

School of Graduate Studies
2006-2007 Catalog



CHESTNUT
HILL
COLLEGE

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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, 2006. As growth and changes are inevitable, Chestnut Hill College reserves the right to alter regulations, programs, fees, or provisions described in this publication without notice or obligation.

Failure to read this catalog and other sources of regulations governing academics and student life at Chestnut Hill College does not excuse the student from the requirements and regulations discussed herein.

NONDISCRIMINATION STATEMENT

Chestnut Hill College does not discriminate on the basis of race, color, sex, age, religion, national origin, or disability in any admissions, education program, activities or employment practices. This policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

ACCREDITATION AND MEMBERSHIPS

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

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

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

Chestnut Hill College is authorized by the Commonwealth of Pennsylvania to offer graduate programs and to confer the Doctor of Clinical Psychology, and Master of Arts, Master of Education, and Master of Science degrees in disciplines defined in this catalog.

The Doctoral program in Clinical Psychology (Psy.D.) is accredited by the American Psychological Association (APA). The master's level Counseling Psychology courses are approved by the Pennsylvania Certification Board (PCB) as part of the academic requirements for Certified Addictions Counselors (CAC) certification. Students may also use their courses to satisfy the academic requirements of the American Association for Marriage and Family Therapy (AAMFT).

The Instructional I/II, Specialist, and Principal certification programs offered through the Education Department are approved by the Pennsylvania Department of Education. The Montessori certification program is accredited by the American Montessori Society.

ACADEMIC CALENDAR

FALL SEMESTER 2006

Late Fee for Fall Applies	August 14
Courses Begin	August 28-September 1
Labor Day	September 4
Last Day to Add/Drop	September 8
Last Day to Withdraw	October 6
Fall Break	October 9-13
Spring Registration Begins	November 6
Thanksgiving Break	November 21-24
Courses End	December 4-8
Infrasection	December 11-15
Grades Due	December 15

SPRING SEMESTER 2007

Late Fee for Spring Applies	December 18
Classes Begin	January 8-12
Last Day to Add/Drop	January 19
Last Day to Withdraw	February 16
Spring Break	March 5-9
Summer Registration Begins	March 12
Easter Break	April 3-9
Late Fee for Summer Applies	April 16
Classes End	April 16-20
Infrasection	April 23-27
Grades Due	April 27
Commencement	May 12

SUMMER TERM 2007

Summer I & II Courses Begin	April 30-May 4
Last Day to Add/Drop I/II	May 11
Last Day to Withdraw I	May 18
Holiday—No Classes	May 28
Summer I Courses End	June 4-8
Last Day to Withdraw II	June 8
Summer III Courses Begin	June 11-15
Summer I Grades Due	June 15
Last Day to Add/Drop III	June 18
Last Day to Withdraw III	June 29
Holiday—No Classes	July 4
Summer II/III Courses End	July 16-20
Infrasection	July 23-27
Summer II/III Grades Due	July 27

Summer I Monday & III Wednesday classes meet on 5 week schedule.

Summer II Monday & Wednesday classes meet on 11 week schedule.

CHESTNUT HILL COLLEGE MISSION

THE MISSION OF CHESTNUT HILL COLLEGE IS TO PROVIDE STUDENTS WITH HOLISTIC EDUCATION IN AN INCLUSIVE CATHOLIC COMMUNITY MARKED BY ACADEMIC EXCELLENCE, SHARED RESPONSIBILITY, PERSONAL AND PROFESSIONAL GROWTH, SERVICE TO ONE ANOTHER AND TO THE GLOBAL COMMUNITY, AND CONCERN FOR THE EARTH.

Chestnut Hill College, founded by the Sisters of St. Joseph in 1924, is an independent, Catholic institution that fosters equality through education. Faithful to its strong liberal arts tradition, Chestnut Hill College offers academic programs of excellence in the areas of undergraduate, graduate, and continuing studies

True to its Catholic heritage, Chestnut Hill College espouses the beliefs and values inherent in the Judeo-Christian tradition while it respects the contributions made by other faith traditions in the development of the whole person. The College nurtures a sense of integrity, spirituality, and social justice in all.

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

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

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

SCHOOL OF GRADUATE STUDIES MISSION AND PHILOSOPHY

As part of the Chestnut Hill College community, the mission of the School of Graduate Studies is to provide students with holistic education in an inclusive catholic community marked by academic excellence, shared responsibility, personal and professional growth, service to one another and to the global community, and concern for the earth.

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

- Personal and professional growth throughout the community
- Academic excellence
- Ethical principles
- Catholic intellectual tradition, history, and legacy
- Spirituality
- Service
- Concern for the earth
- Holistic pursuit of truth, integrity, and justice
- Inclusive community

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

The faculty provides graduate students the opportunity to acquire advanced knowledge and professional skills in order to meet today's career challenges. The programs within the School of Graduate Studies prepare adult students for professions in administration of human services, instructional technology, counseling psychology, education, holistic spirituality, spiritual direction and clinical psychology. The aim of these programs is to graduate professionals who will be skilled, ethical, knowledgeable and confident practitioners.

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

- Embrace and utilize ethical principles that conform to the highest standards of integrity
- Examine and address attitudes and issues of inequality in relation to gender and culture
- Nurture and respond to the spiritual dimensions of life
- Engage the dynamics of an ever-changing world
- Acquire increased knowledge about theoretical and practical issues in their fields
- Critically examine and produce scholarly research
- Demonstrate leadership skills in their professions
- Contribute to their specific field

ADMISSIONS PROCESS

for Master's, Certificate, Certification, and Post-Master's Certificate Programs

(See page 59 for Psy.D. admissions information)

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 course. An official baccalaureate transcript must be submitted before the end of the semester.

- **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. This step is optional, but advised.

- **Submission of required criteria** (*NOTE: Submitted materials become property of Chestnut Hill College*):

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. Essay should be 400 to 600 words addressing the applicant's goals in relationship to life experience and career plans. In addition, the applicant should explain why the chosen CHC program fits his/her needs. An on-site writing sample may be requested if warranted.
5. Standardized Test Scores
 - For education applicants:
PPST (Praxis I) or proof of teaching certification is mandatory for ALL education department applicants.
 - For departments excluding education:
MAT or GRE scores (waived for those with previous graduate degree(s))
6. For Education Department Applicants with Cumulative Undergraduate GPA of under 3.0:
Two graduate level courses (totaling at least six credits) with grades of "B" or better

- **Interview with Department Chair/Program Coordinator**

Qualified applicants may schedule an interview with the Department Chair/Program Coordinator when requirements have been met. (Education and Instructional Technology applicants should schedule an initial interview and/or transcript evaluation.) Informational meetings with a department representative may be scheduled at any time prior to or during the application process.

- **International students** must interview with the Director of International Student Services (the first step in the 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 reviewed by the Department Chair/Program Coordinator, 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. Applicant is notified of decision in writing regarding acceptance or non-acceptance.

NOTE: *Individual departments/programs may have additional criteria. (See department/program requirements.)*

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

The School of Graduate Studies maintains a rolling admissions process. To allow adequate time to register, guidelines for submission of application materials are as follows: Fall Semester, July 1; Spring Semester, November 1; Summer Semester, April 1. Extensions may be granted on an individual basis by contacting the Director of Graduate Admissions.

After being admitted into a program, a student is not permitted to change programs without submitting a written request to the Dean of the School of Graduate Studies. The Dean will notify the Department Chair/Program Coordinator of the program to which the student is applying to determine if additional materials are needed for admission consideration. The student will be notified of additional requirements and of a decision.

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.

Non-Matriculating

Students in this category may 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 below, the student will automatically be discontinued from the admissions process.*

Matriculating

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

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

Students in this category must complete the entire admissions process in order to be considered for acceptance. Graduates of any CHC program and students with previous graduate degrees are asked to contact the Director of Graduate Admissions to see if they qualify for waivers of certain criteria.

FINANCIAL INFORMATION

STUDENT ACCOUNTS

Office of Student Accounts

St. Joseph Hall / 1st 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 first floor of St. Joseph Hall. The Student Accounts Office hours are:

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.

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 \$60 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 (2006-2007 Academic Year)

Master's Level

Administration of Human Services	\$470 per credit hour
Instructional Technology	470 per credit hour
Counseling Psychology	470 per credit hour
Education	450 per credit hour
Holistic Spirituality	470 per credit hour

Doctoral Level

Psy.D.	\$700 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 \$90 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	\$ 30.00 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	\$ 60.00 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	\$185.00 one time only (charged in last semester; does not include cap and gown)
Transcript Fee	\$5.00 per transcript for one or for the first ordered \$2.00 for additional transcripts ordered at the same time

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 \$60 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, is available to graduate students in the form of Stafford Loans. 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 2005-2006 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.

SCHOOL OF GRADUATE STUDIES

GENERAL ACADEMIC INFORMATION

SCHOOL OF GRADUATE STUDIES OFFICE HOURS

Fall and Spring Semesters

Monday through Thursday 9:00 a.m. to 6:00 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. During summer, the office closes at 3:00 p.m. on Fridays.

ADVISING

The School of Graduate Studies provides academic advising for students, upon acceptance into a graduate program. An advisor helps in planning a course of study compatible with the student's background, experience, and needs. The advisor meets with a student 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. The student may be required to obtain an advisor's signature before registering for the course.

To register, non-matriculating students who have not yet been assigned an advisor must obtain the signature of the Department Chair/Program Coordinator of the department.

COURSE REGISTRATION

The SGS registration form is in the Semester Course Guide, sent to matriculated students by mail and available in the SGS office. The form is also available online at www.chc.edu. Students may register for graduate courses in the following ways:

- by bringing the form to the School of Graduate Studies Office, third floor of St. Joseph Hall, Room 78, during office hours
- by mailing the form to the Graduate Registrar, at the address listed on the form
- by calling 215-248-7170 (if paying by credit card or through financial aid)
- by faxing 215-248-7161 (if paying by credit card or through financial aid)

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

CLASSROOM ASSIGNMENTS AND SCHEDULING

Course confirmations, with classroom assignments, are mailed to students approximately one week before the start of classes. Classroom assignments are also 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. Students should confirm schedules by checking any of these locations before the first class. Specific questions concerning course scheduling, timing and availability should be addressed to the Graduate Office (215.248.7170). Courses scheduled at off campus locations will be noted on course confirmations and on notices posted at the above locations.

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.

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 and computer center services, obtain parking permits, and attend classes. A fee is charged to replace lost or damaged identification cards.

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.

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**. In addition to cancellation due to snow, inclement (non-snow) weather and other emergencies may warrant closing. An announcement is also recorded at 215.248.7170 and posted to the college website at www.chc.edu. Each instructor has the responsibility for coordinating any missed work and cancelled class time.

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

PREFERENCE FOR ADMITTANCE TO COURSES

Preference for admittance to any graduate course is given to matriculated Chestnut Hill College students, then to non-matriculated students. Others may register for a graduate course provided that the class is not full. Permission of the Program Coordinator/Department Chair is required. If a course has a cap for enrollment and a Chestnut Hill College matriculated or non-matriculated student requests admission, other individuals may lose their place, even after the semester begins.

STUDENT RESPONSIBILITIES

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

1. Be familiar with all academic and financial policies, as explained in the School of Graduate Studies catalog.
2. Review the School of Graduate Studies Catalog and Semester Course Guides for all relevant schedules and deadlines.
3. Know and observe all regulations and policies of Chestnut Hill College.
4. 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. Read email and regular mail correspondence from the School of Graduate Studies office and check the Chestnut Hill College website regularly for announcements, policy changes, and other information.
6. Meet all financial responsibilities to the college.
7. Keep copies of SGS catalogs and course syllabi. Many credentialing agencies 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 a course description for any given course after a student graduates.
8. Submit all requests in writing. This includes change of address, request for a transcript, request for any type of verification or letter, request for a leave of absence, dropping/adding a class, request to change departments.
9. 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. 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 section titled, *Leave of Absence*.
11. Notify the Graduate Office, in writing, of any change in name, address, home and work telephone number, and email.

GRADUATE STUDENT/INSTITUTION RELATIONSHIP

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

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

Sanctions that could be imposed for behavior inconsistent with the CHC mission and philosophy include:

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

Note: The foregoing examples are illustrative rather than exhaustive. A student given a sanction by the Dean of the School of Graduate Studies has the right to appeal such a sanction within thirty (30) days of the imposition of the sanction. See the Appeals Process section outlined in this catalog.

SEXUAL HARASSMENT POLICY

This policy applies unless another handbook has provided alternative procedures for dealing with sexual harassment for other students.

POLICY STATEMENT

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

POLICY RATIONALE

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

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

The purpose of this policy is:

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

LEGAL DEFINITION

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

- submission to such conduct is made either explicitly or implicitly a term or a condition of an individual's employment or academic advancement;
- submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting that individual; or

- such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive educational, living or working environment.

SCOPE OF POLICY

The policy and the procedures set forth herein apply to and cover all members of the college community without exception. The college community includes all administrators, faculty, staff, and students. Members of the college community who are traveling abroad on college business or due to a college course are expected to comply with this policy regardless of local laws and/or customs.

TO REPORT A COMPLAINT:

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

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

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

RESPONSIBILITIES

All members of the College community are responsible for ensuring that their conduct does not sexually harass any other member of the College community. This same responsibility extends to employees of third parties who are either doing business with the College or are on the College campus, and to other campus visitors. Further, all members of the College have the responsibility of preventing and eliminating sexual harassment. If administrators and supervisors know sexual harassment is occurring, receive a complaint of sexual harassment or obtain other information indicating possible sexual harassment, they must take immediate steps to inform a Designated Complaint Recipient to ensure the matter is addressed even if the problem or alleged problem is not within their area of oversight. Faculty, staff, and students likewise must inform a Designated Complaint Recipient if they have reason to believe sexual harassment, as defined above, is occurring. Individuals who believe that they have been subject to sexual harassment are responsible for informing a Designated Complaint Recipient in a prompt and timely manner. The investigation of possible incidents and early resolution of complaints cannot be effectively accomplished when individuals fail to come forward with their complaint within a reasonable time period. It is the responsibility of each member of the campus community to ensure that such incidents do not go unreported. In internal proceedings, the College in general will not be sympathetic to a defense based on consent when the situation is such that the Accused had the power to affect the Complainant's employment status or future prospects.

STUDENT RECORDS

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

The School of Graduate Studies staff will not disclose a student address or phone number to another student, nor will they provide a student with an adjunct faculty member's phone number or address. Messages for current adjunct faculty may be left in the in-house mail basket located outside the Graduate Office.

TIME LIMITATION

All requirements for master's degrees must be completed within six years of matriculation unless an extension is granted by the Dean of the School of Graduate Studies, in consultation with the Program Coordinator/Department Chair. Any request for an extension must be made in writing to the Dean and copied to the Coordinator/Chair. The letter should state the reasons for the request. The Dean will send a letter of approval or denial 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 to Gale Carlin, Assistant Registrar 215.248.7117. Requests submitted by mail must be accompanied with a check

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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.

SCHOOL OF GRADUATE STUDIES

ACADEMIC POLICIES AND PROCEDURES

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

COURSE LOAD

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

ADDING CLASSES

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

TRANSFER OF CREDITS AFTER MATRICULATION

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 must have been completed within the last five years.

Requests for transfer of credits should be discussed with the Program Coordinator/Department Chair of the appropriate department. The “Request for Transfer of Credit/s” form, available in the Graduate Office, must be used for all requests. A course description and a copy of the official transcript must be submitted along with the Transfer of Credit/s form. The Program Coordinator/ Department 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. It is the student’s responsibility to monitor this process. 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. Students are required to substitute another course for the waived course. The “Request for Waiver of Credit/s” form, available in the Graduate Office, must be used for all requests. A course description and a copy of the official transcript must be submitted along with the Waiver of Credit/s form. The Program Coordinator/Department Chair will review the request and forward it to the Dean of the School of Graduate Studies for final approval. It is the student’s responsibility to monitor this process.

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	Outstanding Work
A-	Superior Work
B+	Very Good Work
B	Acceptable Work
B-	Marginally Acceptable Work
C+/C	Unacceptable Work for the Graduate School
F	Failure
I	Incomplete (see Incomplete Grades on page 19 .)
AU	Audit (see Auditing Classes on page 15)
W	Withdrawal (given when students withdraw from a course within the approved time period or with special

	permission of the Dean of the School of Graduate Studies).
W/F	Withdrawal Failure (given when students withdraw after 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.

INCOMPLETE GRADES - "I"

If necessary, because of serious reasons, unanticipated circumstances, or sickness requiring medical intervention and care, a student may request 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/Program Coordinator. The Graduate Registrar, not the instructor, records a grade of "I" on the transcript. 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 Department Chair/Program Coordinator 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.

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. Requests for withdrawal must be made in writing and submitted to the Graduate Office.

WITHDRAWAL FROM COURSE AFTER DEADLINE

Due to unforeseen circumstances, such as an illness, family emergency, car accident, etc., a student may have to withdraw from a graduate course after the deadline. In some cases, the student must submit a detailed request to withdraw to the Dean of the School of Graduate Studies, with a copy to the Program Coordinator/Department Chair. Each case is handled on an individual basis and is determined by information provided by the student. Therefore, it is important to include copies of any available supporting materials (physician's report, hospital receipt, etc.). The Dean, in consultation with the appropriate faculty, will review the case. If approved, the student will receive a withdrawal (W) grade and will be required to re-take the course. The W will remain on the transcript but the new grade will be calculated in the grade point average. The student will also be responsible for any tuition charges that are incurred.

GRADE APPEALS: Procedure for Student, Instructor, Program Coordinator and/or Department 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 Program Coordinator and/or Department Chair or a designated person if the Coordinator/Chair is also the course instructor.*
2. **THE INSTRUCTOR:** Within ten days of receiving the student's letter of appeal, the instructor provides a written response detailing the reasons for the grade issued. A copy of this letter is sent to the Program Coordinator and/or Department Chair.
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 Program Coordinator or Department Chair, stating the reasons for the disagreement and presenting evidence in support of the appeal.
4. **THE PROGRAM COORDINATOR AND/OR 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 Program Coordinator or Department Chair responds to the instructor and student regarding the appeal. The Coordinator or Chair responds within ten days in writing to the student, stating his/her decision to support or not support the grade issued.

(If the written appeal is received by the Coordinator/Chair between the end of spring semester and the beginning of the fall semester, the procedure may be postponed until mid September.)

5. **THE STUDENT:** If the issue remains unresolved by the response of the Coordinator/Chair, the student may, within ten days of receiving the Coordinator/Chair's response, appeal in writing to the Dean of the School of Graduate Studies.
6. **THE DEAN:** The Dean of the School of Graduate Studies forms 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 convenes as soon as possible. The Dean of the School of Graduate Studies forwards all relevant material to the *ad hoc* committee in sufficient time for it to be reviewed prior to the meeting. The student and instructor present their arguments before the *ad hoc* committee in one another's presence. The student and instructor answer questions from the committee.
7. **THE AD HOC COMMITTEE:** The *ad hoc* committee, deliberating in private, reviews the evidence and reaches a decision. Within ten days of the verdict, the Dean of the School of Graduate Studies notifies the student in writing of the final decision.

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 Program Coordinator or Department Chair 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. The following guidelines must be followed in order to receive credit for independent study:

General Guidelines

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

Procedures for Requesting an Independent Study

1. A student discusses the possibility of an independent study with the Program Coordinator or Department Chair.
 - A. A request for independent study is placed in writing and given to the Program Coordinator or Department Chair.

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

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.” Students initiate the process by submitting a request in writing to the Dean of the School of Graduate Studies and copy to the Program Coordinator or Department Chair. The Dean consults with the Program Coordinator and/or Department Chair and decides whether to approve the request. If the request is approved, a letter is sent to the student, with copies to the Program Coordinator or Department Chair, Director of Graduate Admissions, and the Graduate Registrar.

Inactive status can be granted by the Dean of the School of Graduate Studies 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. An approved leave of absence will not be counted against the time limit for degree completion. 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 maintaining active status by enrolling in at least one course each semester. If a student does not register for a course within three consecutive semesters, the student will be considered “inactive” and to have withdrawn from the program as of the beginning of the fourth semester. An unapproved leave of absence may be counted against the time limit for degree completion.

ACADEMIC PROBATION OR DISMISSAL OF A GRADUATE STUDENT

1. If a matriculated student receives a grade of “C” or “C+” in a course, he/she is placed on academic probation by the Dean of the School of Graduate Studies and advised accordingly by the Program Coordinator or Department Chair. If the course in which a “C” or “C+” is earned is not a core course within the student’s program, the student may choose to take the course again. If the course is a core course, the student may be required to retake the course. The repeated course grade must be “B-” or above. The repeated course grade does not remove the grade of “C” or “C+” from the student’s transcript. Both earned course grades will appear on the transcript and be computed in the GPA. A course may be counted only once toward credit requirements for the degree.
2. If the matriculated student receives another “C” or “C+”, no further opportunity for retaking a course is granted and the student will be dismissed from the college. When grades have been posted, the Graduate Registrar informs the Dean and places a hold on the student’s registration for the next term. After conferring with the Program Coordinator and/or Department Chair, the Dean informs the student of dismissal in writing. The letter will be mailed to the address on file for the student and a copy sent to the Coordinator/Chair.
3. If a non-matriculated student receives a grade of “C+” or below, the student will be discontinued from the admissions process. When grades have been posted, the Graduate Registrar informs the Dean. After conferring with the Program Coordinator and/or Department Chair, the Dean informs the student of discontinuation in writing. The letter will be mailed to the address on file for the student and a copy sent to the Coordinator/Chair.
4. Any matriculated or non-matriculated student receiving a grade of “F” will be dismissed from the college. When grades have been posted, the Graduate Registrar informs the Dean. After conferring with the Program Coordinator or Department

Chair, the Dean informs the student of dismissal in writing. The letter will be mailed to the address on file for the student and a copy sent to the Coordinator/Chair.

REINSTATEMENT

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

1. Leave of absence with written approval
2. Leave of absence without written approval
3. Dismissal for academic reasons

Requests for reinstatement are considered on a case-by-case basis. Students who are requesting reinstatement for any of the above reasons must send a request in writing to the Dean of the School of Graduate Studies and copy to the Program Coordinator or Department Chair. The Dean consults with the Program Coordinator and/or Department Chair and decides whether to approve the request. If the request is approved, the Dean communicates the conditions of reinstatement to the student. Conditions may include additional coursework. A letter of reinstatement is sent to the student, with copies to the Program Coordinator or Department Chair, Director of Graduate Admissions, and the Graduate Registrar.

PLAGIARISM

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

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

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

If an instructor suspects that a student may have committed plagiarism, the instructor discusses the matter with the student. If discussion does not resolve the matter to the instructor's satisfaction, the instructor consults with the Program Coordinator or Department Chair. Should the instructor and Coordinator/Chair believe it is warranted, the Coordinator/Chair informs the Dean of the School of Graduate Studies, who reviews the matter and, in consultation with instructor and Coordinator/Chair, decides on the appropriate course of action.

CHEATING

Cheating violates the deepest convictions of the College community and may be grounds for dismissal.

The following acts are examples of cheating, though the list is not exhaustive:

1. Using prepared materials not specifically allowed by the instructor during the taking of an examination, test or quiz, e.g.
 - 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.
8. Willfully aiding or abetting any act of cheating.
9. Willfully aiding or abetting any act of plagiarism.

CONFLICT RESOLUTION AND GENERAL GRIEVANCE PROCEDURE

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

- Step 1: Speak with the individual directly to express the concern. If the conflict occurs in a classroom or practicum setting, the student should consult with the instructor/supervisor. However, if it is believed this would exacerbate the situation, the student may proceed directly to Step 2.
- Step 2: Consult with the Program Coordinator or Department Chair, who may request written documentation.
- Step 3: If the attempt to resolve the conflict fails at this level, the Coordinator/Chair will request written documentation from the student.

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

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

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

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

- Step 4. The student must submit the grievance to the appropriate Coordinator/Chair.
- Step 5. The Coordinator/Chair determines if the grievance falls under the purview of this policy or under one of the other policies listed above. In the latter case, the grievance will be handled according to the appropriate policy.
- Step 6. If the grievance falls under the General Grievance Policy, the Dean of the School of Graduate Studies, in consultation with the Coordinator/Chair, convenes a subcommittee of 3 faculty members to review the grievance. The subcommittee meets within 30 days of the date on which the grievance has been submitted and arrives at a response. The Dean of the School of Graduate Studies communicates this response to the student with a copy to the Coordinator/Chair.
- Step 7. If the student is not satisfied with the response, the student may submit a written appeal to the Dean of the School of Graduate Studies within 60 days.
- Step 8. After conferring with the departmental subcommittee and the student, the Dean notifies the Coordinator/Chair of the decision prior to notifying the student. If the Dean and the Coordinator/Chair agree on the decision, then the Dean notifies the student, in writing, of the decision. In this case, the decision of the Dean is final. If the Dean and the Coordinator/Chair do not agree on the decision, then the matter is referred to the Vice President for Academic Affairs, whose decision is final.

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

Mindy Welding, IHM, 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)

Lower level, St. Joseph Hall

William Wadlinger, M.A.

Director of Academic Computing

The Academic Computer Center is located on the lower level 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 on the lower level 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 on the lower level walkway between St. Joseph and Fournier Halls; the third floor of St. Joseph Hall (above Rm. 247); and on the lower level 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, third floor 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 student must contact the designated Graduate Dean and submit appropriate up-to-date documentation of the disability.

It is the student's responsibility to bear the cost of the required documentation, to follow the College's processes as it relates to students with disabilities, and to meet the College's qualifications and essential standards.

HEALTH SERVICES (215.248.7111)

First floor, New Residence Hall
Barbara Buonocore, RN, Director
E-mail: bbuonoc@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. Barcodes needed to access 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)

Lower level, Fournier Hall

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)

Fournier Hall
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**

CLINICAL AND COUNSELING PSYCHOLOGY PROGRAM

Program Office--Dooling Hall, Room 219

The Clinical and Counseling Psychology Program (Masters degrees and post Masters certificates) of Chestnut Hill College is also offered on the campus of DeSales University. Students may register for classes on both campuses.

OFFICE HOURS

(Hours may vary slightly from semester to semester & are posted at the Program Office)

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

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

Administrative Assistant:	Allison Lutz	610-282-1100 x 1490
	allison.lutz@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 Lutz 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 Philadelphia and South: Take I-476, the Northeast Extension of the Pennsylvania Turnpike, to Exit 44, Quakertown. Turn left onto Route 663 North toward Quakertown, turn left onto Route 309 North, and proceed 6.4 miles to the intersection of Route 309 and Route 378 North. At this intersection, make a right onto Route 378. Follow Route 378 North for about 1/2 mile and turn right at the light onto Preston Lane. Follow Preston Lane to DeSales University entrance.

From New Jersey and East: Take Interstate 78 West into Pennsylvania to Route 309 South (Exit 60A). Follow Route 309 South for about 3 miles. At the intersection of Route 309 and Route 378, make a left onto Route 378. Take Route 378 North for about 1/2 mile and turn right at the light onto Preston Lane. Follow Preston Lane to DeSales University entrance.

From North and West: Take the Pennsylvania Turnpike to Route 22 East (Exit 56). Proceed east 1/8 mile on Route 22 to Route 309 South (direction of Quakertown). In a few miles, Route 309 joins with Interstate 78. Continue South on this combined road of I-78 and Route 309 until Route 309 branches off toward the south (about 5 miles, Exit 60). Continue South on Route 309 for another 3 miles. At the intersection of Route 309 and Route 378, make a left onto Route 378. Take Route 378 North for about 1/2 mile and turn right at the light onto Preston Lane. Follow Preston Lane to DeSales University entrance.

MASTER OF SCIENCE IN ADMINISTRATION OF HUMAN SERVICES

• Sociology – Accelerated Format

Coordinator: *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 – 2006-2007 Calendar

Fall 1	August 23 – October 17, 2006
Fall 2	October 23 – December 16, 2006
Spring 1	January 4 – February 28, 2007
Spring 2	March 5 – April 28, 2007
Summer 1	May 2 – June 26, 2007
Summer 2	July 2 – August 25, 2007

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 budg-

et 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 INSTRUCTIONAL TECHNOLOGY

Coordinator: Ralph E. Swan, Ph.D.

PROGRAM OFFERINGS

The Instructional Technology Program offers the following programs of study:

- **Master of Science in Instructional Technology Degree**
 - *Education and Technology Specialization*
 - *Leadership in Instructional Design Specialization*
 - *ITS Specialization*
- **Master of Science in Instructional Technology Five Year Program**
- **Certificate of Advanced Study in Instructional Technology**
 - *Offered in the three above Specializations*
- **Certificate of Professional Development in Instructional Technology**

INSTRUCTIONAL TECHNOLOGY SPECIALIST CERTIFICATION

The Instructional Technology Program offers Pennsylvania Department of Education Instructional Technology Specialist (ITS) certification through the ITS specialization of the Master of Science degree or, for eligible students, the Certificate of Advanced Study with an ITS specialization.

PROGRAM SPECIALIZATIONS

The Instructional Technology specializations are designed to meet the varied capabilities, needs and goals of today's wide range of instructional technology professionals. All specializations share a common core of courses as well as a common philosophy. This common philosophy is grounded in literature addressing learning, technology, and culture. It places value on the reflective nature of learning, the need for each learner to construct unique meaning and the process of building learning communities. The common core of courses provides the theoretical understanding of instructional technology and hands-on experience with state-of-the-art hardware and professional level software.

COURSE STRUCTURE

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

Students applying for entrance into Instructional Technology are expected to plan for this aspect of the program. Attendance at each of the face-to-face meetings is a strict requirement for every course. Assignments are frequently submitted online and may be due prior to the first face-to-face meeting. Instructional Technology provides a Jump Start date by which students and instructors will be expected to communicate regarding course information and possible assignments. The number and length of face-to-face class meetings are determined by the nature of each course. Typically, a course with a hands-on focus may meet as many as eight (8) times while courses with a more theoretical focus may meet one (1) to five (5) times. Some courses also include virtual meetings for which students will be required to make time in their personal schedules but for which travel to campus or another learning site is not necessary.

GUIDELINES FOR PARTICIPATION

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

GUIDED INDIVIDUALIZED COURSES

A possible student option in Instructional Technology is the Guided Individualized Course (GIC). The GIC accommodates students' need for academic self-sufficiency in meeting targeted goals requiring an independent path of study. It is a special form of an independent course in which the student works under the guidance of a professor to achieve program-related goals. All GIC courses are research-related and are designed to meet the specific requirements of a student's research topic. Advance approval from the Coordinator of the Instructional Technology Program is required.

MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY DEGREE

PROGRAM REQUIREMENTS

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 and contexts

Courses

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

Research

As part of meeting criteria for coursework and completing the required number of credits, each student designs, conducts and completes a research project as the final requirement for graduation. The project is normally completed as part of the course GRIT 791 Seminar in Instructional Technology. It is judged as complete when it has been presented in scholarly written format. A student who has not completed the study during Seminar in Instructional Technology registers for GRIT 795 Thesis Guidance each semester and session 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 a renewed understanding of the role technology can play in transforming the classroom into a learning community.

Throughout their coursework students may be encouraged to develop their potential as leaders by conducting workshops, presenting at professional meetings, and possibly publishing the required research project.

Course Requirements

Candidates for the degree with an Education and Technology specialization complete thirty-six (36) credit hours of coursework including the required courses listed below.

■ Common Core (18 credits)

GRIT	541	Video Communications
GRIT	654	Introduction to Principles of Instructional Design
GRIT	699	Image Processing in Multimedia Design
GRIT	705	Research Methods
GRIT	791	Seminar in Instructional Technology
GRIT	798	Leadership: Theory into Practice

■ Education and Technology Core (12 credit hours)

GRIT	548	Technology, Operating Systems, and Advanced Applications
GRIT	593	Web Connections
GRIT	651	Restructured Learning Environments
GRIT	661	Introduction to Studio TV

■ Two Electives (6 credit hours)

INSTRUCTIONAL TECHNOLOGY SPECIALIST (ITS) SPECIALIZATION

The Instructional Technology Specialist specialization is for students planning to become Instructional Technology Specialists in Pennsylvania schools. This specialization prepares students to advise and lead at the building or district level. Students taking this specialization are given the opportunity to expand understanding of instructional technology through theoretical and project-oriented study. It addresses legal and ethical issues, leadership, technology planning, and other practical aspects of the role of the Instructional Technology Specialist. Students interact with guest lecturers who share informed academic and practical knowledge, receive supervision through field experience, and obtain guidance in the compilation, presentation and defense of a professional portfolio.

Course Requirements

Candidates for the degree with an ITS specialization complete thirty-six (36) credit hours of coursework including the required courses listed below.

■ Prerequisite

GRIT	548	Technology, Operating Systems, and Advanced Applications
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■ Common Core (15 credit hours)

GRIT	541	Video Communications
GRIT	654	Introduction to Principles of Instructional Design
GRIT	699	Image Processing in Multimedia Design
GRIT	705	Research Methods
GRIT	791	Seminar in Instructional Technology

■ ITS Core (21 credit hours)

GRIT	551	Networking Organizations
GRIT	593	Web Connections
GRIT	685	Technology Planning
GRIT	687	Technology and the Administrator
GRIT	695	Leadership in Instructional Technology
GRIT	701	Practicum and Portfolio
GRIT	702	Practicum and Portfolio Presentation

In this specialization only, GRIT 761 Leadership in Instructional Technology replaces the common core course GRIT 798 Leadership: Theory into Practice. ITS specialization has no required electives.

Students who graduate with a Master of Science Degree with an ITS specialization become ITS certification candidates. Candidates who successfully complete the ITS Certification Interview become certified as Pennsylvania Department of Education Instructional Technology Specialists (ITS).

LEADERSHIP IN INSTRUCTIONAL DESIGN SPECIALIZATION

The Leadership in Instructional Design specialization provides instructional technology professionals with the means to effectively utilize state-of-the-art technologies in the development of learning experiences throughout a broad array of contexts. This facility with technology is enhanced by an emphasis on collaboration, community building and a global perspective. The Leadership in Instructional Design Specialization focuses on the development of visionary leaders capable of understanding the effects of technology in rapidly evolving cultures and contexts.

Students may be encouraged to design instruction to meet context specific needs within the school or workplace, to present at conferences, or to publish the results of conducted research.

Course Requirements

This specialization requires the completion of thirty-six (36) credit hours including the required courses listed below.

■ Prerequisites

GRIT	548	Technology, Operating Systems, and Advanced Applications
GRIT	593	Web Connections

■ Common Core (18 credit hours)

GRIT	541	Video Communications
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GRIT	654	Introduction to Principles of Instructional Design
GRIT	699	Image Processing in Multimedia Design
GRIT	705	Research Methods
GRIT	791	Seminar in Instructional Technology
GRIT	798	Leadership: Theory into Practice

■ Leadership in Instructional Design Core (12 credit hours)

GRIT	645	Introduction to Online Learning
GRIT	680	Rise of Global Communities
GRIT	700	Technology Integration in Multimedia Development
GRIT	710	Applied Instructional Design

■ Two Electives (6 credit hours)

MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY FIVE YEAR PROGRAM

In conjunction with the School of Undergraduate Studies at Chestnut Hill College, the Instructional Technology Program offers qualified undergraduate students the chance to complete both a bachelor's degree and a Master of Science in Instructional Technology within a five year period. The Five Year Program includes specific course requirements and qualifying levels of student performance.

CERTIFICATES OF ADVANCED STUDY IN INSTRUCTIONAL TECHNOLOGY (CAS)

The Certificate of Advanced Study program is open to applicants who **have a master's degree** and are seeking to enrich their professional portfolios with current technology-related skills and understandings. We offer this certificate with the same specializations as our Master of Science in Instructional Technology degree.

The candidate for the CAS completes eighteen (18) credit hours in Instructional Technology with the course requirements as designated for each specialization. If a required course is waived because of previous coursework or experience, the candidate registers for an alternate course.

Prerequisites

Prerequisites for a Certificate of Advanced Study are the same as those for the master's degree in the selected specialization.

CERTIFICATE OF ADVANCED STUDY IN EDUCATION AND TECHNOLOGY

Course Requirements

The certificate candidate completes a total of eighteen (18) credit hours with the distribution listed below. Certificate candidates take four (4) required courses as indicated below. They are given an opportunity to pursue their professional interests in their studies with a choice of two elective courses.

■ Required Courses (12 credit hours)

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

■ Elective Courses (6 credit hours)

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

CERTIFICATE OF ADVANCED STUDY FOR ITS CERTIFICATION

For students with a master's degree **in instructional technology or its equivalent** who are seeking ITS certification the CAS for ITS certification provides a means to achieve that goal. Depending upon the student's experience and previous coursework, other options for becoming an ITS candidate may be available as well.

Course Requirements

The certificate candidate completes a total of eighteen (18) credit hours with the distribution listed below. Certificate candidates take the six (6) required courses as indicated below.

■ Required Courses (18 credit hours)

GRIT	551	Networking Organizations
GRIT	685	Technology Planning
GRIT	687	Technology and the Administrator
GRIT	695	Leadership in Instructional Technology
GRIT	701	Practicum and Portfolio
GRIT	702	Practicum and Portfolio Presentation

This CAS has no electives. As with the Master of Science Degree in Instructional Technology, students with the CAS for ITS certification become ITS certification candidates. Candidates who successfully complete the ITS Certification Interview become certified as Pennsylvania Department of Education Instructional Technology Specialists (ITS).

CERTIFICATE OF ADVANCED STUDY IN LEADERSHIP IN INSTRUCTIONAL DESIGN

Course Requirements

The certificate candidate completes a total of eighteen (18) credit hours with the distribution listed below. Certificate candidates take five (5) required courses as indicated below. They are given an opportunity to pursue their professional interests in their studies with a choice of one elective course.

■ Required Courses (12 credit hours)

GRIT	541	Video Communications
GRIT	645	Introduction to Online Learning
GRIT	654	Introduction to Principles of Instructional Design
GRIT	680	Rise of Global Communities
GRIT	699	Image Processing in Multimedia Design

■ Elective (3 credit hours)

Certificate candidates choose one (1) additional course selected from the Instructional Technology course list.

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 expertise in instructional technology for a specific area of study. 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.

COURSE DESCRIPTIONS

GRIT 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.

GRIT 548 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 spreadsheet, database, word processing, and presentation software. The course examines copyright issues regarding evolving technologies and culminates in the presentation of a research paper on an emerging technology or related issue.

GRIT 551 Networking Organizations

3 credits

Students investigate the basic concepts of networking technology, the problems and promise of online 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: GRIT 548.*

GRIT 593 Web Connections

3 credits

This is an introduction to web design and development. Students plan, design and construct an interactive, multimedia web-site relevant to their personal or professional interest using HTML and Macromedia Dreamweaver. They demonstrate an understanding of web design and usability principles by applying them to the design of their website. *Prerequisites: GRIT 548 or GRED 615*

GRIT 645 Introduction to Online Learning

3 credits

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

GRIT 646 Online Learning: Program Design

3 credits

This course is for educators and trainers and provides a foundation for planning and designing web-based training (WBT) programs. The course looks at critical program design components including course design and delivery through interactive, web-based technologies. Students experience online learning by participating in a dynamic, interactive learning environment that provides an overview of instructional and operational issues influencing online learning. *Prerequisite: GRIT 548*

GRIT 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. *Prerequisites: GRIT 548 or GRED 615*

GRIT 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 online constructivist program that can be applied to the design of computer-assisted learning environments 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: GRIT 593*

GRIT 661 Studio TV: Introduction

3 credits

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

GRIT 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.

GRIT 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: GRIT 548*

GRIT 685 Technology Planning

3 credits

Designed for the student intending to acquire ITS certification, this course prepares students to construct a comprehensive technology plan as required by the Pennsylvania Department of Education at the building and district level. Learning is project oriented as students engage in the process of constructing such a plan in an actual or hypothetical school and district and interact with technology administrators in area schools. Other leadership and administrative skills are developed as well.

GRIT 687 Technology and the Administrator

This group-oriented course emphasizes the use of technology in school administration and examines the role of the administrator as a technological leader. Students work individually and as a team to research, analyze, and synthesize current topics including technology planning, group processes, leadership, and legal and ethical issues.

GRIT 690 Technology: Agent of Change (Formerly GRAT 775)

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: GRIT 548 or GRED 615

GRIT 695 Leadership in Instructional Technology (Formerly GRAT 761)

3 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: assistive technology, legal and ethical issues, grantwriting and characteristics of team leadership. Professionals from the field interact with the students on relevant topics. Readings include current documents relating to instructional technology. *Prerequisite: GRIT 685*

GRIT 699 Image Processing in Multimedia Design

3 credits

Students apply principles of instructional and graphic design to develop multimedia graphics and images and then integrate their original graphics into a web-based portfolio presentation. 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: GRIT 593 or equivalent*

GRIT 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. *Prerequisites: GRIT 548 & 541*

GRIT 701 Practicum and Portfolio (Formerly GRAT 766)

3 credits

This course offers students in the Pennsylvania Department of Education Certification Program the opportunity to complete their required site-based internship in instructional technology. This practicum is planned with a faculty member who supervises the student in the process. *Prerequisite: GRIT 695*

GRIT 702 Practicum and Portfolio Presentation (Formerly GRAT 767)

3 credits

Students demonstrate through their portfolios their achievement of the Pennsylvania Department of Education standards. In their preparation for the ITS Certification Interview, students demonstrate their technical expertise, organizational skills, and presentation and leadership potential. *Prerequisite: GRIT 695*

GRIT 705 Research Methods (Formerly GRAT 771)

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.

GRIT 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. *Prerequisite: GRIT 541*

GRIT 710 Applied Instructional Design (Formerly GRAT 702)

3 credits

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

GRIT 727 Online Learning (GIC)

3 credits

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: GRIT 646*

GRIT 734 Visual Literacy

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: GRIT 593 or equivalent*

GRIT 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.

GRIT 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.

GRIT 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: GRIT 710*

GRIT 750: Transformational Environments: Analysis and Evaluation (GIC)

3 credits

Students 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. *Prerequisite: GRIT 705*

GRIT 781 Selected Topics (GIC)

3 credits

This course offers an opportunity for an advanced student to develop a project in response to a specific problem. Topics are selected from current research on curricular issues, leadership, restructured organizations, distance learning or potential roles of state-of-the-art technologies in emerging environments. Participants review the literature on the selected topic, develop relat-

ed technical skills, and prepare an original blueprint for the implementation of these technologies in the solution project. Students in the Leadership in 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.

GRIT 791 Seminar in Instructional Technology

3 credits

Students complete and present, in both written and oral presentation formats, the results of the research projects begun in earlier courses. They continue to analyze the literature in their specific areas of interest and consider additional activities in their development as professionals such as leadership roles, publication, and workshop and conference presentations. *Prerequisite: GRIT 705*

GRIT 795 Thesis Guidance (GIC)

3 credits

Students who do not complete a thesis in GRIT 791 Seminar in Instructional Technology may qualify to register for this course. Qualification depends upon the extent to which course requirements for GRIT 705 have been met as well as the circumstances that prevent the student from completing the thesis.

GRIT 798 Leadership: Theory into Practice

3 credits

To ensure that Instructional Technology graduates have a comprehensive understanding of the impact of technology on society, this course reviews the literature addressing issues surrounding the use of technology, and encourages students to synthesize their knowledge in the construction of a personal philosophy that will facilitate responsible leadership in technology. Course activities include the development of a collaborative multimedia project presenting possible scenarios for the future of technology in society. .

GRADUATE PROGRAMS IN PSYCHOLOGY

- **M.S./M.A. in Clinical and Counseling Psychology**
- **Psy.D. in Clinical Psychology** ([see page 53](#))
- **Certificates of Advanced Graduate Study** ([see page 50](#) and [52](#))

Chair of the Division of Psychology: Joseph A. Micucci, Ph.D., ABPP

M.S./M.A. IN CLINICAL AND COUNSELING PSYCHOLOGY

Program Coordinator (main campus): David Borsos, Ph.D.

Program Coordinator (DeSales campus): David Arena, J.D., Psy.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 Clinical and Counseling Psychology. These degrees may be earned in one of four areas of concentration: Child and Adolescent Therapy, Addictions Treatment, Marriage and Family Therapy, and Trauma Studies. Students may select one of these concentrations or may choose the generalist curriculum, which allows them to distribute their electives among any of the 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 M.A./M.S. Program in Clinical and Counseling Psychology is also offered on the campus of DeSales University.

The department also offers a post-master's Certificate of Advanced Graduate Study ([page 50](#)) or Certificate of Advanced Graduate Academic Study ([page 52](#)) in each of the four concentration areas. Applicants for either of these certificate programs must have already earned a master's degree in psychology or a related discipline.

PROGRAM OBJECTIVES

Chestnut Hill College, through the Department of Professional Psychology, seeks to prepare students pursuing Master's degrees in Clinical and Counseling Psychology to become competent and ethical professionals. In accordance with this goal, students are:

1. acquainted with the body of theoretical and empirical knowledge relevant to their course of study;
2. provided with training in the skills needed for 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 page 49](#)

These degrees also meet the master's-level licensure requirements in many other states. Please contact your state licensing board for requirements in your state.

PROFESSIONAL STANDARDS

The Department of Professional Psychology has the responsibility to assure that its graduates are adequately prepared for professional practice. The student is required not only to demonstrate competence in the areas of academic study and clinical training but also to demonstrate familiarity with the ethics of professional practice and to behave in an ethical and professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program. Students are evaluated regularly in academic, professional and clinical areas and are notified if any problems are observed.

STUDENT DISCLOSURE OF PERSONAL INFORMATION

The following policies about student disclosure of personal information comply with the *APA Ethical Principles of Psychologists and Code of Conduct* (APA, 2002).

Disclosure in Courses: Some courses require students to share personal information, either orally or in writing, germane to understanding self-growth, developing insight into countertransference dynamics, or conducting effective treatment. This may include family of origin issues and other personal information that could affect clinical and professional development.

Disclosure in Supervision: Students are required to share personal information with their supervisors germane to understanding self-growth, developing insight into countertransference dynamics, or conducting effective treatment. This may include family of origin issues, history of abuse or trauma, psychological treatment and other personal information that could affect clinical and professional development.

Recommendation of Psychotherapy: The Department of Professional Psychology strongly recommends that all students in the program undergo psychotherapy to gain the insight necessary for optimal professional development. Although this is not a requirement, it may be mandated for students identified as impaired and in need of evaluation and/or treatment. See *Student Impairment* below.

Student Impairment: Faculty has the right and professional responsibility to obtain and evaluate personal information when students are unable to perform training or professionally related activities competently or pose a threat to themselves or others. The Department of Professional Psychology has the right to refer a potentially impaired student for a comprehensive psychological evaluation and/or psychotherapy by external psychologists and obtain feedback from these psychologists about the student's fitness for continuation in the program. The student is responsible for any fees associated with the evaluation and/or treatment.

ACADEMIC REQUIREMENTS

Students who are accepted into the Master's Program may choose between the Master of Science (M.S.) and the Master of Arts (M.A.). The Master of Arts is designed for students who wish to complete a thesis in addition to the other academic and clinical requirements. Both degrees are designed to prepare students to sit for the licensure examination and to apply to doctoral programs.

MASTER OF SCIENCE (M.S.)

Master of Science (M.S.) students must complete 48 graduate credits. Of these 48 credits, 21 credits come from the Core Curriculum (7 courses) and at least 9 credits come from the field placement. Students without an undergraduate degree in psychology are also required to take a course entitled Introduction to Graduate Psychology (GRCP 499). This course offers 3 graduate credits that are not applicable towards the degree requirements. This course must be taken within the first three semesters of enrollment.

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

- Addictions Treatment: 12 concentration credits and 6 additional elective credits*
- Child and Adolescent Therapy: 12 concentration credits and 6 additional elective credits*
- Marriage and Family Therapy: 18 concentration credits
- Trauma Studies: 12 concentration credits and 6 additional elective credits*
- Generalist Curriculum: 18 credits selected from among any of the concentration or elective courses*

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

MASTER OF ARTS (M.A.)

Students opting for the Master of Arts (M.A.) degree must complete the full curriculum listed above under the Master of Science, plus three additional courses:

GRCP	525	Statistical Applications
GRCP	520	Thesis Seminar I (510, 525)

GRCP 522 Thesis Seminar II (510, 525, 520)

■ **CURRICULUM (both M.A. and M.S.)**

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

■ **CORE COURSES**

- These courses are required for all students. Prerequisites are in parentheses:
GRCP 500 Theories of Counseling and Psychotherapy
GRCP 503 Psychopathology (500, may be taken concurrently with 500)
GRCP 506 Techniques of Counseling and Psychotherapy I (503)
GRCP 508 Techniques of Counseling and Psychotherapy II (506)
GRCP 510 Research Design and Methodology
GRCP 512 Legal and Ethical Issues (500, 503)
GRCP 514 Development Across the Lifespan: Individual & Family

■ **CONCENTRATION COURSES**

• **MARRIAGE AND FAMILY THERAPY**

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

• **CHILD AND ADOLESCENT THERAPY** (*all required*)

- GRCP 602 Play Therapy (500)
- 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 TREATMENT**

- GRCP 630 Foundations of Addictive Behaviors (required)
- GRCP 632 Treatment Approaches to Substance Abuse (630) (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 Addictions

• **TRAUMA STUDIES** (*all required*)

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

■ **ELECTIVES**

- GRCP 530 Group Therapy
- GRCP 532 The Role of Culture and Gender in Counseling and Psychotherapy
- GRCP 536 Psychological Assessment (Strongly recommended, especially for Child & Adolescent concentration) (503)
- GRCP 540 Drugs and Their Use with a Clinical Population

GRCP	544	Eating Disorders
GRCP	542	Career Development and Counseling
GRCP	546	Bereavement Counseling
GRCP	645	Special Topics

■ **FIELD EXPERIENCE** *(see below for prerequisites)*

GRCP	705	Practicum <i>(except for MFT students)</i>
GRCP	715	Internship I
GRCP	725	Internship II
GRCP	735	Internship III <i>(optional except for MFT students)</i>

Students in the MFT concentration take 715, 725, and 735 and do not take 705. All other students must take 705 first and then 715 and 725. Students may also opt to take 735 if needed.

■ **ADDITIONAL REQUIREMENTS FOR MASTER OF ARTS**

GRCP	525	Statistical Applications
GRCP	520	Thesis Seminar I (510, 525)
GRCP	522	Thesis Seminar II (520)

■ **APPLICATION TO PSY.D. PROGRAM**

Students in the master's program who intend to apply to the Psy.D. program after receiving their master's degree should include among their concentration or elective courses at least three of the following courses:

GRCP	530	Group Therapy
GRCP	602	Play Therapy
GRCP	604	A Systemic Approach to the Problems of Adolescents
GRCP	618	Human Sexuality and Marriage
GRCP	622	Introduction to the Assessment and Treatment of Psychological Trauma
GRCP	630	Foundations of Addictive Behaviors

FIELD EXPERIENCE

PRACTICUM

The practicum is mandatory for students seeking licensure as a Licensed Professional Counselor (LPC). The practicum is a 100 hour experience that includes 6-7 hours per week at the practicum site, plus 1.5 hours of classroom supervision weekly. Content for the practicum experience includes biopsychosocial assessment, case formulation, diagnosis, and treatment planning. Students may engage in: milieu therapy, group therapy co-facilitation, case conferences, educational experiences, and individual therapy and group therapy when considered appropriate by the site supervisor. The overall goal of the practicum is preparation for internship.

PRACTICUM PREREQUISITES

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

Students typically continue with internship immediately after the practicum. Please be sure you have completed enough coursework to be able to continue into internship.

INTERNSHIP

Students accept the responsibility of applying and interviewing for their internship. A detailed procedure for this process is presented at the internship information sessions that students are required to attend. Please contact Mary Lindsay, SSJ, Ph.D., Coordinator of Masters Field Placements, for dates and times of these sessions.

INTERNSHIP PREREQUISITES

Prior to registering for internship, students must have successfully completed a minimum of 30 credits including all of the following courses:

- Theories of Counseling and Psychotherapy
- Psychopathology
- Techniques of Counseling and Psychotherapy I
- Techniques of Counseling and Psychotherapy II
- Legal and Ethical Issues
- Practicum (not required for students in the MFT concentration)
- Two Concentration Courses (students in the generalist curriculum may use any two non-core courses)

IMPORTANT PROCEDURES/POLICIES

1. Contact the Coordinator of Master's Field Placements to pre-register for practicum/internship. You are required to pre-register two semesters prior to the semester you plan to begin. Group information sessions will be held each semester.
2. A practicum/internship resource book is available in the library. This book contains a listing of previously used sites and information regarding the sites. Students may also seek new practicum/internship placements. However, the Coordinator of Master's Field Placements, consistent with program policies, must approve all sites.
3. Prepare a resume, as you will need it to interview for practicum/internship. All other paperwork necessary for the interview process will be distributed at the practicum/internship information session.
4. Once you have decided on a site, your prospective supervisor should complete all designated paperwork and send it to the Coordinator of Master's Field Placements.
5. As part of the practicum/internship process all students are required to procure liability insurance. Applications for liability insurance will be available at the information sessions as well as in the Graduate Office. Students are not permitted to begin a practicum or internship without liability insurance. Students are required to submit verification of coverage to both the Coordinator of Master's Field Placements and the field site supervisor.
6. A practicum or internship may not be completed at a site where the student is or has been employed.
7. All students are required to participate in a group supervision class each semester of their practicum/internship. Please register at the beginning of each semester for one of the practicum or 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).
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 or practicum, while circumstances are being reviewed by the Coordinator of Master's Field Placements and the Director of Clinical Training. The length of a suspension is determined by the nature of the situation. Every effort is made to expedite the process in the best interest of the student and clients involved.

A student's practicum or internship may be terminated prior to completion by either the Site Supervisor or the Director of Clinical Training if the student's performance is considered inadequate, unethical, or in violation of the program policies as stated in the catalog and/or the Practicum/Internship Handbook. Termination of a practicum or internship based on student performance constitutes grounds for dismissal from the program. The Director of Clinical Training must recommend dismissal to the Chair of the Department of Professional Psychology, and the Dean of the School of Graduate Studies. Supporting documentation stating the reason(s) for dismissal is to be provided, in writing, to the student, the Chair, and the Dean.

If a student is terminated from a practicum or internship and consequently terminated from the College, the student may, with-

in ten days of the College's termination, appeal to the Dean of the School of Graduate Studies, stating the reasons for disagreement with termination from the College and presenting evidence in support of the appeal. After appropriate consultation, the Dean of the School of Graduate Studies will provide a final decision to the student.

It is very important to note that more in-depth information concerning termination policies, the appeals procedure, and the probation policy are presented in the Practicum/Internship Handbook. Each student applying for practicum or internship needs to become familiar with this information. Practicum and internship students are responsible for knowledge of and compliance with the content of this handbook and the policies of Chestnut Hill College.

LICENSURE and CREDENTIALING

The Master's Program is designed to meet the academic requirements for licensure as a Licensed Professional Counselors (LPC) or Licensed Marriage and Family Therapists (LMFT) in Pennsylvania and other states. Licensure as a psychologist requires a doctoral degree.

Licensure as a Professional Counselor or Marriage and Family Therapist in the State of Pennsylvania requires a graduate degree (minimum of 48 credits) in a field closely related to the practice of professional counseling. A total of 60 graduate credits is required for licensure. Students at Chestnut Hill College have the option of earning 60 credits before graduation or earning the 48 credit Master's degree followed by a 12 credit Post-Master's Certificate in Professional Counseling for Licensure Preparation. Students may also take additional credits as part of the degree, followed by additional courses on a non-matriculating, professional development basis. Licensure also requires 3,600 hours of supervised experience earned after the completion of the 48 credit degree. After earning the academic credentials and completing the supervised clinical experience, applicants must pass a licensure exam. Students are encouraged to become familiar with the licensure regulations in Pennsylvania, or any other state where they are considering obtaining licensure.

COURSE REQUIREMENTS FOR LPC LICENSURE

Students seeking licensure as a professional counselor may choose the generalist curriculum or a concentration area. Students wishing to focus on a particular population are encouraged to choose a concentration. The Post-Master's Certificate in Professional Counseling for Licensure Preparation cannot have an area of concentration. Two other Post-Master's Certificates are available in the areas of concentration, but they require additional academic courses and may require two semesters of internship. (See [page 50](#) 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 Therapy; GRCP 532, The Role of Culture and Gender in Counseling and Psychotherapy; GRCP 536, Psychological Assessment; and GRCP 542, Career Development and Counseling.

COURSE REQUIREMENTS FOR MFT LICENSURE

Students seeking to become Licensed Marriage and Family Therapists should plan to take all seven (7) classes available under the Marriage and Family Therapy concentration. It is recommended that six (6) classes be taken prior to graduation, and that the remaining class be taken as part of the 12 credit Post-Master's Certificate in Professional Counseling for Licensure Preparation. Chestnut Hill College students may also opt to take all seven (7) courses before graduation.

FIELD EXPERIENCE REQUIREMENTS FOR LICENSURE

Students seeking to become Licensed Professional Counselors must complete a practicum of at least 100 hours and an internship of at least 600 hours. The internship may be completed over two or three semesters. Students seeking to become Licensed Marriage and Family Therapists will need an internship which lasts one full calendar year (3 semesters) and includes at least 300 direct-contact hours.

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 Clinical and Counseling Psychology also prepares students to apply for independent credentials in the field, including: National Certified Counselor (NCC), offered by the National Board for Certified Counselors; Certified

Addictions Counselor (CAC), offered by the Pennsylvania Certification Board; and clinical membership in the American Association for Marriage and Family Therapy (AAMFT).

POST-MASTER'S CERTIFICATE OF ADVANCED GRADUATE STUDY IN PROFESSIONAL COUNSELING FOR LICENSURE PREPARATION

OVERVIEW

This certificate is designed for the applicant who already has a Master's degree in a field closely related to the practice of professional counseling. It is not open to applicants from other disciplines who wish to be licensed as professional counselors or marriage and family therapists.

PROGRAM DESIGN

Students who wish to complete a Certificate of Advanced Graduate Study in Professional Counseling for Licensure Preparation will need to complete a minimum of 12 graduate credits beyond the Master's degree. Student course plans will be individually designed after a departmental review of the student's transcript. The student must have earned a minimum of 60 graduate credits from an accredited institution and have coursework in all of the areas required for licensure before a certificate will be awarded.

If a practicum or internship is required as part of the certificate program, students will need to successfully complete at least one clinical techniques course at Chestnut Hill College prior to beginning the practicum/internship. Applicants who did not graduate from Chestnut Hill College's Master's Program in Clinical and Counseling Psychology may need to complete additional coursework prior to the practicum/internship to meet practicum/internship prerequisites.

ADMISSIONS

Graduates of Chestnut Hill College's Master's Program in Clinical and Counseling Psychology are expected to complete a new application 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 must follow the existing procedures for admission to Post-Master's Certificate Programs. ([See Admissions, page 7](#))

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

POST-MASTER'S CERTIFICATES OF CONCENTRATED CLINICAL STUDY

- **Certificate of Advanced Graduate Study in Addictions Treatment**
- **Certificate of Advanced Graduate Study in Child and Adolescent Therapy**
- **Certificate of Advanced Graduate Study in Marriage and Family Therapy**
- **Certificate of Advanced Graduate Study in Trauma Studies**

Certificate programs are designed for those who have already earned a Master's degree in a field closely related to the practice of professional counseling and who are seeking additional training and education.

■ CORE REQUIREMENTS

GRCP	503	Psychopathology (500 or may be taken along with 500)
GRCP	506	Techniques of Counseling and Psychotherapy I (503)
GRCP	508	Techniques of Counseling and Psychotherapy II (506)
GRCP	512	Legal and Ethical Issues (500, 503)

Waiver of core requirements is possible depending on previous education or training. Requests for a waiver must be directed to the Coordinator of the Master's Program in Clinical and Counseling Psychology.

■ CONCENTRATION REQUIREMENTS

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

• **ADDICTIONS TREATMENT**

• **Concentration Courses** (all required)

- GRCP 630 Foundations of Addictive Behaviors
- GRCP 632 Treatment Approaches to Substance Abuse (630)
- GRCP 634 Spirituality of the Twelve Steps
- GRCP 636 Special Topics: (title of course will be 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**

• **Concentration Courses** (all required)

- GRCP 602 Play Therapy (500)
- 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 Therapy
- GRCP 536 Psychological Assessment (503)
- GRCP 544 Eating Disorders
- GRCP 546 Bereavement Counseling
- GRCP 622 Introduction to the Assessment and Treatment of Psychological

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

• **MARRIAGE AND FAMILY THERAPY**

• **Concentration Courses** (six required)

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

• **TRAUMA STUDIES**

• **Concentration Courses** (all required)

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

• **Electives** (two required)*

- GRCP 532 The Role of Culture and Gender in Counseling and Psychotherapy
- GRCP 540 Drugs and Their Use with a Clinical Population
- GRCP 544 Eating Disorders

GRCP	546	Bereavement Counseling
GRCP	602	Play Therapy (500)

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

■ FIELD PLACEMENT REQUIREMENT

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

Candidates for the certificate are required to take 6 credits (2 semesters) of internship in their area of concentration. Students in the Addictions, Child and Adolescent, or Trauma concentrations have the option of taking a third semester of internship in place of one elective. Students in the Marriage and Family Therapy concentration have the option of taking a third semester of internship in place of one concentration course. [See *Field Experience* page 46](#) for a full description of field placements.

POST-MASTER'S CERTIFICATES OF ADVANCED GRADUATE ACADEMIC STUDY

- **Certificate of Advanced Graduate Academic Study in Addictions Treatment**
- **Certificate of Advanced Graduate Academic Study in Child and Adolescent Therapy**
- **Certificate of Advanced Graduate Academic Study in Marriage and Family Therapy**
- **Certificate of Advanced Graduate Academic Study in Trauma Studies**

These certificate programs are designed for those who have already earned a Master's degree in Clinical or Counseling Psychology or a closely related field and who are seeking additional classroom education in an area of specialization. Students in this program should have some post-master's work experience and not require any further internship experience for their professional goals. This certificate is different from the Certificate of Concentrated Clinical Study in that it does not require an internship or other electives. If an applicant does not have graduate course work in certain areas, the Department of Professional Psychology may require certain core courses to be taken as part of the Academic Certificate.

These requirements include courses in:

- Theories of Counseling and Psychotherapy
- Psychopathology
- Techniques of Counseling and Psychotherapy I
- Techniques of Counseling and Psychotherapy II
- Legal and Ethical Issues

■ CONCENTRATION REQUIREMENTS

• ADDICTIONS TREATMENT

• **Concentration Courses** (all required)

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

• CHILD AND ADOLESCENT THERAPY

• **Concentration Courses** (all required)

GRCP	602	Play Therapy (500)
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)

• MARRIAGE AND FAMILY THERAPY

• **Concentration Courses** (six required)

GRCP	608	Marriage and Family Therapy
GRCP	612	Advanced Theories of Marriage and Family Therapy (608)

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

• **TRAUMA STUDIES**

• **Concentration Courses** (all required)

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

DOCTOR OF PSYCHOLOGY (Psy.D.)

Chair: Joseph A. Micucci, Ph.D., ABPP

Chestnut Hill College offers the Doctor of Psychology (Psy.D.) degree in Clinical Psychology with optional concentrations in Marriage and Family Therapy or Psychological Assessment. Students who complete the requirements for a concentration will receive a Certificate of Concentration in addition to the diploma at graduation. The Psy.D. program is accredited by the American Psychological Association (APA).

The Doctoral Program in Clinical Psychology prepares graduates to become professional psychologists with skills in psychotherapy, psychological assessment, supervision, and consultation. The Psy.D. program follows a practitioner-scholar model of training. Students are trained in clinical skills and also acquire a broad base of academic knowledge to permit them to evaluate and contribute to the scholarly literature in the field of clinical psychology. The curriculum is based on the list of competencies developed by the National Council for Schools and Programs of Professional Psychology (NCSPP) and provides the proper academic framework for the graduate to prepare for the licensing examination in Pennsylvania and throughout the United States.

Admission to the Psy.D. program is open to:

- Applicants with a **bachelor's degree** and at least 12 undergraduate credits (4 courses) in psychology. These applicants enter via the *M.S./Psy.D. track* and earn the M.S. in Clinical Psychology en route to the Psy.D. degree.
- Applicants with a **master's degree** in clinical and/or counseling psychology, or a closely related field. These applicants may apply to transfer up to 30 credits of foundational courses (500-600 level). Applicants who are able to transfer at least 15 credits may be eligible for admission directly to Year II of the Psy.D. program. The remaining foundational courses must be completed before beginning Year III of the Psy.D. program. See below for criteria for accepting transfer credits. Applicants whose master's degrees are not in a field closely related to clinical and/or counseling psychology should pursue the M.S./Psy.D. track.

The program will also accept a limited number of students transferring from other APA-accredited doctoral programs in clinical psychology. See below for information relevant to these applicants.

Requirements for the Psy.D. degree for all applicants:

- 100 credits from coursework that include 30 credits in foundational courses (500-600 level); 61 credits in required doctoral-level courses (800 level and above); and 9 credits in elective doctoral-level courses
- Two practicums (9 credits total)
- Internship (12 credits)
- Comprehensive Examination
- Clinical Competency Examination
- Dissertation. Completion of the dissertation requires at least two semesters (4 credits) of Dissertation Advising beyond Dissertation Seminar. Students who require more time to complete the dissertation must register for Dissertation Advising (2 credits) each semester until the oral defense of the dissertation is passed.

Additional requirement for students entering with a *bachelor's degree* or with a *master's degree* that is *not* in a field closely related to clinical and/or counseling psychology:

- GRCP 745, 755, 765 (Clinical Experience I, II, and III; 9 credits total)

THEORETICAL ORIENTATION

The theoretical orientation of the Department of Professional Psychology at Chestnut Hill College is a complementary blend of psychodynamic and systems theories. Psychodynamic theory, including object relations theory, serves as a method for understanding the personality formation and inner psychological world of the individual. The perspective of systems theory provides students with the understanding of the ways in which individuals, families, and communities influence one another.

LENGTH OF PROGRAM AND TIME COMMITMENT

Students enter as a cohort and complete all courses in a prescribed sequence. The program is designed so that all requirements for the Psy.D. degree can be completed in six years, although some students require additional time to complete the dissertation. All degree requirements must be completed within eight years.

With permission of the faculty, students may pursue an accelerated program that allows them to reduce the time to complete degree requirements. Students who accelerate concurrently complete courses for Years III and IV.

Students attend classes three semesters a year, from late August to late July. Classes are scheduled between 2 PM and 9 PM on Tuesdays and Wednesdays. Practicums and internship require additional hours and may require the student to be available during the day. Two consecutive semesters of full-time study (9 credits) are required in Year IV to meet residency requirements. See the course schedule below for additional information about the sequence of courses and credit loads per semester.

While many students are able to maintain a work schedule while enrolled in the program, it is important to keep in mind that the course load, especially in Years I, II, and IV, requires a substantial commitment of time and energy. Starting in Year IV, students also need to allocate several hours a week to work on their dissertations.

ACCREDITATION

The Psy.D. Program in Clinical Psychology is accredited by the American Psychological Association (APA). For general information about APA accreditation or specific information on the accreditation status of Chestnut Hill College, please contact:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
202-336-5979

Chestnut Hill College is accredited by the Middle States Association of Colleges and Secondary Schools. Please consult the School of Graduate Studies catalog for additional accreditation information.

PSY.D. PROGRAM: CURRICULUM

■ Foundational Courses (30 credits):

GRCP	500	Theories of Counseling and Psychotherapy
GRCP	503	Psychopathology
GRCP	506	Techniques of Counseling and Psychotherapy I
GRCP	508	Techniques of Counseling and Psychotherapy II
GRCP	510	Research Design and Methodology
GRCP	512	Legal and Ethical Issues
GRCP	514	Development Across the Lifespan

• Three electives selected from among the following courses:

GRCP	530	Group Therapy
GRCP	602	Play Therapy
GRCP	604	A Systemic Approach to the Problems of Adolescents

GRCP	618	Human Sexuality and Marriage
GRCP	622	Introduction to the Assessment and Treatment of Psychological Trauma
GRCP	630	Foundations of Addictive Behaviors

• **Additional Requirements for M.S./Psy.D. Track (9 credits):**

GRCP	745	Clinical Experience I
GRCP	755	Clinical Experience II
GRCP	765	Clinical Experience III

■ **Required Doctoral-Level Courses (70 credits):**

GRCP	800	Psychological Assessment I
GRCP	801	Personality and Individual Differences
GRCP	801L	Personality and Individual Differences Lab (1 credit)
GRCP	802	Psychological Assessment II
GRCP	804	Historical Foundations of Psychology
GRCP	806	Modern & Historic Psychodynamic Principles
GRCP	806L	Modern & Historic Psychodynamic Principles Lab (1 credit)
GRCP	808	Family Therapy
GRCP	808L	Family Therapy Lab (1 credit)
GRCP	810	Biological Bases of Behavior
GRCP	812	Psychopharmacology
GRCP	815	Empirically Supported Therapies: Research, Theory and Practice
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	828	Cognitive/Affective Bases of Behavior
GRCP	829	Supervision and Consultation
GRCP	836	Dissertation Seminar
GRCP	838	Social Bases of Behavior
GRCP	844	Mentoring Group I (1 credit)
GRCP	845	Mentoring Group II (1 credit)
GRCP	846	Mentoring Group III (1 credit)
GRCP	861	Psychological Assessment III: Projective Testing
GRCP	901, 903, 904	Practicum I
GRCP	905, 906, 907	Practicum II
GRCP	930, 931, 932	Internship I
GRCP	940, 941, 942	Internship II

■ **Doctoral Electives (9 credits):**

• **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	863	Advanced Personality Assessment
GRCP	864	Advanced Cognitive Assessment
GRCP	869	Neuropsychological Assessment

Practicums and Internship

Practicums. The program requires two practicums:

- Practicum I will focus primarily on psychological assessment, including testing and report writing. A minimum of 12 hours per week over three semesters is required (GRCP 901, 903 & 904; 4.5 credits total).
- Practicum II involves supervised experience in individual, group, and/or family therapy. A minimum of 12 hours per week over three semesters is required (GRCP 905, 906 & 907; 4.5 credits total).

Internship. The internship is an intensive, supervised, 2000-hour experience completed during the final phase of the doctoral program. The internship is normally a one-year, full-time commitment that requires daytime hours. A very limited number of two-year, half-time placements may be available. Students who complete a full-time internship register for four credits each semester for three consecutive semesters. Students who complete a part-time internship register for two credits each semester for six consecutive semesters. *Students pay for practicum and internship credits at the same per-credit rate charged for other courses.* Most internship placements offer stipends to students.

The Director of Clinical Training assists students in identifying appropriate practicum and internship sites, but it is the responsibility of the student to apply to and be accepted at the site. For more information, see the *Psy.D. Assessment and Clinical Practicum Manual* and the *Psy.D. Pre-doctoral Internship Manual*.

Dissertation

Each student must complete a dissertation, which may consist of an original empirical research study, an extensive critical review and integration of the literature on a topic in the field, or a detailed clinical analysis of a series of cases representing a particular problem or diagnosis. The student must successfully defend the dissertation before a committee of faculty members.

The Dissertation Process.

- *Mentoring Group.* Starting with the summer semester of Year II, students begin a three-semester course sequence that is designed to assist them in determining a dissertation topic. They actively begin their literature search in a topic of interest and draft a short written description of their proposed project.
- *Statistical Applications* (Year III). This course reviews the basic methods of statistical analysis for quantitative data and introduces the student to computer software used for data analysis.
- *Dissertation Seminar* (Year IV). In this course, students work with the instructor of the seminar and the Dissertation Chair to complete the Dissertation Proposal. The Chair and student select the other members of the Dissertation Committee. After the committee approves the Dissertation Proposal, the student must submit the proposal to the Chestnut Hill College Institutional Review Board (IRB), which must review and approve all research involving human subjects. After receiving approval from the IRB, the student may begin data collection.
- *Dissertation Advising.* After completing *Dissertation Seminar*, students continue the development of the dissertation under the guidance of the Dissertation Chair and committee members. Students must register for *Dissertation Advising* (2 credits) for each semester until the dissertation has been successfully defended.

Psy.D. Program Course Sequence

Foundational Courses (500-600 level) are listed in Dark Blue.
 Additional M.S./Psy.D. track requirements are listed in Light Blue.
 Doctoral-Level courses (800 and above) are listed in Black.

Year	Fall Semester	Spring Semester	Summer Semester
I Foundational Courses	GRCP 500 Theories of Counseling and Psychotherapy (3) GRCP 503 Psychopathology I (3) GRCP 514 Development Across the Lifespan (3) Elective #1	GRCP 506 Techniques of Counseling and Psychotherapy I (3) GRCP 510 Research Design and Methodology (3) GRCP 512 Legal and Ethical Issues (3) Elective #2	GRCP 508 Techniques of Counseling and Psychotherapy II (3) GRCP 745 Clinical Experience I (3) Elective #3
II	GRCP 755 Clinical Experience II (3) GRCP 800 Assessment I (3) GRCP 801 Personality and Individual Differences (3) GRCP 801L Personality and Individual Differences Lab (1)	GRCP 765 Clinical Experience III (3) GRCP 802 Assessment II (3) GRCP 806 Modern and Historic Psychodynamic Principles (3) GRCP 806L Modern and Historic Psychodynamic Principles Lab (1)	GRCP 861 Assessment III (3) GRCP 804 Historical Foundations of Psychology (3) GRCP 844 Mentoring I (1)
III	GRCP 901 Practicum IA (1.5) GRCP 818 Statistical Applications (3) GRCP 845 Mentoring II (1)	GRCP 903 Practicum IB (1.5) GRCP 808 Family Therapy (3) GRCP 808L Family Therapy Lab (1) GRCP 846 Mentoring III (1)	GRCP 904 Practicum IC (1.5) GRCP 816 Culture and Gender in Psychotherapy (3)
IV	GRCP 810 Biological Bases of Behavior (3) GRCP 824 Professional Practice Issues in Psychology (3) GRCP 836 Dissertation Seminar (3)	GRCP 812 Psychopharmacology (3) GRCP 820 Advanced Seminar in Techniques of Therapy (3) GRCP 820L Advanced Seminar in Techniques of Therapy Lab (1) GRCP 829 Supervision and Consultation (3)	GRCP 828 Cognitive and Affective Bases of Behavior (3) GRCP 838 Social Bases of Behavior (3) <i>Clinical Competency Exam</i>
V	<i>Comprehensive Exam</i> GRCP 905 Practicum IIA (1.5) GRCP 815 Empirically Supported Therapies: Research, Theory and Practice (3) Elective #1 (3)	GRCP 906 Practicum IIB (1.5) Elective #2 (3)	GRCP 907 Practicum IIC (1.5) Elective #3 (3)
VI	GRCP 930 Internship IA (2) GRCP 940 Internship IIA (2)	GRCP 931 Internship IB (2) GRCP 941 Internship IIA (2)	GRCP 932 Internship IC (2) GRCP 942 Internship IIC (2)

† Plus GRCP 914 Dissertation Advising (2 cr.) every semester after the completion of Dissertation Seminar until the dissertation has been successfully defended.

Psy.D. Program Course Sequence with Acceleration

Foundational Courses (500-600 level) are listed in Dark Blue.

Additional M.S./Psy.D. track requirements are listed in Light Blue.

Doctoral-Level courses (800 and above) are listed in Black.

Year	Fall Semester	Spring Semester	Summer Semester
I Foundational Courses	<i>GRCP 500 Theories of Counseling and Psychotherapy (3)</i> <i>GRCP 503 Psychopathology I (3)</i> <i>GRCP 514 Development Across the Lifespan (3)</i> <i>Elective #1</i>	<i>GRCP 506 Techniques of Counseling and Psychotherapy I (3)</i> <i>GRCP 510 Research Design and Methodology (3)</i> <i>GRCP 512 Legal and Ethical Issues (3)</i> <i>Elective #2</i>	<i>GRCP 508 Techniques of Counseling and Psychotherapy II (3)</i> <i>GRCP 745 Clinical Experience I (3)</i> <i>Elective #3</i>
II	<i>GRCP 755 Clinical Experience II (3)</i> GRCP 800 Assessment I (3) GRCP 801 Personality and Individual Differences (3) GRCP 801L Personality and Individual Differences Lab (1)	<i>GRCP 765 Clinical Experience III (3)</i> GRCP 802 Assessment II (3) GRCP 806 Modern and Historic Psychodynamic Principles (3) GRCP 806L Modern and Historic Psychodynamic Principles Lab (1)	GRCP 861 Assessment III (3) GRCP 804 Historical Foundations of Psychology (3) GRCP 844 Mentoring I (1)
III	GRCP 901 Practicum IA (1.5) GRCP 818 Statistical Applications (3) GRCP 845 Mentoring II (1) GRCP 810 Biological Bases of Behavior (3) GRCP 824 Professional Practice Issues in Psychology (3)	GRCP 903 Practicum IB (1.5) GRCP 808 Family Therapy (3) GRCP 808L Family Therapy Lab (1) GRCP 812 Psychopharmacology (3) GRCP 820 Advanced Seminar in Techniques of Therapy (3) GRCP 820L Advanced Seminar in Techniques of Therapy Lab (1) GRCP 846 Mentoring III (1)	GRCP 904 Practicum IC (1.5) GRCP 816 Culture and Gender in Psychotherapy (3) GRCP 828 Cognitive and Affective Bases of Behavior (3) GRCP 838 Social Bases of Behavior (3) <i>Clinical Competency Exam</i>
IV	<i>Comprehensive Exam</i> GRCP 905 Practicum IIA (1.5) GRCP 815 Empirically Supported Therapies: Research, Theory and Practice (3) Elective #1 (3) GRCP 836 Dissertation Seminar (3)	GRCP 906 Practicum IIB (1.5) Elective #2 (3) GRCP 829 Supervision and Consultation (3) †	GRCP 907 Practicum IIC (1.5) Elective #3 (3) †
V	GRCP 930 Internship IA (2) GRCP 940 Internship IIA (2) †	GRCP 931 Internship IB (2) GRCP 941 Internship IIA (2) †	GRCP 932 Internship IC (2) GRCP 942 Internship IIC (2) †

† Plus GRCP 914 Dissertation Advising (2 cr.) every semester after the completion of Dissertation Seminar until the dissertation has been successfully defended.

PSY.D. PROGRAM: ADMISSIONS

The minimum requirements for admission to the Psy.D. Program are as follows:

- **Bachelor's degree** with 12 undergraduate credits (four courses) in psychology, which must include General Psychology, Abnormal Psychology, Statistics, and one additional course in psychology, all completed with a minimum grade of B. Applicants with bachelor's degrees must enter via the M.S./Psy.D. track.

or

- **Master's degree** in clinical and/or counseling psychology or a closely related field. These applicants may apply to transfer up to 30 credits of foundational courses (500-600 level). Applicants who are able to transfer at least 15 credits may be eligible for admission directly to Year II of the Psy.D. program.

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

- **Application Form with non-refundable application fee**
- **Transcripts of all previous graduate and undergraduate college coursework**
Official transcripts should be sent to the applicant in a sealed envelope with the registrar's name signed across the seal. **Do not open the official transcript envelopes.** If the seal has been broken, the transcript is no longer official and will not be accepted as part of the application packet.
- **Standardized Test Scores**
 - Applicants with bachelor's degrees must submit GRE General Test scores.
 - Applicants with master's degrees may submit either GRE General Test scores or MAT scores.

Test scores should be sent directly to Chestnut Hill College from the testing agency. Tests must have been taken within five years of the date of application.
- **Three letters of recommendation**
Letters of recommendation should be from faculty members and/or clinical supervisors who are familiar with the applicant's skills and potential. At least one letter should pertain to the applicant's clinical performance and/or potential, and at least one letter must pertain to the applicant's academic performance and potential. Complete and sign the top portion of the recommendation form before forwarding it to the individual who will provide your reference. Ask that the letter be returned to you in a sealed envelope. The person completing the recommendation should sign over the seal of the envelope flap. **Do not open the sealed envelope when it has been returned to you.**
- **Personal essay**
Essay topic: Reflecting on your personal, professional, and academic experiences, state as specifically as possible your reasons for pursuing a graduate degree in clinical psychology, your strengths, and the areas in which you need to grow during doctoral training. The essay should be typed, double-spaced and signed by the applicant. The essay should be approximately 1200 words and should not exceed five (5) pages.
- **TOEFL, TSE (Test of Spoken English), and TWE (Test of Written English)**
Required of all applicants for whom English is not the first language.
- **Personal Interview**
A personal interview with members of the faculty is required. Invitation to the personal interview is extended to selected applicants after review of the submitted materials.
- **Transfer Credits**
A catalog course description and syllabus is required for any course for which the applicant wishes to request transfer credits. These materials must be submitted with the application if the applicant wishes to be considered for admission directly to Year II.

Applicants currently enrolled in other doctoral programs:

Applicants who currently attend or who previously attended another doctoral program must submit a letter from the Chair of the program indicating that the student either is in good standing or left the program in good standing. A full application packet is required.

Applicants who wish to apply for admission directly to the Psy.D. program must submit all of the materials required for the M.S./Psy.D. application and also must submit syllabi and catalog descriptions for all courses for which transfer credit is desired.

Syllabi and catalog descriptions are not necessary for courses completed at Chestnut Hill College.

Admissions Selection Criteria

Each of the above criteria (test scores, undergraduate GPA, master's GPA, recommendations and writing) is assigned a point value. Students whose overall total points meet the standards set by the Department of Professional Psychology are invited for an interview. Admissions decisions are made after the interviews are completed. Prior clinical experience, professional presentations, publications and other indicators of achievement in the field of psychology will also be taken into consideration when evaluating applicants. Following the interview, applicants may be offered a space in the entering class or a decision regarding acceptance or rejection may be deferred until a later date. Applicants may also be placed on a waiting list, referred to the master's program, or rejected.

Applicants who are admitted into the program accept the offer of admission by submitting a deposit, which is credited in full to the first semester's tuition. This deposit is non-refundable after April 15th.

Application Deadline:

The Psy.D. program accepts applicants for the fall semester only, on a rolling admissions basis. Incomplete application packets cannot be considered. It is recommended that the applicant submit all materials except for the test scores as a complete packet. If that is not possible, the application form with fee must accompany the first materials submitted.

PSY.D. PROGRAM: POLICIES

- **If there is no stated doctoral policy on a particular subject, the current School of Graduate Studies policy applies.**
- **Additional policies and procedures relevant to the doctoral practicum can be found in the *Psy.D. Assessment and Clinical Practicum Manual*.**
- **Additional policies and procedures relevant to the doctoral internship can be found in the *Psy.D. Pre-doctoral Internship Manual*.**
- **Additional policies and procedures relevant to the dissertation can be found in the *Psy.D. Dissertation Manual*.**

ACCELERATED SCHEDULE

A student in good standing after the completion of the first semester of Year II may apply for accelerated status. With permission of the faculty, the student may combine the academic requirements for Years III and IV of doctoral study. This is an extremely heavy course load and students are strongly discouraged from trying to maintain an outside work schedule while pursuing this option. Permission to accelerate is granted at the discretion of the faculty. Students will not be permitted to accelerate if they have received a rating of "marginal", "unsatisfactory", or "seriously deficient" in any area on the Global Reviews.

ACADEMIC PROBATION AND DISMISSAL

Grades

The minimum acceptable grade in a doctoral academic course is "B-." If a doctoral student receives a "C+" or lower in any doctoral course, the student is placed on academic probation. A second grade of "C" or "C+" in any course will result in dismissal from the program. After receiving a single grade of "C" or "C+", the student may be required to repeat the course or complete other remedial academic work, but the original grade of "C" or "C+" remains on the transcript and the student continues on academic probation for the duration of the program.

A grade of "F" in any class will result in dismissal from the program.

Practicum and Internship

The *Psy.D. Assessment and Clinical Practicum Manual* and the *Psy.D. Pre-doctoral Internship Manual* provide information regarding the probation, suspension, and termination policies that are specific to practicum and internship. Please refer to the practicum and internship manuals for further information. Full knowledge of, and compliance with, the policies and procedures outlined in the Practicum and Internship Manuals is required for successful movement through the Psy.D. program.

Professional Competence Problems

The faculty is responsible for determining whether each student's emotional stability and interpersonal behavior are suitable for a career in clinical psychology. In general, the student receives feedback in these areas on the Global Review (see below). If the student's behavior warrants, it may be necessary for the faculty to take more immediate action. In most instances, the fac-

ulty will endeavor to discuss the issue with the student before taking further action. If the student's behavior constitutes a breach of professional ethics, or the student's behavior poses a serious threat to clients or to other students, or the student's behavior significantly disrupts the learning process for other students, or the student's behavior interferes with their progress in the program, the student will be suspended or dismissed from the program.

The faculty has the right and professional responsibility to obtain and evaluate personal information when students are unable to perform training or professionally related activities competently or pose a threat to themselves or others. To discharge this duty, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. The department must approve the provider of these services in advance and the student is responsible for all fees associated with the evaluation and/or treatment. Refusal to participate in the mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program. The department will provide the student and the evaluator a list of questions for which answers are required.

APPEAL PROCEDURES

A student may appeal any decision rendered by the faculty that affects the students standing in the program. An appeal differs from a grievance. In an *appeal*, a student requests a reconsideration of a decision and submits evidence that supports his or her request. Students may file a *grievance* if they believe that policies were not applied in a fair or just manner, if they believe that decisions were not rendered according to the existing procedures, or if they believe that they had been the victim of unfair or discriminatory practices. See the section on Grievances below for information on filing grievances. This section deals with appeals. See also The School of Graduate Studies Grade Appeal Policy [page 21](#) and Conflict Resolution and Grievance Procedures [page 24](#). Appeal procedures specific to the dissertation may be found in the *Psy.D. Dissertation Manual*

For grade appeals, please consult The School of Graduate Studies Grade Appeal Policy on [page 21](#) of this catalog.

Appeals other than grade appeals should be submitted in writing to the Chair. The appeal must be submitted within 30 days of the date of the departmental decision. The appeal should include all documentation necessary to render an opinion. The Chair, in consultation with the departmental faculty, will render a decision which will be communicated to the student in writing within 30 days of the receipt of the student's appeal. If the student wishes to carry the appeal further, a written appeal must be submitted to the Dean of the School of Graduate Studies within 30 days of the date of the department's decision. This appeal must include all documentation originally submitted to the Chair, along with the Chair's response. The Dean will follow the procedures outlined in Steps 4-8 of The School of Graduate Studies Conflict Resolution and Grievance Procedure on [page 24](#) of this catalog.

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

ATTENDANCE

See The School of Graduate Studies Attendance Policy on [page 14](#) of this catalog.

CHEATING

See The School of Graduate Studies Cheating Policy on [page 23](#) of this catalog.

CONCENTRATIONS AND ELECTIVES

Each concentration within the doctoral program will have a cap equal to one-half of the students in any doctoral class as determined at the beginning of the fall term (i.e., in a doctoral class of 18 students, each concentration would be capped at 9 students). Students wishing to change their area of concentration must make their request in writing to the Chair. If the concentration into which they wish to move is already full, the request will be denied but the student will be put on a waiting list. Should a space become available in a previously closed concentration, the space will be offered to the first person on the waiting list. After the completion of the first elective course, change of concentration is restricted. Because three courses are required for a concentration, any change after the first course must be from concentration to generalist or from generalist to concentration (possible only 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. Any changes in concentration must be made at least one full month before the start of the semester in which an elective course is offered.

Elective courses may be capped at the maximum number of students in a concentration plus two (i.e., if there are 20 students

in a given class, the cap on the concentration is 10 and the cap on the particular class may be set at 12 students at the discretion of the instructor). Preference in electives is given to those students who have declared a concentration. The remaining slots will be filled on a first-come, first-served basis with full registration and payment as the only way to reserve a space. Any student who has declared a concentration will be expected to register for the elective courses in their concentration.

CONTINUOUS ENROLLMENT IN THE PROGRAM

Students are required to maintain continuous enrollment in the program from the date of their initial matriculation until their completion of all degree requirements (coursework, practicums, internship, and dissertation defense). Failure to do so will be interpreted as the student's withdrawal from the program unless the student has received prior approval to take a leave of absence from the program.

Students are expected to take all of the courses required each semester. Due to the sequential nature of the program, a student is normally not permitted to take courses out of sequence. In special circumstances, such as medical illness or catastrophic life events, a student may be allowed to take a leave of absence or take a reduced course load for a limited time. To do so, the student must make a formal written request and must receive written approval of the Chair.

DEFERRED ADMISSION TO THE DOCTORAL PROGRAM

Applicants who are accepted to the Psy.D. program may elect to defer matriculation for one year by sending a request in writing to the Chair by June 1 of the year in which matriculation was to have begun. If the request for deferred admission is approved, the deposit will be credited to the following year and is non-refundable. A second deposit will be due by April 15th of the following year. Approval to defer admission is not automatic, and is dependent on a variety of factors. Requests for deferral received after June 1 will be considered only under exceptional circumstances. If the applicant's request for deferral is denied, he or she may reapply to the program at a later date.

DISCLOSURE OF PERSONAL INFORMATION

The following policies about student disclosure of personal information comply with the *APA Ethical Principles of Psychologists and Code of Conduct* (APA, 2002). These policies apply to all graduate courses in psychology.

Disclosure in Courses: Some courses require students to share personal information, either orally or in writing, germane to understanding self-growth, developing insight into countertransference dynamics, or conducting effective treatment. This may include family of origin issues and other personal information that could affect clinical and professional development.

Disclosure in Supervision: Students are required to share personal information with their supervisors germane to understanding self-growth, developing insight into countertransference dynamics, or conducting effective treatment. This may include family of origin issues, history of abuse or trauma, psychological treatment and other personal information that could affect clinical and professional development.

The faculty has the right and professional responsibility to obtain and evaluate personal information when students do not make reasonable progress in the program or pose a threat to themselves or others. To discharge this duty, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. The department must approve the provider of these services in advance and the student is responsible for all fees associated with the evaluation and/or treatment. Refusal to participate in the mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program.

DISMISSAL OF A STUDENT FROM THE DOCTORAL PROGRAM

Students will be dismissed from the Psy.D. program if any one of the following occurs:

1. A grade of "F" in any course
2. Two final grades below "B-" in any two courses
3. Dismissal from practicum or internship, or withdrawal from a practicum or internship without following appropriate procedure
4. Consistent evidence that a student's emotional stability, behavior, or interpersonal skills are inadequate or interfere with the student making adequate progress in the program or are inappropriate for a career in clinical psychology
5. Any behavior that constitutes a violation of APA Ethical Standards will result in immediate dismissal from the program
6. Plagiarism or cheating

7. Failure to meet financial obligations to the college
8. Failure to pass the Comprehensive Examination after three attempts
9. Failure to pass the Clinical Competency Examination after two attempts
10. Failure to produce a dissertation of acceptable quality, and/or failure to pass the Final Oral Defense of the dissertation
11. Failure to complete all program requirements within eight (8) years of matriculation

Because the above degree requirements are generally met in a sequential fashion (e.g., completion of internship follows completion of practicum; defense of the dissertation may be the final step in completing program requirements), it is possible that a student who has performed successfully in the early stages of the program may not be able to complete successfully the requirements at the later stages (e.g., internship, Comprehensive Examination, dissertation). If the student's behavior and performance warrant it, dismissal from the program could occur at any time up to the date the degree is conferred.

DISSERTATION ADVISING

Students are required to register for Dissertation Advising (2 credits) beginning with the semester following the completion of GRCP 836 (Dissertation Seminar) and continuing until the dissertation has been successfully defended.

DUE PROCESS

Decisions regarding probation, suspension, or termination from the program are made in accordance with the policies and procedures described in this catalog, in the *Psy.D. Student Handbook*, the *Psy.D. Assessment and Clinical Practicum Manual*, and the *Psy.D. Pre-doctoral Internship Manual*. See Dismissal of a Student from the Doctoral Program ([page 62](#)) for situations that would result in dismissal from the program.

A student who is placed on probation or suspension, or who will be dismissed from the program, will be notified in writing by the Dean of the School of Graduate Studies. In most instances, probation precedes suspension, and suspension precedes dismissal. However, there are circumstances, such as behavior that puts others at imminent risk, unethical behavior, or failure of a course or field placement, that warrant immediate dismissal. Students who are placed on probation or suspension, or who are dismissed from the program, have the right to appeal the decision according to the procedures outlined above [page 61](#).

ETHICAL STANDARDS

All students are required to be familiar with the *APA Ethical Principles of Psychologists and Code of Conduct* (APA, 2002) and to abide by these principles at all times. A copy of these principles is included in the *Psy.D. Student Handbook* and may also be found online at www.apa.org.

The student is required not only to demonstrate competence in the areas of academic study and clinical training, but also to demonstrate familiarity with the ethics of professional practice and to behave in an ethical and professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program.

FEES

In addition to tuition, students are responsible for other fees, including but not limited to fees associated with the Comprehensive Examinations, Clinical Competency Examination, Dissertation Advising, Dissertation Defense, Dissertation Binding, Dissertation Abstracts, graduation, and registration in the practicum hours bank.

FINANCIAL AID

See [page 13](#) of this catalog for information on procedures for applying for financial aid.

The Psy.D. program awards a limited number of assistantships to qualified students. Assistantships are awarded based on need, student qualifications, previous achievement, and potential. More information on assistantships may be found in the *Psy.D. Student Handbook*.

Advanced doctoral students are also eligible for Directed Teaching. These students teach an undergraduate or graduate course under the supervision of a faculty member in exchange for a stipend and one credit of Directed Teaching.

GLOBAL REVIEW

The Department of Professional Psychology conducts a global evaluation for each doctoral student periodically. Student progress is reviewed by the faculty and a written evaluation is presented to the student. Areas addressed in the Global Review include academic performance, professional and ethical behavior and thinking, clinical skills, interpersonal skills, and ability to accept supervision. The purpose of the Global Review is to give students timely feedback so that any issues that are identified can be addressed early. More information on the Global Review may be found in the *Psy.D. Student Handbook*. All students are expected to be familiar with this policy.

GRADE APPEALS

See The School of Graduate Studies Grade Appeal Policy on [page 21](#) of this catalog.

GRIEVANCE PROCEDURES

Students may file a grievance if they believe that policies were not applied in a fair or just manner, if they believe that decisions were not rendered according to existing procedures, or if they believe that they had been victims of unfair or discriminatory practices. Before filing a grievance, students should first attempt to resolve the problem directly with the individual(s) involved, and seek informal consultation from the Chair or from another faculty member, if needed.

Grievances must be filed in writing on the General Grievance Form, which is available from the Assistant to the Chair and may also be downloaded from the departmental Blackboard site.

Grievances are addressed according to The School of Graduate Studies Conflict Resolution and General Grievance Procedure on [page 24](#) of this catalog.

INCOMPLETE GRADES

See The School of Graduate Studies Incomplete Grade Policy on [page 19](#) of this catalog.

INDEPENDENT STUDY

A student may be approved for independent study in a doctoral course only under highly unusual circumstances and only with the written permission of the Chair. If independent study is approved, then The School of Graduate Studies policy on Independent Study ([page 21](#)) applies.

INSTRUCTIONAL TIME

A three-credit graduate class in psychology requires 42 hours of instructional time. For a three-credit graduate class in psychology, it is expected that at least 75% of the scheduled class time will be spent in face-to-face classroom contact. The remaining time may be spent in other educational activities that are directly linked to the stated course objectives. These activities may include additional reading, research, and/or writing assignments beyond those normally required for the course; small group activities; Blackboard-based discussion; or other experiential activities directly relevant to the learning objectives of the course. It is the responsibility of the faculty to ensure that the objectives, requirements, and instructional activities of all courses are suitable for the number of credit hours earned.

LEAVE OF ABSENCE

To request a leave of absence from the program, a student must submit a written request to the Chair explaining the reasons for the request. Normally, requests for a leave of absence are approved only under exceptional circumstances. If the request is not approved, the student may voluntarily withdraw from the program and if desired petition for reinstatement in the future (see Readmission to the Psy.D. Program [page 65](#)).

PLAGIARISM POLICY

See The School of Graduate Studies Plagiarism Policy on [page 23](#) of this catalog.

PSYCHOTHERAPY FOR DOCTORAL STUDENTS

The Department of Professional Psychology strongly recommends that all students in the program participate in psychotherapy to gain the insight necessary for optimal professional development. Although this is not a requirement, it may be mandated for students about whom the faculty has questions regarding their personal fitness for a career in clinical psychology.

READMISSION TO THE PSY.D. PROGRAM

The following policy applies to:

1. Applicants whose request for deferred admission has been denied and who do not matriculate in the program
2. Applicants who are offered admission but who decline the offer
3. Matriculated students who voluntarily withdraw from the program

To be considered for readmission to the program, reapplication and payment of a re-application fee is necessary. Those who wish to be considered for readmission should contact the Director of Psy.D. Admissions to determine what material would need to be submitted. Readmission is not automatic, and depends on a variety of factors, including the availability of space in the class to which the individual would return.

Students who are dismissed from the program are not eligible for readmission.

The deposit is non-refundable after April 15th. Students who are reinstated must pay a second deposit in order to secure a space in the class to which they would be reinstated. Students who withdraw after registration forfeit the full tuition for the semester (see [page 65](#)).

SEXUAL HARASSMENT POLICY

See The School of Graduate Studies Sexual Harassment Policy on [page 16](#) of this catalog.

TRANSFER CREDITS

A catalog course description and syllabus is required for any course for which transfer credit is desired. Courses must be substantially similar in content and coverage to the corresponding course at Chestnut Hill College. Similarity is assessed by the faculty by comparing the syllabus to the syllabus of the course taught at Chestnut Hill College. To be considered for transfer credit, the course grade must be “B” or above.

The program will accept up to 30 transfer credits for foundational and elective courses at the 500-600 level.

The program will also consider transferring up to 18 credits for courses at the 800 level and above if: (1) the course was taken in another APA-accredited doctoral program in clinical psychology and, (2) the course was completed within five years of enrollment at CHC. Transfer credit will not be given for internship. In order to transfer credits from practicums, the applicant must submit a written evaluation by the practicum supervisor as well as a detailed accounting of the activities performed and the number of hours spent in each activity. This material will be evaluated and a decision made by the Chair in consultation with the Director of Clinical Training and other members of the department.

WAIVER OF DOCTORAL COURSES

No portion of the doctoral coursework may be waived.

WITHDRAWAL REFUND POLICY

Doctoral tuition, fees and deposits are non-refundable. Students who withdraw from a course after registration are liable for the full tuition and fees for the course.

GRADUATE PSYCHOLOGY COURSE DESCRIPTIONS

Please note: All courses are graded according to the standard grading scale ([page 19](#)) unless otherwise noted.

GRCP 499 Introduction to Graduate Psychology

3 credits (non-degree)

Reviews the general principles necessary for doing graduate work in clinical and counseling psychology. 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 during the student's first three semesters of enrollment.*

GRCP 500 Theories of Counseling and Psychotherapy

3 credits

Familiarizes the student with the major theoretical schools of counseling and psychotherapy, including: Psychoanalytic, Existential, Humanistic, Behavioral, Gestalt, Cognitive and Family Systems. Students will learn to distinguish among different

approaches and acquire a working knowledge of the terminology and concepts identified with each approach.

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. 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 Techniques of Counseling and Psychotherapy I **3 credits**

This course fosters the development of basic counseling and psychotherapy skills through a combination of didactic instruction and role-plays (including required videotaped role-plays). Focus is on establishing a therapeutic rapport, formulating appropriate directions for therapy, and conceptualizing strategies for intervention. Specific skills include listening, suicide intervention, assessment, formulation of questions and empathic responses. *Prerequisites: GRCP 500 and 503*

GRCP 508 Techniques of Counseling and Psychotherapy II **3 credits**

Focuses on advanced methods of using the therapeutic relationship for long-term change. Emphasis is placed on treating personality disorders, resistance to treatment, countertransference, and deepening the therapeutic alliance. This course incorporates experiential training which includes videotaping or live observation of role-plays. *Prerequisites: GRCP 500, 503 and 506*

GRCP 510 Research Design and Methodology **3 credits**

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

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

The course familiarizes students with the history and development of professional ethics and standards and their legal implications in the areas of counseling and psychotherapy. Students will be required to become familiar with the *Ethical Principles of Psychologists and Code of Conduct* as well as ethical standards formulated by other professional associations. Topics covered include: privileged communication, confidentiality, rights of client and agency, civil commitment, licensure, and mental health laws. *Prerequisites: 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. Students will be introduced to theoretical and empirical approaches to understanding key developmental issues as well as the role of the family and social context in human development.

GRCP 520 Thesis Seminar I **3 credits**

This seminar will provide students with an opportunity to meet weekly with a full-time faculty member to assist them in identifying a topic 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 statistical software.

GRCP 530 Group Therapy **3 credits**

Presents a theoretical and experiential understanding of group therapy techniques and processes. Students observe group process, practice interventions, and critique their own development as group therapists. Active involvement in didactic, practice groups is required.

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

This course will examine how ethnicity, gender, sexual orientation and other cultural factors influence psychological experi-

ence, expectations for therapy and the therapeutic relationship. Emphasis will be on developing a fuller appreciation for the complexities of cultural factors both in students' own lives and those of persons from different backgrounds.

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 acquire 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 therapeutic intervention for 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, 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 or couple. All aspects of treatment will be explored and practiced by the students. Videotapes will be produced by the student. *Prerequisite: GRCP 608*

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 conjoint therapy 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; 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 course focuses on the assessment, intervention, relationship, 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 assessment, intervention, consulting, and collaboration skills needed to work effectively both in environments that tend to engender trauma responses (e.g., drug or gang-infested neighborhoods, war zones, prisons) and in environments in which a large portion of the population is suffering from trauma responses (e.g., shelters, prisons, refugee camps, the foster care system, residential treatment settings). *Prerequisite: 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 Treatment Approaches to Substance Abuse **3 credits**

Surveys treatment 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 help the therapist distinguish among therapeutic approaches and to determine appropriate treatment selections for various case situations. *Prerequisite: GRCP 630 or permission of the Coordinator of the Master's Program.*

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 requires at least 100 hours of on-site experience. It will provide the opportunity for students to develop proficiency in diagnosing various mental disorders on the basis of a comprehensive diagnostic interview. Students will also be trained in developing treatment plans and strategies appropriate to particular diagnoses. Opportunities will also be provided for stu-

dents to gain exposure in different therapeutic environments in which they will observe and assist in various therapeutic modalities. Students are also required to attend a weekly group supervision seminar. *Prerequisites: GRCP 500, 530, 506 and 512*

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

This is a field placement designed to provide students with supervised experience conducting counseling and psychotherapy. There are different 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 are required to attend a weekly group supervision seminar on campus throughout each semester in which they are enrolled in Internship. *Prerequisites: Thirty (30) total credits including: GRCP 500, 503, 506, 508, 512, 705 (except for MFT students) and two concentration courses.*

GRCP 745 Clinical Experience I**3 credits**

This course is identical to GRCP 705. Enrollment is open only to students in the M.S./Psy.D. track.

GRCP 755 Clinical Experience II**3 credits**

Enrollment is open only to students in the M.S./Psy.D. track. This is a field placement designed to provide students with supervised experience conducting counseling and psychotherapy. Students must complete a minimum of 600 hours over two semesters. Students are required to attend a weekly group supervision seminar on campus. *Prerequisites: Thirty (30) total credits including: GRCP 500, 503, 506, 508, 512, 745 and two elective courses.*

GRCP 765 Clinical Experience III**3 credits**

Continuation of GRCP 755. Enrollment is open only to students in the M.S./Psy.D. track.

NOTE: Courses at the 800 level and above are open only to students in the Psy.D. program.

GRCP 800 Psychological Assessment I**3 credits**

This course will prepare students to administer and interpret the current edition of the Wechsler Intelligence Scale for Adults, the MMPI-2, and MMPI-A. Basic principles of measurement (standardization, reliability, validity) will be reviewed.

GRCP 801 Personality and Individual Differences**3 credits**

This course reviews and analyzes the major theories of personality including psychoanalytic, neo-analytic, humanistic, behavioral, social-cognitive, trait and evolutionary approaches. In addition to learning the major theories, students will read original works from each theorist. The course also establishes a foundation for the assessment of personality. Individual differences will be further explored through a series of narrative studies of lives in transition.

GRCP 801L Personality and Individual Differences Lab**1 credit**

This laboratory course will match the syllabus for GRCP 801, Personality and Individual Differences, in terms of readings and examinations. The primary goal of the course is to learn the basic therapeutic strategies relevant to the personality theories presented in the main lecture (GRCP 801) and understand the connection between the theory of personality and the therapeutic approaches that evolve out of that theory.

GRCP 802 Psychological Assessment II**3 credits**

This course will prepare students to conduct cognitive assessments of elementary school children and adolescents using current editions of the following tests: Wechsler Intelligence Scale for Children; Wechsler Individual Achievement Test; Wechsler Memory Scale; Children's Memory Scale; Wide Range Assessment of Memory and Learning; Bender Visual-Motor Gestalt Test; Beery Developmental Test of Visual-Motor Integration (VMI). Students will also learn about parent/teacher rating scales and child self-report measures. Students will be introduced to the Stanford-Binet Intelligence Scale and the Wechsler Preschool and Primary Scale of Intelligence. *Prerequisite: GRCP 800.*

GRCP 804 Historical Foundations of 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 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, Bowenian, Contextual and Narrative Models. Videotapes illustrating family therapy interventions will be shown. Students will learn how to conduct an assessment of a family and develop treatment plans based on their assessment. Methods of working with distressed couples will also be covered.

GRCP 808L Family Therapy Lab **1 credit**

Each student will be required to be both part of a Created Family, and serve as the therapist for another family in the class. These sessions will be supervised live, and videotaped. The videotaped session will be analyzed to ensure that students are learning best practices in family therapy.

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, anti-anxiety agents, psychomotor stimulants. *Prerequisite: GRCP 810*

GRCP 815 Empirically Supported Therapies: Research, Theory and Practice **3 credits**

This course introduces students to Empirically Supported Therapies (EST) and addresses the importance of EST's to the practice of psychology. The course examines the research process used to determine what constitutes an empirically-supported treatment. In addition to examining particular models, the course also examines those aspects of the therapist/client relationship that have also been supported by research. Particular EST's addressed in this course include Psychodynamic Therapy, Cognitive-Behavioral Therapy, parent-child interaction therapy, Family Therapy, Emotionally-Focused Couples Therapy, Dialectical Behavioral Therapy and interpersonal therapy. Particular attention is paid to empirically-supported brief therapy 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.

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. Students will build upon this base by developing specialized skills 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 829 Supervision and Consultation**3 credits**

This course is designed to help students become knowledgeable about the role of supervision in the training of clinical psychologists. Specifically, the course examines definitions of supervision, the supervisory relationship, models of supervision, the function of evaluation, supervision teaching formats and interventions, current research, legal and ethical issues, and the impact of the following issues on supervision: gender, sexual orientation, ethnicity, social class, and other cultural issues. A distinction between supervision and consultation is made. Although consultation may involve similar skills as supervision, differences in function, role and responsibility are discussed.

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 reviewed to better understand the cognitive-affective-behavioral-personality interaction.

GRCP 836 Dissertation Seminar**3 credits**

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. The proposal will consist of the first two chapters of the dissertation (literature review and methods). The student works with the seminar instructor while keeping the dissertation chair involved in the proposal's progress. The course will also review the procedure for submitting an application to the Institutional Review Board (IRB) for research involving human participants.

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 844, 845, 846 Mentoring Group I, II, III**1 credit each semester**

The purpose of the class is to help students identify a dissertation topic and begin preparation of the literature review. The course culminates in a poster session and a completed concept paper that summarizes the literature review and describes the plan for the dissertation.

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 videotaping 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 that are recommended for this population. Developmental issues will be explored, as will basic principles of working with children and parents.

GRCP 859 Seminar in Family Therapy

3 credits

This is an advanced family therapy course covering special topics, clinical issues, and techniques of intervention. This course revisits the primary theoretical models of treatment and examines how the field has evolved and become more integrated. Role-plays are utilized to explicate particular issues and demonstrate important concepts.

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 864 Advanced Cognitive Assessment

3 credits

This course is an advanced course in cognitive assessment of children and adults. The course builds upon the introduction to cognitive assessment in Psychological Assessment I and II and upon the student's experiences conducting assessments during the practicum. Topics covered in this course will include: formulating the assessment plan to respond to the referral questions; advanced interpretation of the WISC-IV and WISC-IV integrated; use of the WISC-IV with special populations; early childhood assessment; cross-battery assessment; and conducting effective feedback sessions. *Prerequisites: GRCP 800, 802, 901, 903 and 904*

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 871 Directed Teaching in Psychology

1 credit

Students will teach master's-level or undergraduate courses under the mentorship of a faculty member. This course cannot be used to meet credit requirements for the Psy.D. degree and may be taken only with written approval from the Chair.

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. Students complete a minimum of 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 is available to allow the student a choice of the clinical population to be served. In addition to working a minimum of 12 hours per week at the field site, students are required to attend a weekly seminar on campus.

GRCP 930, 931 and 932 Internship I

2 credits each semester

20 hours per week at an internship site for one full calendar year. Students completing a full-time internship (40 hours per week) take this course concurrently with Internship II.

GRCP 940, 941 and 942 Internship II

2 credits each semester

20 hours per week at an internship site for one full calendar year. Students completing a full-time internship (40 hours per week) take this course concurrently with Internship I.

GRCP 914 Dissertation Advising

2 credits each semester

Students are required to register for Dissertation Advising (2 credits) beginning with the semester following the completion of GRCP 836 (Dissertation Seminar) and continuing until the dissertation has been successfully defended. During this time, students will consult with their advisors and other members of the committee regarding the progress of the dissertation and any problems that may arise.

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 Specialist (K-12)

Secondary Education (7-12) *Biology, Chemistry, Citizenship, English, foreign languages: (Spanish, French, and Latin), General Science, Mathematics, and Social Studies.*

School Principal (K-12)

Special Education (N-12)

- **MONTESSORI CERTIFICATE**

PROGRAM OBJECTIVES

The Masters 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 in schools, and support services to meet the needs of all children.

PROGRAM COMPETENCIES and EXIT 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 as part of the admissions process, through the completion of approved coursework and fieldwork experiences, and when exiting the program. Evidence of cognitive abilities includes a GPA of 3.0 and successful completion of all courses and field experiences. Evidence of physical capabilities is the ability to fully maintain a safe and supportive learning environment for children as demonstrated through field experiences in specific courses and student teaching. Evidence of social capabilities is the ability to teach with poise, confidence and control in a classroom environment, as well as to develop and maintain professional relationships as demonstrated in coursework and student teaching experiences.

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

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

The competencies for exiting initial certification programs reflect the instructional competencies required by the Pennsylvania Department of Education. (PA Ch. 354.33). 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 cognitively, physically and socially demonstrates the ability to provide for the safety and well being of all students. The teacher will utilize individual and group behavior strategies that create a learning environment supporting positive social interaction, active engagement in learning and self-discipline.
- F. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques, supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- G. The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.
- H. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- I. The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.
- J. The teacher contributes to school effectiveness by collaborating with other professionals and parents by using community resources, and by working as an advocate to improve opportunities for student learning.

Exit Criteria

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

ADMISSIONS REQUIREMENTS

Teacher candidates seeking the Master of Education (M.Ed.) degree in Elementary Education 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 an on campus 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 essential for beginning teachers.

Admissions Requirements for Instructional I Certification

In compliance with the Pennsylvania Department of Education (PDE) regulations, requirements for all students seeking

Instructional I certification beginning September 2001, are as follows:

- Documentation of an undergraduate GPA of 3.0 or higher prior to admittance into the program.
- 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
- The completion of admission requirements for the School of Graduate Studies, including letters of recommendation and statement of professional goals. These 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, appropriate to the observation/hands-on experience in traditional settings.

The practicum requirement may be fulfilled in conjunction with Methodology I or II/Field Study (GRELE 600 and 610), or Practicum/Special Methods (secondary certification). Practicum arrangements will be made in consultation with the advisor or the instructor. A packet containing forms for the school and forms to document the experience are available in the Education Office. 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 student-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 faculty supervisor to offer guidance to student teachers, to evaluate the candidate's progress in the classroom, and to discuss with candidates educational theory and its practical application. Workshops to support specific topics/standards will also be provided on an as-needed basis. These workshops will help ensure that 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 student may enroll in the student teaching course as his or her first course at Chestnut Hill College. An exception to this policy will be made if the education department of another university initiates the request and receives approval for a student-teaching placement through Chestnut Hill College.

PORTFOLIO

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

TRANSCRIPT EVALUATION

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.

Teacher candidates seeking secondary certification must have their undergraduate degree reviewed for course content appropriate to their desired certification area. Liberal Arts faculty in designated disciplines will review the transcript for specific content meeting specific guidelines, the secondary education coordinator reviews the transcript for education course content.

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 through approved educational institutions such as 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 Early Childhood, Elementary, Secondary or Special Education in the Commonwealth of Pennsylvania by completing requirements for the graduate certification program and by obtaining passing scores on the tests in place at the time of testing. Testing requirements and passing scores are subject to change, therefore candidates are responsible to comply with regulations that are current at the time of application for certification. A candidate may complete the requirements for the master's degree without completing student teaching (by substituting appropriate electives), but would not be eligible for Instructional I certification until student teaching is successfully 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 and documenting three years of successful, full time teaching.

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 specific Praxis specialization test for the additional area of certification. (See Option II) Students who are requesting acceptance into a second certification program and have less than a grade of “B” in the previous student teaching experience will need to demonstrate two or more years of successful teaching experience in their area of initial certification, and application packet be reviewed and accepted by the Education Department Admission and Review committee. Students adding a special education certification who have a student teaching grade of less than a “B” in their initial certification will need to either demonstrate two or more years of successful teaching experience in the initial certification area or complete a student teaching experience in special education instead of a practicum.

It is the responsibility of the teacher candidate to apply for certification once they have satisfactorily met the requirements. 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 biology, chemistry, citizenship, early childhood education, elementary education, foreign language (Spanish) general science, mathematics, social studies, and special education 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 intern certification before having completed the coursework necessary for Instructional I certification. In order to obtain an Intern Certificate, the candidate must successfully complete tests that are currently required by the state and be accepted into one of the approved Intern programs listed above. Interns comply with all admissions procedures applicable to Instructional I candidates. [See http://www.teaching.state.pa.us](http://www.teaching.state.pa.us) for further information.

The Intern Program is most appropriate for the individual who already has a teaching job. For example, many bilingual teachers without education degrees are in the Intern Program. The candidate takes five introductory courses and then applies for the certificate in a specific program area. The candidate then has three years to complete the program, including student teaching.

For more information about the Teacher Intern Programs, contact the Chestnut Hill College Education Office.

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)

GREDE	701	Research and Evaluation of Practice I
GRELE	615	Technology in Education
GRELE	530	Introduction to Special Education

GREDE 526 Current Issues in Education

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

GRIT 548 PC Technology: Operating Systems and Advanced Applications
 GRIT 560 Web Page Design
 GRRDG 525 Technology in English/Language Arts Classroom
 GRIT 630 Technology as an Interdisciplinary Tool
 GRELE 580 Teaching Social Studies in the Elementary Classroom
 GRELE 565 Strategies for Teaching Math
 GRELE 570 Science in Elementary Years

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

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

GREDE 650 Classroom Management
 GRSPD 525 Assessment and Education of Exceptional Students
 GRLDR 570 School Law
 GRRDG 630 Assessment, Evaluation, and Remediation of Reading Difficulties
 GRELE 520 Writing Rubrics
 GRRDG 569 Phonics in the Whole Language Program
 GREDE 702 Research and Evaluation of Practice II

OPTION II (36 credits) 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**

GRELE 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)

GRELE 535 Educational Psychology
 GRELE 506 Foundations of Education
 GRELE 700 Student Teaching K - 6/Seminar (6 credits)
 GREDE 701 Research and Evaluation of Practice I

■ **Specialization Requirements** (21 credits)

GRELE 615 Technology in Education
 GRELE 510 Reading/Children's Literature
 GRELE 520 Writing/Rubrics
 GRELE 600 Elementary Methodology I/Field Study
 GRELE 610 Elementary Methodology II/Field Study
 GRELE 530 Introduction to Special Education
 GRELE 565 Strategies for Teaching Math

* Additional course requirements may be necessary to address NTE competencies, e.g. GRELE 580, or 570.

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)

GRELE	520	Writing Rubrics
GRRDG	525*	Technology in the English Language Arts Classroom
GREDE	526	Current Issues in Education
GREDE	701	Research and Evaluation of Practice I

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

GRRDG	615*	Reading and Writing in the Elementary School
GRRDG	620*	Reading and Writing in the Secondary School
GRRDG	551*	Building Literacy Competencies
GRRDG	630*	Assessment, Diagnosis, Remediation of Reading Difficulties
GRRDG	701*	Reading Practicum I
GRRDG	702*	Reading Practicum II

■ **Electives** (3 credits)

GREDE	650	Classroom Management
GRRDG	569	Phonics in the Whole Language Program
GRSPD	525	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**

EDUCU 350/GRELE 530	Introduction to Special Education*
PSYU 217 or Equivalent	Abnormal Psychology*

■ **Professional Requirements** (12 credits)

GRSPD	525*	Assessment of Students with Disabilities
GRRDG	569*	Phonics in the Whole Language Program
GRSPD	535*	Classroom Management for Students with Disabilities
GREDE	701	Research and Evaluation of Practice I

■ **Specialization Requirements** (18 credits)

GRSPD	527*	Education Practice for Students with Physical/Health and Communication Disabilities
GRSPD	600*	Education Practice for Students with Mild, Moderate or Severe Cognitive Disabilities
GRSPD	515*	Education Practice for Students with Learning and/or Emotional Disabilities
GRSPD	540*	Assistive Technology for Students with Disabilities
GRSPD	701*	Special Education Practicum I
GRSPD	702*	Special Education Practicum II

Electives (3 credits)

GREDE	526	Current Issues in Education
GREDE	702	Research and Evaluation of Practice II

SPECIAL EDUCATION CERTIFICATION

This program (39 credits) is designed for:

- Students who do not have Instructional I certification and wish to acquire their first certification in special education;
- Students who already have an Instructional I certification and 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 (9 credits)

EDUCU 350/GRELE 530	Introduction to Special Education*
GRELE 535	Educational Psychology
GRELE 506	Foundations of Education

■ Professional Requirements (12 credits)

GRSPD 525*	Assessment of Students with Disabilities
GRELE 510	Reading/Children's Literature
GRSPD 535*	Classroom Management for Students with Disabilities

■ Specialization Requirements (18 credits)

GRSPD 527*	Education Practice for Students with Physical/Health and Communication Disabilities
GRSPD 600*	Education Practice for Students with Mild, Moderate or Severe Cognitive Disabilities
GRSPD 515*	Education Practice for Students with Learning and/or Emotional Disabilities
GRSPD 540*	Assistive Technology for Students with Disabilities
GRSPD 700	Special Education Student Teaching
OR	
GRSPD 701*	Special Education Practicum I
GRSPD 702*	Special Education Practicum II

Note: Students who are completing the special education certification program as their initial teaching certificate MOST LIKELY WILL need to seek additional certification to meet NCLB requirements for highly qualified status. Please discuss the special education program with your advisor.

In addition, some teacher candidates who are teaching in a special education placement under an Intern certificate may; depending on their situation; have their student teaching split into two sections; GRSPD 703 Student Teaching 1 and GRSPD 704 Student Teaching II. In this manner, they will have formative mentoring, support and a mid-term evaluation during their second semester of graduate work and classroom teaching, as well as have a summative evaluation of their teaching during their final semester.

EARLY CHILDHOOD EDUCATION

Chestnut Hill College's program in Early Childhood Education integrates theory and practice concerning the cognitive, social and educational development of young children grades 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)

GRELE 615	Technology in Education
GRELE 530	Introduction to Special Education
GREDE 701	Research and Evaluation of Practice I

■ **Specialization Requirements I** (12 credits)

GREDE	650	Classroom Management
GRSPD	525	Assessment and Education of Exceptional Students
GRECE	525	Designing Environments for Infants and Toddlers
GRECE	565	Administration/Supervision of Early Childhood Programs

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

GREDE	526	Current Issues in Education
GRLDR	570	School Law
GRRDG	630	Assessment, Evaluation and Remediation of Reading Difficulties
GRELE	520	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. This program is 36 credits.

■ **Prerequisite**

GRELE	499	Introduction to Schooling
GRELE	550	Developmental Psychology

■ **Professional Requirements** (18 credits)

GRELE	535	Educational Psychology
GRECE	505	Theory and Curriculum in Early Childhood Education
GRELE	506	Foundations of Education
GRECE	700	Student Teaching N - 3/Seminar (6 credits)
GREDE	701	Research and Evaluation of Practice I

■ **Specialization Requirements** (18 credits)

GRELE	530	Introduction to Special Education
GRELE	510	Reading/Children's Literature
GRELE	520	Writing/Rubrics
GRECE	506	Science, Math, Social Studies K - 3 (prerequisite GRECE 505)
GRELE	615	Technology in Education
GRECE	565	Administration and Supervision of Early Childhood Education Programs

EARLY CHILDHOOD WITH MONTESSORI CERTIFICATE

There are several options for individuals seeking Montessori certification. The first option provides a M.Ed. in Early Childhood with 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. Students seeking PA state certification in early childhood can earn a M.Ed. in ECE with certification as well as Montessori certificate. Students must meet with the Chair of the Education Department to identify a course of study that will allow for both ECE PA state certification and the Montessori certificate.

Courses for the Montessori certification will be offered in the Fall, spring and new week-long Interim sessions during the summer to increase the opportunities of completing the AME requirements faster than the traditional semester method. Please consult with the Montessori advisor for more information.

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 will be scheduled.

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

■ Professional Requirements (12 credits)

GRECE	505	Theory and Practice in Early Childhood Curriculum
OR		
GREDE	526	Current Issues in Education
GRELE	550	Developmental Psychology
GRELE	506	Foundations of Education
GREDE	701	Research and Evaluation of Practice I

■ Specialization Requirements - Montessori (28 credits)

GRMON	520	Montessori Philosophy and Educational Theory
GRMON	521	Montessori: Everyday Living
GRMON	522	Montessori: Sensorial
GRMON	523	Montessori: Math
GRMON	524	Montessori: Language
GRMON	525	Montessori: Natural and Social Science
GRMON	620/621	Montessori: Internship/Practicum (Fall)
GRMON	622/623	Montessori: Internship/Practicum (Spring)

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 for the Montessori Certificate program. Matriculation into this certificate program requires a 3.0 GPA from an undergraduate degree program, official transcripts from undergraduate/graduate programs, three letters of recommendation, professional goals statement and application form. No standardized test is required for the Montessori certificate program. If a student wishes to change to a M.Ed. in ECE with the Montessori certificate, s/he will need to submit a letter requesting to be accepted into the degree program, and submit documentation of passing the PPST's.

Option III: Non-Graduate 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)

GRMON	520	Montessori Philosophy and Educational Theory
GRMON	521	Montessori: Everyday Living
GRMON	522	Montessori: Sensorial
GRMON	523	Montessori: Math
GRMON	524	Montessori: Language
GRMON	525	Montessori: Natural and Social Science
GRMON	620/621	Montessori: Internship/Practicum (Fall)
GRMON	622/623	Montessori: Internship/Practicum (Spring)

Please note. Students completing the Option III – Non-Graduate Credit Montessori Certificate will only receive the American Montessori Society credential and will not in the future receive any undergraduate or graduate college credit for the coursework. Students choosing Option III – No-credit Montessori Certificate, have up to six weeks to request a change of status to either a M.Ed. in ECE with Montessori Certificate or Montessori Certificate Program (Option II) earning either graduate or

undergraduate credits. An agreement must be signed at that time and the difference in tuition will be due immediately.

Option III students must follow the same attendance policy and completion of required assignments. At the completion of each course, students will receive either a Pass or Fail grade.

EDUCATIONAL LEADERSHIP – ACCELERATED AND INTENSIVE SUMMER FORMAT

DESCRIPTION OF PROGRAM

The Graduate Program in Educational Leadership is designed to provide educators with the skills and concepts necessary to function as principals in K-12 settings. Establishing a positive school climate, developing school goals, supervision and evaluation of teaching and non-teaching staff members and building community support for schools are some of the skills developed in this program. Curriculum development and assessment will be a major focus for all candidates. This program will be offered in an accelerated format in fall and spring semesters (two eight-week sessions each semester) and in the regular six-week intensive format in the summer sessions. The courses will be experiential in nature with an emphasis on field studies. The role of technology in educational leadership will be stressed.

ACCELERATED AND INTENSIVE SUMMER PROGRAM FORMAT

This program is designed for the working education professional who wishes to complete the program as quickly as possible. In the accelerated format, classes meet on Saturdays or in the early evening one-to-two times a week in the accelerated 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 INTENSIVE (regularly scheduled six-week summer sessions for Summer I and III), you will be able to gain certification in as little as 15 months, and a M.Ed. in 24 months. Students who begin in the program need to stay enrolled so that they are able to complete the required program on schedule. If students decide to skip a semester, the courses they need may not be offered until the following term. Please consult with your advisor for any changes in your program.**

Because of its accelerated and intensive summer format, the schedule for the master's degree in Educational Leadership is four semesters long:

Fall 1 and 2	=	Fall Semester
Spring 1 and 2	=	Spring Semester
Summer I and III	=	Summer I and III Semesters

Classes usually meet once each week or on Saturdays during each eight-week session.

Please consult the current academic calendar for specific dates and times of these courses.

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.
9. Improvement and/or problem-solving project which is to be mutually agreed upon by both the school principal and the College advisor;
10. 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:

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

Professional Requirements:

GREDE	701	Research and Evaluation	One semester	3 credits
GRLDR	687	Technology and the Administrator	One semester	3 credits
GRLDR	630	Personnel and Pupil Administration and Management	One semester	3 credits
GRLDR	680	The Improvement of Instruction, Staff Development and Supervision	One semester	3 credits
GRLDR	590	School/Community Relations	One semester	3credits
GRLDR	570	School Law	One semester	3 credits
GRLDR	701	Internship	One semester	4 credits

SECONDARY EDUCATION

Chestnut Hill College does not yet offer graduate degrees in secondary education. The secondary education certification courses listed below are numbered both in the undergraduate and graduate programs. Please be advised that graduate credits are designed for post-baccalaureate students who are seeking certification in secondary education (Grades 7-12 or K-12 (foreign language certifications)) with undergraduate degrees other than education (biology, chemistry, citizenship, English, foreign language, general science, math and social studies). 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 certification are required to meet the exit competencies identified earlier.

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

GRELE	499	Introduction to Schooling (if applicable) (1 credit)
GRELE	535	Educational Psychology (3 credits)
GRELE	506	Foundations of Education (3 credits)

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

EDUCU 350/GRELE 530	Introduction to Special Education (3 credits)
ESECU 315/GRSEC 525	General Methods in Secondary Education (3 credits)
ESECU 316/GRSEC 530	Reading in the Content Area (1 credit)
ESECU 420/GRSEC 700	Student Teaching + Seminar (6 credits)
BIO 317/GRSEC 549	Practicum-Special Methods in Biology (3 credits)
LANG 317/GRSEC 552	Practicum-Special Methods in Foreign Language (3 credits)
MATH 317/GRSEC 554	Practicum-Special Methods in Mathematics (3 credits)
ESECU 317/GRSEC 556	Practicum-Special Methods in English and Citizenship (3 credits)
ESECU 317/GRSEC 562	Practicum-Special Methods in Chemistry (3 credits)

COURSE DESCRIPTIONS**Early Childhood Course Descriptions****GRECE 505 Theory and Practice in Early Childhood Curriculum (Formerly GRED 805) 3 credits**

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

GRECE 506 Science, Math and Social Studies: N-3 (Formerly GRED 806) 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: GRECE 505

GRECE 525 Designing Environments and Programs for Infants and Toddlers (Formerly GRED 825) 3 credits

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

GRECE 565 Admin. 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.

Elementary Education Course Descriptions**GRELE 499 Introduction to Schooling (Formerly GRED 499) 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 volunteer experience in a school can exempt the non-education major from this course.

GRELE 506 Foundations of Education (Formerly GRED 840) 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 differences between education and schooling are examined, and current educational reform movements are explored within the context of critical educational theory.

GRELE 510 Reading/Children's Literature (Formerly GRED 863) 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.

GRELE 520 Writing/Rubrics (Formerly GRED 864) 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.*

GRELE 530 Introduction to Special Education (Formerly GRED 720) 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.

GRELE 535 Educational Psychology (Formerly GRED 835) 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.

GRELE 550 Developmental Psychology (Formerly GRED 800) 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 is stressed.

GRELE 565 Strategies for Teaching Mathematics (Formerly GRED 865) 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.

GRELE 570 Science for the Elementary Years

3 credit

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.

GRELE 580 Social Studies Education (Formerly GRED 790)

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.

GRELE 600 Elementary Methodology I/Field Study (Formerly GRED 807)

3 credits

This course examines all aspects of planning for instruction including materials, curricular organization, and textbook utilization. *A thematic approach to unit planning will be presented, integrating all subjects, including Art and Music.* Classroom management strategies will be discussed including motivation, grouping, physical layout, climate and discipline. This course examines the opportunities to extend learning through homework, utilizing community resources, parental involvement and the library. Effective student assessment through the use of standardized test interpretation, formative and summative evaluations, portfolios and anecdotal records is presented. In addition, supporting a multicultural classroom, understanding gender differences and celebrating diversity will be included. Effective utilization of school support staff will be explored. The multiple intelligence theory will be correlated to lesson planning and activities. **Students will also examine implications of PA Academic Standards.**

GRELE 610 Elementary Methodology II/Field Study (Formerly GRED 808)

3 credits

This course has two strands. The first will emphasize social studies and citizenship education. The second will emphasize science education in the elementary classroom. *Students will incorporate a thematic approach when planning a unit or lesson as well as integrating Art and Music teaching strategies throughout.* It is expected that students will utilize the objectives presented in Methodology I in all activities and assessments in this course. **Students will examine implications of PA Academic Standards.** *Prerequisite: GRELE 600*

GRELE 615 Technology in Education (Formerly GRED 615)

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.

Education Course Descriptions

(for courses that fulfill Master's degree requirements in more than one program)

GREDE 526 Current Issues in Education (Formerly GRED 826)

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.

GREDE 650 Classroom Management (Formerly GRED 650)

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.

GREDE 701 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.

GREDE 702 Research and Evaluation of Practice II**3 credits**

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

GREDE 704 Independent Study**3 credits**

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

GREDE 705 Thesis (Formerly GRED 995)**3 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.

Reading Specialist Course Descriptions**GRRDG 525 Technology in the English Language Arts****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.

GRRDG 551 Building Literacy Competencies (Formerly GRED 751)**3 credits**

This course investigates forms of literacy competency in our post-typographic culture. In it candidates will explore ways to understand media and their connections 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: GRRDG 615, GRIT 625*

GRRDG 569 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.

GRRDG 615 Strategies for Teaching Reading and Writing in the Elementary School (Formerly GRED 831)**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.*

GRRDG 620 Reading and Writing in the Secondary Classroom (Formerly GRED 866)**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: GRRDG 615. Required for reading specialists.*

GRRDG 630 Assessment, Evaluation and Remediation of Reading Difficulties Formerly GRED 861)**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. *Required for reading specialists*

GRRDG 701 Reading Practicum I (Formerly GRED 858) 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 in terms of the exit competencies of the reading program. *Prerequisites: GRIT 625, GRRDG 615, 620, and 630. Permission of the Reading Coordinator is required.*

GRRDG 702 Reading Practicum II (Formerly GRED 859) 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: GRRDG 701. Permission of the Reading Coordinator is required.*

Secondary Education Course Descriptions**GRSEC 525 General Methods - for Secondary Education (Formerly GRED 610) 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.

GRSEC 530 Reading in the Content Area - for Secondary Education (Formerly GRED 620) 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.

GRSEC 549 Practicum/Special Methods in Biology/General Sciences - for Secondary Education (Formerly GRED 649) 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.

GRSEC 552 Practicum/Special Methods in Foreign Language - for Secondary Education (Formerly GRED 652) 3 credits

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

GRSEC 554 Practicum/Special Methods in Mathematics For Secondary Education (Formerly GRED 654) 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.

GRSEC 556 Practicum/Special Methods in Areas of English and Citizenship - for Secondary Education (Formerly GRED 656) 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)

GRSEC 562 Special Methods in Chemistry - for Secondary Education (Formerly GRED 662) 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.

GRSEC 700 Student Teaching in Secondary School and Seminar (Formerly GRED 625) 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.*

Special Education Course Descriptions**GRSPD 515 Education Practice for Students with Learning and/or Emotional Disabilities Formerly GRED 724) 3 credits**

This course examines current research and practice on the needs of students with learning disabilities, attention deficit disorders and emotional and/or behavioral disorders. Methods for including these students in the regular classroom are provided, with lesson plans identifying modifications to the existing curriculum, including the development of IFSPs, IEPs, and ITPs. A beginning survey of behavior management techniques, including functional behavioral assessments, will be addressed. *Prerequisite: GRELE 530 (Can be taken concurrently with GRSPD 525 only with special permission)*

GRSPD 525 Assessment of Students with Disabilities (Formerly GRED 721) 3 credits

Current practices in assessment of students with disabilities, including the use of multicultural assessments, are the focus of this course. Students will review the issues of informal as well as standardized testing requirements under state and federal regulations and policies. In addition, authentic assessment practices, such as portfolios, will be examined for different areas of special need. *Prerequisite: GRED 720*

GRSPD 527 Education Practice for Students with Physical/Health & Communication Disabilities (Formerly GRED 722) 3 credits

Current research and practice regarding the needs of students with physical/health and communication disabilities, including visual and hearing deficits, are examined in this course. Methods for including these students in the regular classroom and examination of the range of differences and similarities of this student group provide content for the course, including the development of IFSPs, IEPs, and ITPs. Students develop lesson plans that either specify adaptations to existing curriculum or special curriculum needs, such as life skills. This course includes sensory aspects of disability across the lifespan. *Prerequisite: GRELE 530 (Can take concurrently with GRSPD 525 only with special permission)*

GRSPD 535 Classroom Management for Students With Disabilities (Formerly GRED 726) 3 credits

The content and practice knowledge needed to create an effective learning environment for students with disabilities in inclusive and/or separate learning environments are examined in this course. Students learn how to select, evaluate, and interpret specific behavioral assessments (including informal, functional, ecological and behavioral assessments) and utilize appropriate management strategies in the classroom. The development of behavioral intervention plans enable students to plan specific strategies to help increase attention span and support the completion of classroom assignments. *Prerequisites: GRELE 530 and GRSPE 525.*

GRSPD 540 Assistive Technology For Students With Disabilities Formerly GRED 727) 3 credits

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

GRSPD 600 Education Practice for Students with Mild, Moderate or Severe Cognitive Disabilities (Formerly GRED 723) 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 IFSPs, IEPs, and ITPs. Students develop lesson plans that either specify adaptations to existing curriculum or special curriculum needs, such as life skills. *Prerequisite: GRELE 530 (Can take concurrently with GRSPD 525 only with special permission)*

GRSPD 700 Student Teaching/Seminar, Special Education K-12 (Formerly GRED 730) 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 required to complete a portfolio.

GRSPD 701 Special Education Practicum I (Formerly GRED 728) 3 credits

Special education practicum experiences take place in a public or private school-based environment in which practicum students will be assigned a mentor teacher who already holds certification in special education. The practicum students' primary responsibility is to design, implement and evaluate effective instruction for students with mild to moderate disabilities in the least restrictive environment, in an elementary, middle school or secondary school. In order to accomplish this, the students will also be required to have experiences that allow for effective communication and collaboration with educational partners, such as parents, organizations and advocacy groups. Students are expected to spend from 100-150 hours depending on past background and experience. Placements are arranged in collaboration with the student and selected sites. Permission of the instructor is required. Practicum includes a seminar experience.

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

GRSPD 702 Special Education Practicum II (Formerly GRED 729) 3 credits

Special education practicum experiences are 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 is 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 in a placement 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.

GRSPD 703 Student Teaching/Seminar I, Special Education K-12 3 credits 6 credits

The student teaching experience I for special education is for students who are teaching in a special education classroom under an Intern certificate and were admitted under the approved Intern program. The student will be observed 2-3 times during their second semester of teaching and graduate work. In addition, the student will attend seminar meetings to begin the development of their final portfolio, discuss teaching issues and participate in role playing and other pedagogical assignments designed to strengthen their teaching strategies. Classroom management issues, strategies and supports will be paramount during this time. At the end of the semester, students will be observed and completed a mid-teaching evaluation through the PDE 430 form. It will serve as a guide to teachers in preparation for their final PDE 430 evaluation during their final semester.

GRSPD 704 Student Teaching/Seminar II, Special Education K-12 3 credits 6 credits

The student teaching experience II for special education is for students who are teaching in a special education classroom under an Intern certificate and were admitted under the approved Intern program. The student will be observed 2-3 times during their final semester of teaching and graduate work for the special education certification program. In addition, the student will attend seminar meetings to finalize their final portfolio, discuss teaching issues and participate in role-playing and other pedagogical assignments designed to strengthen their teaching strategies. Legal, instructional issues, strategies and supports will be paramount during this time. At the end of the semester, students will have a completed final evaluation through the PDE 430 form, as well as a professional portfolio. The PDE 430 form will serve as the certification recommendation for the student.

Educational Leadership Course Descriptions

GRLDR 500 Conceptual Foundations for School Leadership (Formerly GRED 500) 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.

GRLDR 510/511 Curriculum Theory, Development and Issues (Formerly GRED 510/511) 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.

GRLDR 520 The Principal as an Effective Agent of Change (Formerly GRED 520) 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.

GRLDR 570 School Law (Formerly GRED 841) 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.

GRLDR 590 School/Community Relations (Formerly GRED 880) 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.

GRLDR 630 Personnel and Pupil Administration and Management (Formerly GRED 690) 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.

GRLDR 680 The Improvement of Instruction, Staff Development, and Supervision (Formerly GRED 780) 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.

GRLDR 687 Technology and the Administrator (Formerly GRED 680) 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.

GRLDR 701 Internship/Educational Leadership (Formerly GRED 890) 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

GRMON 520 Montessori Philosophy and Educational Theory (Formerly GRED 653) 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.

GRMON 521 Montessori: Everyday Living/Art (Formerly GRED 651) 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: GRMON 520, unless exempted by Program Director*

GRMON 522 Montessori: Sensorial/Music (Formerly GRED 655) 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: GRMON 520*

GRMON 524 Montessori: Language (Formerly GRED 657) 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: GRMON 520*

GRMON 525 Montessori: Natural and Social Sciences/Parent Education (Formerly GRED 658) 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: GRMON 520*

GRMON 523 Montessori: Mathematics (Formerly GRED 659) 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: GRMON 520*

GRMON 620/621 FALL Montessori: Practicum/Internship and seminar (Formerly GRED 660/661) 5 credits

A year's practicum/internship which brings together the theory, practice and curriculum of Montessori Education. Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the internship for both fall and spring semesters.

GRMON 622/623 SPRING Montessori: Practicum/Internship and seminar (Formerly GRED 622/623) 5 credits

A year's practicum/internship which brings together the theory, practice and curriculum of Montessori Education. Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the internship for both fall and spring semesters.

MASTER OF ARTS IN:

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

Chair: Barbara Hogan, 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:

- I. Master of Arts in Holistic Spirituality
- II. Master of Arts in Holistic Spirituality and Spiritual Direction
- III. Master of Arts in Holistic Spirituality/Healthcare.

In addition to the degree programs, several certificate programs are also offered:

- I. Certificate in Spiritual Direction
- II. Certificate in Supervision of Spiritual Directors
- III. Certificate of Study in Spirituality (CSS)
- IV. 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.
3. 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-society harmony by advocating for care-giving practices attentive to patients, environments, and practitioners and to knowledge from many sources. The program seeks to encourage students to:
- integrate healthcare disciplines 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 healthcare and spirituality, both in theory and in practice; and
 - participate in the transformational dimensions of healthcare ministries, 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 any of the master’s level or Certificate programs, applicants must have completed a baccalaureate degree from an accredited institution, completed and attained a cumulative GPA of 3.0 or better while attending that institution, and completed all general requirements applicable to all students seeking admission into any master’s or Certificate program at Chestnut Hill College.

APPLICATION PROCESS FOR THE M.A. IN HOLISTIC SPIRITUALITY AND SPIRITUAL DIRECTION AND THE CERTIFICATE IN SPIRITUAL DIRECTION

*In addition to the above requirements, there is a second, separate application process for admission to the **Master of Arts in Holistic Spirituality and Spiritual Direction or the Certificate in Spiritual Direction**. Applicants must have earned 15 graduate credits in the Core Areas before beginning the application process for the Practicum. Since applicants for the Certificate in Spiritual Direction already have a Masters’ degree in theology or a related field, they may begin the application process for the Practicum anytime after they complete the regular SGS admissions process. Certificate students must then complete at least one non-practicum GRSP course at CHC before beginning the Practicum. **Only students who are accepted into the practicum phase of the program may take the practica courses.***

PRE-PRACTICUM REQUIREMENTS:

1. Each applicant needs to be in on-going spiritual direction for at least TWO FULL years before beginning the APPLICATION PROCESS for the Practicum Phase.
2. The Application Process for the Spiritual Direction Practicum is an open process from November 1 to March 1. An Information Session is held in November to clarify current information and procedures. Materials may be obtained by contacting the Coordinator of the Spiritual Direction Practicum after that Session.
3. The **Special Requirements for Admission into the Practicum Phase** are listed below. These apply to students in the M.A. and in the Certificate programs in Spiritual Direction.
 - a. Each student needs to complete the Retreat in Everyday Life (19th Annotation) or 30-day retreat **before** Practicum 1.
 - b. GRSP 525, 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.
 - c. Ongoing spiritual direction before and during the Practicum Phase is required.
 - d. During the time of the Practicum, each student needs to make an annual retreat of 5-7 days or two weekend retreats;
 - e. Students need to travel to/from the location of their Practicum supervisor;
 - f. **Supervision Costs:** At the present time, regular supervision costs are covered by a fund supported by a generous benefactor to the program. If this fund ceases, all supervision stipends will be the responsibility of the student.

PRACTICUM APPLICATION REQUIREMENTS:

1. Submit a 7-10 page autobiography (an outline will be provided);
2. Submit two letters of recommendation: a Practicum Recommendation Form completed by the applicant’s spiritual director; and an additional letter.
3. Interview with the Coordinator of the Practicum Phase and the Supervisory Team;
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 two full years before beginning the Application Process.

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.

■ I. 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 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**.

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 (core)	3 credits
GRSP	501-504	Historical Foundations (elective)	2 credits
(students choose one elective to fulfill this category)			

THEOLOGICAL FOUNDATIONS OF SPIRITUALITY - (5 credits)

GRSP	520	Theological Foundations (core)	3 credits
GRSP	521-524	Theological Foundations (elective)	2 credits
(students choose one elective to fulfill this category)			

BIBLICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY – (5 credits)

GRSP	505	Biblical Foundations (core)	3 credits
GRSP	506-509	Biblical Foundations (elective)	2 credits
(students choose one elective to fulfill this category)			

GLOBAL PERSPECTIVES ON CHRISTIAN SPIRITUALITY – (5 credits)

GRSP	550	Global Perspectives (core)	3 credits
GRSP	551-554	Global Perspectives (elective)	2 credits
(students choose one elective to fulfill this category)			

CORE SPIRITUALITY - (3 credits)

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

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

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

GRSP	535-539	Spirituality & the Arts: Music, Art, Dance	2 credits
(students select two (2) 1 credit electives to fulfill this category)			

CORE INTEGRATION - (2 credits)

GRSP	700	Seminar: Holistic Perspectives (core)	2 credits
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(students must have completed 27 credits and most core courses before taking this integrative seminar)

ELECTIVES - (4 credits)

NOTES

1. Students are required to complete each of the courses listed in the FOUNDATIONAL 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.

■ II. 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). 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.

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 the following CORE AREAS.

HISTORICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	500	Historical Foundations of Christian Spirituality	3 credits
GRSP	501-504	Historical Foundations (elective)	2 credits

(students choose one elective to fulfill this category)

THEOLOGICAL FOUNDATIONS OF SPIRITUALITY - (7 credits)

GRSP	520	Theological Foundations (core)	3 credits
GRSP	521-524	Theological Foundations (elective)	2 credits

(students choose one elective to fulfill this category)

GRSP	525	Theology of the Spiritual Exercises	2 credits
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BIBLICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	505	Biblical Foundations (core)	3 credits
GRSP	506-509	Biblical Foundations (elective)	2 credits

(students choose one elective to fulfill this category)

GLOBAL PERSPECTIVES ON CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	550	Global Perspectives (core)	3 credits
GRSP	551-554	Global Perspectives (elective)	2 credits

(students choose one elective to fulfill this category)

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	535-539	Spirituality & the Arts: Music, Art, Dance	2 credits
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(students select two (2) 1 credit electives to fulfill this category)

CORE INTEGRATION - (2 credits)

GRSP	700	Seminar: Holistic Perspectives (core) (students must have completed 27 credits and most core courses before taking this integrative seminar)	2 credits
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CORE SPIRITUAL DIRECTION - (12 credits)

GRSP	601	Practicum 1 (fall)	2 credits
GRSP	602	Practicum 2 (spring)	2 credits
GRSP	603	Practicum 3 (fall)	2 credits
GRSP	604	Practicum 4 (spring)	2 credits
GRSP	605	Practicum 5 (fall/spring)	2 credits
GRSP	610	Addiction & Co-dependent Issues in Spiritual Direction	1 credit
GRSP	615	Legal and Ethical Issues in Spiritual Direction	1 credit

■ III. 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 (33 CORE and 3 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 + 2 ecclesiology credits for chaplains)

HISTORICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	500	Historical Foundations of Christian Spirituality	3 credits
GRSP	504	Healing Beliefs across Religious/Cultural Traditions	2 credits

THEOLOGICAL FOUNDATIONS OF SPIRITUALITY - (5 credits)

GRSP	520	Theological Foundations	3 credits
GRSP	524	God and Human Suffering (or another Theological Foundations 521-525 elective)	2 credits
GRSP	523	Ecclesiology: Life in Community (required for chaplaincy)	2 credits

BIBLICAL FOUNDATIONS OF CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	505	Biblical Foundations	3 credits
GRSP	509	Biblical Perspectives on Healing (or another Biblical Foundations 506-508 elective)	2 credits

GLOBAL PERSPECTIVES ON CHRISTIAN SPIRITUALITY - (5 credits)

GRSP	550	Global Perspectives	3 credits
GRSP	559	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	570	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	700	Seminar: Holistic Perspectives (core) (students must have completed 27 credits and most core courses before taking this integrative seminar)	2 credits
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ELECTIVES (2-4 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 or *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 PROGRAM IN SPIRITUAL DIRECTION:

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

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

■ COURSE REQUIREMENTS (18 credits)

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

■ PREREQUISITES FOR PRACTICUM PHASE:

GRSP	525	Theology of the Spiritual Exercises	(2 credits)
GRSP	555	Discernment: Theology and Praxis	(2 credits)

■ REQUIRED CORE COURSES

GRSP	610	Addiction & Co-Dependent Issues in Spiritual Direction	(1 credit)
GRSP	615	Legal and Ethical Issues in Spiritual Direction	(1 credit)

■ CORE SPIRITUAL DIRECTION PRACTICA COURSES

GRSP	601	Practicum 1 (fall)	(2 credits)
GRSP	602	Practicum 2 (spring)	(2 credits)
GRSP	603	Practicum 3 (fall)	(2 credits)
GRSP	604	Practicum 4 (spring)	(2 credits)

II. CERTIFICATE IN SUPERVISION OF SPIRITUAL DIRECTORS - (12 credits)

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

PREREQUISITES FOR ADMISSION:

1. A master's degree (MA or M.Div) in theology, religious studies, spirituality or their equivalent;
2. Certificate in Spiritual Direction from a recognized program, one that includes at least forty hours of individual supervision;
3. At least four years of offering ongoing direction to a minimum of six persons per year;
4. 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 and supervisor are required. All applicants for this certificate must interview with the Coordinator of the practicum prior to admission.

■ ACADEMIC PREREQUISITES AND/OR COURSE REQUIREMENTS - (6 credits)

(Core courses may be waived if students have taken them or comparable courses in the past ten years. Waived courses must be substituted for six credits from holistic spirituality offerings of student's choice)

GRSP	525	Theology of the Spiritual Exercises	(2 credits)
GRSP	555	Discernment: Theology and Praxis	(2 credits)
GRSP	610	Addiction & Co-Dependent Issues in Spiritual Direction	(1 credit)
GRSP	615	Legal and Ethical Issues in Spiritual Direction	(1 credit)

N.B. Graduates with an MA in Holistic Spirituality and Spiritual Direction from CHC must replace these waived courses with electives of their choice.

■ PRACTICUM REQUIREMENTS - (4 credits)

GRSP	710	Supervision I	(2 credits)
GRSP	711	Supervision II	(2 credits)

■ OPTIONAL PRACTICUM - (2 credits)

GRSP	712	Supervision of Retreat in Everyday Life	(2 credits)
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III. CERTIFICATE OF STUDY IN SPIRITUALITY (CSS) – (18 credits)

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

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

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

COURSE REQUIREMENTS

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.

IV. CERTIFICATE IN HOLISTIC SPIRITUALITY/HEALTHCARE – (17 credits)

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. 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.” This certificate requires the satisfactory completion of 17 credits. Strong recommendations are made for the following courses:

GRSP	524	God and Human Suffering	(2 credits)
GRSP	509	Biblical Perspectives on Healing	(2 credits)
GRSP	559	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	570	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 505 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 525 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- 539 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 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 610 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 615 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 601 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 525; 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 602 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 601*

GRSP 603 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 602*

GRSP 604 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 603*

GRSP 605 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 601-604*

GRSP 606 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 601-605*

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. The Seminar format centers on a comprehensive re-visiting and appropriation of the programs' core foundational areas of study through 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.

CORE Courses specific to Holistic Spirituality/Healthcare

GRSP 509 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 Qur'an, the Eight Noble Truths, and the Four-fold Path to Buddha.

GRSP 559 Dying, Death and Bereavement across Faith Traditions

2 credits

Through experiential practice and collaborative, critical reflection, this course will explore diverse ways that spiritual/ religious/ /faith/ cultural traditions influence approaches to dying, death, and bereavement and related spiritual and psychological concerns. Students are invited to broaden and deepen resources for articulating their own spirituality in relation to dying, death, bereavement and religious/cultural diversity as encountered in their own personal and professional lives and to refine skills for creative, sensitive engagement with themselves and others in relation to experiences of loss and religious/cultural diversity.

GRSP 524 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 570 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, and access to health care. Students will be encouraged to attend to these ethical issues in their own healthcare environments and in society at large.

GRSP 504 Healing Beliefs across 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. Alternative health practices will be examined in relation to larger socio-economic, religious, and cultural contexts.

CORE FIELD EXPERIENCE

GRSP 652 Spiritual Assessment: Ethical and Clinical Guidelines for Caregivers

2 credits

This course will explore current research on methodologies of spiritual assessment as an invitation to compassion toward the whole person, especially implications for ways to address spiritual concerns in healthcare settings. Students are invited to formulate proposals for projects related to healing and spiritual care to be carried out during the second part of the GRSP/healthcare practicum, GRSP 690. Projects focus ways to attend to the diversity of patients' and caregivers' spiritual and religious beliefs, values, and conflicts in a respectful, non-judgmental, and non-imposing fashion appropriate to students' roles in particular contexts.

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

2 credits

This course is intended to provide students with opportunities to make connections between practice in healthcare contexts and theories of spiritual care discussed in coursework. Students are offered on-site supervision, as they carry out an approved project related to spiritual in a healthcare or related environment for a minimum of twenty (20) hours. In sessions with other course participants totaling twelve hours, course participants have the opportunity to integrate experiences, beliefs, and knowledge from a variety of sources and to formulate personalized modes of healing practice for themselves.

ELECTIVE COURSES

GRSP 522 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 552 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 542-543 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.

CHESTNUT HILL COLLEGE

OFFICE OF THE PRESIDENT

PRESIDENT	Carol Jean Vale, SSJ, Ph.D.
Assistant to the President for Administration and Special Projects	Kathryn Miller, SSJ, Ph.D.
Assistant to the President for Mission and Ministry	Mary Darrah, SSJ, M.A.
Director of Campus Ministry	Mindy Welding, IHM, M.S.
Chaplain	Rev. Raymond Tribuiani, M.Div.
Executive Assistant to the President	Regina Bernhardt, A.S.

ACADEMIC AFFAIRS

VICE PRESIDENT FOR ACADEMIC AFFAIRS and DEAN OF THE FACULTY	William T. Walker, Ph.D.
Dean of the School of Undergraduate Studies	Cecelia J. Cavanaugh, SSJ, Ph.D.
Associate Dean for Academic Advising	Catharine Fee, SSJ, M.A.
Director, Action For Advancement Program	Gloria Hodgert, Psy.D.
Director of Music	Kathleen McCloskey, SSJ, M.Ed.
Director of Writing Center	Barbara Bradley, SSJ, M.S.
Director of Student Learning Services	Barbara Mauer, M.Ed.
Director of Mathematics Resource Center	Joan Mickey, SSJ, M.A.
Director of Foreign Language Resource Center	Ruth O’Neil, SSJ, M.A.
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Dean of the School of Continuing Studies	Elaine R.Green, Ed.D.
Director of ACCELERATED Programs	Christine Lundt, Ph.D.
Dean for Library, Information Resources and Academic Computing	Mary Josephine Larkin SSJ, M.S.
Director of Academic Computing	William Wadlinger, M.A.
Registrar	Julia Aggreh, M.M.Ed.
Associate Registrar, School of Graduate Studies	Ann McAdams SSJ, M.Ed.
Associate Registrar, School of Undergraduate Studies	Gale M. Carlin, M.S.
Assistant to the Registrar, School of Continuing Studies	Marie Scheetz
Administrative Assistant to the Registrar	Susanne Harkins
Director of Institutional Research	Patricia O’Donnell, SSJ, Ph.D.

FINANCIAL AFFAIRS

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Assistant to the Vice President for Financial Affairs	Kathleen Bonawitz, SSJ, M.A.
Controller	Michael Gavanus, M.B.A.
Staff Accountant	Allison Pollack, B.A.
Human Resources Manager	Michele Mocarisky, B.S.
Accounts Payable Coordinator	Mary Ciotti
Acting Director of Financial Aid	Kristina Wilhelm-Nelson, M.S.
Assistant Director of Financial Aid	Melissa Dunn, M.S.
Manager of Student Accounts	Bernadette Smith
Manager of Administrative Software	Darlene O. Brown

ENROLLMENT MANAGEMENT

VICE PRESIDENT FOR ENROLLMENT MANAGEMENT	Arthur D. Goon, M.S.
Dean for Student Life	Lynn Ortale, Ph.D.
Director of Community Engagement	Krista Bailey, M.A.
Director of Residence Life	Jennifer Thorpe, M.S.
Assistant Director of Residence Life	Katie Quinn, B.A.

Resident Coordinator	Sara English, B.A.
Resident Coordinator	Jennifer Mowad, B.A.
Resident Coordinator	Frances Vorsky, B.A.
Director of Student Activities	John Costa, M.Ed.
Director of Career Services	Nancy Dachille, M.Ed.
Manager of Experiential and Service Learning	Ryan P. Murphy, B.S.
Director of Health Services	Barbara Buonocore, R.N., M.Ed.
Director of Counseling Center	Sheila Kennedy, SSJ, Ph.D.
Counselor	TBD
Dean of Admissions	Jodie King, M.S.
Assistant Director of Admissions	Brian O’Neill, B.S.
Assistant Director of Admissions	William Fritz, B.A.
Director of Admissions, School of Continuing Studies	Mary Esther Lee SSJ, M.A.
Off-Site and Transfer Coordinator	April Fowlkes, B.S.
Director of Admissions, School of Graduate Studies	Jayne Mashett, B.A.
Admissions Counselor	Kathleen Farren, B.BA
Director of Admissions, Doctor of Clinical Psychology Program	Mary Steinmetz, M.A.
Director of International Student Services	Anita Louise Bruno, SSJ, M.M.
Director of Athletics	William Stiles, M.S.
Assistant to the Athletic Director/	Denise Wisniewski, M.Ed.
Head Athletic Trainer	
Assistant Athletic Trainer	Erin Fidler, B.S.
Coordinator of Griffin Sports Camps	Shawn Ferris, B.S.
Assistant Athletic Director	Jesse Balcer, B.S.
Athletic Communication/Community Outreach	Sheila Walsh

ADMINISTRATION OF INSTITUTIONAL SERVICES AND EVENTS

VICE PRESIDENT FOR THE ADMINISTRATION

OF INSTITUTIONAL SERVICES AND EVENTSRosemary Scheirer SSJ, Ed.D.

Director of Safety and Security	Robert Ross
Director of Dining Services	Denise Olot, A.A.
Director of Campus Store	Maria DeLaRosa
Director of Physical Plant	Gregory Schneider, B.S.
Director of Housekeeping	Andrea Boswell
Coordinator of Facilities Rentals	Ursula Lavin

INSTITUTIONAL ADVANCEMENT

VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Director of Alumnae and Alumni Relations	Lorraine Aurely, M.S.
Development Officer	Patricia M. Canning, M.A.
Development Officer	TBD
Development Officer	TBD
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 Manager	Anne V. Stewart, M.S.
Data Manager	Grace C. Haenn, A.B.
Archivist	Lorraine Coons, Ph.D.

GRADUATE DEPARTMENTS

Graduate Chair, Professional Psychology	Joseph A. Micucci, Ph.D.
Graduate Chair, Education	Carol Pate, Ed.D.
Graduate Chair, Holistic Spirituality Programs	Barbara Hogan, Ph.D.

Graduate Coordinator, Administration of Human Services	Elaine Green, Ed.D.
Graduate Coordinator, Holistic Spirituality and Spiritual Direction	Carolynne Ervin, M.A.
Graduate Coordinator, Holistic Spirituality and Healthcare	Barbara Hogan, Ph.D.
Graduate Coordinator, Instructional Technology	Ralph Swan, Ph.D.

DeSALES UNIVERSITY PROGRAM

Administrator	David Arena, J.D., Psy.D.
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TELEPHONE DIRECTORY

Chestnut Hill College - Main number	215-248-7000
School of Graduate Studies Office	215-248-7120
FAX Number – School of Graduate Studies Office	215-248-7161

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 Office	248-7120
Dean	248-7120
Administrative Assistant to the Dean	248-7171
Director of Graduate 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

Instructional Technology, Coordinator	248-7008
Administration of Human Services, Coordinator	248-7072
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, Clinical and Counseling Psychology	248-7077

CHC at DeSALES UNIVERSITY

Graduate Clinical & Counseling Psychology Program at DeSales University	(610) 282-0397
	FAX (610) 282-1161

FACULTY

FULL-TIME FACULTY

- David Arena, J.D., Psy.D., *Assistant Professor of Psychology*
B.S. Ursinus College; M.Ed., Rutgers University; M.B.A., California Pacific College; M.A., J.D. and Psy.D., Widener University
- Stephen Berk, Ph.D., *Assistant Professor of Education*
B.A., Muhlenberg, M.A., Temple University, Ph.D., Temple University
- Richard Black, Ed.D., *Assistant Professor of Education*
Ed.D., Temple University; M.Ed., Temple University; B.S., Pennsylvania State University
- David Borsos, Ph.D., *Assistant Professor of Psychology*
A.A., Bucks County Community College; B.A., Pennsylvania State University; M.Ed., Antioch University; Ph.D., Temple University
- Scott W. Browning, Ph.D., *Professor of Psychology*
B.A., Washington College; M.Ed., Boston University; Ph.D., California School of Professional Psychology, Berkeley
- Ana M. Caro, M.S., *Assistant Professor of Psychology*
B.A., Gwynedd Mercy College; M.S., Chestnut Hill College; Psy.D., Chestnut Hill College
- Peggy E. Chittick, Psy.D., *Assistant Professor of Psychology*
B.A., Gettysburg College; M.A., The Wharton School of the University of Pennsylvania; Psy.D., Chestnut Hill College
- 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., *Associate 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
- Barbara Hogan, 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
- Sara E. Kitchen, J.D., *Associate Professor of Sociology*
B.A., Trinity College
- 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
- 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., *Associate Professor of Psychology*
 B.A., Mount Holyoke College; Psy.D., Rutgers, The State University
- Ralph E. Swan, Ph.D., *Assistant Professor of Instructional 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

- | | |
|---------------------------------|---------------------------------|
| Margot Adams, M.Ed. | Sheila Kennedy, SSJ, Ph.D. |
| Eric Anderson, Ph.D. | Mark Kenney, M.Ed. |
| Kathleen Rex Anderson, Ed.D. | Joanne Krug, D.A. |
| Joan Bacon, M.A. | Frank LaMont, M.Ed. |
| Barbara Baumgartner, Ph.D. | Stephen M. Lange, Ph.D. |
| Rochelle Beaser, M.S. | Kathleen Levering, M.S. |
| Francis Beck, SSJ, M.Ed. | Sean Lincoln, Ph.D. |
| Andrew Behrendt, Ph.D. | Marion Lindblad-Goldberg, Ph.D. |
| Stephen N. Berk, Ph.D. | Paul Lininger, OFM Conv., Ph.D. |
| Thomas W.C. Blash, Psy.D. | Claire Lozowicki, M.Ed. |
| Amy Brosorf, Ph.D. | Allene Lyons, OFM Conv., Ph.D. |
| Barbara Buonocore, M.Ed. | Ana Marjanovic-Shane, Ph.D. |
| Michelle Burns, M.Ed. | Francine Marteski, Ed.D. |
| Serena Callahan, Ph.D. | Georgia McWhinney, Ph.D. |
| Walter C. Childs, M.B.A. | Bryan Michaels, M.Ed. |
| Elizabeth M. Collier, M.S. | Nadia Mosenkis, M.Ed. |
| Janet Colaianni, M.Ed. | Helen Owens, OSF, M.S.N. |
| Marie Conti, M.Ed. | Andrea Plasky, M.Ed. |
| Lynn S. Connolly, M.A. | Ange Puig, Ph.D. |
| Gary Crim, M.Ed. | Stan Purtan, Ed.D. |
| Louis DeAngelo, M.Ed. | Edward William Quinn, IHM, M.A. |
| Donna DeGennaro, M.S. | Roseann Quinn, SSJ., D.Min. |
| Marilyn Lake-Dell Angelo, Ph.D. | Thomas Rooney, Ph.D. |
| Margaret DeStefano, M.A. | Kathryn Ross, M.A. |
| Ann Durshaw, Psy.D. | Angela Rufo, M.Ed. |
| Stanley Durtan, Ed.D. | Maria Sabella, M.Ed. |
| Cindy Engst-Farlino, M.S. | Barbara A. Salkin, Ed.D. |
| Ronald J. Esteve, Ph.D. | Elaine P. Sandilos, Ph.D. |
| Alfred Farlino, M.Ed. | George Schuler, Ed.D. |
| Jane Finkle, M.S. | Margaret Sears, Ed.D. |
| Judge William E. Ford, J.D. | Patricia Sheppard, M.Ed. |
| Gary Frazier, M.Ed. | Jack Shirley, M.S. |
| Harry Gaffney, Ed.D. | Mark Stephens, M.Ed. |
| Carolyn Gardner, M.Ed. | Diane Steiner, M.S. |
| Deborah K. Gawthrop, M.S. | James E. Strohl, Ed.D. |
| Kathy Gibson, M.Ed. | Elizabeth Sweeney, SSJ, D.Min. |

Thomas Giovarelli, M.S.
James Greene, M.Ed.
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.
Susan Hunsinger-Hoff, M.Ed.
Beverly Ingelse, Psy.D.
Joel Ingersoll, Ph.D.
Suzanne Johnston, Ed.D.
Regina Joyce, M.Ed.
Kerri Kelly, M.Ed.

Hal Taussig, Ph.D.
Marilyn Tinari, M.Ed.
David Tomlinson, M.S.W.
William Urbine, D.Min.
Jeff VanLone, Ph.D.
Michael Wagman, M.S.
Patricia Walder, M.Ed, M.S.
John P. Weber, M.B.A.
Sherry Weinberg, M.S.Ed.
Brian Wlazelek, Ph.D.
Brenda Yost, Psy.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 333 (Germantown Pike). Bear right and 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. Bear right onto 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 19). 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.