of courses in the Catalog of the School of Graduate Studies.

■ **Prerequisite Courses**

Students in this specialization are required to take the following prerequisites unless waived by the department.

GRAT	548	PC Technology, Operating Systems, and Advanced Applications
GRAT	593	Web Connections

CERTIFICATE OF ADVANCED STUDY IN LEADERSHIP AND TECHNOLOGY

This certificate program is designed for professionals who, having completed a master’s degree, seek to broaden their understanding of new definitions of leadership and organizational restructuring as well as to develop competence in the use of state-of-the-art technology.

Course Requirements

The certificate candidate completes a total of eighteen (18) credit hours with the distribution indicated below.

■ **Required Courses** (15 credit hours)

GRAT	541	Video Communications
GRAT	593	Web Connections
GRAT	674	Leadership Styles
GRAT	680	Rise of Global Communities
GRAT	700	Technology Integration in Multimedia Development

■ **Elective Courses** (minimum of 3 credit hours)

The student selects the electives from the Applied Technology list of courses in the current School of Graduate Studies Catalog.

■ **Prerequisite Courses**

All candidates for the Certificate Program complete the following prerequisite requirements:

GRAT	548	PC Technology, Operating Systems, and Advanced Applications
GRAT	593	Web Connections

CERTIFICATES 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 technology expertise in a specific area of study. The certificates cover a range of technologies such as the following: E-Communications, On-Line Learning or Video Technologies. Each 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.

INSTRUCTIONAL TECHNOLOGY SPECIALIST CERTIFICATION

The Instructional Technology Specialist certification program is for students planning to become Instructional Technology Specialists in Pennsylvania schools. This program prepares students to advise and lead at the building or district level. Entrance into the program requires that students have a master’s degree. Once accepted into the Chestnut Hill College program, they complete a Certificate of Advanced Study in Applied Technology and move ahead to the ITS (Instructional Technology Specialist) core of courses. This core provides students 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 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.

PROGRAM STRUCTURE

As outlined in the above description of the program, once the student has been accepted into the program there remain two major steps to certification.

- **Stage 1: CAS in Applied Technology with Specialization in Instructional Design**

The student earns a Certificate of Advanced Study in Applied Technology with a Specialization in Instructional Design. This certificate insures that the candidate for the degree has achieved the technology and instructional competencies required by the Pennsylvania Standards for ITS Certification. Upon successful completion of this certificate the student moves on to the second stage of the process, the ITS-Specific Core.

- **Stage 2: ITS-Specific Core**

After the completion of the CAS program, the student enters a preparation period for the courses in this core. This preparation period is similar to the JumpStart sessions of the Applied Technology program. During this pre-session, students are encouraged to read and discuss online documents, papers, and reports required for this aspect of the program. They are also guided in the development of their portfolios for presentation the following semester. The purpose of these portfolios is to bring together into one resource the technology and leadership materials demonstrating the achievements of the candidate. A second purpose of the portfolio is to serve as a reference for documents and publications and other critical materials from federal, state, and local agencies.

The Certificate of Advanced Study with an Instructional Technology Specialization (CAS/ITS) includes 18 credits in required courses applicable to the Certificate of Advanced Study, and eight (8) credits in required courses applicable to the ITS-Specific core. In addition the program requires one (1) prerequisite as listed below.

- **Phase 1: Certificate of Advanced Study in Applied Technology: Specialization in Instructional Technology** (18 credits)

- **Required Courses**

GRAT	541	Video Communications (3 credits)
GRAT	551	Networking Organizations (3 credits)
GRAT	593	Web Connections (3 credits)
GRAT	654	Principles of Instructional Design (3 credits)
GRAT	685	Organizational Strategies: Planning & Budgeting for Instructional Technology (3 credits)
GRAT	699	Image Processing in Multimedia Design (3 credits)

- **Prerequisite Course**

GRAT	548	PC Technology, Operating Systems, and Advanced Applications (3 credits)
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- **Phase 2: ITS-Specific Core** (8 credits)

- **Required Courses**

GRAT	761	Leadership in Instructional Technology (4 credits)
GRAT	766	Practicum in Instructional Technology (2 credits)
GRAT	767	Portfolio Presentation and Assessment (2 credits)

- **Portfolio Interview**

This takes place after the successful completion of the ITS-Specific Core.

COURSE DESCRIPTIONS**GRAT 541 Video Communications****3 credits**

This course surveys a fast-changing technology that has had immeasurable impact on communications, education, business and entertainment. Digital technology and increasing computer power have 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 historical perspective of video communications, giving the student practical experience with video tools. Class assignments are shared, either electronically with classmates and instructor or through cooperative planning and/or construction of video projects.

GRAT 548 PC Technology, Operating Systems, and Advanced Applications**3 credits**

Students explore both hardware configurations and the operating systems of the personal computer. They develop skill in the use of advanced applications of the spreadsheet, database, word processing, and presentation software. The course culminates in two projects: the presentation of a plan for the purchase and installation of a state-of-the-art technology-rich lab or office, and a research paper on the history of technology, or some emerging technology.

GRAT 551 Networking Organizations**3 credits**

Students investigate the basic concepts of networking technology, the problems and promise of “on-line” communications for the business, service, community, and educational environments, and related research. They design a networking configuration with hardware and software specifications, cost estimates, and probable impact on the environment for which it is designed. They research appropriate networks for specific constituencies. Readings address the ethical issues inherent in the networking of an organization. *Prerequisite: GRAT 548.*

GRAT 593 Web Connections**3 credits**

This is an introduction to web design and development course in which students plan, design and construct an interactive, multimedia website relevant to their personal or professional interest using HTML, Macromedia DreamWeaver and Fireworks. They demonstrate an understanding of web design and usability principles by applying them to the design of their website. *Prerequisite: GRAT 548*

GRAT 625 Technology in the English Language Arts Classroom**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.

GRAT 645 Introduction to On-Line Learning**3 credits**

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

GRAT 646 On-Line Learning: Program Design**3 credits**

This course provides a **foundation** for designing and delivering courses through interactive, web-based technologies. Participants gain enhanced technology skills and learn effective strategies for creative on-line teaching, training, and communicating applications. Students experience on-line learning by participating in a dynamic, interactive learning environment that provides an overview of instructional and operational issues influencing on-line learning. *Prerequisite: GRAT 593*

GRAT 651 Restructured Learning Environments**3 credits**

The focus of this course is on the development and evaluation of a constructivist technology-based, project-driven environment. Students design and implement a plan for transforming an aspect of their teaching 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. *Prerequisite: GRAT 548 or equivalent*

GRAT 654 Introduction to the Principles of Instructional Design**3 credits**

Students examine the foundations of instructional technology and design a constructivist approach to planning, managing, and evaluating instructional processes and materials. Course emphasis is on the planning and evaluation of an instructional design and culminates in the design of an on-line constructivist program that can be applied to the design of computer-assisted learning environ-

ments and may serve as the basis for the student's final research project. Topics covered include: Instructional Systems Design, Constructivist Approaches to Instructional Design, and Planning and Evaluation of Instructional Designs. *Prerequisite: GRAT 593*

GRAT 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. 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: GRAT 541*

GRAT 662: Studio TV: Operations**3 credits**

Students direct a television production and explore production techniques, beyond those presented in the introductory course. They research television studio design and the implementation of video production for commercial as well as educational purposes. As a final project students prepare a proposal for the planning, development, and installation of a studio TV lab at the student's work site. *Prerequisite: GRAT 541*

GRAT 674: Leadership Styles**3 credits**

Leadership roles in change management and organizational restructuring are addressed through literature review and analysis of topical issues. Topics include: chaos theory, constructivist practices in corporate and institutional environments, leadership theories, classic examples of management theory, Total Quality (TQM) issues and futuristic research. The research of Deming, Kouzes and Posner, Hesselben, and Wheatley are among the works studied.

GRAT 680: Rise of Global Communities**3 credits**

The emergence of new information and communications technologies is changing the fabric of our society, reshaping how we work and participate as citizens in a growing global community. In this changing world, the boundary of local and global community becomes blurred. While in diverse settings, those who embark on global interventions find themselves crossing global boundaries. This course will examine the implications of these changes for embarking on global interventions that result in the development of global communities. *Prerequisite: GRAT 548 or equivalent*

GRAT 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. The course provides an introduction to traditional black and white photography, as well as a focus on state of the art graphics technologies such as: Adobe Photoshop, Macromedia Flash, and Macromedia Dreamweaver. Students are also required to research issues related to the ethical use and effective implementation of imagery in educational and/or corporate contexts. *Prerequisite: GRAT 593 or equivalent.*

GRAT 700 Technology Integration in Multimedia Development**3 credits**

This introduction to multimedia initiates course participants into the theory and practice of multimedia 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 Premiere is the required software application. *Prerequisite: GRAT 699*

GRAT 702 Applied Instructional Design**3 credits**

Director, the state-of-the-art, cross-platform authoring software, provides the software context for this course. Students learn the basic tools provided by the software and use Lingo, Director's scripting language, to develop an interactive multimedia instructional tool. They research current issues related to the impact of authoring software on the learning process. Students in the Instructional Design Specialization develop an original learning unit required for their thesis research projects. *Prerequisite: GRAT 700*

GRAT 708 Video Production**3 credits**

This course surveys a quickly changing technology, digitized video. Designed for casual as well as professional use, the Media 100 system has many applications for the professional in communications, education, business and entertainment. The course offers practical experience with state-of-the-art video tools, provides a current perspective of video communications, and prepares its participants for a digital future. *Prerequisites: GRAT 541*

GRAT 709: Programming for Multimedia

3 credits

This is an introductory course in programming introducing the students to HTML, Visual BASIC and Java Script. The purpose of the course is to provide students with the basic programming tools of object programming in preparation for applications to web development and design. This is an important course for students expecting to move into more sophisticated stages of web development. *Prerequisite: GRAT 700.*

GRAT 714: Multimedia Applications in Web Design

3 credits

In this course students apply multimedia technologies developed in earlier courses, incorporating them into advanced Dreamweaver applications, including Cold Fusion and database technologies. As a final project they develop an interactive, comprehensive, and persuasive web environment reflecting course readings and technologies. *Prerequisite: GRAT 700, 702*

GRAT 718 Information Management / Web Page Development

3 credits

This course is an introduction to the structure of web page technology through the study of data base technology. Students gain facility in the use of *Oracle* as applied to development and design of web pages. The final course project includes the development of a template of a web structure with Oracle as the data base foundation. *Prerequisites: GRAT 593 and 709 or equivalents*

GRAT 720:Advanced Multimedia Design

3 credits

This course provides the student with advanced skills in video, audio, graphics, and animation. It requires the student to gain expertise in the use of animation software and in the integration of the software programs used in earlier multimedia courses. Students learn advanced techniques in digitizing both still and motion photography. The final product includes an interactive electronic presentation. Readings focus on legal and ethical topics relating to media manipulation, use and purpose. *Prerequisite: GRAT 702*

GRAT 727 On-Line Learning

This course requires students to survey the growing body of research on the effectiveness of online communications in both instructional and business designs for virtual communities. Students discuss the evolution of these communities and evaluate and critique related research with an emphasis on current design, training, and implementation models. They identify and present models of best design and practice in corporate and academic environments. In meeting the research and presentation requirements students focus their projects in their specific areas of interest. *Prerequisite: GRAT 646*

GRAT 734 Technology-Rich Learning Environments:An Interactive Approach

3 credits

This course examines the rapidly evolving concept of visual learning and focuses on how the emergence of media and imagery is transforming education in the 21st century. Students will be introduced to the cognitive and aesthetic aspects of visual literacy that include the elements of visual and multimedia communication, the principles of design, and the complexity of multi-modality learning environments. The course offers strategies and guidelines for the development and presentation of, analysis, evaluation, and integration of visual learning materials. *Prerequisite: GRAT 593 or equivalent*

GRAT 736 Motivation:A Technology Perspective

3 credits

This course examines the unique motivational benefits of instructional technology. Through examination of theory regarding natural curiosity and the human desire to learn, students reach a better understanding of how technology motivates. The knowledge that illuminates this important and perhaps neglected issue regarding learning is drawn from literature in attribution theory, emotional intelligence, and the nature of creativity. Also addressed is the need to view teaching and learning holistically, as more than cognition alone. *GRAT 548 or equivalent*

GRAT 738 Organizational Problem Solving

3 credits

The purpose of this course is to guide students in an in-depth, hands-on exploration of the nature, dynamics, and processes of problem solving in organizations today. In their research students evaluate the effectiveness of change processes in overcoming resistance to organizational change. Students apply action research to real situations using computer driven force-field analysis and decision-making software programs. *Prerequisite: GRAT 674*

GRAT 741 Information Technology and Organizational Change:A Systems Approach

3 credits

This is a culminating course in which students research the history and sociology of institutions and organizations that have incorporated state-of-the-art technology into their modes of operation. They analyze the changing structures of the organization, sources and styles of leadership, and the role technology has played in achieving current status. In preparation for a thesis, they pilot an ethnographic study of an organization/environment in which these changes are underway. The course includes readings on the impact of technology on roles and relationships within an organization and the evolution of new forms of organizations through the implementation of technology. *Prerequisite: GRAT 674*

GRAT 743 Internship in Leadership and Organizational Change (GIC) 3 credits

This course offers the student both a research and professional development opportunity in that the student works as a research intern in an office, organization or other environment. Students select an organization or institution involved in change that incorporates state-of-the-art technologies. They research the role of leadership in the change process and analyze the impact of changes on structures, roles, and relationships. The data collected in this project form the basis for the student's seminar research project. *Prerequisite: Permission of the instructor.*

GRAT 748 Transformational Technologies: Research Applications (GIC) 3 credits

Students may take a second-level authoring software course as an independent study to continue work on the development of a program begun in the first level course. This second-level course may be required for completion of the research project begun in an earlier course. *Prerequisite: GRAT 702 and permission of the instructor.*

GRAT 750: Transformational Environments: Analysis and Evaluation (GIC) 3 credits

Students in the Transformational Specializations core design the details of their research projects and continue to evaluate their planned data collection strategies. They test their projects on a pilot population and, after analysis of the results, make necessary revisions in their data collection strategies and evaluation methodologies. They use this pilot project as the base for their research for a master's thesis. Evaluation of the project should include both assessment of the subject's responses/activities and a qualitative component derived from open-ended questions and interviews, as appropriate. *Prerequisites: GRAT 771*

GRAT 761 Leadership in Instructional Technology 4 credits

This is a group-oriented course with goals critical to the Instructional Technology Specialist Standards. Students work in teams to research, analyze, and synthesize current topics as follows: networking, assistive technology, legal and ethical issues, budgeting and planning at the local and district levels, grants writing and characteristics of team leadership in a constructivist mode. Professionals from the field interact with the students on each of these topics. Readings include current documents relating to instructional technology. As a final project students work in teams to prepare a leadership portfolio that includes references for and papers on each of the above topics. *Prerequisite: Permission of the Coordinator of the ITS program.*

GRAT 766 Practicum in Instructional Technology Leadership 2 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. This practicum is planned with a faculty member who supervises the student in the process. *Prerequisite: GRAT 761*

GRAT 767 Portfolio Assessment and Presentation 2 credits

Students demonstrate through their portfolios their achievement of the Pennsylvania Department of Education Standards. In the oral presentation and defense of their portfolios to a committee consisting of faculty and an outside consultant, students demonstrate their technical expertise, organizational skills, and presentation and leadership potential. *Prerequisite: GRAT 761*

GRAT 771 Research Methods 3 credits

This course focuses on research methodology and examines the basic elements inherent in the design and execution of research. Its overall purpose is to introduce the student to the process of conducting educational research, and the attendant methodological, ethical, and epistemological issues. Students develop the problem statement, review the literature, and create the research design for their research projects. *Prerequisite: GRAT 548*

GRAT 775 Technology: Agent of Change 3 credits

This course serves two distinct but related purposes: to examine the history of curriculum and instruction in the United States and to formalize a research project on current technology-rich environments. The student completes the following sections of the required research project: introduction, design of the study, data collection, and data analysis. With their readings on the history of curriculum and the results of their research on current practice, students write a short paper on future orientations of learning. Thus, they have analyzed curriculum and learning through three lenses: the past, the present, and potential futures. *Prerequisites: GRAT 771*

GRAT 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 in the *Instructional Design* specialization 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. *Prerequisite: Permission of the instructor.*

GRAT 791 Seminar in Applied Technology

3 credits

Students complete and present, in both written and conference formats, the results of the research projects begun in earlier courses. They analyze the literature on professional leadership in their specific areas of interest and prepare and implement a professional agenda which takes them beyond their current level of involvement. These agenda items might include publication of their research findings, “grass-roots” leadership involvement at their employment sites, or participation as presenters in conferences. *Prerequisite: GRAT 750, or 775, or 781*

GRAT 795 Thesis Guidance (GIC)

1 credit

Students who did not complete a thesis in the Seminar course register for this guided individualized course.

MASTER OF ARTS AND MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY AND HUMAN SERVICES

Chair: Patrick W. McGuffin, Ph.D.

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 Counseling Psychology and Human Services. These degrees may be earned in one of four areas of specialization: Child and Adolescent Therapy, Addictions Counseling, Marriage and Family Therapy, and Trauma Studies. Students may elect to specialize in one of these areas or may choose the generalist curriculum, which allows them to distribute their electives among all four 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 department also offers post-master's certificates of advanced study in each of the four specialization areas. Applicants for a Certificate of Advanced Study must have completed a master's degree in counseling or a related discipline.

PROGRAM OBJECTIVES

Chestnut Hill College, through the department of professional psychology, seeks to prepare students pursuing master's degrees in counseling psychology and human services 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 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). [See pages 52-53.](#)

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.

ACADEMIC REQUIREMENTS

Students who are accepted into the department of professional psychology pursuing a master's degree 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 equally accepted by licensing boards and doctoral programs.

MASTER OF SCIENCE (M.S.)

Master of Science (M.S.) students must complete 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 (3 credits of practicum and 6 credits of internship). Students without an undergraduate degree in psychology are also required to take a prerequisite course entitled Introduction to Graduate Counseling Psychology (GRCP 499). This course offers 3 graduate credits that are not applicable towards the degree requirements.

Students may specialize in one of four areas or take a generalist curriculum. The remaining credits are distributed in the following manner:

- Addictions Counseling: 12 specialization credits and 6 elective credits*
- Child and Adolescent Therapy: 12 specialization credits and 6 elective credits*
- Marriage and Family Therapy: 18 specialization credits**
- Trauma Studies: 12 specialization credits and 6 elective credits*
- Generalist Curriculum: 18 credits selected from among all specialization and elective courses*

*Students who choose this curriculum and who wish to take a third semester of internship may do this in place of 3 elective credits.

**Students who choose this curriculum and who wish to take a third semester of internship may do this in place of 3 specialization credits. Students who choose this curriculum and who plan to pursue Marriage & Family Therapy licensure MUST take a third semester of internship in place of 3 specialization 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:

- Statistical Applications (GRCP 525)
- Thesis Seminar I (GRCP 520)
- Thesis Seminar II (GRCP 522)

■ CURRICULUM (both M.A. and M.S.)

- Prerequisite (for students without an undergraduate degree in psychology):
GRCP 499 Introduction to Graduate Counseling Psychology

■ CORE COURSES

- These courses are required for all students:
GRCP 500 Theories of Counseling
GRCP 503 Psychopathology
GRCP 506 Counseling Techniques I
GRCP 508 Counseling Techniques II
GRCP 510 Research Design and Methodology
GRCP 512 Legal and Ethical Issues
GRCP 514 Development Across the Lifespan: Individual & Family

■ SPECIALIZATION COURSES

• MARRIAGE AND FAMILY THERAPY

- GRCP 608 Marriage and Family Therapy (required)
- GRCP 612 Advanced Theories of Marriage and Family Therapy (required)
- GRCP 614 Marriage and Family Therapy Techniques (required)
- GRCP 616 Advanced Marriage and Family Therapy Techniques (required)
- GRCP 618 Human Sexuality and Marriage
- GRCP 604 A Systemic Approach to the Problems of Adolescents
- GRCP 638 Systemic Treatment of Addictions

• CHILD AND ADOLESCENT THERAPY

- GRCP 602 Play Therapy
- GRCP 604 A Systemic Approach to the Problems of Adolescents
- GRCP 608 Marriage and Family Therapy
- GRCP 615 Special Topics (title of course will be included on transcript)

• ADDICTIONS COUNSELING

GRCP	630	Foundations of Addictive Behaviors (required)
GRCP	632	Counseling Approaches to Substance Abuse (required)
GRCP	634	Spirituality of the Twelve Steps
GRCP	636	Special Topics (title of course will be included on transcript)
GRCP	638	Systemic Treatment of Addiction

• TRAUMA STUDIES

GRCP	622	Introduction to the Assessment and Treatment of Psychological Trauma
GRCP	624	Treatment of Complex Chronic Trauma Responses
GRCP	626	Acute Incident Responding: Trauma Prevention and Early Intervention Strategies
GRCP	628	Working Effectively in Trauma-Intensive Communities

■ ELECTIVES

• Offered Annually

GRCP	530	Group Counseling
GRCP	532	The Role of Culture and Gender in Counseling
GRCP	536	Psychological Assessment (Strongly recommended, especially for Child & Adolescent specialization)
GRCP	544	Eating Disorders
GRCP	542	Career Development and Counseling
GRCP	546	Bereavement Counseling
GRCP	622	Introduction to the Assessment and Treatment of Psychological Trauma

• Offered Every Other Year

GRCP	540	Drugs and Their Use with a Clinical Population
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■ FIELD EXPERIENCE

GRCP	705	Practicum
GRCP	715	Internship I
GRCP	725	Internship II
GRCP	735	Internship III (optional)

Completion of practicum and internship is a requirement for all students.

■ ADDITIONAL REQUIREMENTS FOR MASTER OF ARTS

GRCP	525	Statistical Applications
GRCP	520	Internship I
GRCP	522	Thesis Seminar II

PRACTICUM

The practicum is a 100 hour experience that includes 6-7 hours per week at the practicum site, plus 1.5 hours of classroom group supervision weekly. Practicum field placements are assigned. Content for the practicum experience includes biopsychosocial assessment, case formulation, determining a five-axis diagnosis, and treatment planning. Students may also engage in: milieu therapy, group therapy co-facilitation, participation in case conferences and other types of educational training experiences. The overall goal of the practicum is immediate preparation for internship.

PRACTICUM PREREQUISITES

- Theories of Counseling
- Psychopathology
- Counseling Techniques I
- Legal & Ethical Issues

INTERNSHIP

Students accept the responsibility of applying and interviewing for their internship. A detailed procedure for this process is pre-

sented at the internship information sessions that students are required to attend.

INTERNSHIP PREREQUISITES

Prior to registering for internship, students must have successfully completed the following courses:

- Theories of Counseling
- Psychopathology
- Counseling Techniques I
- Counseling Techniques II
- Legal and Ethical Issues
- Practicum
- Two Specialization Courses or Two Electives (if taking the generalist curriculum)

IMPORTANT PROCEDURES/POLICIES (in preparation for internship)

1. Attend an internship information session to pre-register for internship. Group information sessions will be held each semester. Students are required to come to an Information Session **two semesters prior** to the semester they plan to begin internship.
2. An internship resource book is available in the Graduate Office. This book contains a listing of previously used internship sites and information regarding the sites. Students may also seek new internship placements. However, the Director 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 an internship. All other paperwork necessary for the interview process will be distributed at the internship information session you will attend.
4. Once you have decided on an internship site, your prospective supervisor should complete and send all designated paperwork to the Director of Master's Field Placements.
5. As part of the internship process all students are required to procure liability insurance. Applications for liability insurance will be available at the information sessions as well as in the Graduate Office. Students are not permitted to begin an internship without liability insurance. Students are required to submit verification of their liability insurance to both the Director of Master's Field Placements and the field site supervisor.
6. An internship must be completed at a site where the student is not, or was not, previously employed.
7. All students are required to participate in a group supervision class each semester of their internship. Please register at the beginning of each semester for one of the internship classes.

INTERNSHIP REQUIREMENTS

During the actual internship placement students must meet the following requirements:

1. Students interested in seeking LPC licensure must work at the internship site a minimum of 600 hours over a period of two or three semesters. Of these 600 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 semesters). Students who are not planning to apply for LPC or LMFT licensure must complete a minimum of 320 hours of internship in two consecutive semesters. At least 135 of these hours must be spent in direct-client contact.
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 semester of Internship: GRCP 715, GRCP 725, GRCP 735.*)
3. Final grades will be based on regular attendance and participation in the weekly seminar, performance at the internship site, and the site supervisor's written evaluation. Grades will be pass/fail.
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, 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 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 Chair of the department of professional psychology, 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 Internship Handbook. Each student applying for internship needs to become familiar with this information.

LICENSURE and CREDENTIALING

The master's program is designed to meet the needs of students seeking licensure as Licensed Professional Counselors (LPC) or Licensed Marriage and Family Therapists (LMFT), as well as those intending to go on for further study.

Licensure as a Professional Counselor or Marriage and Family Therapist in the State of Pennsylvania requires a graduate degree (minimum of 48 credits) in counseling psychology or related field. 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 extra 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 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 employment.

COURSE REQUIREMENTS FOR LPC LICENSURE

Students seeking licensure as a Professional Counselor are encouraged to choose an area of specialization as part of the master's degree. A specialization may not be awarded after the degree (i.e., students wishing to specialize in a particular area, such as Trauma Studies, must do so within the degree requirements). The Post-master's Certificate in Professional Counseling for Licensure Preparation cannot have an area of specialization. Post-master's certificates are available in the areas of specialization, but they require additional academic courses plus two semesters of internship. (See [page 53](#) 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: GRCP 530, Group Counseling; GRCP 532, The Role of Culture and Gender in Counseling; GRCP 536, Psychological Assessment; and GRCP 542, Career Development and Counseling.

COURSES REQUIRED 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 specialization. It is recommended that five (5) classes be taken prior to graduation, and that the remaining two (2) classes 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. The internship may be completed over two or three semesters. Students seeking to become Licensed Marriage and Family Therapists will need the practicum and an internship which lasts one full calendar year (3 semesters) and includes at least 300 direct-contact hours. ([See pages 50-52, Field Experience](#)).

LICENSURE IN OTHER STATES

The Master of Arts (M.A.) and the Master of Science (M.S.) degrees meet licensure requirements in many other states. Please

contact your state licensing board for academic and clinical requirements.

ADDITIONAL PROFESSIONAL CREDENTIALS

The master's program in Counseling Psychology and Human Services 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 counseling psychology (or other licensable area). 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 at Chestnut Hill College. 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 can 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 Counseling Psychology and Human Services 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 Counseling Psychology and Human Services are expected to complete a new application and statement of graduate status on which they would indicate "Professional Development - Certificate in Professional Counseling." 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 would follow the existing procedures for admission to post-master's certificate programs. ([See Admissions, pages 7-8.](#))

Additional Procedures

All existing graduate policies and procedures apply to this program. Courses with final grades below a "B-" are not applicable to the total 60 graduate credits required for the awarding of a certificate.

POST-MASTER'S CERTIFICATES OF SPECIALIZED STUDY

- **Certificate of Advanced Graduate Study in Addictions Counseling**
- **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 programs are designed for those who have already earned a master's degree in Counseling Psychology or a related field and who are seeking additional training and education.

■ CORE REQUIREMENTS

GRCP	503	Psychopathology
GRCP	506	Counseling Techniques I
GRCP	508	Counseling Techniques II
GRCP	512	Legal and Ethical Issues

Waiver of core requirements is possible depending on previous education or training. Requests for a waiver must be directed to the Chair of the department of professional psychology.

■ **SPECIALIZATION REQUIREMENTS**

All students must complete 18 credits chosen from the following options:

• **ADDICTIONS COUNSELING**

• **Specialization Courses** (all required)

GRCP	630	Foundations of Addictive Behaviors
GRCP	632	Counseling Approaches to Substance Abuse
GRCP	634	Spirituality of the Twelve Steps
GRCP	636	Special Topics: (title of course will be included on transcript).
GRCP	638	Systemic Treatment of Addictions

• **Electives** (one required) *

GRCP	540	Drugs and Their Use with a Clinical Population
GRCP	544	Eating Disorders
GRCP	622	Introduction to the Assessment and Treatment of Psychological Trauma

* A third semester of internship may be taken in place of the elective.

• **CHILD AND ADOLESCENT THERAPY**

• **Specialization Courses** (all required)

GRCP	602	Play Therapy
GRCP	604	A Systemic Approach to the Problems of Adolescents
GRCP	608	Marriage and Family Therapy
GRCP	615	Special Topics (title of course will be included on transcript)

• **Electives** (two required)*

GRCP	530	Group Counseling
GRCP	536	Psychological Assessment
GRCP	544	Eating Disorders
GRCP	546	Bereavement Counseling
GRCP	622	Introduction to the Assessment and Treatment of Psychological Trauma

* A third semester of internship may be taken in place of one elective.

• **MARRIAGE AND FAMILY THERAPY**

• **Specialization Courses** (six required)*

GRCP	608	Marriage and Family Therapy
GRCP	612	Advanced Theories of Marriage and Family Therapy
GRCP	614	Marriage and Family Therapy Techniques
GRCP	616	Advanced Marriage and Family Therapy Techniques
GRCP	618	Human Sexuality and Marriage
GRCP	604	A Systemic Approach to the Problems of Adolescents
	or	
GRCP	638	Systemic Treatment of Addictions

* A third semester of internship may be taken in place of one specialization course.

• **TRAUMA STUDIES**

• **Specialization Courses** (all required)

GRCP	622	Introduction to the Assessment and Treatment of Psychological Trauma
GRCP	624	Treatment of Complex Chronic Trauma Responses
GRCP	626	Acute Incident Responding: Trauma Prevention and Early Intervention Strategies
GRCP	628	Working Effectively in Trauma-Intensive Communities

• **Electives** (two required)*

GRCP	532	The Role of Culture and Gender in Counseling
GRCP	540	Drugs and Their Use with a Clinical Population

GRCP	544	Eating Disorders
GRCP	546	Bereavement Counseling
GRCP	602	Play Therapy

* A third semester of internship may be taken in place of one elective.

■ FIELD PLACEMENT REQUIREMENT

GRCP	705	Practicum (required)
GRCP	715	Internship I (required)
GRCP	725	Internship II (required)
GRCP	735	Internship III (optional)

Post-master’s students are required to take 3 credits (one semester) of Practicum and 6 credits (2 semesters) of Internship. Students in the Addictions, Child and Adolescent or Trauma specializations have the option of taking a third semester of Internship in place of one elective. Students in the Marriage and Family Therapy specialization have the option of taking a third semester of internship in place of one specialization course. [See *Field Experience* pages 50-52](#) for a full description of field placements.

COURSE DESCRIPTIONS

Please note: All courses are graded according to the standard grading scale ([page 14](#)) unless otherwise noted.

GRCP 499 Introduction to Graduate Counseling Psychology 3 credits

Reviews the general principles necessary for doing graduate work in counseling psychology and human services. Material covered includes: an introduction to the APA Standards for Publication, the use of Psychological Abstracts, computer data base searches and a brief review of statistics. Students without an undergraduate degree in psychology are required to take this course. Others may elect to take the course for review purposes. This course may not be used to satisfy degree requirements. This course must be taken prior to beginning degree coursework or may be taken concurrently with GRCP 500.

GRCP 500 Theories of Counseling 3 credits

Familiarizes the student with the major theoretical schools of counseling, including: Psychoanalytic, Existential, Humanistic, Behavioral, Gestalt, Cognitive and Family Systems. Students will learn to distinguish among different approaches to counseling and acquire a working knowledge of the terminology and concepts identified with each approach. *Prerequisite: GRCP 499 for students without an undergraduate degree in psychology.*

GRCP 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 and those who suffer from them. 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: GRCP 500, or may be taken concurrently with GRCP 500.*

GRCP 506 Counseling Techniques I 3 credits

This course fosters the development of basic counseling 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: GRCP 500 and 503*

GRCP 508 Counseling Techniques 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. *Prerequisites: GRCP 500, 503 and 506*

GRCP 510 Research Design and Methodology 3 credits

An overview of many frequently used research designs. Through a study of research methodology, students learn how to select an appropriate research design and how to employ valid procedures in collecting data. Develops analytical and critical thinking skills through a combination of theory and practical experience. Prepares students to read relevant research in their field and to write a research proposal. Provides background for future work in the area of research.

GRCP 512 Legal and Ethical Issues in Counseling and Psychotherapy **3 credits**

Familiarizes students with the history and development of professional ethics and standards and their legal implications in the areas of counseling and psychotherapy. Introduces students to the legal issues and current debate on such topics: as privileged communication, confidentiality, rights of client and agency, civil commitment, licensure, and mental health laws. Students will be required to become familiar with the ethical standards for counselors as formulated by state and national professional associations. *Prerequisites: GRCP 500 and 503*

GRCP 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. Utilizes theoretical and empirical approaches to illuminating key developmental issues, integrates concepts related to counseling people in different life styles, and emphasizes understanding individual development as embedded in context.

GRCP 520 Thesis Seminar I **3 credits**

This seminar will provide students with an opportunity to meet weekly with a full-time faculty member. The purpose of the seminar will be: to assist students to narrow their field of interest in preparation for the master's thesis. Master of Arts students only. *Prerequisite: GRCP 510 and 525*

GRCP 522 Thesis Seminar II **3 credits**

This seminar will be a continuation of GRCP 520. Master of Arts students only. *Prerequisite: GRCP 520*

GRCP 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 "SYSTAT," a statistical software program.

GRCP 530 Group Counseling **3 credits**

Presents a theoretical and experiential understanding of group counseling techniques and processes. Theorists including Bion, Yalom, Perls, Moreno, Rogers, Ellis, Glasser, and Berne are reviewed in terms of understanding group interventions. Students observe group process, practice interventions, and critique their own development as group counselors.

GRCP 532 The Role of Culture and Gender in Counseling **3 credits**

This course will examine how ethnicity, gender, sexual orientation and other cultural factors influence psychological experience, expectations for counseling, and the counseling relationship. Social and political contexts for differences with respect to these will be discussed. Emphasis will be on developing fuller appreciation for the complexities of cultural factors both in students' own lives and those of persons from different backgrounds.

GRCP 536 Psychological Assessment **3 credits**

An introduction to psychological testing and measurement. Reviews instruments used to assess intelligence, achievement, and personality, including the: Wechsler Intelligence Scales, the Bender-Gestalt, Wide-Range Achievement Test, MMPI-2, the Rorschach and Thematic Apperception Test. The student will obtain hands-on experience in the administration, scoring and interpretation of psychological tests. *Prerequisite: GRCP 503*

GRCP 540 Drugs and Their Use with a Clinical Population **3 credits**

Introduces the student to the various types of psychoactive drugs used with different clinical populations. An overview of how these drugs work as well as their effects on the person will be presented.

GRCP 542 Career Development and Counseling **3 credits**

An overview of career development theory with a focus on clinical application. This course is designed to help students develop an understanding of career development through the lifespan, apply career counseling techniques, gain exposure to career assessment inventories, identify career information resources, implement career education programs and address legal and ethical issues related to employment.

GRCP 544 Eating Disorders **3 credits**

Surveys the psychoanalytic, systemic and behavioral explanations for a variety of eating disorders. Discusses treatment of anorexics, bulimics and compulsive overeaters. Uses videos to show treatment approaches.

GRCP 546 Bereavement Counseling

3 credits

Introduces the student to the theory and practice of bereavement and grieving. Developmental issues will be discussed as they relate to the bereavement process.

GRCP 602 Play Therapy

3 credits

This course will provide 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 will include: lecture, class discussion, student presentations, exploration of materials, practice of techniques, and viewing of videotape presentations by current leaders in the field. *Prerequisite: GRCP 500. Prior completion of GRCP 514 recommended but not required.*

GRCP 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 GRCP 608 recommended but not required.*

GRCP 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 & narrative models. Although this course is primarily oriented to studying theory, some basic practice issues are discussed. Video used.

GRCP 612 Advanced Theories of Marriage and Family Therapy

3 credits

In-depth analysis of major family theories selected from those reviewed in GRCP 608 (Marriage and Family Therapy). Models will be selected from the following: Bowenian, Structural, Strategic, Milan, and Narrative. Students will read original texts and critically examine the views taken by proponents of each theory. Video used. *Prerequisite: GRCP 608*

GRCP 614 Marriage and Family Therapy Techniques

3 credits

Introduces the skills necessary to begin clinical work with a family. Students will learn how to clinically progress with either family or marital therapy cases. All aspects of treatment will be explored and practiced by the students. Videotapes will be produced by the student. *Prerequisites: GRCP 608 and 612*

GRCP 615 Special Topics in Child and Adolescent Therapy

3 credits

(Title of the course will be included on transcript)

GRCP 616 Advanced Marriage and Family Therapy Techniques

3 credits

Uses family role-play to examine the therapeutic techniques best suited to the situations presented by that family. Each student will be videotaped in the role of therapist for a role-play family. The student's therapeutic style and skill will be critiqued by the class and instructor. Students will also role-play a family member for an extended period in order to understand the experience of being a client. Didactic lectures will cover advanced techniques with stepfamilies, child-problem families and families with addiction. *Prerequisites: GRCP 608, 612, and 614*

GRCP 618 Human Sexuality and Marriage

3 credits

Introduction to a theoretical understanding of the physiological and developmental stages of human sexuality. Taking a thorough sex history and addressing some sexual dysfunctions will be included. Working with couples in marriage counseling will also be emphasized.

GRCP 622 Introduction to the Assessment and Treatment of Psychological Trauma

3 credits

This course covers: the history of the study of trauma; current knowledge regarding the physiological, biochemical, neurological, psychological and interpersonal sequelae of trauma; trauma and memory; incidence and prevalence of trauma in various populations; protective factors; and specialized treatment techniques.

GRCP 624 Treatment of Complex Chronic Trauma Responses

3 credits

This course develops skills in assessing and treating complex trauma responses arising from repeated and/or long-term toxic experience. Course content includes: the effects of chronic trauma on development; diagnostic dilemmas; establishing safety in and out of the therapeutic relationship; responding to self-injurious attempts at self-soothing; working with dissociative states and alters; pacing the processing of traumatic material; challenges to the therapeutic relationship; and therapist self-care and self-awareness. *Prerequisite: GRCP 622.*

GRCP 626 Acute Incident Responding: Trauma Prevention and Early Intervention Strategies **3 credits**

This skill focuses on the counseling, consulting, and collaboration skills needed to prevent or minimize trauma responses in individuals and groups immediately following personal or community-wide catastrophic events. *Prerequisite: GRCP 622*

GRCP 628 Working Effectively in Trauma-Intensive Communities **3 credits**

This course focuses on the counseling, skills, systemic perspective, and cultural sensitivity needed to work effectively both in environments that tend to engender trauma responses (e.g., drug or gang-infested neighborhoods, war zones, prisons) and in environments in which a large portion of the population is suffering from trauma responses (e.g., shelters, prisons, refugee camps, the foster care system, residential treatment settings). *Prerequisite: GRCP 622*

GRCP 630 Foundations of Addictive Behaviors **3 credits**

Surveys theories and research in the field of addiction. Covers substance abuse as well as models of addiction applied to eating disorders, gambling and sexual promiscuity.

GRCP 632 Counseling Approaches to Substance Abuse **3 credits**

Surveys counseling intervention models and philosophies for treating substance-abusing clients. Models discussed include: individual, group, family, and therapeutic communities; Alcoholics Anonymous; residential treatment; outpatient approaches and comparative theories. Aims to assist the counselor to distinguish between therapeutic approaches, and to determine his/her own treatment selections for various case situations and to be able to defend them. *Prerequisite: GRCP 630 or permission of department Chair.*

GRCP 634 Spirituality of the Twelve Steps **3 credits**

Addresses spirituality as a key aspect of the twelve step recovery program.

GRCP 636 Special Topics in Addictions **3 credits**

(Title of the course will be included on transcript)

GRCP 638 Systemic Treatment of Addictions **3 credits**

Covers the topic of understanding and treating the family affected by the presence of addicted members. Research and treatment options will be discussed.

GRCP 705 Practicum **3 credits**

This course 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 will spend a minimum of six hours per week at practicum sites. Students are also required to attend a weekly group supervision seminar. *Prerequisites: GRCP 500, 530, 506 and 512*

GRCP 715, 725, 735 Internship **3 credits each semester**

This is a field placement designed to provide students with supervised counseling experience in their area of specialization. There are four options for completion of internship based upon a student's needs and goals. Students who want to obtain LPC licensure have two choices. These students can complete the minimum 600 hours of internship in either two or three consecutive semesters. Students who want to obtain MFT licensure need to complete the minimum 300 hours of direct client contact over a period of a full calendar year, which would be three consecutive semesters of internship. Students who do not intend to pursue either licensure track need to complete 320 hours of internship in two consecutive semesters to fulfill degree requirements. Students are required to attend a weekly group supervision seminar throughout each semester in which they are enrolled in Internship. *Prerequisites: GRCP 500, 503, 506, 508, 512, 705 and two specialization courses.*

MASTER OF EDUCATION

Chair: Carol M. Pate, Ed.D.

The education department offers the following master's, certification, and certificate programs:

- **ELEMENTARY EDUCATION**

(Including certifications in Elementary Education, Reading Specialist and Special Education)

- **EARLY CHILDHOOD EDUCATION**

(Including certification in Early Childhood Education, Early Childhood Education and/or certification in Montessori Education)

- **EDUCATIONAL LEADERSHIP - ACCELERATED FORMAT**

(Including certification as K-12 School Principal)

- **CERTIFICATIONS IN:**

Reading (K-12)

Secondary Education (7-12) *English, biology, chemistry, general science, citizenship, mathematics, and foreign languages: Spanish, French, and Latin*

School Principal (K-12)

Special Education (N-12)

- **MONTESSORI CERTIFICATE**

PROGRAM OBJECTIVES

The Master in Education (M.Ed.) programs are designed to meet the professional needs of individuals seeking initial or advanced certifications 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 of the schools, and support services to meet the needs of all children.

EXIT PROGRAM COMPETENCIES and CRITERIA:

Early Childhood Education, Elementary Education, Reading, Secondary Education, and Special Education Certifications

All graduate students in the early childhood, elementary, reading, secondary education and special education certification programs must cognitively, physically and socially attain specific competencies. Cognitive abilities refer to maintaining an appropriate GPA and successful completion of all coursework and experiences. Physical capabilities refer to the ability to maintain a safe and supportive learning environment for children. Social capabilities refer to the ability of a student to teach with poise, confidence and control in a classroom environment, as well as to develop and maintain professional relationships. Each certification program identifies specific assessment procedures to ensure that students meet the listed competencies. The elementary, early childhood or secondary 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 attest to the mastery of the competencies. The reading program evaluates the candidates at the end of their summer practicum experience. These assessment practices are ongoing and may change as a result of an evaluation of the program.

The competencies mirror the instructional competencies required by the Pennsylvania Department of Education. (PA Ch. 354.33). All competencies required are described below:

- 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 ability 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 uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- 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 or Early Childhood Education who already hold a bachelor's degree in education and who also have Pennsylvania Certification must complete a minimum of thirty-six (36) credit hours of graduate work.

Teacher candidates seeking the M.Ed. degree in Elementary Education or Early Childhood Education who already have a bachelor's degree in education but who do **not** have Pennsylvania Certification are required to complete student teaching, including a supervised seminar. These teacher candidates must complete all requirements for certification that are in place at the time of admission.

Teacher candidates seeking the M.Ed. degree who do not have a background in education must take at least one prerequisite course before matriculating into a degree program. 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 critical for beginning teachers.

Requirements for Instructional I Certification

In compliance with the Pennsylvania Department of Education (PDE) regulations, admission requirements for all students seeking Instructional I certification beginning September 2001, are as follows:

- Documentation of an undergraduate GPA of 3.0 or higher
- Successful qualifying scores for PPST tests in Reading, Math, Writing before completing six credits of graduate work
- Documentation of two courses in college math and two courses in English, including one in literature and one in writing

- Maintenance of a GPA of 3.0 throughout program
- Admission requirements for the School of Graduate Studies, including letters of recommendation and statement of professional goals. N.B. - Requirements apply to all initial certification areas.

Note: Admission status for teacher candidates who do not possess an undergraduate GPA of 3.0 will be delayed pending the completion of six credits of “B” level graduate coursework in addition to the successful qualifying scores for the PPST’s in reading, writing and math. All other requirements for admission to the School of Graduate Studies must be met.

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 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

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 beginning student teaching. Documentation of the practicum is required before student teaching, and can include a reflection paper, or individual reflections of separate experiences.

The practicum requirement may be fulfilled in conjunction with Methodology I/Field Study (GRED 807-808). Practicum arrangements will be made in consultation with the advisor or the instructor of GRED 807-808. A packet containing forms for the school and forms to document the experience are available in the Education Office. The advisor will consult the student file for this documentation before signing the permission form for student teaching.

STUDENT TEACHING

The State of Pennsylvania requires that students seeking teacher certification demonstrate a competency in working with children. These teacher candidates must practice-teach five full school days per week for fourteen weeks in one semester. Teacher candidates who have not passed the PPST tests will not be admitted to student-teaching. 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 a partner teacher, e.g. Balanced Literacy Intern; 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 14 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 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 the 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 candidate may request to fulfill student-teaching as a first course. 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

For teacher candidates with undergraduate majors in history/social science, math, science, fine arts, the department Chair may waive the requirement for the appropriate curriculum course. Transcripts will be evaluated to ensure that all PDE requirements for certification, such as two math and English courses, are met. The Chair of the education department will approve courses that meet the math and English prerequisites. An official transcript from the accredited institution must be received before certification can be granted.

Courses that are more than six years old must 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 at an Intermediate Unit to update their knowledge base or who have recent full-time experience using current pedagogical techniques.

TEACHER CERTIFICATION

Candidates may obtain Instructional I certification in Elementary Education or in Early Childhood Education in the Commonwealth of Pennsylvania by completing requirements for the master's program and by obtaining passing scores on the tests in place at the current time. Testing requirements and passing scores change. Candidates are responsible to comply with regulations that are current at the time of application for certification. A candidate may complete the requirements for the master's degree without completing student teaching, but would not be eligible for Instructional I certification until student teaching is completed.

Candidates who have Instructional I certification may fulfill the requirements for Instructional II certification by taking an additional twenty-four credit hours of course work at the graduate level.

Candidates who have Pennsylvania Certification and who intend to add another area of certification must fulfill all requirements for that area of certification and complete the NTE specialization test for the additional area of certification. (See Option II)

It is the responsibility of the teacher candidate to apply for certification. Once the certifying officer of the education department receives the paperwork, it is the responsibility of the certifying officer to recommend the candidate by sending the signed application to Harrisburg.

TEACHER INTERN PROGRAM

Chestnut Hill College offers the Teacher Intern Program, providing Intern Certification in elementary education, early childhood education, biology, chemistry, general science, mathematics, special education, social studies, and Spanish at the graduate level. 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 an intern certification before having completed the coursework necessary for Instructional I certification. In order to obtain an Intern Certificate, the candidate must take specific coursework and successfully complete tests that are currently required by the state. Interns comply with all admissions procedures applicable to Instructional I candidates. [See http://www.teaching.state.pa.us](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 their specific program area. The candidate then has three years to complete the program, including student teaching.

For more information about the Teacher Intern Program in Elementary Education or Early Childhood Education, contact the Chestnut Hill College Education Office.

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. CHC Phi Delta Kappa's faculty sponsor is Dr. Georgia McWhinney, adjunct professor in the education department. Teachers from the surrounding school districts serve as officers of the organization. For more information, please contact the education department.

ELEMENTARY EDUCATION

Chestnut Hill's graduate program in Elementary Education is designed to be flexible and to meet the needs of graduate students with varying academic backgrounds, certification status and professional goals.

OPTION I (33 credit hours) is designed 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)

GRED	950	Research and Evaluation of Practice I
GRED	615	Technology in Education
GRED	720	Introduction to Special Education
GRED	826	Current Issues in Education

■ **Specialization Requirements I** (6 credits, choose two courses)

GRAT	548	PC Technology: Operating Systems and Advanced Applications
GRAT	560	Web Page Design
GRAT	625	Technology in English/Language Arts Classroom
GRAT	630	Technology as an Interdisciplinary Tool
GRED	790	Teaching Social Studies in the Elementary Classroom
GRED	865	Strategies for Teaching Math
GRED	870	Science in Elementary Years

■ **Specialization Requirements II** (15 credits, choose five courses)

GRED	650	Classroom Management
GRED	721	Assessment and Education of Exceptional Students
GRED	841	School Law
GRED	861	Assessment, Evaluation, and Remediation of Reading Difficulties
GRED	864	Writing Rubrics
GRED	869	Phonics in the Whole Language Program
GRED	951	Research and Evaluation of Practice II

Specific courses from the **Applied Technology program**, with appropriate approval, may also be taken to satisfy specialization requirements.

OPTION II is designed for those whose undergraduate major is not in education, but who are seeking Instructional I certification in Elementary Education as well as the Master of Education degree.

■ **Prerequisite**

GRED 499 Introduction to Schooling

Each of the following courses is required for Elementary Certification. Additional courses may be required to address NTE competencies.

■ **Professional Requirements** (15 credits)

GRED 835 Educational Psychology
 GRED 840 Foundations of Education
 GRED 925 Student Teaching K - 6/Seminar (6 credits)
 GRED 950 Research and Evaluation of Practice I

■ **Specialization Requirements** (21 credits)

GRED 615 Technology in Education
 GRED 863 Reading/Children's Literature
 GRED 864 Writing/Rubrics
 GRED 807 Elementary Methodology I/Field Study
 GRED 808 Elementary Methodology II/Field Study
 GRED 720 Introduction to Special Education
 GRED 865 Strategies for Teaching Math

* Additional course requirements may be necessary to address NTE competencies, e.g. GRED 755, 756, 790, or 870.

ELEMENTARY EDUCATION AND READING SPECIALIST CERTIFICATION, K-12

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

This program (33 credits) 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 Certification (24 credits) only. Courses with an (*) fulfill this requirement.

■ **Professional Requirements** (12 credits)

GRED 864* Writing Rubrics
 GRAT 625* Technology in the English Language Arts Classroom
 GRED 826 Current Issues in Education
 GRED 950 Research and Evaluation of Practice I

■ **Specialization Requirements I** (18 credits)

GRED 831* Reading and Writing in the Elementary School
 GRED 866* Reading and Writing in the Secondary School
 GRED 751* Building Literacy Competencies
 GRED 861* Assessment, Diagnosis, Remediation of Reading Difficulties
 GRED 858* Reading Practicum I
 GRED 859* Reading Practicum II

■ **Electives** (3 credits)

GRED 650 Classroom Management
 GRED 869 Phonics in the Whole Language Program
 GRED 721 Assessment and Education of Exceptional Students

ELEMENTARY EDUCATION WITH SPECIAL EDUCATION CERTIFICATION, N-12

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.

This program (33 credits) 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 (27 credits). Courses with an * 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.

■ Prerequisite Course Requirements

EDUC 250/GRED 720 Introduction to Special Education*
 PSYCH 217 or Equivalent Abnormal Psychology*

■ Professional Requirements (12 credits)

GRED 721 Assessment of Students with Disabilities*
 GRED 861 Assessment, Diagnosis and Remediation of Reading Difficulties*
 GRED 726 Classroom Management for Students with Disabilities*
 GRED 950 Research and Evaluation of Practice I

■ Specialization Requirements (18 credits)

GRED 722 Education Practice for Students with Physical/Health and Communication Disabilities*
 GRED 723 Education Practice for Students with Mild, Moderate or Severe Cognitive Disabilities*
 GRED 724 Education Practice for Students with Learning and/or Emotional Disabilities*
 GRED 727 Assistive Technology for Students with Disabilities*
 GRED 728 Special Education Practicum I*
 GRED 729 Special Education Practicum II*

Electives (3 credits)

GRED 826 Current Issues in Education
 GRED 869 Teaching Phonics in the Whole Language Classroom
 GRED 951 Research and Evaluation of Practice II

EARLY CHILDHOOD EDUCATION

Chestnut Hill College's program in Early Childhood Education integrates theory and practice of the cognitive, social and educational development of young children grades in N-3. 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 those of diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates.

OPTION I (33 credit hours) is designed for:

- Students with Instructional II certification in Early Childhood Education who seek the master's degree;
- Students with Instructional I certification in Early Childhood Education who wish to fulfill the academic requirements for Instructional II certification.

■ Professional Requirements (9 credits)

GRED 615 Technology in Education
 GRED 720 Introduction to Special Education
 GRED 950 Research and Evaluation of Practice I

■ Specialization Requirements I (12 credits)

GRED 650 Classroom Management
 GRED 721 Assessment and Education of Exceptional Students

GRED	825	Designing Environments for Infants and Toddlers
GRED	965	Administration/Supervision of Early Childhood Programs

■ **Specialization Requirements II** (12 credits, choose 4)

GRED	826	Current Issues in Education
GRED	841	School Law
GRED	861	Assessment, Evaluation and Remediation of Reading Difficulties
GRED	864	Writing/Rubrics

Specific courses from the **Applied Technology, Special Education or Reading Certification** programs, with appropriate approval, may also be taken to satisfy specialization requirements.

OPTION II is designed for those whose undergraduate major is not in education and who seek Instructional I certification in Early Childhood Education as well as the Master of Education degree.

■ **Prerequisite**

GRED	499	Introduction to Schooling
GRED	800	Developmental Psychology

■ **Professional Requirements** (18 credits)

GRED	835	Educational Psychology
GRED	805	Theory and Curriculum in Early Childhood Education
GRED	840	Foundations of Education
GRED	926	Student Teaching N - 3/Seminar (6 credits)
GRED	950	Research and Evaluation of Practice I

■ **Specialization Requirements** (18 credits)

GRED	720	Introduction to Special Education
GRED	863	Reading/Children's Literature
GRED	864	Writing/Rubrics
GRED	806	Science, Math, Social Studies K - 3 (prerequisite GRED 805)
GRED	615	Technology in Education
GRED	965	Administration and Supervision of Early Childhood Education Programs

EARLY CHILDHOOD WITH MONTESSORI CERTIFICATE

There are three options for acceptance into an early childhood program with a Montessori certificate. For those seeking a Master of Education in Early Childhood Education, with the Montessori certificate, the applicant must have completed a baccalaureate degree from an accredited institution and be certified in Early Childhood Education in the state of Pennsylvania. In addition, the applicant must follow the School of Graduate Studies application process described in the admissions section. The second option is for students who wish to earn the Montessori certificate only.

Students seeking the Montessori Certificate must pay the American Montessori Society membership fee and MACTE (Montessori Accreditation Council for Teacher Education) fee effective at the time of internship. Students specializing in Montessori Education will be charged an additional per course materials supply fee.

CONSULTATION/INTERVIEW

An initial interview with the Director of Graduate Admissions is suggested upon submission of the formal application. When all supporting documentation (i.e., transcripts, recommendations, professional goals) have been received by the Director of Admissions, an interview with the Director of the Montessori Program and the Chair of the education department can be scheduled.

Option I: Master's in Early Childhood with Montessori Certificate

■ **Professional Requirements** (12 credits)

GRED	805	Theory and Practice in Early Childhood Curriculum
OR		
GRED	826	Current Issues in Education
GRED	800	Developmental Psychology

GRED	840	Foundations of Education
GRED	950	Research and Evaluation of Practice I

■ **Specialization Requirements - Montessori (28 credits)**

GRED	653	Montessori Philosophy and Educational Theory
GRED	651	Montessori: Everyday Living
GRED	655	Montessori: Sensorial
GRED	659	Montessori: Math
GRED	657	Montessori: Language
GRED	658	Montessori: Natural and Social Science
GRED	660-662	Montessori: Internship/Practicum
GRED	661-663	Montessori: Internship/Practicum

Students who enter the Montessori program and meet the requirements for the graduate program but want to take the courses at the undergraduate level will need to sign a statement of intent to fulfill the Montessori requirements at the undergraduate level.

Option II: Montessori Certificate – Open to students who have a B.A./B.S. from an accredited institution and seek to obtain graduate credits for the Montessori certificate. A student interested in this certificate program should apply for admission through the School of Graduate Studies as a non-degree seeking student.

Option III: Non-Credit Montessori Certificate – Applicants who have a high school diploma or a bachelor's degree from an accredited institution may enroll in the CHC Montessori Teacher Education Program as "non-credit" students. Costs and fees are generally one-half of the credit option. Please refer to the current School of Graduate Studies Semester Course Guide for the fee schedule or contact the Program Director at 215.249.7123 or burnsm@chc.edu. All Montessori Program applicants must interview with the Program Director.

■ **Specialization Requirements - Montessori (28 credits)**

GRED	653	Montessori Philosophy and Educational Theory
GRED	651	Montessori: Everyday Living
GRED	655	Montessori: Sensorial
GRED	659	Montessori: Math
GRED	657	Montessori: Language
GRED	658	Montessori: Natural and Social Science
GRED	660-661	Montessori: Internship/Practicum
GRED	661-663	Montessori: Internship/Practicum

EDUCATIONAL LEADERSHIP – ACCELERATED FORMAT

DESCRIPTION OF PROGRAM - beginning January 2005

The Graduate Program in Educational Leadership is designed to provide educators with the skills and concepts necessary to function as a principal, K-12. 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 objectives of the program. Curriculum development and assessment will be a major focus for all candidates. **Beginning in January of 2005, there will be an accelerated format for most courses.** They will be experiential in nature with an emphasis on field studies. The role of technology in educational leadership will be stressed.

ACCELERATED PROGRAM FORMAT

Designed for the working education professional that wishes to complete the program as quickly as possible. In the accelerated format, classes meet in the early evening or on Saturdays one-to-two times a week in the accelerated time span. 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 sessions, and the six-week summer sessions, you will be able to gain certification in as little as 15 months, and a M.Ed. in 24 months.**

Because of its accelerated format, the schedule for the master's degree in Administration of Human Services has been adapted to the three-semester schema (fall, spring, summer) of the School of Graduate Studies.

Fall 1 and 2	=	Fall Semester
Spring 1 and 2	=	Spring Semester
Summer 1 and 2	=	Summer Semester

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.

2004-2005 Calendar

Fall 1	August 25 – October 19, 2004
Fall 2	October 22 – December 16, 2004
Spring 1	January 4 – February 28, 2005
Spring 2	March 3 – April 27, 2005
Summer 1	April 29 – June 23, 2005
Summer 2	June 28 – August 22, 2005

PROGRAM OBJECTIVES/STATE STANDARDS

- Compares the various philosophical and theoretical bases that underlie educational thought / *Standard I.A*
- Recognizes and analyzes the implication of the major curricular ideologies / *Standard I.A*
- Understands the basic tenets of school, labor relations and their implications for the successful principal / *Standard I.C, I.D*
- Knows the process of federal programs and their implementation / *Standard I.C, I.D*
- Devises traditional and non-traditional school schedules / *Standard I.B, II*
- Understands the role of the principal in creating a school environment that is perceived by the community, staff and students as one that is safe and orderly, one which fosters positive intellectual, social, physical, and psychological student growth / *Standard I.B, I.A, I.F*
- Recognizes the interrelationships among individuals and groups of different races, sexes, religious beliefs, national origins, and socio-economic backgrounds, and assumes a leadership role in inter-group relations / *Standard I.C, I.F*
- Knows the role of the principal in developing a curriculum that reflects the goals and objectives of the school / *Standard I.B*
- Can devise a system of program evaluation and monitoring that provides for ongoing curriculum assessment, development and implementation / *Standard I.F, I.B*
- Is able to plan a budget that is based upon programmatic and facility needs / *Standard I.E*
- Practices communication skills necessary to facilitate interaction between individuals / *Standard III.C*
- Can interpret and implement a collaborative decision-making model / *Standard III.D*
- Is able to plan, implement and evaluate the use of technology in both administration and instruction / *Standard I.B, I.F*
- Is able to analyze, interpret and use research on teacher effectiveness and supervision / *Standard I.A, III.A*
- Demonstrates how research in Human Growth and Development and Learning Theories can be effectively utilized / *Standard I.B*
- Defines the role of the principal in managing the physical plant / *Standard I.E*
- Is able to successfully implement the above competencies in an internship project that demonstrates student control and direction / *Standard II*

EXIT COMPETENCIES

In compliance with Chapter 354.33 (iv), the following are the exit competencies for all principal certification and educational leadership degree candidates:

1. Demonstrates instructional leadership;
2. Demonstrates organizational skills;
3. Utilizes collaborative decision-making techniques;
4. Demonstrates effective communication skills;
5. Understands the relationship between an educational philosophy and curriculum development;
6. Utilizes needs assessment strategies;
7. Demonstrates an ability to continue to grow professionally.

Note: The above competencies will be assessed through 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;
6. Three letters of recommendation from colleagues, principals, 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;
8. Written statement from the applicant's current principal indicating agreement to permit student to participate in a school-based program. Improvement and/or problem-solving project which is to be mutually agreed upon by both the school principal and the College advisor;
9. Formal exit interview.

INTERNSHIP

A vital part of the educational leadership program is the internship. The candidate seeking specialization in leadership must complete a full semester in a supervised internship in a school setting. The candidate will define a program improvement and/or problem-solving project that will be carried out in the student's home school. The candidate's Chestnut Hill College instructor must approve the project. The candidate's Principal/Supervisor 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.

The internship may not take place until at least 24 credits are completed.

■ CURRICULUM

Core courses:

GRED	500	Conceptual Foundations for School Leadership	One semester	3 credits
GRED	510/511	Curriculum Theory, Development and Issues	Two semesters	6 credits
GRED	520	The Principal as an Effective Agent of Change	One semester	3 credits

Professional Requirements:

GRED	950	Research and Evaluation	One semester	3 credits
GRED	680	Technology and the Administrator	One semester	3 credits
GRED	690	Personnel and Pupil Administration and Management	One semester	3 credits
GRED	780	The Improvement of Instruction, Staff Development and Supervision	One semester	3 credits
GRED	880	School/Community Relations	One semester	3 credits
GRED	841	School Law	One semester	3 credits
GRED	890	Internship	One semester	4 credits

■ SECONDARY EDUCATION

Chestnut Hill College does not offer graduate degrees in secondary education. The secondary education 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) with undergraduate degrees other than education (English, biology, chemistry, citizenship, foreign language, general science, and math). Additional requirements will be necessary for students taking these courses for graduate credit. Students seeking to take more than six credits at the graduate level must go through the admissions process in order to be admitted to the graduate program. For Certification Level I, see steps listed under **Requirements for Instructional I Certification**. All students seeking secondary education are required to meet the exit competencies identified earlier.

Post-baccalaureate students who are seeking secondary certification will take the following graduate courses:

GRED	499	Introduction to Schooling (if applicable) (1 credit)
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GRED	835	Educational Psychology (3 credits)
GRED	840	Foundations of Education (3 credits)

Post-baccalaureate students desiring to take these courses for undergraduate credit may continue to do so.

EDUC 250/GRED 720	Introduction to Special Education (3 credits)
EDSEC 315/GRED 610	General Methods in Secondary Education (3 credits)
EDSEC 316/GRED 620	Reading in the Content Area (1 credit)
EDSEC 311/GRED 625	Student Teaching + Seminar (6 credits)
BIO 317/GRED 649	Practicum-Special Methods in Biology (3 credits)
LANG 317/GRED 652	Practicum-Special Methods in Foreign Language (3 credits)
MATH 317/GRED 654	Practicum-Special Methods in Mathematics (3 credits)
EDSEC 317/GRED 656	Practicum-Special Methods in English and Citizenship (3 credits)
EDSEC 317/GRED 662	Practicum-Special Methods in Chemistry (3 credits)

COURSE DESCRIPTIONS

GRED 499 Introduction to Schooling **1 credit**

This course is designed for students with limited background in education. In it, students review current literature in the area of schooling and examine the forces that have produced the current educational climate. Classroom observations are included as part of the course content. This course cannot be used to satisfy degree requirements. Work experience with children, or being a parent volunteer in a school can exempt the non-education major from this course.

GRED 610 General Methods - for Secondary Education **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.

GRED 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.

GRED 620 Reading in the Content Area - for Secondary Education **1 credit**

The focus of this course is on metacognitive processes in reading for all disciplines in the junior and senior high school curricula. Strategies for improving vocabulary comprehension, reasoning and problem solving, and study techniques are addressed.

GRED 625 Student Teaching in Secondary School and Seminar **6 credits**

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.*

GRED 649 Practicum/Special Methods in Biology/General Sciences - 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.

GRED 650 Classroom Management **3 credits**

This course examines the steps teachers must take in order to create an effective learning environment in their classrooms. 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 will be explored in terms of effective management.

GED 652 Practicum/Special Methods in Foreign Language - for Secondary Education 3 credits

This course prepares teachers of foreign languages, levels K-12. Includes 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.

GED 654 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.

GED 656 Practicum/Special Methods in Areas of English and Citizenship - 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 setting for at least one half-day per week. Field experience is combined with on-campus course work focused on classroom and instructional management. (48-hours minimum)

GED 662 Special Methods in Chemistry - for Secondary Education 3 credits

This course integrates general principles of education into the teaching of chemistry on a secondary level, with special focus on preparing and conducting laboratory experiments. This course is required of all candidates for secondary certification in chemistry or general science and will be offered as needed.

GED 720 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.

GED 721 Assessment of Students with Disabilities 3 credits

Current practices in assessment of students with disabilities, including the use of multicultural assessments, is 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. *Prerequisite: GRED 720*

GED 722 Education Practice for Students with Physical/Health & Communication Disabilities 3 credits

Current research and practice regarding the needs of students with physical/health and communication disabilities, including visual and hearing deficits, will be 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 IFSP's, IEP's, and ITP's. Students will 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. *Prerequisite: GRED 720 (Can take concurrently with 721 only with special permission)*

GED 723 Education Practice for Students with Mild, Moderate or Severe Cognitive Disabilities 3 credits

This course examines current research and practice regarding the needs of students with mental disabilities, including children with brain injury. Methods for including these students in the regular classroom and examination of the range of the differences and similarities of this student group provide content of the course, including the development of IFSP's, IEP's, and ITP's. Students will develop lesson plans that either specify adaptations to existing curriculum or special curriculum needs, such as life skills. *Prerequisite: GRED 720 (Can take concurrently with 721 only with special permission)*

GED 724 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 IFSP's, IEP's, and ITP's. A beginning survey of behavior management techniques, including functional behavioral assessments, will be addressed. *Prerequisite: GRED 720 (Can take concurrently with 721 only with special permission)*

- GED 726 Classroom Management for Students With Disabilities** **3 credits**
 The content and practice knowledge needed to create an effective learning environment for students with disabilities in inclusive and/or separate learning environments is examined in this course. Students will 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 will help students to plan specific strategies to help increase attention span and support the completion of classroom assignments. *Prerequisites: GRED 720 and 721*
- GED 727 Assistive Technology For Students With Disabilities** **3 credits**
 This course will introduce and provide experience with various computer-based and other assistive technologies for students with disabilities. The technologies will 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 will 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.
- GED 728 Special Education Practicum I** **3 credits**
 Special education practicum experiences will be held 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 will be 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 100-150 hours depending on past background and experience. Placements will be 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.
- GED 729 Special Education Practicum II** **3 credits**
 Special education practicum experiences will be held 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 will be to design, implement and evaluate effective instruction for students with moderate to severe disabilities in the least restrictive environment, depending on the severity of the disability. 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 100-150 hours depending on past background and experience. Placements will be 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.
- GED 730 Student Teaching/Seminar, Special Education K-12** **6 credits**
 The student teaching experience for special education is for students who are seeking instructional I certification in special education. This course replaces the two practicum requirements for teachers who already have an Instructional I certification in elementary, early childhood or secondary education. This course requires 14 weeks of classroom combining observation and teaching. At the end of the experience, students are evaluated through the PDE 430 form. In addition, all students are to complete a portfolio.
- GED 751 Building Literacy Competencies** **3 credits**
 This course investigates forms of literacy competency in our post-typographic culture. In it candidates will explore ways to understand media and its connection to literacy. The intent is to provide a theoretical basis for reading specialists, from which strategies for improving children's abilities to create and comprehend meaning can be developed. In addition, this course identifies linguistic differences across cultures, geographical locations, and socio-economic levels. *Prerequisite: GRED 831, GRAT 625*

GED 790 Social Studies Education**3 credits**

Current social forces and issues affecting the elementary school 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.

GED 800 Developmental Psychology**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 sensorimotor, language, cognitive, emotional, social and moral behaviors are included. The interaction of biological and environmental factors influencing growth and development are stressed.

GED 805 Theory and Practice in Early Childhood Curriculum**3 credits**

A variety of theories about how young children learn and develop are 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.

GED 806 Science, Math and Social Studies: N-3**3 credits**

This course deals with the knowledge, skills and content needed in the N-3 classroom to teach science, mathematics 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: GRED 805

GED 807 Elementary Methodology I/Field Study**3 credits**

All aspects of planning for instruction, including materials, curricular organization, and textbook utilization, are examined. Classroom management strategies will be discussed including motivation, grouping, physical layout, climate, and discipline. Strands concerning the special methodology of the teaching of science and the arts will be introduced. **Students will examine implications of PA Academic Standards.**

GED 808 Elementary Methodology II/Field Study**3 credits**

This course examines the opportunities to extend learning through homework, utilizing community resources, parental involvement and the library. Effective student assessment is emphasized, through the use of standardized test interpretation, formative and summative evaluation, portfolios and anecdotal records. Creating a multicultural classroom, understanding gender differences and celebrating diversity will be explored. Included will be strands on methods related to the teaching of social studies, art and music. **Students will examine implications of PA Academic Standards.** *Prerequisite: GRED 807*

GED 825 Designing Environments and Programs for Infants and Toddlers**3 credits**

The environmental design and program content appropriate for children less than three years is 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 a quality program that services the needs of both the very young child and the family.

GED 826 Current Issues in Education**3 credits**

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

GED 831 Strategies for Teaching Reading and Writing in the Elementary School**3 credits**

This is an advanced reading/writing course for students with a basic knowledge of literacy acquisition. Intended for reading specialist candidates, this course addresses the design of a classroom literacy program for a multicultural population that promotes and supports literature-based models and multi-sensory approaches. Students will use theoretical rationales supporting literacy growth through choice, risk-taking, immersion and engagement. *Required for reading specialists.*

GED 835 Educational Psychology**3 credits**

This course stresses the application of psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community.

GED 840 Foundations of Education**3 credits**

This course places the role of the teacher and of the school in historical perspective and relates both roles to society. Students explore the connections among culture, politics, economics and education. The difference between education and schooling is examined, and current educational reform movements are explored within the context of Critical Educational Theory.

GED 841 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.

GED 858 Reading Practicum I**3 credits**

This is an advanced course in assessment and recovery that focuses on the needs of students with significant problems in literacy acquisition that require more intensive remedial procedures. The design and implementation of innovative assessment and recovery techniques corresponding to current research and theory will be stressed. Conferencing and collegial inquiry will be practiced. A practicum placement is required in which the reading student works with an individual student or a small group in a tutorial situation. Students will demonstrate their competence by developing a professional portfolio of reading, writing and assessment activities, and will be evaluated by the exit competencies of the reading program. *Prerequisites: GRAT 625, GRED 831, 866, and 861. Permission of the Reading Coordinator is required.*

GED 859 Reading Practicum II**3 credits**

In this practicum students will develop a classroom reading program which correlates with the theoretical foundation and instructional and assessment processes developed through the certification program. Students will demonstrate their competence by developing a professional portfolio of reading and writing activities that supports ranges of achievement. This practicum will be supervised. Students will be evaluated by the exit competencies of the reading program. *Prerequisite: GRED 858. Permission of the Reading Coordinator is required.*

GED 861 Assessment, Evaluation and Remediation of Reading Difficulties**3 credits**

In this course, teachers extend their knowledge and skills to deal with specific reading problems and with the special needs of students. Causation, remediation and prevention through appropriate instruction are considered. *Prerequisite: GRED 863 and 864*

GED 863 Reading/Children's Literature**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 reading, 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 and realism. Methods for integrating children's literature throughout the curriculum will be presented.

GED 864 Writing/Rubric**3 credits**

Students learn theories and practices of teaching process writing in the elementary school. 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. *Required for reading specialists.*

GED 865 Strategies for Teaching Mathematics**3 credits**

In this course, students explore the structure of mathematics, sets and numbers, systems of numeration, problem-solving and skill development. The content of elementary school mathematics and the development of strategies for effective teaching of mathematical concepts in K-6 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.

GED 866 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 stressed. Strategies for improving study skills, reading varied genres and writing to learn are included. *Prerequisite: GRED 831. Required for reading specialists.*

- GED 869 Phonics in the Whole Language Classroom** **3 credits**
 Research evidence for direct teaching of phonics in the early grades is supported by recent studies of successful readers and writers in both urban and suburban settings. This course provides the kindergarten/primary teacher with the strategies and practice for teaching the coding skills in the whole language classroom. Approaches include teaching to phonemic awareness, journaling, invented spellings, language experience approach, and group reading within a holistic experience.
- GED 870 Science for the Elementary Years** **3 credits**
 Methods and approaches for teaching science in the elementary grades 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.
- GED 925 Student Teaching K - 6/Seminar** **6 credits**
 The student teaching experience is required for students who have completed at least twenty-four credits of coursework. This course provides the opportunity to work in a traditional classroom setting, combining observation and participation and enabling the student to demonstrate competency in a teaching situation. The student spends every day for fourteen weeks at the school site. The seminar portion combines educational theory and practice through discussion with peers and supervisor. Student teaching and the seminar are included in the six credits.
- GED 926 Student Teaching N - 3/Seminar** **6 credits**
 The student teaching experience is required for students who have completed at least twenty-four credits of coursework. This course provides the opportunity to work in a traditional classroom setting, combining observation and participation and enabling the student to demonstrate competency in a K-3 teaching situation. The student spends every day for fourteen weeks at the school site. The seminar portion combines educational theory and practice through discussion with peers and supervisor. Student teaching and the seminar are included in the six credits.
- GED 950 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.
- GED 951 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. Research on what it means to be a reflective practitioner and what constitutes various modes 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.
- GED 965 Administration and Supervision of Early Childhood Programs** **3 credits**
 The administration of programs in early childhood education is the focus of this course which deals with: methods of parent orientation and participation, staff recruitment, relevant legal issues for administrators of early childhood programs, techniques of supervision, observation of staff and evaluation of children’s programs. Students will examine, analyze and develop general operating and personnel procedures.
- GED 975 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. Students will work under the guidance of a faculty member and need to have 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.

GREd 995 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.

EDUCATIONAL LEADERSHIP**GREd 500 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.

GREd 510/511 Curriculum Theory, Development and Issues**6 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. 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 in the second semester of the course. This course must be taken in sequence during one academic year, and must be completed within the first twelve semester hours of the program.

GREd 520 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.

GREd 680 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.

GREd 690 Personnel and Pupil Administration and Management**3 credits**

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, contracts, etc.

GREd 780 The Improvement of Instruction, Staff Development, and 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.

GREd 880 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.

GREd 890 Internship/Educational Leadership**4 credits**

Immediately upon successful completion of twenty-four semester hours of the program requirements, each student will select a pertinent, school-related project and will submit a formal written proposal for review and approval by the student’s school principal and college professor. This proposal must carefully define a program improvement and/or problem-solving project, and must describe the method of study, research, and evaluation, which will be carried out in the student’s home school. 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. This course may only be taken during the final academic year of the program.

MONTESSORI SPECIALIZATION

GREED 653 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.

GREED 551 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: GREED 653, unless exempted by Program Director*

GREED 655 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: GREED 653*

GREED 657 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: GREED 653*

GREED 658 Montessori: Natural and Social Sciences/Parent Education **3 credits**

This course provides the student with material for the natural and social sciences used in the Montessori classroom. Presentations are programmed to the age and development of the child. Insights for the student about the wonders of nature, the interaction of human beings and nature are explored. Parent education discussion includes suggestions for developing parent-teacher partnerships and mutual responsibilities. *Prerequisite: Education 653*

GREED 659 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: GREED 653*

GREED 660-661 Montessori: Practicum/Internship **3 credits each**

While completing the last two courses, the student spends both semesters in a teaching practicum, which unites the theory and practice of Montessori education. (Full-time ECE/Montessori students do their Montessori practicum/internship during fall and spring semesters of their final year).

GREED 663-664 Montessori: Seminar **3 credits**

The seminar includes monthly conferences to correlate methods and student teaching. Study and evaluation of the observation and participation experiences of seminar members working in Montessori classrooms is the focus of this course, which addresses identification and analysis of problems and challenges facing student teachers, parents, administrators, etc.

MASTER OF ARTS IN:

- **HOLISTIC SPIRITUALITY**
- **HOLISTIC SPIRITUALITY and SPIRITUAL DIRECTION**
- **HOLISTIC SPIRITUALITY/HEALTHCARE**

Chair: Catherine Nerney, SSJ, Ph.D.

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 three graduate degrees: a Master of Arts in Holistic Spirituality, a Master of Arts in Holistic Spirituality and Spiritual Direction and a Master of Arts in Holistic Spirituality/Healthcare. In addition to the degree programs, several certificate programs are also offered: Certificate in Spiritual Direction, Certificate of Advanced Study in Applied Spirituality (CAS), Certificate in Supervision of Spiritual Directors, Certificate of Specialized Study in Spirituality (CSS) and the Certificate in Holistic Spirituality/Healthcare.

1. The **Master of Arts in Holistic Spirituality** provides students with critical intellectual and affective skills to enhance the rediscovery of spirituality taking place in our world today. Both inside and outside the churches, there are vital impulses toward its renewal and applications. This degree program responds to these impulses by bringing the best of the Christian spiritual traditions into sustained dialogue with our contemporary situation. Several interactive principles underpin and integrate this holistic educational experience:
 - a. 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. Humans become more at one with Earth and the cosmos through the mystical consciousness and expression at the heart of spiritual practice.
 - c. 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. 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,
 - to work as pastoral agents in adult faith formation, youth and campus ministry, spirituality and retreat centers and
 - to enhance one's commitment to a spirituality of work and social transformation for the life of the world.
2. The **Master of Arts in Holistic Spirituality and Spiritual Direction** prepares the student to become a knowledgeable, competent, and skilled spiritual director. 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 uniquely well-integrated academic and professional M.A. degree forms spiritual directors:

- in the theology needed to ground their ministry firmly within the Christian tradition;
- through a three-year, ecumenically based practicum with individualized supervision;
- with a significant academic and experiential background in diverse approaches to prayer;
- in a holistic understanding of the human person and community with a breadth of exposure to real-life experiences and skills essential to the ministry of spiritual direction.

- The **Master of Arts in Holistic Spirituality/Healthcare** flows from the Christian conviction that all life is charged with the Sacred; all living and dying events have meaning. Persons engaged in hospital and medical centers, hospice work, pastoral ministry to the sick or homebound, and complementary/alternative modalities of healthcare will find in this program the potential for re-situating their work within the context of faith and spiritual formation from a holistic perspective. The program is designed to retrieve the “right relationship” of body-mind-spirit harmony by advocating for care-giving practices that are scientifically valid and spiritually attentive to patients, environments, and practitioners.

The program seeks to encourage students to:

- integrate the disciplines of medicine and spirituality from a theological perspective;
- intensify their awareness of the underlying spiritual, theological, psychological and cultural components of their professional work and personal lives;
- become leaders in closing the gap between medicine and spirituality, both in theory and in practice; and
- participate in the transformational dimensions of the healthcare ministry, for themselves, for others with whom they work and particularly for the underserved and neglected in our healthcare system.

ADMISSION REQUIREMENTS

To be accepted into the master’s level programs in Holistic Spirituality, Holistic Spirituality and Spiritual Direction or Holistic Spirituality/Healthcare, applicants must have completed a baccalaureate degree from an accredited institution and must have maintained a GPA of 3.0 or better while attending that institution.

Those who lack an adequate theological/philosophical foundation prior to admission to the desired program *may be required* to take additional courses and/or do preliminary readings in order to prepare for the theological rigor of the degree and certificate programs.

In addition to the above requirements, applicants for the **Master of Arts in Holistic Spirituality and Spiritual Direction** must have earned 15 graduate credits toward their M.A. before acceptance to the practicum. As part of the application process, they must meet the following requirements:

1. Submit a 7-10 page autobiography (an outline will be provided);
2. Submit a Practicum Recommendation Form completed by the applicant’s spiritual director;
3. Interview with the Coordinator of the Practicum Phase and the supervisory team;
4. Show evidence of an authentic call to the ministry of spiritual direction;
5. Be at least thirty-five years of age;
6. Have been engaged in on-going spiritual direction for at least one full year before beginning the application process.

Students accepted into the Spiritual Direction Practica must also complete a 30-day retreat or the Retreat in Everyday Life *before* beginning Practicum 5.

NB: *The Holistic Spirituality and Spiritual Direction program has a written policy regarding non-acceptance, delay, or termination of movement through the Practica. The policy is available to all applicants. No student may begin the Practica unless matriculated in the Holistic Spirituality and Spiritual Direction program or the Spiritual Direction Certificate program at Chestnut Hill College.*

■ COURSE REQUIREMENTS FOR THE MASTER OF ARTS IN HOLISTIC SPIRITUALITY - (36 credits)

The M.A. in Holistic Spirituality requires the satisfactory completion of 36 credits. (Includes all CORE courses and ELECTIVE courses of the student’s choice.)

Students must complete the entire degree program within six years of matriculation.

HISTORICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY – (5 credits)

GRSP	500	Historical Foundations of Christian Spirituality	3 credits
GRSP	501	Historical Foundations (Core elective)	2 credits

THEOLOGICAL FOUNDATIONS OF SPIRITUALITY - (5 credits)

GRSP	520	Theological Foundations	3 credits
GRSP	521	Theological Foundations (Core elective)	2 credits

BIBLICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY – (5 credits)

GRSP	504	Biblical Foundations	3 credits
GRSP	505	Biblical Foundations (Core elective)	2 credits

GLOBAL PERSPECTIVES ON CHRISTIAN SPIRITUALITY – (5 credits)

GRSP	550	Global Perspectives	3 credits
GRSP	551	Global Perspectives (Core elective)	2 credits

CORE SPIRITUALITY - (3 credits)

GRSP	515	Prayer: Theology and Praxis	3 credits
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CORE PSYCHOLOGY - (3 credits)

GRSP	530	Psychology and Spirituality of Relationship	3 credits
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CORE PHYSIOLOGY - (2 credits)

GRSP	540	Spirituality of Nutrition, Exercise & Wellness	2 credits
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CORE ARTS - (2 credits)

GRSP	535	Spirituality & the Arts: Music, Art, Dance	2 credits
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(N.B. This course may be offered in two, one (1) credit segments)

CORE INTEGRATION - (2 credits)

GRSP	700	Seminar: Holistic Perspectives	2 credits
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ELECTIVES - (4 credits)

NOTES

1. Students are required to complete each of the courses listed in the FOUNDATIONAL and CORE areas. In addition, electives may be chosen according to interests and/or needs of the student. At times, with the consent of the faculty advisor and the Chair of the Holistic Spirituality program, substitutions may be made within the CORE areas.
2. Students may transfer a maximum of six credits into the program from other academic institutions, providing they have not been used to complete degree requirements for another program and that they meet all the requirements of this program.
3. Courses can be waived if students already possess adequate knowledge, skill or expertise in a certain area. No more than six credits can be waived. When a waiver is granted, students must substitute other courses from the Holistic Spirituality program in order to accumulate the required number of credits for graduation.

■ COURSE REQUIREMENTS FOR THE MASTER OF ARTS IN HOLISTIC SPIRITUALITY AND SPIRITUAL DIRECTION - (48 credits)

The M.A. in Holistic Spirituality and Spiritual Direction requires the satisfactory completion of 48 credits (includes 36 academic credits and 12 practica credits).

Students must complete the entire degree program within six years of matriculation. Before students can begin the Practicum phase, they must have completed at least 15 credits in core areas.

HISTORICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	500	Historical Foundations of Christian Spirituality	3 credits
GRSP	501	Historical Foundations (Core elective)	2 credits

THEOLOGICAL FOUNDATIONS OF SPIRITUALITY - (7 credits)

GRSP	510	Theology of the Spiritual Exercises	2 credits
GRSP	520	Theological Foundations	3 credits
GRSP	521	Theological Foundations (Core elective)	2 credits

BIBLICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	504	Biblical Foundations	3 credits
GRSP	505	Biblical Foundations (Core elective)	2 credits

GLOBAL PERSPECTIVES ON CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	550	Global Perspectives	3 credits
GRSP	551	Global Perspectives (Core elective)	2 credits

CORE SPIRITUALITY - (5 credits)

GRSP	515	Prayer: Theology and Praxis	3 credits
GRSP	555	Discernment: Theology and Praxis	2 credits

CORE PSYCHOLOGY - (3 credits)

GRSP	530	Psychology and Spirituality of Relationship	3 credits
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CORE PHYSIOLOGY - (2 credits)

GRSP	540	Spirituality of Nutrition, Exercise, & Wellness	2 credits
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CORE ARTS - (2 credits)

GRSP	535	Spirituality & the Arts: Music, Art, Dance	2 credits
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(N.B. This course may be offered in two, one (1) credit segments.)

CORE INTEGRATION - (2 credits)

GRSP	700	Seminar: Holistic Perspectives	2 credits
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CORE SPIRITUAL DIRECTION - (12 credits)

GRSP	565	Practicum 1 (fall)	2 credits
GRSP	566	Practicum 2 (spring)	2 credits
GRSP	567	Practicum 3 (fall)	2 credits
GRSP	568	Practicum 4 (spring)	2 credits
GRSP	569	Practicum 5 (fall/spring)	2 credits
GRSP	560	Addiction & Co-dependent Issues in Spiritual Direction	1 credit
GRSP	562	Legal and Ethical Issues in Spiritual Direction	1 credit

ADDITIONAL REQUIREMENTS FOR THE M.A. IN HOLISTIC SPIRITUALITY AND SPIRITUAL DIRECTION

1. On-going spiritual direction for at least one FULL year before beginning the APPLICATION PROCESS FOR THE Practicum Phase.
2. Special requirements for admission into the Practicum Phase are listed as a separate item below as NOTES. These apply to students in the M.A. and in the Certificate program in Spiritual Direction.
3. Completion of Retreat in Everyday Life (19th Annotation) or 30-day retreat *before* practicum 5. It is highly recommended, however, that students complete this retreat experience *prior* to the Practicum Phase of the program. The purpose of this recommendation is to enable students to have had the actual retreat experience prior to studying the exercises or beginning the practica courses. Further details regarding this recommendation may be discussed with the Coordinator of the practicum.
4. GRSP 510, 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 GRSP 555, Discernment: Theology and Praxis, be taken before or early in the practicum continuum. Note: Students in the Practicum phase must take either GRSP 520 or GRSP 515 prior to Practicum 3, 4, 5.

NOTES

The twelve credits, listed under CORE SPIRITUAL DIRECTION, aim to provide the students with the opportunity for comprehensive investment in the disciplines of spirituality and the praxis of spiritual direction.

1. Students are required to complete each of the courses listed in the CORE areas. Waivers of courses and transfer of credits must follow the procedures outlined under the directives of the current catalog, listed under the section ACADEMIC INFORMATION.
2. Only students who are accepted into the practicum phase of the program may take the practica courses.
3. Waiver of requirements for Spiritual Direction Certificate:

Students who have certificates in spiritual direction from recognized programs and who have had extensive experience in the ministry of spiritual direction prior to admission to the Chestnut Hill College Holistic Spirituality program may

request a waiver of certain courses in the Chestnut Hill College Certificate program. The student must also have had a qualified supervisor in the previous certificate program, practicum, and in the ministerial experience of spiritual direction in order to be considered for a waiver.

The procedure to be followed in petitioning for a waiver in course requirements is available, after consultation with the department Chair and the Coordinator of the practicum.

Please note: *If a waiver is granted, the student will fulfill the credits for the degree or certificate requirement with electives.*

■ COURSE REQUIREMENTS FOR THE MASTER OF ARTS IN HOLISTIC SPIRITUALITY/HEALTHCARE - (36 credits + field experience/practica)

The M.A. in Holistic Spirituality/Healthcare requires the completion of 36 credits (32 CORE and 4 ELECTIVE) and 4 practica/field experience credits or 1 CPE (Clinical Pastoral Education) unit* (6 credits). Students must complete the entire degree program within 6 years of matriculation. Students are advised to work closely with a faculty advisor in the Holistic Spirituality program in order to select all courses in appropriate course cycles.

CORE COURSES (32 credits)

HISTORICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	500	Historical Foundations of Christian Spirituality	3 credits
GRSP	643	Belief Dimensions across Religious/Cultural Traditions	2 credits

THEOLOGICAL FOUNDATIONS OF SPIRITUALITY - (5 credits)

GRSP	520	Theological Foundations	3 credits
GRSP	571	God and Human Suffering (or another Theological Foundations Core elective)	2 credits

BIBLICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	504	Biblical Foundations	3 credits
GRSP	505	Biblical Perspectives on Healing (or another Biblical Foundations Core elective)	2 credits

or Core Elective

GLOBAL PERSPECTIVES ON CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	550	Global Perspectives	3 credits
GRSP	621	Death and Dying across Faith Traditions	2 credits

CORE SPIRITUALITY - (3 credits)

GRSP	515	Prayer: Theology and Praxis	3 credits
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CORE ETHICS - (3 credits)

GRSP	675	Ethics in the Healthcare Context (Moral)	3 credits
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CORE PSYCHOLOGY - (3 credits)

GRSP	530	Psychology and Spirituality of Relationship	3 credits
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CORE INTEGRATION - (3 credits)

GRSP	699	Seminar: Ecclesial Perspectives in Spirituality and Healthcare	3 credits
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**Seminar may not be taken until at least 20 credits have been completed.

ELECTIVES (4 credits)

Electives may be taken at any time throughout the course of the six years needed to complete the full M.A. program. With the permission of their faculty advisor, students may take elective credits from any of the CORE or ELECTIVE courses in the Holistic Spirituality Program.

CORE FIELD EXPERIENCE/PRACTICA - (4 credits of *6 CPE Credits)

GRSP	652	Spiritual Assessment: Ethical and Clinical Guidelines for Caregivers	2 credits
GRSP	690	Integration of Praxis and Theory in Healthcare Environments/Seminar	2 credits
OR			
*GRSP	691(A)	Level One CPE (Clinical Pastoral Education/Chaplaincy, one unit)	6 credits

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). Because each CPE unit consists of at least 100 hours of structured group and individual education, accompanied by the supervised, clinical practice of ministry, the six credits awarded for completion of CPE Level One can be used to fulfill the field experience requirement for the M.A. in Holistic Spirituality/Healthcare at Chestnut Hill College.

With the permission of their Academic Advisor, students may take elective credits from the CORE courses listed in the M.A. program in Holistic Spirituality/Healthcare or any other CORE or ELECTIVE courses in the current Holistic Spirituality program. Conversely, students from the traditional track may also choose Holistic Spirituality/Healthcare courses as their ELECTIVES. Students are advised to work closely with a faculty advisor in the Holistic Spirituality program in the selection of courses in appropriate course cycles, as well as in their choice of electives.

CERTIFICATE PROGRAMS

I. CERTIFICATE IN SPIRITUAL DIRECTION - (34 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 women and men 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.

PREREQUISITE REQUIREMENTS FOR ADMISSION INTO CERTIFICATE PROGRAM:

1. A bachelor's or master's degree with at least 18 credits in courses related to theological and spiritual foundations of the Christian tradition;
2. Ongoing spiritual direction for at least one year before starting the practicum phase;
3. Completion of admissions procedure, as well as additional requirements listed under the M.A. and S.D. section.

COURSE REQUIREMENTS

The Certificate in Spiritual Direction requires the completion of thirty-four credits. As many as eighteen credits can be transferred into the program if the courses have already been taken at Chestnut Hill College or if the courses taken are the equivalent to those in the Chestnut Hill College catalog.

PREREQUISITES FOR PRACTICUM PHASE:

GRSP	510	Theology of the Spiritual Exercises	(2 credits).
GRSP	555	Discernment: Theology and Praxis	(2 credits)
GRSP	520	Theological Foundations	(3 credits)

(May be waived if student has an M.A. in Theology or related field that is current)

REQUIRED CORE COURSES

GRSP	500	Historical Foundations of Christian Spirituality	(3 credits)
GRSP	510	Theology of the Spiritual Exercises	(2 credits)
GRSP	520	Theological Foundations of Christian Spirituality	(3 credits)
GRSP	504	Biblical Foundations of Spirituality	(3 credits)
GRSP	550	Spirituality: Global Perspectives	(3 credits)
GRSP	515	Prayer: Theology and Praxis	(3 credits)
GRSP	530	Psychology and Spirituality of Relationship	(3 credits)
GRSP	555	Discernment: Theology and Praxis	(2 credits)
GRSP	560	Addiction & Co-Dependent Issues in Spiritual Direction	(1 credit)
GRSP	562	Legal and Ethical Issues in Spiritual Direction	(1 credit)

CORE SPIRITUAL DIRECTION PRACTICA COURSES

GRSP	565	Practicum 1 (fall)	(2 credits)
GRSP	566	Practicum 2 (spring)	(2 credits)
GRSP	567	Practicum 3 (fall)	(2 credits)
GRSP	568	Practicum 4 (spring)	(2 credits)
GRSP	569	Practicum 5 (fall/spring)	(2 credits)

ELECTIVE COURSE

GRSP	570	Practicum 6 (fall/spring)	(1 credit)
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(See #4 below.)

ADDITIONAL REQUIREMENTS:

1. Ongoing spiritual direction before and during the practicum phase;
2. Annual retreat of 6-8 days or two weekend retreats;
3. Travel to/from location of practicum supervisor;

NOTE: At the present time, regular supervision costs are covered by a fund supported by a generous benefactor to the program. If this fund ceases, all supervision stipends will be the responsibility of the student.

- For a student who wishes certification in individually directed retreats, he/she is required to have received two individually directed retreats of six to eight days. This student is also required to have directed two individually directed retreats of six to eight days under daily supervision. Students pursuing this specialization in addition to the degree or certificate in spiritual direction and who wish such a notation on their certificate must take GRSP 570 as an elective.

II. CERTIFICATE OF ADVANCED STUDY IN APPLIED SPIRITUALITY (CAS) -(30 credits)

This certificate is intended for women and men engaged in ministry as pastors, educators or pastoral caregivers. It intensifies the participant’s ability to engage in meaningful dialogue within the context of faith and spiritual experience out of which concerns about the well being of the whole person warrant particular attention.

Like the other certificates offered in the Holistic Spirituality program, this certificate enables the participant to develop a view of the person and of life from a holistic perspective. While facilitating personal growth, the certificate program also prepares the participant to offer spiritual guidance and mentoring in pastoral settings or situations.

PREREQUISITE REQUIREMENT FOR ADMISSION

Master’s degree or doctorate in Theology, Divinity, Religious Studies, Religion, Religious Education, Spirituality, Pastoral Counseling, or equivalent.

COURSE REQUIREMENTS

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

The course of study will be designed on an individual basis by the advanced student and the faculty of the Holistic Spirituality program.

III. CERTIFICATE IN SUPERVISION OF SPIRITUAL DIRECTORS - (28 credits)

(Core courses may be waived if students have taken comparable courses in the past ten years.)

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:

- A bachelor’s degree and at least 18 additional academic credits in theology, religious studies, spirituality or their equivalent;
- Certificate in Spiritual Direction from a recognized program, one that includes at least forty hours of individual supervision;
- At least five years of offering ongoing direction to a minimum of six persons per year;
- Receiving ongoing spiritual direction and annual individually-directed retreats for at least five years.

In addition to the standard admission requirements, a letter of recommendation from the applicant’s spiritual director is required. All applicants for this certificate must interview with the Chair of the Spirituality program and the Coordinator of the practicum prior to admission.

■ ACADEMIC PREREQUISITES AND/OR COURSE REQUIREMENTS - (24 credits)

GRSP	500	Historical Foundations of Christian Spirituality	(3 credits)
GRSP	510	Theology of the Spiritual Exercises	(2 credits)
GRSP	520	Theological Foundations of Christian Spirituality	(3 credits)
GRSP	504	Biblical Foundations of Spirituality	(3 credits)
GRSP	550	Spirituality: Global Perspectives	(3 credits)
GRSP	515	Prayer: Theology and Praxis	(3 credits)
GRSP	530	Psychology and Spirituality of Relationship	(3 credits)
GRSP	555	Discernment: Theology and Praxis	(2 credits)
GRSP	560	Addiction & Co-Dependent Issues in Spiritual Direction	(1 credit)
GRSP	562	Legal and Ethical Issues in Spiritual Direction	(1 credit)

■ PRACTICUM REQUIREMENTS - (4 credits)

GRSP	710	Supervision I (fall/spring)	(2 credits: 1 in fall; 1 in spring semester)
GRSP	711	Supervision II (fall/spring)	(2 credits: 1 in fall; 1 in spring semester)

■ **OPTIONAL PRACTICUM** - (2 credits)

GRSP 712 Supervision of Retreat in Everyday Life (2 credits; 1 in fall; 1 in spring)

IV. CERTIFICATE OF SPECIALIZED 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**

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)

GRSP	515	Prayer: Theology and Praxis	3 credits
GRSP	520	Theological Foundations	3 credits

■ **ELECTIVE COURSES (12 credits)**

NOTE: 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.

V. CERTIFICATE IN HOLISTIC SPIRITUALITY/HEALTHCARE – (22 credits)

The Certificate in Holistic Spirituality/Healthcare flows from the conviction that all life is charged with Divine Energy and those attuned to this Presence are called to be agents of the Spirit in co-creating “a new heaven and a new earth.” Women and men engaged in hospice and health care professions, as well as bereavement and elder care will be among those to benefit from re-situating their healing work within the context of faith and spiritual formation from a holistic perspective.

This certificate requires the satisfactory completion of 22 credits. Strong recommendations are made for the following Core courses (17 credits) and 5 elective credits:

GRSP	571	God and Human Suffering	(2 credits)
GRSP	505	Biblical Perspectives on Healing	(2 credits)
GRSP	621	Death and Dying across Faith Traditions	(2 credits)
GRSP	515	Prayer: Theology and Praxis	(3 credits)
GRSP	530	Psychology and Spirituality of Relationship	(3 credits)
GRSP	675	Ethics in the Healthcare Context	(3 credits)
GRSP	652	Spiritual Assessment	(2 credits)

A maximum of six (6) graduate credits from an accredited institution may 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. *Non-academic Conferences and Seminars may not be considered for transfer credit.*

Graduate courses from an accredited institution, similar in academic and experiential nature to the courses offered at Chestnut Hill College, may be considered under the policy for waiving courses. No more than six (6) credits can be waived. When a waiver is granted, students must substitute other courses from the Holistic Spirituality program, either CORE or ELECTIVE, in order to accumulate the required number of credits for the Certificate.

Students applying for the Certificate in Holistic Spirituality/Healthcare are expected to submit a Statement of Professional Goals and three (3) letters of recommendation from mentors or colleagues who can attest to their potential for success in the healthcare or pastoral ministry profession.

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

GRSP 500 Historical Foundations of Christian Spirituality 3 credits

This course is designed to introduce students to Christian spiritual traditions as history as well as spirituality. It aims to deepen the capacity of graduate students to understand texts *historically* in order to interpret them spiritually by probing the nature of spirituality, the role of the interpreter and the process of history in its study of classic texts, spiritual movements and masters within the Christian tradition.

GRSP 504 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.

GRSP 510 Theology of the Spiritual Exercises 3 credits

Academic and experiential in its method, this course will present the theology and practice of the Spiritual Exercises of Ignatius of Loyola. The course content of the Spiritual Exercises will be presented through lecture and practical application. Prerequisite for Practicum Phase unless otherwise exempted due to disruption in course cycles.

GRSP 515 Prayer: Theology and Praxis 3 credits

In this course, the origins of Hebraic/Christian prayer are traced to the cries of the human spirit. The dynamics of ancient and contemporary forms and methods of prayer will be examined through theological, historical, psychological and biographical lenses. The role of prayer in the understanding and practice of different Christian traditions, as well as of other faith traditions, will be discussed. All will be invited to experience, practice, reflect upon and critique a variety of prayer methods for themselves and others, and to create prayer opportunities for one another.

GRSP 520 Theological Foundations 3 credits

This course is intended to provide a deeper understanding and re-appropriation of the primary doctrinal areas of the Christian theological tradition. Topics such as: the Sources of Revelation, the Doctrine of God, Creation and Redemption, the Meaning of the Human Person, Sin and Grace, Church and Sacraments will be examined in light of their historical development and new, pressing questions. The contribution of feminist theologians will serve as a model of one contemporary theological method being used to retrieve, reinterpret and reconstruct the vast, theological tradition.

GRSP 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.

GRSP 535 Spirituality and the Arts: Music, Art, Dance 2 credits

This course/workshop views music, art, and dance as ways of expressing the prayer of the whole person. Experiences 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.

GRSP 540 Spirituality of Nutrition, Exercise and Wellness 2 credits

Students will explore in a reflective and experiential way some spiritual aspects that underlie, enhance, and complement our concepts of nutrition and exercise. A larger and more holistic perspective on nutrition and exercise will guide the formation of attitudes and behaviors that will develop a view of the whole person, created by God who transforms, inspires, and acts in our lives. Presentations and input from a variety of sources and people who minister in wellness fields will be included.

GRSP 545 Christology

2 credits

The person and mission of Jesus Christ will be explored from the perspectives of theological anthropology, historicity, ecclesiology, revelation, and spirituality. The aim of the course is to provide a theologically sound understanding of Jesus Christ as divine and human and to translate the Christological dogmas into the context of the Christian experience of communal worship and personal prayer.

GRSP 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.

GRSP 555 Discernment: Theology and Praxis

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.

GRSP 560 Addiction & Co-dependent Issues in Spiritual Direction

2 credits

This course will explore issues of addiction and co-dependence from the perspective of spiritual direction. The goal is to highlight how these issues manifest in the spiritual direction relationship and to examine appropriate ways to respond as a director in order to facilitate God's movement. Participants in this class will use a group spiritual direction approach based on students' personal experience, engagement in role play, and spiritual direction case studies.

GRSP 562 Legal and Ethical Issues in Spiritual Direction

1 credit

Director and directee enter into a professional relationship which has spiritual, ethical, and legal implications and ramifications. Designed to familiarize the student with the history and development of professional ethics and their legal implications, this course will present the ethical standards for spiritual directors, spiritual counselors, and pastoral counselors as formulated by state and professional associations. Topics include: privileged communication, confidentiality, rights of the clients, rights of the agency, mental health laws, liability, and methods and procedures for handling potential litigation.

GRSP 565 Practicum I (fall)

2 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 five practica courses are taken sequentially. Practica 1 and 2 combined include eleven two-hour individual supervision sessions. *Prerequisite: GRSP 510; recommended: GRSP 555*

Recommendation: Experience of Retreat in Everyday Life or 30-day Retreat before the Practicum Phase of the Spiritual Direction Program.

Note: GRSP 520 or 515 must be taken before Practicum 3, 4, 5.

GRSP 566 Practicum 2 (spring)

2 credits

This practicum deepens the giftedness and skillfulness of spiritual directors. By doing spiritual direction and receiving supervision, the students will reflect on a growing sensitivity to consolation and desolation; varying responses to the experience of God's presence and absence; a deepening ability to foster the movement of God; the role of the director's call; varying responses to resistance; the developing awareness of transference and counter-transference; body and creation-centered spirituality. *Prerequisite: GRSP 565*

GRSP 567 Practicum 3 (fall)

2 credits

Practicum 3 will include 4 three-hour classes in spiritual direction and 4 three-hour peer supervision sessions. The focus of the classes will be advanced issues in spiritual direction, such as: deepening attentiveness to the movement of spirits and addressing psychological issues and challenges. Practicum 3 includes 5 two-hour individual supervision sessions. *Prerequisite: GRSP 566*

GRSP 568 Practicum 4 (spring)

2 credits

Practicum 4 is a continuation of Practicum 3. Practicum 4 will include 4 three-hour classes in spiritual direction and 4 three-hour peer supervision sessions. On-going development of the topics mentioned above will be further explored and applied. Practicum 4 will include 5 two-hour individual supervision sessions. *Prerequisite: GRSP 567*

GRSP 569 Practicum 5 (fall/spring)

2 credits

Having experienced the 30-day retreat or the Retreat in Everyday Life (19th Annotation), as well as the four preparatory practica, in this practicum the student will learn how to give a Retreat in Everyday Life according to *The Spiritual Exercises of Ignatius of Loyola*. *Prerequisites: GRSP 565-568*

GRSP 570 Practicum 6 (elective)

1 credit

This optional practicum is designed for students who wish to receive a notation on their certificate that indicates that they are qualified to provide individually directed retreats. Students choosing this option must direct two retreatants during two directed retreats of 6-8 days at a retreat center approved by the coordinator of the practicum. Each retreat must be supervised on a daily basis. The cost of supervision for this practicum is the responsibility of the student. Seminar sessions will be held prior to and after the retreat experiences. *Prerequisites: GRSP 565-569*

GRSP 700 Holistic Perspectives Seminar

2 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. NB— A deletion has taken place here. Method will include writing, presentation, prayer and a praxis learning experience. *Prerequisite: Completion of at least 27 credits, excluding practica*

GRSP 710 Supervision of Spiritual Direction I

2 credits

This practicum focuses on the ministry that supervisors offer to spiritual directors. It strengthens the supervisor's ability to: create and respond to the ministry of spiritual direction from a contemplative foundation; foster an on-going co-discernment of God's will within the directee; discern God's movement within the director and directee; support the development of the director's unique gifts and skills; and assess the development of these gifts and skills.

This course is intended only for experienced directors who present required criteria for acceptance to the coordinator of the practicum. This 2-credit course spans the academic year.

CORE Courses specific to Holistic Spirituality/Healthcare

GRSP 505 Biblical Perspectives on Healing Experiences

2 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 Koran, the Eight Noble Truths, and the Four-fold Path to Buddha.

GRSP 621 Spirituality of Dying, Death and Bereavement across Faith and Cultural Traditions

2 credits

This experientially-oriented seminar will investigate the question of how one deals with dying, death, and bereavement from a spiritual and cross-cultural perspective. Through personal sharing, meditation and other self-awareness exercises, personal grief histories will be explored, as well as other psychological and spiritual issues that emerge in the face of an encounter with death. In the final analysis, students will be invited to look at death as a teacher that gives one the opportunity to further the process of psychological and spiritual development.

GRSP 571 God and Human Suffering: Its Mystery and Meaning

2 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.

GRSP 652 Spiritual Assessment: Ethical and Clinical Guidelines for Caregivers

2 credits

This course will explore current research on the methodologies of spiritual assessment as an initiation into a deeper conversation on compassion toward the whole person. Particular attention will be given to the clinical, ethical, cultural, and spiritual similarities and differences among peoples and healthcare institutions. Spiritual assessment guidelines will focus on the patients' and the caregivers' spiritual and religious beliefs, values, and conflicts in a respectful, non-judgmental, and non-imposing fashion.

GRSP 675 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, health insurance, medical research, and organ transplantation. Special attention will be paid to the significance of different healthcare contexts, such as: research hospital, community hospital, nursing home, hospice, and home health care. Students will be encouraged to attend to these ethical issues in their own healthcare environments and in society at large.

GRSP 643 Belief Dimensions of Religious and Cultural Traditions

2 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. Some attention will be paid to alternative health practices and ways in which they attend to the dynamic of faith and belief.

CORE FIELD EXPERIENCE

GRSP 690 Integration of Academic Theory and Experiential Praxis in Healthcare Environments/Seminar 2 credits

This course is intended to provide practical connections between various healthcare agencies and theological/spiritual theories discussed in coursework. Students will be observed in a healthcare facility as they demonstrate various components of spiritual care that they and their colleagues practice. Topics from workplaces and environments will be placed in dialogue with those covered in the graduate program as a way of connecting theory and praxis toward a more holistically-grounded practice.

NOTE: This Seminar will convene for six 2-hour sessions during a given semester while the student will be expected to work or volunteer in actual healthcare environments for a minimum of twenty (20) hours. If students are in a transition from a non-healthcare setting to healthcare or pastoral ministry, they must volunteer in a healthcare facility or as a pastoral minister for a minimum of twenty (20) hours during the time of this course. Students serving on a volunteer basis will also be observed and are expected to participate in the seminar. Sites will be selected by the student in collaboration with the Coordinator of the Program.

CORE INTEGRATION

GRSP 699 Seminar: Ecclesial Perspectives in Spirituality and Healthcare

3 credits*

This advanced course in ecclesial spirituality and healthcare is designed for M.A. students only. It seeks to integrate and further the insights from other courses and actual praxis-based experiences required by the program. Students will formulate a Christian-centered approach to holism for the patient or parishioner, as well as for the family members involved. Fundamentally, the course is grounded in the conviction that the ministry of healing and loving presence to others in healthcare environments is a part of the mission of the church. Where this work is undertaken in a spirit of gospel faith, the reign of God is coming to be here and now.

*Students may take this Seminar only after completing twenty (20) credits in the M.A. program.

ELECTIVE COURSES

GRSP 604 Conversion and Grace

2 credits

This course explores the phenomenological aspects 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 through a kind of upheaval, a loss of security at the intellectual, moral or religious level which makes possible new challenges. The course will provide a theological framework for interpreting the conversion/grace dialectic in order to promote a more intentional and whole-hearted response to this dangerous and exciting divine/human encounter.

GRSP 632 Spirituality of Peace and Justice

2 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.

GRSP/H 676-677 Reiki I followed by Reiki II

1 credit each

Reiki is a natural form of healing that originated over 2,500 years ago. The Reiki System is a gentle “laying-on” of hands, a healing process that helps to restore balance and harmony in people’s lives, supports the body’s natural ability to heal itself, and fosters mental and spiritual well-being. This course will give an overview of the meaning, purposes, effects, and history of Reiki, as well as procedures for giving a complete Reiki treatment to others and to oneself.

ADVANCED COURSES

GRSP 970 Directed Reading

2-3 credits

Student investigates scholarly research in an area or areas of interest. Content and structure to be determined between the student and the professor.

GRSP 975 Independent Study

2-3 credits

Offers the student an opportunity to develop critical thinking skills and individual initiative through planned scholarly endeavor. In conjunction with a faculty advisor, the student investigates an area of interest. The student must produce a project, paper, or piece of research which demonstrates his/her ability to pursue independent academic endeavor.

Note: Guidelines for Independent Study are described in the Academic Policies and Procedures section of this Catalog.

GRSP	607	Women in the Lives of Paul and Jesus
GRSP	625	The Spirituality of the Eucharist
GRSP	683	Contemporary Ministry: Multicultural Reality
GRSP	683	Teresa of Avila and Carmelite Spirituality
GRSP	638	Forgiveness and Reconciliation
GRSP	643	Wisdom from the Desert Mothers and Fathers
GRSP	644	Images of God/Images of Matter: Adventure in Mystery
GRSP	682	Postmodern Consciousness and Christian Spirituality
GRSP	665	Ta’i Chi Ch’uan
GRSP	675	Communion of Saints

DOCTOR OF CLINICAL PSYCHOLOGY

Chair: Patrick W. McGuffin, Ph.D.

Chestnut Hill College offers the Doctor of Clinical Psychology (Psy.D.) degree with concentrations in Marriage and Family Therapy and Psychological Assessment. Students may also pursue a generalist curriculum. 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 at Chestnut Hill College provides post-master's level training in the field of psychology, preparing graduates to enter or return to the work force as professional psychologists with broad-based expertise in the areas of psychotherapy, psychological assessment, supervision and program evaluation.

The doctoral program has been designed to cover a broad range of academic content. The curriculum was developed to match the criteria set forth by the National Council for Schools in Professional Psychology (NCSPP), and to provide the proper academic framework for the graduate to prepare for the licensing examination in Pennsylvania and throughout the country. A total of 67 academic credits, 24 practica/internship credits and 30 master's level transfer credits are required for the Psy.D. Additional credits are required for the completion of the dissertation; the number of credits varies by the length of time needed.

Students will achieve a thorough command of the academic areas covered by the program and shall demonstrate competence in a variety of clinical skills. Competence in the clinical arena will be monitored by examination, videotapes and written papers. Supervisors of practicum and internship placements will provide detailed reports of the candidate's clinical development. Each candidate will be required to pass a comprehensive examination that assesses the candidate's applied clinical skills and academic knowledge. The culminating requirement of the program will be the successful defense of a dissertation.

The program is designed as a rigorous academic curriculum which can be pursued by working professionals over the course of a six-year period. Options exist for an accelerated curriculum which may be pursued only with special permission. In addition to the academic coursework, all students will complete six semesters of practicum and three semesters of full-time internship or six semesters of half-time internship. A maximum of eight years is allowed for the completion of all degree requirements, including the dissertation.

The Psy.D. program at Chestnut Hill College is designed for those who have already earned a master's degree in counseling psychology or a related field. Applicants to the Psy.D. program who have completed a master's degree in counseling psychology or a related field are required to transfer thirty credits from the master's program. These transfer credits are prerequisite master's level coursework and must cover the following subject areas:

- Theories of Counseling and Psychotherapy: at least one 3-credit course;
- Psychopathology: at least one 3-credit course;
- Applied Techniques of Counseling and Psychotherapy: at least three 3-credit courses;
- Research Concepts and Methodology: at least one 3-credit course;
- Human Development: at least one 3-credit course;
- Legal and Ethical Issues in the Practice of Counseling and Psychotherapy: at least one 3-credit course.

A total of thirty master's-level credits from the above subject areas must be transferred into the doctoral program. Applicants lacking coursework in one or more area will be required to complete the prerequisite courses during the summer before beginning the doctoral program. Students lacking more than three prerequisite courses cannot be considered for admission to the program. Full descriptions of the prerequisite content areas can be found in the *Psy.D. Program Overview*.

A combined M.S./Psy.D. program is also offered for highly qualified applicants who have completed a bachelor's degree in psychology. Students admitted to this program follow an intensive full-time master's program during the first year of study, followed by a year of master's and doctoral level work. The remainder of the doctoral program is completed over an additional three to five years. The Master of Science degree in Counseling Psychology and Human Services is awarded in May of the second year of study. ([M.S./Psy.D.](#))

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 a professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program.

ACCREDITATION

The doctoral program is currently in the process of seeking accreditation from the American Psychological Association (APA). As required by APA by-laws, a program cannot be accredited until a cohort of students is ready to graduate from the program. Chestnut Hill College has followed all recommendations and guidelines established by the APA so that its doctoral program in professional psychology is eligible to apply for accreditation since its first class graduated in 2003. For more information on accreditation, please see [page 3](#) of this catalog.

ADMISSIONS

The following materials are required for admission to the Psy.D. program:

- Application Form with non-refundable fee;
- Transcripts of all previous graduate and undergraduate college coursework;
- Three letters of recommendation;
- One essay;
- A sample of prior written work such as a published paper or a paper written for a graduate class;
- Completed Documentation Form for Transfer Credits;
- MAT Test Scores or GRE General Test Scores.

Applicants to the combined M.S./Psy.D. program use the Psy.D. application packet and submit the above information with the following exceptions:

- The sample of written work is a published paper or a paper written for an undergraduate psychology class;
- The Documentation Form for Transfer Credits is not required for M.S./Psy.D. applicants.

Students for whom English is not the first language must also submit:

- TOEFL scores;
- TSE (Test of Spoken English) scores;
- TWE (Test of Written English) scores.

Please consult the *Psy.D. Program Overview* for more information and all required forms.

■ CURRICULUM

All courses are three credits unless otherwise indicated.

A total of 91 earned doctoral credits, plus 30 master's level transfer credits are required for the completion of the doctoral program. In addition, successful completion of a comprehensive exam and doctoral dissertation are required. Additional credits are required for Dissertation Advising and Dissertation Defense.

■ Core Courses

GRCP	800	Psychological Assessment I
GRCP	802	Psychological Assessment II
GRCP	804	Foundations of Professional Psychology
GRCP	804L	Foundations of Professional Psychology Lab (1 credit)
GRCP	806	Modern & Historic Psychodynamic Principles
GRCP	806L	Modern & Historic Psychodynamic Principles Lab (1 credit)
GRCP	808	Family Therapy
GRCP	810	Biological Bases of Behavior
GRCP	812	Psychopharmacology
GRCP	814	Models of Brief Therapy
GRCP	816	Culture and Gender in Psychotherapy
GRCP	818	Statistical Applications
GRCP	820	Advanced Seminar in Techniques of Therapy
GRCP	820L	Advanced Seminar in Techniques of Therapy Lab (1 credit)
GRCP	824	Professional Practice Issues in Psychology
GRCP	826	Systems Consultation & Program Evaluation

GRCP	828	Cognitive/Affective Bases of Behavior
GRCP	834	Manuscript Preparation and Grant Writing
GRCP	836	Dissertation Seminar
GRCP	838	Social Bases of Behavior
GRCP	840	Colloquial Series (.5 credits for each of 2 semesters)
GRCP	841	Colloquial Series (.5 credits for each of 2 semesters)
GRCP	844	Mentoring Group (1 credit for each of 2-3 semesters)

■ **Electives**

• *Marriage & Family Therapy Concentration*

GRCP	852	Treating the Diverse Family
GRCP	855	Family Therapy with Young Children
GRCP	859	Seminar in Family Therapy

• *Psychological Assessment Concentration*

GRCP	861	Psychological Assessment III: Projective Testing
GRCP	863	Advanced Personality Assessment
GRCP	869	Neuropsychological Assessment

■ **Practica and Internships**

- Practicum I: 12 hours per week over three semesters, 4.5 credits total (GRCP 901, 903 & 904)
The practicum will focus primarily on psychological assessment, including testing and report writing.
- Practicum II: 12 hours per week over three semesters, 4.5 credits total (GRCP 905, 906 & 907)
This is a clinical practicum.
- Internship I: 20 hours per week over three semesters, 7.5 credits per year (GRCP 910, 911 & 912)
- Internship II: 20 hours per week over three semesters, 7.5 credits per year (GRCP 920, 921 & 922)

PRE-DOCTORAL INTERNSHIP

The Pre-Doctoral Internship is an intensive, supervised, 2000-hour work experience completed during the final phase of the doctoral program. The goal of the internship is to help the student develop, practice, and integrate clinical skills. Students have the option of pursuing one year, full-time internships (40 hours per week), or two-year, part-time, internships (20 hours per week).

The student is expected to engage in activities such as: assessment, evaluation, psychotherapy, and other professional work in the role of professional psychologist. The site chosen by the student should provide particular emphasis on his or her area of concentration in the program.

DISSERTATION

Each student must complete a dissertation which may consist: of an original empirical research study, an extensive 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. It is expected that the dissertation will be of a quality suitable for publication. The student must successfully defend his or her dissertation before an evaluation committee and invited guests.

The process of writing one's dissertation begins early in the program. The student is to be compiling a personal library of articles and other written materials that apply to the primary topics of interest to the student. The first year Colloquial Series (GRCP 840) is designed to reacquaint students with both quantitative and qualitative research designs and methods. The Statistics class (GRCP 818) is designed to review common statistical procedures utilized in quantitative research. The course is not intended to address each student's specific dissertation; it is expected that each student is considering the myriad of potential design and statistical questions that form the nucleus of her or his upcoming dissertation.

It is in the Mentoring Groups (GRCP 844) that students actively begin their literature search in the topic area they expect to study. The purpose of the group is to assist each student in determining a potential dissertation topic. It is important for the student to understand that the instructor in the Mentoring Group need not be one's Dissertation Chair.

The Dissertation Seminar (GRCP 836) focuses on the articulation of the student's dissertation question(s) and hypotheses, and the development of the dissertation proposal. Students complete the literature review, and are assisted in developing a proposal for submission to the Chestnut Hill College Institutional Review Board (IRB). After completion of the Dissertation Seminar, students register for Dissertation Advising (GRCP 914, 2 credits) to continue the development of the dissertation proposal under the guidance of the student's dissertation Chair. The student registers for dissertation advising for each semester until the dissertation has been completed.

COMBINED M.S./Psy.D. PROGRAM

Chestnut Hill College also offers a combined M.S./Psy.D. program. Highly qualified applicants with a bachelor's degree in psychology or a closely related field can now be accepted to the combined program. The first year of study is composed of all master's level courses and the second year combines master's and doctoral study. The master's degree is awarded at the completion of the second year of study. The remainder of the doctoral program is completed in an additional three to five years. The first two years of this fast-track program must be completed on a full-time basis. Students who need to maintain a significant work schedule should plan to complete the master's degree and then apply to the Psy.D. program.

APPLICATION PROCEDURES

Applicants to the combined M.S./Psy.D. program complete the Psy.D. application packet and indicate in a cover letter that they are applying for the combined program. The professional writing requirement may be fulfilled by submitting an undergraduate paper written for a psychology class. The Documentation Form for Transfer Credits is not required.

Personal Interview

After the complete application packet has been submitted, selected applicants will be invited for a personal interview.

ADMISSION

Admission to the combined M.S./Psy.D. program is a three-step process.

1. Applicants are initially admitted to the master's program and provisionally admitted to the Psy.D. program. Provisional admission to the doctoral program is contingent on maintaining a GPA of 3.5 or above with no grades lower than a "B" in first year master's courses.
2. Students who meet these requirements will be permitted to begin doctoral study in the second year while completing the master's practicum/internship. Successful completion of the second year requires: (a) a GPA of 3.5 or above with no grades lower than "B" in all master's courses and a GPA of 3.0 or above with no grades lower than a "B-" in all doctoral classes; and (b) positive ratings in the master's practicum and internship.
3. Students who meet the above requirements will be fully admitted to the Psy.D. program at the completion of the second year. The Master of Science degree in Counseling Psychology and Human Services will be awarded in May or August after the successful completion of the master's practicum and internship.

M.S./Psy.D. Schedule

	Fall Semester	Spring Semester	Summer Semester
<p>Year I (all master's courses)</p>	<p>GRCP 500 Theories of Counseling (3) GRCP 503 Psychopathology I (3) GRCP 514 Development Across the Lifespan (2) Elective #1 (3)</p>	<p>GRCP 506 Counseling Techniques I (3) GRCP 510 Research Design & Methodology (3) GRCP 512 Legal & Ethical Issues (3) Elective #2 (3)</p>	<p>GRCP 508 Counseling Techniques II (3) GRCP 705 Practicum (3) Elective #3 (3) Elective #4 (3)</p>
<p>Year II (doctoral courses and master's internship)</p>	<p>GRCP 715 Internship I (3) GRCP 800 Assessment I (3) GRCP 804 Foundations of Professional Psychology (3) GRCP 804L Foundations of Professional Psychology Lab (1) GRCP 840 Colloquial Series (.5)</p>	<p>GRCP 725 Internship II (3) GRCP 802 Assessment II (3) GRCP 806 Modern & Historic Psychodynamic Principles (3) GRCP 806L Modern & Historic Psychodynamic Principles Lab (1) GRCP 840 Colloquial Series (.5)</p>	<p>GRCP 808 Family Therapy(3) Elective # 1 (3) (GRCP 852 or 861)</p>
<p>Year III (Accelerated consolidation Years ↓)</p>	<p>GRCP 818 Statistical Applications (3) GRCP 841 Colloquial Series (.5) GRCP 844 Mentoring Group (1) GRCP 901 Practicum IA (1.5)</p>	<p>GRCP 816 Culture and Gender in Psychotherapy (3) GRCP 841 Colloquial Series (.5) GRCP 844 Mentoring Group (1) GRCP 903 Practicum IB (1.5)</p>	<p>GRCP 820 Advanced Seminar in Techniques of Therapy (3) GRCP 820L Advanced Seminar in Techniques of Therapy Lab (1) GRCP 904 Practicum IC (1.5) <i>Optional additional Mentoring Group (1)</i></p>
<p>Year IV (↑ Accelerated consolidation Years)</p>	<p>GRCP 810 Biological Bases of Behavior (3) GRCP 824 Professional Practice Issues in Psychology (3) GRCP 836 Dissertation Seminar (3)</p>	<p>GRCP 838 Social Bases of Behavior (3) GRCP 812 Psychopharmacology (3) GRCP 834 Manuscript Preparation & Grant Writing (3) <i>(Dissertation Advising- each semester until dissertation complete)</i></p>	<p>GRCP 826 Systems Consultation & Program Evaluation (3) GRCP 828 Cognitive/ Affective Bases of Behavior (3)</p>
<p>Year V</p>	<p>GRCP 814 Models of Brief Therapy (3) GRCP 905 Practicum IIA (1.5) Comprehensive Exam (fee)</p>	<p>Elective #2 (3) GRCP 906 Practicum IIB (1.5)</p>	<p>Elective #3 (3) GRCP 907 Practicum IIC (1.5)</p>
<p>Year VI (Accelerated consolidation Years ↓)</p>	<p>GRCP 910 Internship IA (2.5)</p>	<p>GRCP 911 Internship IB (2.5)</p>	<p>GRCP 912 Internship IC (2.5)</p>
<p>Year VII (↑ Accelerated consolidation Years)</p>	<p>GRCP 920 Internship IIA (2.5)</p>	<p>GRCP 921 Internship IIB (2.5)</p>	<p>GRCP 922 Internship IIC (2.5)</p>

Minimum Requirements for the Combined M.S./Psy.D. Program:

- bachelor's degree in psychology or a closely related field;
- an undergraduate GPA of 3.25 or above;
- scores on the MAT or GRE (General Test) at the 70th percentile or above.

Students currently accepted in the Master's program in Counseling Psychology and Human Services at Chestnut Hill College who wish to be considered for admission into the combined program must meet all minimum requirements.

In some cases the department of professional psychology will consider an applicant for admission to the MS/Psy.D. program who does not meet the minimum requirements. Normally, such an exception will only be considered if the other portions of the application packet are truly outstanding (such as a cumulative average of 3.85 and excellent volunteer experience to compensate for marginal test scores). Other prospective applicants who do not meet the minimum requirements for the combined M.S./Psy.D. program (i.e. those with a bachelor's degree in another field or those with test scores below the 70th percentile or an undergraduate GPA below 3.25) are advised to apply to the regular master's program and then to the Psy.D. program. Applicants to the Psy.D. program who currently hold a master's degree in a counseling related field will be considered using the criteria listed in the *Psy.D. Program Overview*. Due to the fact that a student who has completed a master's degree has a proven track record in the field, the admissions procedure for the traditional program evaluates the entire application packet and does not rely on any single cutoff score.

For more information, please contact:

Mary Steinmetz, M.A.
Director of Psy.D. Admissions
Chestnut Hill College
9601 Germantown Avenue
Philadelphia, PA 19118
215.248.7077
profpsyc@chc.edu

DOCTORAL ACADEMIC POLICIES

If there is no stated doctoral policy on a particular subject, the current School of Graduate Studies policy applies.

ACCELERATED SCHEDULE

A doctoral student in good standing after the completion of the first semester of doctoral study may apply for accelerated status. If approved, the student may combine the academic requirements for the second and third years of doctoral study. This is an extremely heavy doctoral courseload and students are strongly discouraged from trying to maintain a work schedule while pursuing this option.

Any student in good academic standing may choose to complete the internship over one year (@ 40 hours per week) rather than completing 20 hours per week over two years. Students choosing the accelerated option will pay for the total number of credits taken. In addition, dissertation costs will be paid for the year of internship as well as for any additional years required to complete the dissertation.

ADMISSION OF STUDENTS ACCEPTED IN OTHER DOCTORAL PROGRAMS

A full application packet is required of all applicants regardless of their status in another institution.

POLICY ON CONCENTRATIONS AND ELECTIVES

Each concentration within the doctoral program will have a cap equal to one-half of the students in any doctoral class (i.e., in a doctoral class of 20 students, each concentration would be capped at 10 students). Students wishing to change their area of concentration must make their request in writing to the Chair of the department and must arrange a meeting with the Chair to discuss the change. 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. After the completion of the first elective course, change of concentration is restricted. Due to the fact that four courses are required for a concentration, any change after the first course must be from concentration to generalist or from generalist to concentration (only possible if the first course was taken in the desired concentration.) A change from Marriage and Family Therapy to Psychological Assessment or vice versa is not possible after the first course has been completed.

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. 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.

CONTINUOUS PROGRESS THROUGH THE PROGRAM

Doctoral 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 miss a course and then pick it up the next year. Withdrawal from a course may necessitate withdrawal from the program. Due to the limited size of each doctoral class, withdrawal should be contemplated only for the most serious of reasons. Re-admission is not guaranteed and is dependent on a variety of factors including the availability of space in the doctoral class to which the student would be readmitted. In special circumstances, such as medical illness or catastrophic life events, a student may be allowed to proceed in the program while only taking one class for a semester. Because of the sequential nature of the coursework, this is only possible in certain semesters and requires the approval of the Chair.

DISMISSAL OF A DOCTORAL STUDENT

If a doctoral student receives a “C+” or lower in a course, the department of professional psychology will determine whether the student may continue in the program. A panel of department members, which will include the Chair and at least two core faculty members, will develop a response after assessing all factors which are relevant. In some cases the student will be mandated to take a one-year leave of absence. A second grade of “C” or “C+” constitutes grounds for immediate dismissal.

A grade of “F” in any class will result in automatic dismissal from the program.

INCOMPLETE GRADES

The Chestnut Hill College Incomplete Grade Policy is described in detail on [page 17](#) of this catalog.

If necessary, because of serious reasons and/or unanticipated circumstances and/or sickness requiring medical intervention and care, a student may request from the instructor of a given course a grade of “I” (Incomplete). “Incomplete” grades are discouraged. The granting of an “I” is left to the discretion of the instructor. The following must be observed:

1. The student approaches the instructor and discusses the situation catalyzing the request. The request must be made prior to the final class meeting or the final exam, whichever is later. A request made after this time will not be accepted or approved.
2. If the instructor discerns that the reason for the request is reasonable and justified, the instructor and student discuss the requirements for the completion of the course including a timeline for the submission of required materials/assignments.
3. The student then obtains a “Course Incomplete” form from the Graduate Registrar’s Office. The student completes the form and then presents it to the instructor for review and for his/her signature. One copy is given to the instructor, the student retains one copy, and the original with both signatures/dates is given to the Graduate Registrar. The instructor and student negotiate a date by which all assignments must be completed. This date may be **no later than** the last day of classes for the immediately following semester. If the work is not completed and submitted at the end of the work day (4:30 p.m.) designated by the instructor, then the student will automatically receive a grade of “F” with no further possibility of appeal. The timeline may only be extended once, and only with the permission of the instructor, the Chair of the department of professional psychology and the Graduate Dean.
4. The student assumes full responsibility to make sure all the requirements are fulfilled and submitted to the instructor in a timely manner. The instructor will submit the final grade to the Graduate Registrar within two weeks of receiving the completed assignment(s).
5. All “Incompletes” must be removed from the student’s transcript within one semester based on a three-semester schema: fall, spring, summer.

INDEPENDENT STUDY

Independent study is not permitted at the doctoral level.

PLAGIARISM POLICY

The Chestnut Hill College Plagiarism Policy is described in detail on [pages 18-19](#) of this catalog.

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 will be grounds for immediate dismissal from the program.

If an instructor suspects that a student may have committed plagiarism, the instructor will confront the student with a verbal and written explanation of what is suspected of being plagiarized material and the bases for the instructor's suspicion. The student shall supply proof to the instructor that the work has not been plagiarized. It is the prerogative of the instructor to ascertain whether the evidence submitted by the student is satisfactory. If the student is unable to supply the instructor with satisfactory evidence refuting plagiarism within the time frame specified by the instructor, then the instructor shall notify the Chair of the relevant department, who shall immediately notify the Dean of the School of Graduate Studies. The instructor, the Chair, and the Dean shall together review the evidence and meet with the student involved, who will at that time be permitted to submit any additional evidence in his or her defense. The Dean, in consultation with the instructor and the Chair, shall make the final decision in the matter and shall notify the student of the outcome in writing, by certified mail, within 72 hours of the meeting. A copy of this notification will be placed in the student's file. The Dean's decision will be final with no possibility of appeal.

REACCEPTANCE TO THE PSY.D. PROGRAM

This policy applies only to those applicants who have been accepted into the doctoral program but have chosen not to attend in the year for which they have been accepted.

1. Accepted students who decline the invitation to matriculate before the deadline for deposit may request that their application be resubmitted for consideration the following year. This request must be made in writing. A fee of 50% of the current application fee is required. The applicant may be required to submit additional materials and will be required to participate in another interview at the discretion of the department member(s) reviewing the admission files. No incomplete files will be considered. Acceptance in one doctoral class does not guarantee acceptance in the next class. This offer is good for one year only. If the deferral is requested for more than one year, an entirely new application packet must be submitted, including the full application fee. Applicants may not defer acceptance a second time.
2. An applicant who accepts the invitation to join a doctoral class by placing a deposit but then withdraws before beginning classes or before completing the first class can only be considered for readmission if there are valid extenuating circumstances, such as a medical emergency. The department of professional psychology will review each case on an individual basis. The doctoral deposit is non-refundable after April 15. Students who withdraw after registration forfeit the tuition for the semester (see [Withdrawal Refund Policy, page 100](#)).

READMISSION POLICY

For those who have been dismissed from the program:

A doctoral student who has been dismissed from the program for academic reasons (unacceptable grades) may not be readmitted to the program unless the unacceptable grade has been removed by following the grade appeal procedure. Any student who has been dismissed due to unacceptable grades and re-admitted due to a successful grade appeal must take one full year off before resuming the program unless the successful grade appeal is completed before the beginning of the next semester.

For those who have voluntarily withdrawn from the program:

Students who decide to withdraw from the doctoral program may choose to apply for readmission by submitting a written request for readmission. This request must be received by the Chair of the department of professional psychology no later than three months prior to the semester of desired re-entry. The Chair will present the request to the department for consideration. Additional documentation, e.g. additional letters of recommendation or medical clearance, may be required depending on the reason for the original withdrawal. Re-admission will not be considered unless the withdrawal was for a serious and documentable reason and the student attended an exit interview ([See withdrawal policy, page 100](#)). Re-admission will be considered only within three years of withdrawal and will be considered only if there is space available in the class to which the student would be readmitted.

TRANSFER OF CREDITS

1. The Psy.D. Program requires the transfer of thirty credits from the applicant's master's program. These credits must be in the specific content areas described in the *Psy.D. Program Overview* under the section entitled "Prerequisite Courses

Required for Matriculation.” Applicants who need additional coursework prior to matriculation will ordinarily be required to take the missing courses during the summer before beginning the doctoral program. All applicants are accepted contingent upon their completing the required prerequisite courses prior to the first semester of doctoral study. Any applicant who fails to complete the required courses successfully may not matriculate and the deposit is forfeited. Transfer credits do not count toward the doctoral cumulative average, and no course with a grade of “C+” or lower will be accepted for transfer.

2. No additional coursework, including doctoral classes completed at another institution, may be transferred in to the doctoral program.

WAIVER OF DOCTORAL COURSES

No portion of the doctoral coursework may be waived.

WITHDRAWAL POLICY

Students who are unable to maintain the full doctoral course load for any reason may be required to withdraw from the program. Withdrawal requires a letter to the Chair detailing the reasons for withdrawal. Upon receipt of the letter of withdrawal the Chair will schedule an exit interview for the student. At the Chair’s discretion, other members of the department faculty may be invited to this exit interview. At the exit interview the student’s reasons for leaving the program will be discussed. Any withdrawing student who fails to attend the exit interview will be ineligible for readmission in the future.

WITHDRAWAL REFUND POLICY

Doctoral tuition, fees and deposits are non-refundable. Due to the limited size of the doctoral class and the sequential nature of the program, withdrawal from the program is a very serious matter. Once a class size has been determined and coursework begun, no additional students may be added. If a student withdraws from a course after he or she has already registered, the student is liable for the full tuition and fees for the course(s).

Psy.D. COURSE DESCRIPTIONS

GRCP 800 Psychological Assessment I

3 credits

This course will prepare students to administer and interpret the Wechsler Intelligence scales for adults and children, the MMPI-2, and MMPI-A.

GRCP 802 Psychological Assessment II

3 credits

This course will prepare students to conduct assessments of elementary school children and adolescents using the following tests: Wechsler Individual Achievement Test (WIAT-II), Wechsler Memory Scale (WMS-III), Children’s Memory Scale (CMS), Bender Visual-Motor Gestalt Test, Beery Developmental Test of Visual Motor Integration (VMI), and parent/teacher behavior rating scales. Students will also be introduced to the Stanford-Binet Intelligence Scale and Wechsler Preschool and Primary Scale of Intelligence (WPPSI-III). Basic psychometric principles will also be covered. *Prerequisite: GRCP 800*

GRCP 804 Foundations of Professional Psychology

3 credits

This course provides the student with an historical overview of the history and systems of psychology from ancient to modern times. All major systems of thought will be reviewed. This course also examines the current systems of understanding human function including research into memory, cognition and affect, with which the modern clinician needs to be familiar. Ties are made between historical systems and current systems of understanding. Finally, the course connects all these systems of thought with the psychodynamic and systems orientations that underlie the philosophy of the department of professional psychology at Chestnut Hill College.

GRCP 804L Foundations of Professional Psychology Lab

1 credit

One hour lab per week to be taken in conjunction with Foundations of Professional Psychology. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in Foundations of Professional Psychology.

GRCP 806 Modern & Historic Psychodynamic Principles

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.

GRCP 806L Modern & Historic Psychodynamic Principles Lab

1 credit

One hour lab per week to be taken in conjunction with Modern & Historic Psychodynamic Principles. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in Modern & Historic Psychodynamic Principles.

GRCP 808 Family Therapy

3 credits

This course will review the theories and techniques associated with the major models of contemporary family therapy, including Structural, Strategic, Bowneian, 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 will also be covered.

GRCP 810 Biological Bases of Behavior

3 credits

This course focuses on the biological and physiological processes underlying human behavior. All physiological systems of the human organism will be reviewed as they affect behavior. Focused topic areas include: the brain, the nervous system, the endocrine system, physiological responses to stress, organic disorders or organically predisposed disorders, and physiological bases for personality traits.

GRCP 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, antianxiety agents, psychomotor stimulants. *Prerequisite: GRCP 810*

GRCP 814 Models of Brief Therapy

3 credits

This course introduces students to a variety of brief therapy models. Cognitive-behavioral, strategic, and psychodynamic approaches will be compared and discussed. Role-playing will ensure that students learn how to work with clients in short-term and time-limited paradigms. Ethical and practical issues of clinical exceptions to brief therapy will also be reviewed. Diagnosis, engagement procedures, treatment plans, evaluation and termination procedures will be examined within the following paradigms of brief therapy: 1) cognitive-behavioral and strategic models; 2) psychodynamic models.

GRCP 816 Culture and Gender in Psychotherapy

3 credits

This course will address the influence of gender and culture on therapeutic work with a diverse client population. Areas of focus will include race, ethnicity, gender, sexual orientation, socio-economic status, disability and age. Both Western and Non-Western models of therapy will be critiqued. Ways in which these factors contribute to the context for psychological health and distress, as well as the experience of psychotherapeutic intervention, will be considered. The aim will be to increase student's competence in working with a broad spectrum of clients.

GRCP 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. The conceptual, practical and investigative tools they gain should enhance their ability to act as decision-makers and to use data to make decisions intelligently. The course focuses upon key concepts and principles of statistical applications related to behavioral science problems and computer simulations of those problems.

GRCP 820 Advanced Seminar in Techniques of Therapy

3 credits

This seminar allows students to explore and develop expertise in current and advanced techniques in psychotherapy. A base of information and skill development in implementing the therapeutic relationship will be provided by the instructor. Students will build upon this base by developing specialized skill in their areas of interest. Emphasis throughout the seminar will be on the healing and facilitative aspects of the therapeutic relationship. The base of information provided by the professor will include: 1) relational issues; 2) engagement; 3) the therapeutic alliance; 4) resolving confrontation; and 5) termination.

GRCP 820L Advanced Seminar in Techniques of Therapy Lab

1 credit

One hour per week lab to be taken in conjunction with Advanced Seminar in Techniques of Therapy. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in Advanced Seminar in Techniques of Therapy.

GRCP 824 Professional Practice Issues in Psychology

3 credits

This course will help the student to develop career management skills as a professional psychologist. Based on the principles of ethical practice and professional conduct, the student will be exposed to: 1) legal issues; 2) insurance reimbursement; and 3) the business of psychology.

GRCP 826 Systems Consultation and Program Evaluation

3 credits

This course will train students to provide program evaluations and consultation services to schools, medical systems, community groups, business and industry. Students will learn how to formulate and implement effective evaluative procedures for mental health, drug and alcohol, and other social service programs. Students will learn how program evaluation can assess effectiveness, be tied to funding requests, impact management styles and serve a heuristic function within an organization. In addition, the role of the consultant will be differentiated from that of therapist and supervisor. Attention will also be given to the appropriate use of consultants by therapists and ethical issues in consultation and program evaluation.

GRCP 828 Cognitive/Affective Bases of Behavior

3 credits

This course will examine cognitive psychological processes, such as learning, motivation, sensation, information processing and perception. This study of cognitive science is then reviewed in light of clinical psychology to better understand the cognitive-affective-behavioral-personality interaction.

GRCP 834 Manuscript Preparation and Grant Writing

3 credits

In this course students will learn about grant writing, including identification of funding sources and development of formal grant proposals. This course is also designed to help the students learn about manuscript preparation as a basis for: (1) publishing articles in professional journals; and (2) presentation of research results at professional meetings and conferences.

GRCP 836 Dissertation Seminar

3 credits

This course will focus on facilitating the articulation of a student's question(s) and hypotheses, and the completion of the formal proposal. The course will include a didactic component, such as review of basic research methods, instruction in completing a proposal for submission to the Chestnut Hill College Institutional Review Board (IRB), a thorough literature review, and ethical issues in the use of human subjects. A substantial aspect of the class will focus on the use of the group to provide editorial feedback and support to each student regarding the developing proposal. Students will be encouraged to rely on one another as a critical audience for developing ideas. By the end of this course, students will be expected to progress on the first chapter of the dissertation proposal including the introduction and the literature review.

GRCP 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.

GRCP 840 and 841 Colloquial Series

0.5 credits each semester

All first and second year students will be required to attend the Colloquial Series hosted by full-time faculty and occasional outside authorities. This colloquia series will include case presentations, research updates, and issues involving theoretical debates. The topics will be announced prior to the presentation in order for the student to prepare and be ready to engage in a dialogue on the topic.

GRCP 844 Mentoring Group

1 credit each semester

A mentoring group is comprised of seven to ten students and a full-time faculty member meeting weekly. The group will meet for an hour each week. The purpose of the class will be: to assist students to narrow their field of interest in preparation for the dissertation. This course will be worth one credit per semester, and will run for two or three consecutive semesters.

GRCP 852 Treating the Diverse Family

3 credits

This course will examine 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 video taping will be used for training purposes.

GRCP 855 Family Therapy with Young Children

3 credits

This course will examine 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 which are recommended for this population.

GRCP 859 Seminar in Family Therapy

3 credits

This is an advanced family therapy course covering special topics, clinical issues, and techniques of interest to doctoral psychologists.

GRCP 861 Psychological Assessment III: Projective Testing

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: GRCP 800*

GRCP 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: GRCP 800, 861*

GRCP 869 Neuropsychological Assessment

3 credits

This course will introduce the student to methods for assessing the presence and extent of cognitive deficits associated with organic cerebral dysfunction. Students will be trained to utilize the Halstead-Reitan and Luria-Nebraska batteries. *Prerequisites: GRCP 800, 802 and 810*

GRCP 901, 903 and 904 Practicum I

1.5 credits each semester

The practicum will focus primarily on psychological assessment, including testing and report writing. 12 hours per week at the practicum site for three semesters. An on-campus seminar is a required part of the practicum.

GRCP 905, 906 and 907 Practicum II

1.5 credits each semester

This three-semester field placement is designed to provide supervised clinical experience. A wide variety of clinical sites will be utilized 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.

GRCP 910, 911 and 912 Internship I

2.5 credits each semester

20 hours per week at an internship site for three consecutive semesters. With departmental approval, this internship may be taken concurrently with Internship II for a full-time internship experience. An on-campus didactic seminar is a required for those students who do not have an internship with a didactic component.

GRCP 914 Dissertation Advising

2 credits each semester

Students will be required to register for this course each semester between the completion of the dissertation proposal and the successful oral defense of the dissertation. During this time, students will consult with their advisors (or, on occasion, other members of the advisory committee), regarding the progress of the dissertation and any problems that may arise.

GRCP 920, 921 and 922 Internship II

2.5 credits each semester

20 hours per week at an internship site for three consecutive semesters. With departmental approval, this internship may be taken concurrently with Internship I for a full-time internship experience. An on-campus seminar is a required part of the Internship.

CHESTNUT HILL COLLEGE

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Director of Admissions, School of Graduate Studies	Jayne Mashett, B.A.
Director of Admissions, Doctor of Clinical Psychology Program	Mary Steinmetz, M.A.
International Student Advisor	Anita Louise Bruno, SSJ, M.M.
Director of Athletics	William Stiles, M.S.
Assistant to the Athletic Director	Denise Wisniewski, M.Ed.
Assistant to the Athletic Director	Shawn Ferris, B.S.
Athletic Communication/Community Outreach	Jackie deMarteleire, M.B.A.

ADMINISTRATION OF INSTITUTIONAL SERVICES AND EVENTS

VICE PRESIDENT FOR THE ADMINISTRATION

OF INSTITUTIONAL SERVICES AND EVENTS	Rosemary Scheirer, SSJ, Ed.D.
Director of Safety and Security	James A. Hansen, B.A.
Director of Dining Services	Kiran Shenoy, M.A.
Director of Campus Store	David Speece, B.S.
Director of Facilities	Mary Kate McKenna, B.S.
Director of Physical Plant	Gregory Schneider, B.S.
Director of Housekeeping	Andrea Boswell

FINANCIAL AFFAIRS

VICE PRESIDENT FOR FINANCIAL AFFAIRS

Lauri Strimkovsky, M.B.A.	
Assistant to the Vice President for Financial Affairs	Kathleen Bonawitz, SSJ, M.A.
Controller	Michael Gavanus, M.B.A.
Payroll Benefits Coordinator	Michele Mocarisky, B.S.
Accounts Payable Coordinator	Mary Ciotti
Director of Financial Aid	Jeanne Cavalieri-Grover, M.S.
Assistant Director of Financial Aid	Kristina Wilhelm-Nelson, M.S.
Financial Aid Counselor	Melissa Dunn, B.S.
Manager of Student Accounts	Bernadette Smith

INSTITUTIONAL ADVANCEMENT

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Lorraine Aurely, M.S.	
Director of Alumnae/i Affairs	TBD
Director of Corporate/Foundation Relations	David I. Arnold, A.B.
Director of Development	Catherine E. Quinn, M.A.
Director of Planned Giving	Mary Theresa Shevland, SSJ, M.A.
Director of Public Relations	Kathleen M. Spigelmyer, B.S.
Public Relations Coordinator	Anne V. Stewart, M.S.
Data Manager	Grace C. Haenn, A.B.
Archivist	Lorraine Coons, Ph.D.

GRADUATE DEPARTMENTS

Graduate Chair, Professional Psychology	Patrick McGuffin, Ph.D.
Graduate Chair, Education	Carol Pate, Ed.D.
Graduate Chair, Holistic Spirituality Programs	Catherine T. Nerney, SSJ, Ph.D.
Graduate Coordinator, Holistic Spirituality and Spiritual Direction	Carolynne Ervin, M.A.
Graduate Coordinator, Administration of Human Services	Elaine Green, Ed.D.
Graduate Coordinator, Applied Technology	Ralph Swan, Ph.D.
Graduate Secretary	Anne Harkin, SSJ, M.A.
Evening Receptionist	Mary Catherine Arrison, B.S.

DeSALES UNIVERSITY PROGRAM

Administrator	David Arena, J.D., Psy.D.
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TELEPHONE DIRECTORY

All Chestnut Hill College telephone numbers are in area code 215.

Chestnut Hill College - Main number	215-248-7000
School of Graduate Studies Office	215-248-7170
FAX Number – School of Graduate Studies Office	215-248-7161
Dean, School of Graduate Studies	215-249-7120

Academic Resource/Writing Center	248-7114
Bookstore	248-7150
Career Services	248-7109
Director for Mission and Ministry	248-7031
Computer Center	248-7165
Counseling Center	248-7104
Financial Aid Office	248-7101/7017
International Student Advisor	248-7166
School of Graduate Studies	248-7170
Dean	248-7120
Administrative Assistant to the Dean	248-7171
Associate Dean	248-7174
Office Manager	248-7170
Director of Admissions	248-7020
Graduate Registrar	248-7018
Data Manager	248-7112
Health Services	248-7111
Logue Library	248-7052
Paging Desk	248-7090
Pool	248-7060/7090
Safety and Security	248-7007/7090
Student Financial Services	248-7116

Graduate Departments

Applied Technology, Coordinator	248-7008
Administration of Human Services	248-7071
Education Department, Graduate Chair	248-7127
Administrative Assistant, Education	248-7126
Holistic Spirituality, Graduate Chair	248-7099
Professional Psychology, Graduate Chair	248-7070
Administrative Assistant, Counseling Psychology	248-7077

CHC at DeSALES UNIVERSITY

Graduate Counseling Psychology Program at DeSales University	(610) 282-0397
	FAX (610) 282-1161

FACULTY

FULL-TIME FACULTY

David Arena, J.D., Psy.D.,	<i>Assistant Professor of Psychology</i>
B.S. Ursinus College; M.Ed., Rutgers University; M.B.A., California Pacific College; M.A., J.D. and Psy.D., Widener University	
David Borsos, Ph.D.,	<i>Assistant Professor of Psychology</i>
A.A., Bucks County Community College; B.A., Pennsylvania State University; M.Ed., Antioch University; Ph.D., Temple University	

DIRECTORY

- Scott W. Browning, Ph.D., *Professor of Psychology*
B.A., Washington College; M.Ed., Boston University; Ph.D., California School of Professional Psychology, Berkeley
- Dominic Cotugno, Ed.D., *Associate Professor of Education*
B.A., LaSalle University; M.Ed., Ed.D., Temple University
- Margery Covello, Ed.D., *Assistant Professor of Education*
B.S., Villanova University; M.Ed., Penn State University; Ed.D., Immaculata University
- Carolynne Ervin, M.A., *Coordinator of Spiritual Direction Program*
B.A. Chestnut Hill College; M.A. Creighton University
- Mary Kay Flannery, SSJ, D.Min., *Assistant Professor of Religious Studies*
B.A., Millersville University; M.A., University of the Incarnate Word & Mexican American Cultural Center; M.Th.,
Maryknoll School of Theology; D.Min., Catholic Theological Union
- Melanie Goodman, Ph.D., *Assistant Professor of Education*
B.S., M.Ed., Ph.D., Temple University
- Elaine R. Green, Ed.D., *Associate Professor of Sociology*
B.A. East Stroudsburg State College, M.A., University of Scranton; Ed.D., Temple University
- Barbara A. Hogan-Zarro, Ph.D., *Assistant Professor of Religious Studies*
B.A. Chestnut Hill College; M.A., LaSalle University; M.S.W., University of Pennsylvania; Ph.D., Temple University
- Jessica Kahn, Ph.D., *Associate Professor of Education*
A.B., Barnard College; M.Ed., Temple University; Ph.D., University of Pennsylvania
- Honor Keirans, SSJ, Ed.D., *Associate Professor of Education*
A.B., Chestnut Hill College; M.A., St. Joseph's University; Ed.D., Temple University
- Thomas E. Klee, Ph.D., *Associate Professor of Psychology*
B.A., Muhlenberg College; M.A., Goddard College; Ph.D., Temple University
- Mary Lindsay, SSJ, Ph.D., *Assistant Professor of Psychology*
A.B., Chestnut Hill College, M.A., Loyola College; Ph.D., Temple University
- Susan McGroarty, Ph.D., *Assistant Professor of Psychology*
B.A., M.A., Ph.D., University of Pennsylvania
- Patrick McGuffin, Ph.D., *Associate Professor of Psychology*
B.A., Penn State University; M.Ed., Ph.D., Temple University
- Joseph A. Micucci, Ph.D., *Professor of Psychology*
A.B., Cornell University; Ph.D., University of Minnesota
- Catherine Nerney, SSJ, Ph.D., *Associate Professor of Religious Studies*
B.A., Chestnut Hill College; M.A., St. Michael's College; Ph.D., The Catholic University of America
- Carol M. Pate, Ed.D., *Assistant Professor of Education*
B.A., University of Arizona; M.A. Eastern New Mexico University; Ed.D., Indiana University
- Cheryll Rothery-Jackson, Psy.D., *Assistant Professor of Psychology*
B.A., Mount Holyoke College; Psy.D., Rutgers, The State University
- Ralph E. Swan, Ph.D., *Assistant Professor of Applied Technology*
B.S., Edinboro University; M.Ed., Lehigh University; Ph.D., University of Pennsylvania
- Margaret H. Vogelson, Ph.D., *Professor of Education*
B.A., Wilkes College; M.Ed., Ph.D., Temple University

ADJUNCT FACULTY

Kathleen Rex Anderson, Ed.D.
 Joan Bacon, M.A.
 Barbara Baumgartner, Ph.D.
 Rochelle Beaser, M.S.
 Andrew Behrendt, Ph.D.
 Thomas W.C. Blash, Psy.D.
 Stephen N. Berk, Ph.D.
 Amy Brosopf, Ph.D.
 Barbara Buonocore, M.Ed.
 Michelle Burns, M.Ed.
 Serena Callahan, Ph.D.
 Walter C. Childs, M.B.A.
 Elizabeth M. Collier, M.S.
 Janet Colaianni, M.Ed.
 Marie Conti, M.Ed.
 Lynn S. Connolly, M.A.
 Louis DeAngelo, M.Ed.
 Celeste DeBease, Ph.D.
 Donna DeGennaro, M.S.
 Marilyn Lake-Dell Angelo, Ph.D.
 Margaret DeStefano, M.A.
 Cindy Engst-Farlino, M.S.
 Ronald J. Esteve, Ph.D.
 Alfred Farlino, M.Ed.
 Jane Finkle, M.S.
 Judge William E. Ford, J.D.
 Gina Fusco, Psy.D.
 Deborah K. Gawthrop, M.S.
 Thomas Giovarelli, M.S.
 James Greene, M.Ed.
 Patricia S. Hansell, M.S.
 Dennis Harkins, M.Ed.
 Christopher Hershman, M.A., STM, D.Min.
 Carol Herzon-Loney, M.Ed.
 Marianne Hieb, RSM, M.F.A., D.Min.
 Molly Hindman, Psy.D.
 Tina Hohlfeld, M.Ed.
 Suzanne Johnston, Ed.D.
 Regina Joyce, M.Ed.
 Kerri Kelly, M.Ed.
 Sheila Kennedy, SSJ, Ph.D.
 Mark Kenney, M.Ed.
 Sara E. Kitchen, J.D.
 Joanne Krug, D.A.
 Stephen M. Lange, Ph.D.
 Kathleen Levering, M.S.
 Sean Lincoln, Ph.D.
 Marion Lindblad-Goldberg, Ph.D.
 Paul Lininger, OFM Conv., Ph.D.
 Allene Lyons, OFM Conv., Ph.D.
 Ana Marjanovic-Shane, Ph.D.
 Francine Marteski, Ed.D.
 Siobhan McEnaney-Hayes, M.S.
 Georgia McWhinney, Ph.D.
 Nadia Mosenkis, M.Ed.
 Helen Owens, OSF, M.S.N.
 Stan Purtan, Ed.D.
 Edward William Quinn, IHM, M.A.
 Diane Regan, M.Ed.
 Thomas Rooney, Ph.D.
 Kathryn Ross, M.A.
 Mark Ross, Ph.D.
 Barbara A. Salkin, Ed.D.
 Elaine P. Sandilos, Ph.D.
 George Schuler, Ed.D.
 Margaret Sears, Ed.D.
 Jack Shirley, M.S.
 Mark Stephens, M.Ed.
 Diane Steiner, M.S.
 James E. Strohl, Ed.D.
 Elizabeth Sweeney, SSJ, D.Min.
 Hal Taussig, Ph.D.
 Marilyn Tinari, M.Ed.
 David Tomlinson, M.S.W.
 William Urbine, D.Min.
 Michael Wagman, M.S.
 Patricia Walder, M.Ed, M.S.
 Glenn Walters, Ph.D.
 John P. Weber, M.B.A.
 Sherry Weinberg, M.S.Ed.
 Brian Wlazelek, Ph.D.
 V. Barry Young, M.A.
 Michael A. Zaccagni, M.B.A.
 Donna H. Ziegenfuss, M.S.

Travel Directions

It is easy to reach Chestnut Hill College from the Pennsylvania Turnpike (Rt. 276), from Route 309, from the Blue Route (Route 476), from the Schuylkill Expressway (Rt. 76) and from Germantown Pike (Rt. 422).

FROM THE PENNSYLVANIA TURNPIKE:

Exit No.25 (Germantown Pike). Proceed four miles east on Germantown Pike to the College entrance, which is on the left immediately after the light at Northwestern Avenue.

FROM ROUTE 309:

Proceed South on 309 to Paper Mill Road. Go West on Paper Mill Road and continue straight on to Stenton Avenue. Follow Stenton to Northwestern. Turn left onto Northwestern and proceed to Germantown Avenue. Turn left on Germantown Avenue. Entrance is on your left.

FROM THE BLUE ROUTE (Rt. 476):

Exit at Germantown Pike-East (Exit N.8). Turn right at end of exit ramp onto Germantown Pike and proceed four miles to the College. Entrance is on the left, immediately after the light at Northwestern Avenue.

FROM PHILADELPHIA INTERNATIONAL AIRPORT:

Take I-95 South to Rt. 476 North (Blue Route) and follow instructions above from the Blue Route.

FROM WILMINGTON/WEST CHESTER:

Take Rt. 202 North to 76 East to Rt. 476 (Blue Route) and follow as above.

BY TRAIN:

Chestnut Hill College is also accessible by train. Both the Chestnut Hill East (R7) and the Chestnut Hill West (R8) Lines service Chestnut Hill from Center City and 30th Street Station. Chestnut Hill East (R7) also provides service from Trenton, NJ, and Northeast Philadelphia. If using the R7 (Chestnut Hill East), walk two blocks west on Chestnut Hill Avenue to Germantown Avenue. Take the L bus marked Plymouth Mall one mile west to the College Entrance.