Table of Contents

STUDENT/INSTITUTION RELATIONSHIP .................................................................................. 7

CONTACT INFORMATION ........................................................................................................ 8
  Other Helpful Contact Information ...................................................................................... 8

ACCREDITATION AND MEMBERSHIPS .............................................................................. 11

MISSION AND VALUES .......................................................................................................... 12
  Non-Discrimination Policy .................................................................................................... 12

ACADEMIC CALENDAR ......................................................................................................... 13

ADMISSIONS ........................................................................................................................... 18
  Graduate Status ...................................................................................................................... 18
  Application Deadlines ............................................................................................................ 18
  Application Process and Required Materials ......................................................................... 19
  International Students ........................................................................................................... 20
  Change of Program ................................................................................................................ 20
  Transfer Credit Information ................................................................................................... 21

STUDENT FINANCIAL INFORMATION ............................................................................... 22
  Payment and Payment Options .............................................................................................. 22
  Tuition, Fees and Miscellaneous Charges .............................................................................. 22
  Tuition Discounts ................................................................................................................... 23
  Student Accounts Hold ......................................................................................................... 24
  Consequences of Unpaid Bills ................................................................................................ 24
  Explanation of Fees ................................................................................................................ 24
  Refund Policy ........................................................................................................................ 25
  Financial Aid .......................................................................................................................... 25
  Cost of Education .................................................................................................................. 27
  Satisfactory Academic Progress ............................................................................................ 27
  Veteran’s Benefits/School Certifying Official (SCO) ............................................................... 27

STUDENT SERVICES ............................................................................................................. 28
  Academic Advising .................................................................................................................. 28
  Academic Computer Center .................................................................................................... 28
  Buildings ................................................................................................................................ 28
  Bulletin Boards ....................................................................................................................... 30
  Campus Bookstore .................................................................................................................. 30
  Campus Ministry ................................................................................................................... 31
  Career Development Office .................................................................................................. 31
  Common Areas ....................................................................................................................... 31
  Communications .................................................................................................................... 31
  Counseling Center ................................................................................................................ 31
  Disability Resource Center ................................................................................................. 32

Chestnut Hill College does not discriminate against applicants for admission or against students with regard to its educational programs. Consistent with federal, state and local laws, especially Section 504 of the Rehabilitation Act, the ADA of 1990 and the ADAAA of 2008, Chestnut Hill College provides reasonable accommodations to qualified students with disabilities. Disclosure of a disability is voluntary and confidential. To access services, students should contact the
Disability Resource Center, http://www.chc.edu/Disability/, specifically the Director of the Disability Resource Center at 215-753-3655. Upon receipt of appropriate documentation, the Disability Committee will make an individualized determination of the accommodations requested. The website for the Disability Resource Center outlines the procedures to be followed and will permit students to access the forms that need to be submitted as part of the request for reasonable accommodations. .......................... 32
Dining and Vending Locations .................................................................................................................. 32
Fitness Services ........................................................................................................................................ 32
Fitness and Recreation Center .................................................................................................................. 32
Swimming Pool ......................................................................................................................................... 33
Health Services .......................................................................................................................................... 33
Housing ..................................................................................................................................................... 33
International Student Services .................................................................................................................. 33
Parking on Campus .................................................................................................................................. 33
Parking Violations ...................................................................................................................................... 33
Payment and Financial Information .......................................................................................................... 34
Registrar/ Office of the Registrar .............................................................................................................. 34
Religious Services ..................................................................................................................................... 34
Technology Tools ....................................................................................................................................... 35

CAMPUS, SAFETY, AND SECURITY .............................................................................................. 36
Children and Visitors ................................................................................................................................. 36
Classroom Locations ................................................................................................................................. 36
Identification Cards .................................................................................................................................. 37
Lost and Found .......................................................................................................................................... 37
Smoking Policy ......................................................................................................................................... 37
Weather/Emergency Closing ...................................................................................................................... 37

ACADEMIC POLICIES AND PROCEDURES .............................................................................. 38
Academic Integrity Policy .......................................................................................................................... 38
Attendance .................................................................................................................................................. 39
Course Registration Information ............................................................................................................... 39
Adding and Dropping Course .................................................................................................................... 39
Auditing Courses ....................................................................................................................................... 40
Cancelation of Courses ............................................................................................................................... 40
Online Registration/Continuing Student .................................................................................................... 40
Withdrawing from a Course ......................................................................................................................... 40
Withdrawing from a Course After Deadline .............................................................................................. 40
Course Assessment and Evaluation ........................................................................................................... 41
Course Load ................................................................................................................................................ 41
Family Educational Rights and Privacy Act (FERPA) ............................................................................... 41
Forms .......................................................................................................................................................... 43
Grades .......................................................................................................................................................... 44
Grade Appeals ............................................................................................................................................ 44
Graduation .................................................................................................................................................. 45
Application to Request for Graduation - Master’s Degree ...................................................................... 46
Diplomas and Complimentary Transcripts ............................................................................................... 46
Grade Point Average Calculation ............................................................................................................. 46
Grievance, Conflict Resolution, and Other Appeals ................................................................................. 47
Incomplete Grades ...................................................................................................................................... 47
Independent Study/Individual Teaching Agreement ................................................................. 48
Instructional Time/Activities in a Course .................................................................................. 49
Leave of Absence ...................................................................................................................... 49
Probation and Dismissal .......................................................................................................... 49
Reinstatement .......................................................................................................................... 50
Time of Degree Completion .................................................................................................... 50
Undergraduate/Non-Credit Courses ...................................................................................... 50
Withdrawing from the College ............................................................................................... 50
Waiving Required Coursework .............................................................................................. 50
Code of Conduct and Responsibility for Learning Environment .............................................. 51
Sexual Harassment and Sexual Violence ................................................................................. 51

ADMINISTRATION OF HUMAN SERVICES ....................................................................... 57
Program Contact Information ............................................................................................... 57
Program Offerings .................................................................................................................. 57
Program Overview .................................................................................................................. 57
Career Opportunities .............................................................................................................. 57
Professional Affiliations .......................................................................................................... 57
Program Format ...................................................................................................................... 57
Program Schedules .................................................................................................................. 58
Additional Admissions Information/Requirements ................................................................. 58
Program Completion Information ........................................................................................... 58
Additional Locations .............................................................................................................. 60
Course Descriptions .............................................................................................................. 61
Core Courses .......................................................................................................................... 61
Elective Courses ...................................................................................................................... 62

INSTRUCTIONAL TECHNOLOGY ....................................................................................... 64
Program Contact Information ............................................................................................... 64
Program Offerings .................................................................................................................. 64
Career Opportunities .............................................................................................................. 64
Program Format ...................................................................................................................... 64
Program Schedules .................................................................................................................. 64
Additional Admissions Information/Requirements ................................................................. 64
Program Completion Information ........................................................................................... 65
Course Descriptions .............................................................................................................. 70

EDUCATION .......................................................................................................................... 73
Program Contact Information ............................................................................................... 73
Accreditation and Overview .................................................................................................... 73
Program Objectives ................................................................................................................ 73
Program Offerings .................................................................................................................. 73
Graduate Program Certificate Status ..................................................................................... 74
PDE Endorsements: Autism Spectrum Disorders (ASD) ......................................................... 92
Course Descriptions .............................................................................................................. 93

CLINICAL AND COUNSELING PSYCHOLOGY (MASTER'S LEVEL) ........................................ 106
Program Contact Information ............................................................................................... 106
Program Offerings .................................................................................................................. 106
Course Descriptions ........................................................................................................................................ 142

GETTING TO MAIN CAMPUS/CHESTNUT HILL .................................................................................. 148
School of Graduate Studies Catalog for the 2013-2014 Academic Year

STUDENT/INSTITUTION RELATIONSHIP

Chestnut Hill College endeavors to present an accurate overview of its curricular and co-curricular programs, facilities and fees in this publication. The information contained herein is current as of July 1, 2013.

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

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

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

Students are responsible for all tuition and fees.

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, all students have these responsibilities:

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

Catalog Information

Chestnut Hill College endeavors to present an accurate overview of its curricular and co-curricular programs, facilities and fees in this publication. The information contained herein is current as of July 1, 2013. As growth and changes are inevitable, Chestnut Hill College reserves the right to alter regulations, programs, fees, or provisions described in this publication without notice or obligation. Failure to read this catalog and other sources of regulations governing academics and student life at Chestnut Hill College does not excuse the student from the requirements and regulations discussed herein. In all of its policies and operations, the College complies with applicable federal and state laws.
CONTACT INFORMATION
The School of Graduate Studies is located at:
9601 Germantown Avenue, third floor, west wing, St Joseph’s Hall,
Philadelphia, PA 19118.
Phone: 215.248.7170
Fax 215.248.7161
Email: gradschool@chc.edu

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

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

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

Other Helpful Contact Information

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Computer Center (Computer Lab)</td>
<td>215.248.7195</td>
</tr>
<tr>
<td>Accelerated Program/undergraduate</td>
<td>215.248.7063</td>
</tr>
</tbody>
</table>
| Admissions Related               | Andrew McCarthy
                                      mccarthy@chc.edu
                                      215.248.7193                                 |
|                                  | Jayne Mashett
                                      mashettj@chc.edu                                    |
| Application Status               | Amy Boorse
                                      boorsea@chc.edu
                                      215.248.7097                                   |
| Blackboard Setup (For Students & Instructors) | Courtney Adams
                                                  adamscc@chc.edu
                                                  215.753.3610                                   |
| Blackboard Instruction (For Instructors)  | Jessica Kahn
                                                        jkahn@chc.edu
                                                        215.248.7045                                   |
| Bookstore                        | 0719mgr@fheg.follett.com
                                      215.248.7150                                   |
| Catalog                          | SGS Website Content under Programs & Faculty
                                      http://www.chc.edu/Graduate/Programs/Catalog/    |
| CHC Portal (support available at all times) | Deborah Ebbert
                                                        ebbertd@chc.edu
                                                        Office: 215.248.7069                             |
<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Services</td>
<td>215.248.7104 ext. 1</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>Courtney Adams</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:adamsc@chc.edu">adamsc@chc.edu</a></td>
</tr>
<tr>
<td></td>
<td>215.753.3610</td>
</tr>
<tr>
<td>Disability Resource Center</td>
<td>215-753-3655</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:disabilities@chc.edu">disabilities@chc.edu</a></td>
</tr>
<tr>
<td>E-mail Account Setup &amp; Forwarding Instructions</td>
<td>Courtney Adams</td>
</tr>
<tr>
<td>(For Students &amp; Instructors)</td>
<td><a href="mailto:adamsc@chc.edu">adamsc@chc.edu</a></td>
</tr>
<tr>
<td></td>
<td>215.753.3610</td>
</tr>
<tr>
<td>Financial Aid</td>
<td><a href="mailto:finaid@chc.edu">finaid@chc.edu</a></td>
</tr>
<tr>
<td></td>
<td>215.248.7182</td>
</tr>
<tr>
<td>Fitness and Recreation Center</td>
<td>215.248.7743</td>
</tr>
<tr>
<td>Forms</td>
<td>Available on the CHC SGS website</td>
</tr>
<tr>
<td>Grades/Class Lists</td>
<td>CHC Portal: my.chc.edu</td>
</tr>
<tr>
<td>Grade Changes &amp; Assignment of an Incomplete</td>
<td>Email <a href="mailto:GradSchool@chc.edu">GradSchool@chc.edu</a></td>
</tr>
<tr>
<td>Graduate Office</td>
<td>215-248-7170</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:gradschool@chc.edu">gradschool@chc.edu</a></td>
</tr>
<tr>
<td>Health Services</td>
<td>215.248.7111</td>
</tr>
<tr>
<td></td>
<td>Emergency: 215.242.7777</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:robertss@chc.edu">robertss@chc.edu</a></td>
</tr>
<tr>
<td></td>
<td>Location: Fitzsimmons Hall, 1st floor</td>
</tr>
<tr>
<td>Identification Cards</td>
<td>Security Desk at Fournier Hall</td>
</tr>
<tr>
<td>(For Students &amp; Instructors)</td>
<td>215.248.6168</td>
</tr>
<tr>
<td>Information Sessions</td>
<td>Andrew McCarthy</td>
</tr>
<tr>
<td>(For the SGS)</td>
<td><a href="mailto:mccarthy@chc.edu">mccarthy@chc.edu</a></td>
</tr>
<tr>
<td></td>
<td>215.248.7193</td>
</tr>
<tr>
<td>International Students Services</td>
<td>215.248.7166</td>
</tr>
<tr>
<td>Logue Library</td>
<td>215.248.7050</td>
</tr>
<tr>
<td>Lost &amp; Found (Located at Fournier Security</td>
<td>215.248.7090</td>
</tr>
<tr>
<td>Desk)</td>
<td></td>
</tr>
<tr>
<td>Parking Permits</td>
<td>Initial information from:</td>
</tr>
<tr>
<td></td>
<td>Courtney Adams</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:adamsc@chc.edu">adamsc@chc.edu</a></td>
</tr>
<tr>
<td></td>
<td>215.753.3610</td>
</tr>
<tr>
<td></td>
<td>Questions: <a href="mailto:parking@chc.edu">parking@chc.edu</a></td>
</tr>
<tr>
<td>Registration Related Issues (For Students)</td>
<td>Email <a href="mailto:GradSchool@chc.edu">GradSchool@chc.edu</a></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Security:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EMERGENCY</strong></td>
<td>215.242.7777</td>
</tr>
<tr>
<td>All other inquiries</td>
<td>215.248.7007</td>
</tr>
<tr>
<td>Security Tip Line</td>
<td>215.753.3680</td>
</tr>
<tr>
<td>Shuttle Services</td>
<td>215.753.3797</td>
</tr>
<tr>
<td><strong>Student Accounts</strong></td>
<td><a href="mailto:accounts@chc.edu">accounts@chc.edu</a></td>
</tr>
<tr>
<td></td>
<td>215.248.7116</td>
</tr>
<tr>
<td><strong>Technology Related</strong></td>
<td><a href="mailto:helpdesk@chc.edu">helpdesk@chc.edu</a></td>
</tr>
<tr>
<td></td>
<td>215.248.7195 (call from: 8:30 AM – 5:30 PM)</td>
</tr>
<tr>
<td></td>
<td>215.248.7035 (call from: 5 PM – 9 PM)</td>
</tr>
<tr>
<td></td>
<td>Monitored 24 hrs per day, 7 days a week</td>
</tr>
<tr>
<td><strong>Transcripts</strong></td>
<td>Michael Reig</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:reigm@chc.edu">reigm@chc.edu</a></td>
</tr>
<tr>
<td></td>
<td>215.248.7117</td>
</tr>
<tr>
<td><strong>Writing Center</strong></td>
<td><a href="mailto:tutoring@chc.edu">tutoring@chc.edu</a></td>
</tr>
<tr>
<td></td>
<td>215.248.7114</td>
</tr>
<tr>
<td><strong>ITEMS NOT COVERED ABOVE</strong></td>
<td><a href="mailto:gradschool@chc.edu">gradschool@chc.edu</a></td>
</tr>
</tbody>
</table>
ACCREDITATION AND MEMBERSHIPS

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

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

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

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

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

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

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

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

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

The School of Graduate Studies welcomes women and men of all backgrounds into its graduate programs and into a dialogue informed by the principles of lifelong learning. The faculty provides graduate students the opportunity to acquire advanced knowledge and professional skills in order to meet today’s career challenges. The programs within the School of Graduate Studies prepare adult students for professions in administration of human services, instructional technology, counseling psychology, education, 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

Non-Discrimination Policy

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

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

2013-14 SGS Academic Calendar

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 **</td>
<td></td>
</tr>
<tr>
<td>Fall 2013 course registration begins</td>
<td>7/15/2013</td>
</tr>
<tr>
<td>Fall 2013 course registration begins--new and non-matriculated students</td>
<td>7/17/2013</td>
</tr>
<tr>
<td>Late registration fee for Accelerated program goes into effect at the close of the business day</td>
<td>8/2/2013</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Fall I (80% refund)</td>
<td>8/30/2013</td>
</tr>
<tr>
<td>Last day to change registration (80% refund)</td>
<td>8/30/2013</td>
</tr>
<tr>
<td>HOLIDAY--Labor Day--NO CLASSES</td>
<td>9/2/2013</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Fall I (60% refund)</td>
<td>9/6/2013</td>
</tr>
<tr>
<td>Last day to change registration (60% refund)</td>
<td>9/6/2013</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Fall I (40% refund)</td>
<td>9/13/2013</td>
</tr>
<tr>
<td>Last day to change registration (40% refund)</td>
<td>9/13/2013</td>
</tr>
<tr>
<td>Last day to withdraw without failure for Accelerated session--Fall I (no refund)</td>
<td>9/20/2013</td>
</tr>
<tr>
<td>Application due to request December 2013 graduation</td>
<td>9/27/2013</td>
</tr>
<tr>
<td>Last day to withdraw without failure (no refund)</td>
<td>10/4/2013</td>
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<tr>
<td>Deadline for Master's-level assistantship applications</td>
<td>10/4/2013</td>
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<tr>
<td>Fall Break</td>
<td>10/14/2013-10/15/2013</td>
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<tr>
<td>Last day to change registration for Accelerated session--Fall II (100% refund)</td>
<td>10/18/2013</td>
</tr>
<tr>
<td>Classes begin for Accelerated session--Fall I</td>
<td>10/19/2013</td>
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<tr>
<td>Classes begin for Accelerated session--Fall II</td>
<td>10/21/2013</td>
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<tr>
<td>Last day to change registration for Accelerated session--Fall II (80% refund)</td>
<td>10/25/2013</td>
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<tr>
<td>Last day to change registration for Accelerated session--Fall II (60% refund)</td>
<td>11/1/2013</td>
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<tr>
<td>Last day to change registration for Accelerated session--Fall II (40% refund)</td>
<td>11/8/2013</td>
</tr>
<tr>
<td>Spring 2014 course registration begins</td>
<td>11/11/2013</td>
</tr>
<tr>
<td>Spring 2014 course registration begins--new and non-matriculated students</td>
<td>11/13/2013</td>
</tr>
<tr>
<td>Last day to withdraw without failure for Accelerated session--Fall II (no refund)</td>
<td>11/15/2013</td>
</tr>
<tr>
<td>Assessment and evaluation window opens</td>
<td>11/25/2013</td>
</tr>
<tr>
<td>Grading window opens</td>
<td>12/1/2013</td>
</tr>
<tr>
<td>Classes end</td>
<td>12/13/2013</td>
</tr>
</tbody>
</table>
Classes end for Accelerated session--Fall II 

Assessment and evaluation window closes

Grades due

Degree conferral

12/14/2013

12/20/2013

12/20/2013

12/26/2013

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

**Spring 2014 **

Spring 2014 course registration begins

Spring 2014 course registration begins--new and non-matriculated students

Late registration fee for Accelerated program goes into effect at the close of the business day

Late registration fee goes into effect at the close of the business day

Last day to change registration for Accelerated session--Spring I (100% refund)

1/3/2014

Classes begin for Accelerated session--Spring I

1/6/2014

Last day to change registration for Accelerated session--Spring I (80% refund)

1/10/2014

Last day to change registration (100% refund)

1/10/2014

Classes begin

1/13/2014

Last day to change registration for Accelerated session--Spring I (60% refund)

1/17/2014

Last day to change registration (80% refund)

1/17/2014

Last day to change registration for Accelerated session--Spring I (40% refund)

1/24/2014

Last day to change registration (60% refund)

1/24/2014

Last day to withdraw without failure for Accelerated session--Spring I (no refund)

1/31/2014

Last day to change registration (40% refund)

1/31/2014

Deadline for Master's-level assistantship applications

2/7/2014

Application due to request May 2014 graduation

2/21/2014

Last day to withdraw without failure (no refund)

2/21/2014

Last day to change registration for Accelerated session--Spring II (100% refund)

2/28/2014

Classes end for Accelerated session--Spring I

3/1/2014

Classes begin for Accelerated session--Spring II

3/3/2014

Spring Break


Last day to change registration for Accelerated session--Spring II (80% refund)

3/7/2014

Summer 2014 course registration begins

3/10/2014

Summer 2014 course registration begins--new and non-matriculated students

3/12/2014

Last day to change registration for Accelerated session--Spring II (60% refund)

3/14/2014

Last day to change registration for Accelerated session--Spring II (40% refund)

3/21/2014

Last day to withdraw without failure for Accelerated session--Spring II (no refund)

3/28/2014

Assessment and evaluation window opens

4/14/2014

HOLIDAY--Easter--NO CLASSES


Grading window opens

4/24/2014

Late registration fee summer sessions I & II goes into effect at the close of the business day

4/25/2014

Classes end for Accelerated session--Spring II

4/26/2014
### Summer 2014 **-- Format TBD**

*Please note: there are four (4) calendar formats for the summer: summer graduate (three sessions total) and the accelerated program format in an eight (8) week session for graduate accelerated programs.*

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

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes end</td>
<td>5/2/2014</td>
</tr>
<tr>
<td>Assessment and evaluation window closes</td>
<td>5/7/2014</td>
</tr>
<tr>
<td>Grades due</td>
<td>5/7/2014</td>
</tr>
<tr>
<td>Degree conferral</td>
<td>5/10/2014</td>
</tr>
<tr>
<td>Commencement ceremony</td>
<td>5/10/2014</td>
</tr>
</tbody>
</table>

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

### Summer I -- Six (6) week session. Classes meet twice a week from May 12-June 20, 2014.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2014 course registration begins</td>
<td>3/10/2014</td>
</tr>
<tr>
<td>Summer 2014 course registration begins--new and non-matriculated students</td>
<td>3/12/2014</td>
</tr>
<tr>
<td>Late registration fee goes into effect at the close of the business day</td>
<td>4/25/2014</td>
</tr>
<tr>
<td>Last day to change registration (100% refund)</td>
<td>5/9/2014</td>
</tr>
<tr>
<td>Classes begin</td>
<td>5/12/2014</td>
</tr>
<tr>
<td>Last day to change registration (80% refund)</td>
<td>5/16/2014</td>
</tr>
<tr>
<td>Last day to change registration (60% refund)</td>
<td>5/23/2014</td>
</tr>
<tr>
<td>HOLIDAY--Memorial Day--NO CLASSES</td>
<td>5/26/2014</td>
</tr>
<tr>
<td>Last day to withdraw without failure (no refund)</td>
<td>5/30/2014</td>
</tr>
<tr>
<td>Deadline for Master's-level assistantship applications</td>
<td>6/15/2014</td>
</tr>
<tr>
<td>Assessment and evaluation window opens</td>
<td>6/18/2014</td>
</tr>
<tr>
<td>Grading window opens</td>
<td>6/18/2014</td>
</tr>
<tr>
<td>Classes end</td>
<td>6/20/2014</td>
</tr>
<tr>
<td>Assessment and evaluation window closes</td>
<td>6/20/2014</td>
</tr>
<tr>
<td>Grades due</td>
<td>6/25/2014</td>
</tr>
<tr>
<td>Application due to request August 2014 graduation</td>
<td>7/1/2014</td>
</tr>
<tr>
<td>Fall 2014 course registration begins</td>
<td>7/14/2014</td>
</tr>
<tr>
<td>Fall 2014 course registration begins--new and non-matriculated students</td>
<td>7/16/2014</td>
</tr>
<tr>
<td>Degree conferral</td>
<td>8/22/2014</td>
</tr>
</tbody>
</table>

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

### Summer II -- Ten (10) week session. Classes meet once a week from May 12-July 19, 2014.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2014 course registration begins</td>
<td>3/10/2014</td>
</tr>
<tr>
<td>Summer 2014 course registration begins--new and non-matriculated students</td>
<td>3/12/2014</td>
</tr>
<tr>
<td>Late registration fee goes into effect at the close of the business day</td>
<td>4/25/2014</td>
</tr>
<tr>
<td>Last day to change registration (100% refund)</td>
<td>5/9/2014</td>
</tr>
<tr>
<td>Classes begin</td>
<td>5/12/2014</td>
</tr>
<tr>
<td>Last day to change registration (80% refund)</td>
<td>5/16/2014</td>
</tr>
<tr>
<td>Last day to change registration (60% refund)</td>
<td>5/23/2014</td>
</tr>
<tr>
<td>HOLIDAY--Memorial Day--NO CLASSES</td>
<td>5/26/2014</td>
</tr>
<tr>
<td>Last day to change registration (40% refund)</td>
<td>5/30/2014</td>
</tr>
<tr>
<td>Last day to withdraw without failure (no refund)</td>
<td>6/6/2014</td>
</tr>
</tbody>
</table>
Deadline for Master's-level assistantship applications | 6/15/2014  
---|---  
Application due to request July 2014 graduation | 7/1/2014  
HOLIDAY--Independence Day--NO CLASSES | 7/4/2014  
Assessment and evaluation window opens | 7/9/2014  
Fall 2014 course registration begins | 7/14/2014  
Fall 2014 course registration begins--new and non-matriculated students | 7/16/2014  
Grading window opens | 7/17/2014  
Classes end | 7/18/2014  
Assessment and evaluation window closes | 7/25/2014  
Grades due | 7/25/2014  
Degree conferral | 8/22/2014  

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

### Summer III -- Six (6) week session. Classes meet twice a week from June 23-August 1, 2014.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2014 course registration begins</td>
<td>3/10/2014</td>
</tr>
<tr>
<td>Summer 2014 course registration begins--new and non-matriculated students</td>
<td>3/12/2014</td>
</tr>
<tr>
<td>Late registration fee goes into effect at the close of the business day</td>
<td>6/6/2014</td>
</tr>
<tr>
<td>Deadline for Master's-level assistantship applications</td>
<td>6/15/2014</td>
</tr>
<tr>
<td>Last day to change registration (100% refund)</td>
<td>6/20/2014</td>
</tr>
<tr>
<td>Classes begin</td>
<td>6/23/2014</td>
</tr>
<tr>
<td>Last day to change registration (80% refund)</td>
<td>6/30/2014</td>
</tr>
<tr>
<td>Application due to request July 2014 graduation</td>
<td>7/1/2014</td>
</tr>
<tr>
<td>Last day to change registration (60% refund)</td>
<td>7/2/2014</td>
</tr>
<tr>
<td>HOLIDAY--Independence Day--NO CLASSES</td>
<td>7/4/2014</td>
</tr>
<tr>
<td>Fall 2014 course registration begins</td>
<td>7/14/2014</td>
</tr>
<tr>
<td>Fall 2014 course registration begins--new and non-matriculated students</td>
<td>7/16/2014</td>
</tr>
<tr>
<td>Last day to withdraw without failure (no refund)</td>
<td>7/18/2014</td>
</tr>
<tr>
<td>Grading window opens</td>
<td>7/24/2014</td>
</tr>
<tr>
<td>Assessment and evaluation window opens</td>
<td>7/24/2014</td>
</tr>
<tr>
<td>Classes end</td>
<td>8/1/2014</td>
</tr>
<tr>
<td>Assessment and evaluation window closes</td>
<td>8/1/2014</td>
</tr>
<tr>
<td>Grades due</td>
<td>8/13/2014</td>
</tr>
<tr>
<td>Degree conferral</td>
<td>8/22/2014</td>
</tr>
</tbody>
</table>

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

### Accelerated programs -- Summer I & II -- The Graduate accelerated programs consist of two (2) eight (8) week sessions running from April 28-August 16, 2014. Each class meets once a week from 5:30-10pm unless otherwise noted.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2014 course registration begins</td>
<td>3/10/2014</td>
</tr>
<tr>
<td>Summer 2014 course registration begins--new and non-matriculated students</td>
<td>3/12/2014</td>
</tr>
<tr>
<td>Late registration fee for Accelerated program goes into effect at the close of the business day</td>
<td>4/11/2014</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Summer I (100% refund)</td>
<td>4/25/2014</td>
</tr>
<tr>
<td>Classes begin for Accelerated session--Summer I</td>
<td>4/28/2014</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Summer I (80% refund)</td>
<td>5/2/2014</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Summer I (60% refund)</td>
<td>5/9/2014</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Summer I (40% refund)</td>
<td>5/16/2014</td>
</tr>
<tr>
<td>Last day to withdraw without failure for Accelerated session--Summer I (no refund)</td>
<td>5/23/2014</td>
</tr>
<tr>
<td>HOLIDAY--Memorial Day--NO CLASSES</td>
<td>5/26/2014</td>
</tr>
<tr>
<td>Assessment and evaluation window opens</td>
<td>6/11/2014</td>
</tr>
<tr>
<td>Deadline for Master's-level assistantship applications</td>
<td>6/15/2014</td>
</tr>
<tr>
<td>Grading window opens</td>
<td>6/18/2014</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Summer II (100% refund)</td>
<td>6/20/2014</td>
</tr>
<tr>
<td>Classes end for Accelerated session--Summer I</td>
<td>6/21/2014</td>
</tr>
<tr>
<td>Classes begin for Accelerated session--Summer II</td>
<td>6/23/2014</td>
</tr>
<tr>
<td>Assessment and evaluation window closes</td>
<td>6/25/2014</td>
</tr>
<tr>
<td>Grades due</td>
<td>6/27/2014</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Summer II (80% refund)</td>
<td>6/27/2014</td>
</tr>
<tr>
<td>Application due to request August 2014 graduation</td>
<td>7/1/2014</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Summer II (60% refund)</td>
<td>7/3/2014</td>
</tr>
<tr>
<td>HOLIDAY--Independence Day--NO CLASSES</td>
<td>7/4/2014</td>
</tr>
<tr>
<td>Last day to change registration for Accelerated session--Summer II (40% refund)</td>
<td>7/11/2014</td>
</tr>
<tr>
<td>Fall 2014 course registration begins</td>
<td>7/14/2014</td>
</tr>
<tr>
<td>Fall 2014 course registration begins--new and non-matriculated students</td>
<td>7/16/2014</td>
</tr>
<tr>
<td>Last day to withdraw without failure for Accelerated session--Summer II (no refund)</td>
<td>7/18/2014</td>
</tr>
<tr>
<td>Assessment and evaluation window opens</td>
<td>8/6/2014</td>
</tr>
<tr>
<td>Grading window opens</td>
<td>8/11/2014</td>
</tr>
<tr>
<td>Classes end for Accelerated session--Summer II</td>
<td>8/16/2014</td>
</tr>
<tr>
<td>Assessment and evaluation window closes</td>
<td>8/19/2014</td>
</tr>
<tr>
<td>Grades due</td>
<td>8/19/2014</td>
</tr>
<tr>
<td>Degree conferral</td>
<td>8/22/2014</td>
</tr>
</tbody>
</table>

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

Director, Jayne F. Mashett: mashettj@chc.edu
Assistant Director, Andrew McCarthy: mccarthya@chc.edu 215-248-7193
Assistant Director, Amy Boorse: boorsea@chc.edu 215-248-7097
Graduate Admissions Office: gradadmissions@chc.edu

The following admissions policies apply to all master’s degree, certificate, certification, and post-master’s certificate and certification programs. For Psy.D. admissions and requirement information see the section on the Psy.D program. For the Professional Certificate in Autism Spectrum Disorders admissions and requirement information, please contact Jayne Mashett at mashettj@chc.edu.

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

Graduate Status

Matriculated
To matriculate, a student has completed the graduate admissions process and been formally accepted into a graduate degree or non-degree graduate program (non-degree: certificates, certification preparation, and licensure preparation).

Once accepted, if not already taking courses as non-matriculated students, students must confirm the term they plan to begin classes by contacting gradadmissions@chc.edu or 215-248-7097.

After matriculating, students who find it necessary to interrupt their course of study for more than two consecutive terms must request a Leave of Absence (see Academic Policies and Procedures: Leave of Absence and Time Limitation). Students who do not request a Leave of Absence will be designated as inactive and must request Reinstatement in order to return (see policy for details).

Non-Matriculated
A non-matriculated student may enroll on a semester-by-semester or course-by-course basis but has not been accepted into a CHC graduate program. Students who are in the process of completing the graduate admissions process (pre-matriculating) are included in this category.

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

Courses taken by non-matriculated students may be used for professional development, transfer, continuing education, or toward program requirements (pre-matriculated), provided the student is accepted to a degree or certificate program. While students who have not yet been accepted to a program are not guaranteed acceptance and do not qualify for federal financial aid, this option may be used to start coursework while compiling criteria for matriculation. NOTE: If a student who has not yet matriculated receives a grade of “C+” or below, the student will automatically be discontinued from the graduate admissions process.

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

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

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

**Application Process and Required Materials**

Submitted materials become the property of Chestnut Hill College. Graduates of Chestnut Hill College programs and applicants with previous graduate degrees should contact the Graduate Admissions Office to see if they qualify for waivers of certain criteria. *CHC transcript is waived for all CHC students.

Applicants must submit the following (please see the details for each below):

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

**Application**
The one-time Application fee is currently $55 and is subject to change (see website for changes; application fee is waived for those attending a CHC graduate school information session). The Application Form must be submitted as a hard copy, emailed, or faxed to 215.248.7161; the online application is not available at this time. Checks and money orders should be made out to Chestnut Hill College. Please use this address for mailing the Application and all requirements: CHC Graduate Admissions, 9601 Germantown Avenue, Philadelphia, PA 19118

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

**Letters of Recommendation**
Three (3) Letters of Recommendation must be submitted using the CHC Recommendation Form. Applicants must complete the first section and, by signing, waive any right to examine the submitted form/letter. Only recommendations from academic and professional sources (professional sources should be in a supervisory role) will be accepted; recommendations from friends and/or family will not be accepted. Typed recommendation attachments should be on company letterhead.

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

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

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

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

For all graduate programs except those in the Education Department, submit official scores from:
- Miller Analogies Test (MAT) – Score Recipient Code 1609. Go to www.milleranalogies.com for more information.
- Graduate Record Examination (GRE) – Score Recipient Code 2802. Go to www.ets.org for more information.

(Standardized Test Scores Continued)
For all Education programs:

- No tests are required for applicants with an undergraduate Cumulative Grade Point Average (CGPA) of 3.00 or above.

- Applicants with an undergraduate CGPA of 2.80 or above but less than 3.00 must provide PAPA exam scores or Praxis I scores or have completed 6 graduate-level credits or 12 post-baccalaureate undergraduate credits with a grade of “B” or better. (Applicable courses can be used toward a degree and/or certification; courses from other accredited institutions may satisfy this requirement.)

- Applicants with an undergraduate CGPA of 2.79 or below must provide PAPA exam scores AND have completed 6 graduate-level credits in Education or 9 post-baccalaureate undergraduate credits with a grade of “B” or better. (Applicable courses can be used toward a degree and/or certification; courses from other accredited institutions may satisfy this requirement.)

Test of English as a Foreign Language (TOEFL) scores required for all international students whose first language is not English and who have not completed an approved ESL program.  

**Score Recipient Code 2802**

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

**Interview**

Qualified applicants will be contacted to schedule an interview with the Department Chair/Program Coordinator when all requirements have been received. (Exception: Education and Instructional Technology applicants may schedule an initial interview and transcript evaluation at any point in the admissions process which may be used as a department interview with permission from the Chair/Coordinator. Contact gradadmissions@chc.edu for more information.)

**Evaluation of Application Materials**

Upon receipt of all application materials, the Director of Graduate Admissions, Department Chair, Graduate Dean, and, if applicable, the Director of International Student Services, review complete files. Applicants are notified in writing of the decision regarding acceptance or non-acceptance, typically within one to two weeks.

The following guidelines are used for evaluation of application materials:

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

**International Students**

International students should contact the Director of International Student Services, Trachanda Brown, at brownt2@chc.edu for information and assistance. Official transcript evaluations (for degree(s) earned outside the United States) and Test of English as a Foreign Language (TOEFL) scores are required for all international students in addition to all other application requirements.

**Change of Program**

After admission into a graduate program, a student is not permitted to change programs without permission. A consultation should be scheduled with the Program Chair/Coordinator of the program from which they are exiting and the Program Chair/Coordinator of the new program. This consultation will provide the student and Program Chair/Coordinator an opportunity to determine what application components will be required. Application components are determined on an individual and program-by-program basis. After the consultation, the student will submit a written request to the Dean of the School of Graduate Studies. The Dean will consult with the Program Chair/Coordinator, and the student will be advised of the Change of Program decision. **Please note:** Students in the master’s program are not permitted transfer to the doctoral program. Students in the M.S. in Clinical and Counseling Psychology may apply for the Psy.D. program as they are completing their master’s degree but must graduate prior to the first term of the doctoral program.
Transfer Credit Information
Application of transfer credit is at the discretion of the department. The following rules apply to degree programs:

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

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

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

Office of Student Financial Services
St. Joseph Hall, 1st floor, End of the Music Corridor

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

Student Financial Aid:
Phone: 215.248.7182
Fax: 215.248.7217
E-mail: finaid@chc.edu

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

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

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

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

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

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

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

If the student has been approved for Financial Aid, funds will be automatically applied. Credit card payments may be made on the My CHC Portal. Payments may be mailed to Chestnut Hill College/P.O. Box 8500 #9986/Philadelphia, PA 19178-9986. The student’s ID number must be included on all payments.

Tuition, Fees and Miscellaneous Charges
Administration of Human Services 590.00 per credit
Clinical & Counseling Psychology 650.00 per credit
Education 600.00 per credit
Holistic Spirituality 560.00 per credit
Instructional Technology 585.00 per credit
<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psy.D. Program</strong></td>
<td>920.00 per credit</td>
</tr>
<tr>
<td>ASD Certificate Program</td>
<td>5000.00 (12 credits total)</td>
</tr>
<tr>
<td>Practicum/Internship Fee</td>
<td></td>
</tr>
<tr>
<td>Clinical &amp; Counseling Psychology program</td>
<td>135.00</td>
</tr>
<tr>
<td>New Student Application Fee (Master’s level) (one time only)</td>
<td>55.00</td>
</tr>
<tr>
<td>New Student Application Fee (Psy.D. level) (one time only)</td>
<td>100.00</td>
</tr>
<tr>
<td>Workshop Non-Credit Course</td>
<td>235.00</td>
</tr>
<tr>
<td>Montessori non-credit options(^1)</td>
<td>200.00/400.00/600.00</td>
</tr>
<tr>
<td>Montessori Supplies(^6)</td>
<td>55.00</td>
</tr>
<tr>
<td>Late Registration Fee (Master’s level)</td>
<td>125.00</td>
</tr>
<tr>
<td>Late Registration Fee (Doctoral level)</td>
<td>225.00</td>
</tr>
<tr>
<td>Change of Registration Fee</td>
<td>45.00</td>
</tr>
<tr>
<td>Deferred Billing Fee(^3)</td>
<td>75.00</td>
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<tr>
<td>Late Deferred Payment Fee(^4)</td>
<td>20.00</td>
</tr>
<tr>
<td>Fee for checks returned by bank (per occurrence)</td>
<td>35.00</td>
</tr>
<tr>
<td>Graduation Fee(^7)</td>
<td>250.00</td>
</tr>
<tr>
<td>Matriculation Fee(^8)</td>
<td>175.00</td>
</tr>
<tr>
<td>Parking Permit(^5)</td>
<td>135.00</td>
</tr>
</tbody>
</table>

### Notes

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

2. This fee, charged to students who initiate a drop/add request, is due upon submission of the drop/add request. The change of registration information must be submitted in writing. The effective date of a course change or a withdrawal is the date the written notification is received by the Graduate Registrar. Please refer to the current Graduate Catalog for the Withdrawal Refund Policy.

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

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

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

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

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

8. For all SGS students beginning Summer 2013.

### Tuition Discounts

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

Forms and letters must be received within 30 days of the first day of the semester and may be faxed to 215.248.7161; hand-delivered to the Graduate Office; or mailed.

- Fall Semester forms due by September 28, 2013
Spring Semester forms due by February 15, 2014
Summer Semester forms due by June 14, 2014

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

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

Chestnut Hill College School of Graduate Studies Alumni – 10% Tuition Discount
Alumni holding a master’s degree from Chestnut Hill College who wish to either pursue either a second master’s degree or certificate, or take non-matriculated courses for professional or personal enrichment are eligible for this discount. Students must complete the Tuition Discount Form only once; the Graduate Office will verify the eligibility thereafter.

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

Student Accounts 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 Financial Services immediately to satisfy their remaining balance. A student may be placed on business hold at:

1. Beginning of Term - for failure to make payment in full or to make satisfactory arrangements to pay the term’s bill. Students in this category cannot attend classes until the Office of Student Accounts approves financial arrangements for the term.
2. During Term – for defaulted or late payment on terms arranged at the beginning of the term. Students in this category cannot register for the following term, receive grades or transcripts and may be prevented from taking tests, attending classes or graduating. Students should contact the Office of Student Accounts immediately if they have not met their financial obligations as agreed upon prior to the beginning of the term.

Students will be removed from business hold when their bill is fully paid or addressed in a satisfactory manner, as agreed upon as approved by the Office of Student Accounts.

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

Explanation of Fees
- Application Fee: Master level and Doctoral applications both have associated fees. For fee rates refer to chart above. Payment methods are cash or check made payable to Chestnut Hill College, money order or credit card.
- Late Registration fees are charged to currently matriculated students who have taken a graduate- or doctoral-level course at CHC and who register for courses two weeks prior to the start of the current semester.
- Change of Registration Fee is charged to students who alter their registration after first submission. To change a registration, please contact the Graduate Registrar (215.248.7018).
- Practicum Fees are charged in some programs and are in addition to tuition. See chart above for current rate and applicable programs.
- Returned Check Fee is imposed by college as a result of notification from the student’s financial institution that there are insufficient funds for the transaction. The fee is $35.00 per occurrence.
- The Deferred Payment Plan is a payment plan which allows students to pay tuition during the semester in two or three payments. A fee is charged to students who request this payment plan.
- Late Monthly Payment Plan Charge is assessed to students who are not current on their deferred payments at the completion of a given semester.
- The Graduation fee is charged to all SGS students who enrolled prior to Summer 2013.
- A Matriculation fee is charged to all SGS students beginning Summer 2013.
- Transcript Fee is due at the time of requesting an official transcript from the Chestnut Hill College Registrar. Payment is in the form of cash, check, money order or credit card.
- Parking Permits are required for all students and faculty members. Each academic year (fall thru summer) permits are available for purchase. Additional information is available by emailing parking@chc.edu

ALL OF THE ABOVE MENTIONED FEES MUST BE SATISFIED PRIOR TO COMMENCEMENT. All student accounts must be clear prior to receiving any official documents (transcripts and or diplomas) from Chestnut Hill College. Failure to clear up any outstanding balances will result in a Business Hold. Refer to the Business Hold above.

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

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

<table>
<thead>
<tr>
<th>Prior to the first day of session</th>
<th>100% refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the first calendar week</td>
<td>80% refund</td>
</tr>
<tr>
<td>Within the second calendar week</td>
<td>60% refund</td>
</tr>
<tr>
<td>Within the third calendar week</td>
<td>40% refund</td>
</tr>
<tr>
<td>Weeks thereafter</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

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

Lending Code of Conduct
Chestnut Hill College is committed to providing students and their families with the best information and processing alternatives available regarding student borrowing. In support of this, and in an effort to rule out any perceived or actual conflict of interest between College officers, employees or agents and education loan lenders, Chestnut Hill College has adopted the following:
Chestnut Hill College does not participate in any revenue-sharing arrangements with any lender.

Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in the Office of Student Financial Services or is otherwise involved in the administration of education loans to accept any gifts of greater than a nominal value from any lender, guarantor or servicer.

Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in the Office of Student Financial Services or is otherwise involved in the administration of education loans to accept any fee, payment or other financial benefit (including a stock purchase option) from a lender or affiliate of a lender as compensation for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.

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

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

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

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

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

**Applying for Federal Financial Aid/Federal School Code**

Applying for financial aid is easy: all students complete the online *Free Application for Federal Student Aid (FAFSA)*. A completed FAFSA is due each academic year by April 15. The FAFSA is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Be sure to include Chestnut Hill College’s Federal School Code (003245) on the application. Only United States citizens and permanent residents may apply for federal financial aid.

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

**Federal Financial Aid Eligibility**

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

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

**Types of Financial Aid**

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

The Federal Subsidized Direct Loan is a federally guaranteed loan with a fixed interest rate at 6.8%. Borrowers are responsible for the interest during all in-school periods, either through quarterly payments or capitalization (added to principal each year). Payments of the principal balance and interest will be deferred until six months after graduation or enrollment of less than half-time (4.5 credits). The maximum Federal Direct Loan amount that may be borrowed per academic year is $20,500. Students completing the Psy.D program may apply for additional Federal Unsubsidized Direct Loans. You must be enrolled at least half-time and must have financial need to receive additional funds.
Federal Direct Graduate PLUS Loan
To be eligible to receive a Graduate PLUS Loan, students must submit a FAFSA. The maximum amount that may be borrowed is the Cost of Education minus any other financial aid received. The interest rate is fixed at 7.9% and a 2.5% fee is deducted from each disbursement of the loan. Students must pass a credit check and, if rejected, may reapply with a cosigner.

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

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

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

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

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

Satisfactory Academic Progress
Students receiving federal financial aid must maintain satisfactory academic progress.

Veteran’s Benefits/School Certifying Official (SCO)
Fournier Hall, Room 15
Telephone: 215.248.7064. Fax: 215.242.7707. Email: ScheetzM@chc.edu

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

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

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

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

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

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

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

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

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

Buildings
The following are the common abbreviations used in catalogs and reports:
Fournier Hall FR
Fontbonne Hall FRH
Fitzsimmons FZ
Saint Joseph Hall SJH
Logue Library LL
College Auditorium AUD
Barbara D’Iorio Martino Hall MH
Sugar Loaf Commonwealth Chateau CHAT

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

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

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

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

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

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

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

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

Regular library hours are:
8:00 a.m. to Midnight Monday – Thursday
8:00 a.m. to 9:00 p.m. Friday
9:00 a.m. to 5:00 p.m. Saturday
10 a.m. – Midnight Sunday
Library hours during the summer sessions and breaks are subject to change. They are posted on the library door and on the library home page.

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

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

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

In order to use the Fitness and Recreation Facilities at Chestnut Hill College, a signed waiver is required. Upon completion you will receive confirmation from the Fitness and Recreation Office and permission to have your ID card programmed for access by the campus security department.


For fitness center hours of operation please call 215.248.7743.

**SugarLoaf Commonwealth Chateau**

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

**Bulletin Boards**

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

**Campus Bookstore**

St. Joseph Hall, Lower Level, down the ramp to the right of the Commuter Lounge

Telephone: 215.248.7150. Fax: 215.248.7156. Email: 0719mgr@fheg.follett.com

Whether by providing campus course materials (including new and used books, book rental and digital books), supplies, general books, Chestnut Hill College clothing and gifts or every day essentials, the **College Bookstore** serves the needs of students, faculty, staff, alumni, and Griffin fans. For store hours and information, or to shop online for course materials and the latest in college gear, visit the Bookstore's website at www.chc.bkstr.com. Hours for the bookstore are also posted on the door. The Bookstore has extended hours during the first week of each semester and during the first week of each summer session.
Campus Ministry
St. Joseph Hall, 3rd Floor, Room 348
Telephone: 215.248.7095. Fax: 215.242.7155. Email: weldingm@chc.edu

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

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

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

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

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

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

See section below on *Dining and Vending Locations* for information about additional common areas.

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

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

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

In general, counselors see students once a week for a fifty-minute session. In addition, counselors reserve time every day to see any student in crisis needing immediate attention. The College also provides 24-hour emergency coverage when the School of Undergraduate Studies is in session.
The Counseling Center is completely confidential, except in cases of life-threatening emergency (the threat or attempt of suicide, and the threat of seriously injuring another person, for example) or when we are legally required to report abuse of a minor. Except in these extraordinary circumstances, neither what is discussed nor any of the required written records are shared with anyone - including roommates, parents, friends, faculty, and staff - without the student’s written permission.

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

Disability Resource Center
St. Joseph Hall, 3rd Floor, Room 331
Disabilities@chc.edu

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

Dining and Vending Locations
Fournier Hall, 1st floor

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

Vending machines are located in the Commuter Lounge on the Lower Level walkway between St. Joseph and Fournier Halls; the 3rd Floor of St. Joseph Hall; and on the Lower Level of Fournier Hall just outside the Mail Room. The Bookstore also sells an assortment of drinks and snacks.

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

In order to use the Fitness and Recreation Facilities at Chestnut Hill College, completion of an online waiver is required. The Fitness and Recreation Center is a 5,000 square foot fitness facility that provides the College community with an exercise haven conveniently located in the Jack and Rosemary Murphy Gulati Complex. The $3 million, ADA-compliant exercise space offers Cybex free weights, a cable crossover jungle, and multiple variable resistance machines to provide an excellent source for isolated muscle training and multi-joint exercises. Two power racks with custom logo wooden platforms, various elliptical machines, arc training equipment, recumbent and upright bikes, offer the College Community a magnificent platform to pursue a healthy lifestyle.
**Swimming Pool**  
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 visitors, including adult family members and friends, must purchase a membership card. For more information about purchasing a membership card, please refer to the Aquatics page on the Chestnut Hill College Athletic Website. Swimming is permitted only when a lifeguard is on duty.

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

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

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

**International Student Services**  
Trachanda L. Brown, Director of Global Education Office  
Fournier Hall, Room 12  
Telephone: 215.242.7989. Fax: 215.248.7082. Email: BrownT2@chc.edu

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

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

There is a $135 fee for the annual parking permit. Prorated permits are available for students who begin courses in the Spring or Summer term. Refunds cannot be issued to students who leave or graduate in the middle of the year.

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

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

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

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

**Payment and Financial Information**

Students must satisfy all previous financial obligations before they will be able to register for the next semester.

**Registrar/ Office of the Registrar**

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

The Office of the Registrar provides support to the faculty, staff, students, alumni, and the general public in regards to academic policies, guidelines, and procedures enacted and enforced by the federal government through the Family Educational Rights and Privacy Act of 1974 (FERPA); all accrediting agencies; the Chestnut Hill College Board of Directors; and the College’s administration and faculty members. The Office of the Registrar is responsible for upholding and applying the Academic Missions of all divisions as they relate to academic data, and is also the central repository for that data.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Children and Visitors

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

_Chestnut Hill College does not provide childcare services._ Children may not be left unattended on campus at any time, for any reason. Children brought as visitors to campus must be signed in at the Security Desk and must remain with their sponsoring member of the College community at all times.

Children are not permitted in classrooms, even when attended by parent or guardian.

Classroom Locations

Buildings may be abbreviated in the following way on schedules and course listings:
- Fournier Hall - FR
- Logue Library - LL
- (Barbara D'Iorio) Martino Hall – MH
- St. Joseph Hall - SJ
An updated list of classroom assignments is available at the Security Desk in Fournier Hall; at the Security Desk in the Lower Level of St. Joseph Hall; and in the Office of the Registrar corridor. Since classrooms are subject to change, students should confirm classroom information by checking the My CHC Portal or one of the above locations before the first class and during the first week of class.

**Identification Cards**

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

**Lost and Found**

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

**Smoking Policy**

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

**Weather/Emergency Closing**

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

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

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

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

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

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

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

Academic Integrity Policy

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

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

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

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

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

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

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

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

Attendance
Regular class attendance is necessary for the attainment of satisfactory performance in graduate work and is the responsibility of each student. Attendance and participation in all class sessions are an important part of the learning process. In fact, the educational value of each course is enhanced by the sharing of insights and experiences and through the interactions in the classroom. Each instructor determines attendance requirements. Instructors who implement a policy of limited number of absences include in their syllabi a clear statement on attendance, specifying the total number of absences permitted for the course.

Course Registration Information
All new students, and those in certain programs, are required to register in one of the following ways, using the School of Graduate Studies Registration Form available in the Front Office and online:

1. Register online via My CHC Portal
2. Email gradschool@chc.edu
3. Bring the form to the School of Graduate Studies Front Office during office hours
4. Mail the completed form to the School of Graduate Studies
5. Fax the completed form to the Front Office at 215.248.7161 (if paying by credit card or through financial aid)
6. Call the Front Office at 215.248.7018 (if paying by credit card or through financial aid).

At least an initial payment must be made at the time of registration. See policy on payment plans for further details. Late registration fees apply; check the Academic Calendar for details. Payment is due at the time of registration; forms will not be processed until payment is received. A roster of registered courses will be viewable on the My CHC Portal within a few days of submission of a Registration Form.

Adding and Dropping Course
New students and any other students not permitted to register online must contact the School of Graduate Studies Front Office for assistance with adding and/or dropping courses from their rosters. The Academic Calendar provides specific dates for the Last Day to Change Registration (adding and dropping courses); however, students who officially drop a course or courses prior to first day of a regular session receive a full refund of tuition paid and students who drop within the first calendar week of the session received a refund of 80% of tuition paid. (See the Academic Calendar.)
Students permitted to register online may add and/or drop courses on the My CHC Portal. The appropriate periods for adding and dropping courses are indicated on the Academic Calendar.

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

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

**Online Registration/Continuing Student**
Students in certain academic programs are required to register in an online process, via the My.CHC Portal. Step-by-step instructions for online course registration are emailed to students via their CHC email accounts every semester. Students may email GradSchool@chc.edu to request this information at any time.

Full payment must be made within 7 days of registration for classes. If payment is not made by this time, the course(s) will be dropped from the student roster. Charges for classes are generated every business day by 5:00pm. The updated statement is viewable online thereafter.

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

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

**Withdrawing from a Course**
Please refer to the Academic Policy and Procedure section of the catalog. Applicable dates are listed in the academic calendar. Fees apply. Course Withdrawal Form must be completed by the student; and additional signatures are required. You may contact gradschool@chc.edu to facilitate this process.

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

**Course Assessment and Evaluation**

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

The evaluations and or data are returned to the faculty member after grades are filed with the Registrar. Assessment projects search for evidence of the effectiveness of various instructional techniques and educational experiences by using such tools as surveys, interviews, focus groups, and/or samples of student work. Student participation in assessment surveys, interviews, and/or focus groups is voluntary. All work submitted by a student in fulfillment of course and/or program requirements is considered available for assessment research purposes, unless the student specifically requests otherwise. Written notice of this request must be submitted to the course instructor along with the work. Students will never be individually identifiable in any assessment report.

**Course Load**

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

**Family Educational Rights and Privacy Act (FERPA)**

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

**Notification of Rights under FERPA**

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

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

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

(3) The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The College discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the College.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is Family Policy Compliance Office/U.S. Department of Education/400 Maryland Avenue, SW/Washington, DC 20202.

**FERPA Waiver Request**

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

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

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

**Financial Aid Exception**

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

**Release of Information Via Telephone**

Although FERPA does not preclude an institution from disclosing Non-Directory Information via telephone to the student or a FERPA Waiver contact, it is the College’s policy that no Non-Directory Information relating to academic status (e.g., grades and/or grade point average) will be released by telephone, whether or not a waiver is submitted.

Billing information, including tuition and fee charges, outstanding balances, and financial aid information, will be communicated via telephone providing the student or FERPA Waiver can correctly answer personally identifiable questions that only the student or FERPA Waiver contact would be able to answer. These questions may include, but are not limited to, CHC Id Number, Permanent address on file, High School or previous College attended, and currently enrolled courses.

**School Officials**

School officials with a legitimate educational interest may access student education records within the scope of performing their job duties. A school official is deemed to have legitimate educational interest if the information requested is necessary for that official to (a) perform appropriate tasks that are specified in his/her position description of by contact agreement; (b) perform a task related to a student’s education; (c) perform a task related to the discipline of a student; (d) provides a service of benefit relating to the student or student’s family. Disclosure to a school official having a legitimate educational interest does not constitute authorization to share that information with a third party without written consent.

**Statement Regarding Transfer of Education Records**

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

**Campus Security/Police Records**

To remain exempt from FERPA, law enforcement records are created by the College’s law enforcement unit, for a law enforcement purpose, and are maintained separately from education records.
Statement Regarding Reissuing Academic Documents
Chestnut Hill College does not re-release official copies of documents submitted for admission, scholarship application, or any other academic reason. Requested copies of materials in a student’s academic file will bear a “FILE COPY” watermark.

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

Notification of Student’s Right to Non-Disclosure of Directory Information
FERPA requires institutions to give public notice to students in attendance of the categories of personally identifiable information which the institution has designated as Directory Information.

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

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

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

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

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

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

Forms
Students and faculty may retrieve all registration-related forms on the website (CHC.edu/Graduate. Select Student Services & Resources on the left-hand navigation. Click Registrar on the left-hand side). Forms include, but are not limited to: Application to Request Graduation, Course Withdrawal, Tuition Discount, etc. Please follow the instructions indicated on the top of each form and note the subsequent return process.
Grades
Grades are recorded and available to students on the CHC Portal. Any inaccuracy should be reported in writing to the Graduate Registrar within thirty days of receipt of the grade. Students are graded according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Acceptable</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>Marginally Acceptable</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>Unacceptable Work for Graduate School</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure/Automatic Academic Dismissal</td>
</tr>
<tr>
<td>I</td>
<td>NA</td>
<td>Incomplete (See Incomplete Policy)</td>
</tr>
<tr>
<td>AU</td>
<td>NA</td>
<td>Audit (See Auditing Classes Policy)</td>
</tr>
<tr>
<td>W</td>
<td>NA</td>
<td>Withdraw</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Granted after drop/add period before the withdrawal deadline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• After the withdraw deadline when student is granted permission by the Program Chair/Coordinator</td>
</tr>
<tr>
<td>WF</td>
<td>0.00</td>
<td>Withdrawal/Failure: Given when students withdraw after the approved time period./Automatic Academic Dismissal</td>
</tr>
<tr>
<td>NR</td>
<td>NA</td>
<td>Not Recorded</td>
</tr>
</tbody>
</table>

*If grades are not available for a particular class or student at the time that the term grades are processed, a grade report will be issued with the grade of NR (Not Recorded). Grades of NR are usually limited to missing grades due to faculty emergency or absence at end of term and assigned by the registrar in consultation with the faculty member.

In the case of a student who wishes to appeal a grade received in an individual course that does NOT initiate dismissal, the steps in the following procedure are followed as far as necessary to resolve the issue. Later steps are followed only if the issue is not resolved at an earlier step.

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

Procedure for Student, Instructor, Program Coordinator and/or Department Chair, and Dean.
1. The Student: A student may appeal a final course grade by February 15th for Fall Term grades, June 15th for Spring Term grades, and September 15th for Summer Term grades. The student must initiate the process by appealing in writing to the instructor who had given the grade. The appeal must include a copy of the syllabus and any material that the student believes is relevant to the appeal. A copy of this letter must also be sent to the Program Coordinator and/or Department Chair or the Dean of the School of Graduate Studies if the Coordinator/Chair is also the course instructor.

2. The Instructor: Within 30 days of receipt of 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 student, Program Coordinator and/or Department Chair. A copy of this letter must also be sent to the Program Coordinator and/or Department Chair or the Dean of the School of Graduate Studies if the Coordinator/Chair is also the course instructor.

3. The Student: If written correspondence between the student and the instructor does not lead to a resolution satisfactory to the student, the student within 30 days of receipt of the instructor’s letter, the student may appeal in writing to the Program Coordinator or Department Chair, stating the reasons for the disagreement and presenting evidence in support of the appeal. If the Coordinator/Chair is the instructor, the Dean of the School of Graduate Studies will receive the appeal. In this case; steps 4 and 5 are eliminated.

4. The Program Coordinator and/or Department Chair: Within 30 days of receipt of the student’s second letter of appeal, the Program Coordinator or Department Chair responds to the instructor and student regarding the appeal. The Coordinator or Chair responds in writing to the student and instructor, stating his/her decision to support or not support the appeal. (Note: If the written appeal is received by the Coordinator/Chair between the end of spring term and the beginning of the fall term, the procedure may have to be postponed until later in the fall term.)

5. The Student/Instructor: If the issue remains unresolved by the response of the Coordinator/Chair, the student or instructor may appeal in writing to the Dean of the School of Graduate Studies within FIFTEEN DAYS of receipt of the letter from the Coordinator/Chair.

6. The Dean: The Dean of the School of Graduate Studies reviews the appeal, consulting with the instructor and the Department Chair/Program Coordinator as necessary. Resolution is attempted, which may involve a meeting of the Dean, instructor, student and Department Chair/Program Coordinator.

7. If resolution is not possible, the Dean of the School of Graduate Studies notifies the student and instructor and an ad hoc committee will be formed. The ad hoc committee will consist of three faculty members chosen in the best interest of the matter at hand to review the issue. At least one week prior to the scheduled meeting of the ad hoc committee, the student must forward to the Dean five hard copies of all materials and correspondence compiled in Steps 1-6.

8. The Ad Hoc Committee: The meeting of the ad hoc committee is attended by the Dean, student and instructor. No other parties may attend the meeting. Minutes will be kept by the Dean but a verbatim transcript will not be prepared. The Dean facilitates the meeting but does not participate in the decision of the committee. The student and the instructor present their arguments before the ad hoc committee in one another’s presence. The student and the instructor answer questions from the committee. The ad hoc committee, deliberating in private, reviews the evidence and reaches a decision. The Dean of the School of Studies notifies the student, instructor and department chair/coordinate in writing of the final decision.

The roles of the Chair, Program Coordinator, and Dean are to review whether applicable policies and procedures were followed in assigning the grade, not to review and/or re-grade the student’s work.

In order to ensure a timely resolution, these times frames will be strictly honored. Students who do not submit an appeal before the applicable deadline waive their right to appeal.

Graduation

Degrees are conferred at the College three times per year: August, December and May. A student is not considered to be graduated until the Office of the Registrar has recorded a transcript notation and the conferral date is indicated.
There is one Commencement Ceremony held annually in May. Students graduating without holds are invited to participate. August and December graduates without holds will receive their diplomas and complimentary transcript copy at the time of degree conferral and are then welcome to participate in the Ceremony the following May.

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

Application to Request for Graduation - Master's Degree
In addition to meeting all of the stated program requirements, students must complete the Application to Request Graduation form located online and in the Graduate Studies Front Office and pay all applicable fees. The 2013-2014 Graduation Fee is $250 for students who did not pay a matriculation fee when they began their program (all students accepted prior to Summer 2013). The fee is charged regardless of participation in the Commencement Ceremony in May.

The Application to Request Graduation form must be received by:
- July 1 for August conferral
- October 1 for December conferral
- February 15 for May conferral

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

Request for Certificate
Students completing any of the certificate programs must complete the Request for Certificate available online and in the SGS front office.

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

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

Grade Point Average Calculation
A semester Grade Point Average (GPA) is calculated in the following way – the Quality Points per course are determined by multiplying the number of Credits by the number of Quality Points assigned to the grade received. The sum of the Quality Points received for all courses is then divided by the number of credits earned. The Career (Cumulative) GPA (CGPA) is the sum of the Quality Points of all courses divided by the sum of all credits earned. A repeated course grade does not remove a grade of “C” or “C+” or “F” from the student’s transcript. (See policies on probation and dismissal.) All 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.
Grievance, Conflict Resolution, and Other Appeals
The majority of students’ concerns can be addressed through informal discussion with faculty members. If a problem arises at any point during the program, the student is encouraged to seek a resolution at this informal level first, unless the students believes it would place him/her in a vulnerable or compromised position, in which case the student can file a formal griev- ance by following the steps below.

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

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

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

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

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

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

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

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

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

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

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

Incomplete Grades
If necessary, because of serious reasons, unanticipated circumstances, or illness requiring medical intervention or care, a student may request a grade of incomplete ("I") from the instructor of a given course. A student requesting an incomplete will follow the procedure outlined below. In other cases, an instructor may assign a grade of incomplete. An instructor assigning an incomplete will follow the procedure outlined in section B below.
Procedure for Student Requesting an Incomplete
The student contacts the instructor and discusses the reasons for the request. Reasons must be serious, due to unpredictable circumstances and cannot be remedied in another way within the time frame of the term. A request must be made prior to the last week of the class. A request made after the last class or final exam will not be considered.

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

Procedure for Instructor Assigning an Incomplete
If the instructor discerns that the reason(s) for the request is justified, the instructor and student discuss requirements for completion of the course, including a timeline for submission of required materials/assignments, not to exceed one term, except in rare situations.

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

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

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

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

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

The completed form and appropriate syllabus must be returned to the Graduate Registrar three days prior to the official start of the first class. The student is not officially registered until the form is completed. The Dean of the School of Graduate Studies will not approve any form that is received after the independent study has begun, unless the independent study results from a course cancellation.

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

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

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

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

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

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

A student who does not enroll in a course for three consecutive terms and has not been granted a Leave is considered to have withdrawn from the program. To return to the program, the student must reapply and, if re-accepted, will be subject to program guidelines and curricula as well as financial policies outlined in the Academic Catalog from the year of re-application.

Probation and Dismissal
If a matriculated student receives a grade of “C” or “C+” in a course, he/she is placed on academic probation by the Dean of the School of Graduate Studies and advised accordingly by the Program Coordinator or Department Chair. 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.

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.

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

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

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

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

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

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

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

Withdrawing from the College
A student who does not enroll in a course for three consecutive terms and has not been granted a Leave of Absence is considered to have officially withdrawn from the College. To return to a program, the student must reapply and, if re-accepted, will be subject to program guidelines and curricula as well as financial policies outlined in the Academic Catalog from the year of re-application.

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

Enrolling at Chestnut Hill College is a decision that involves accepting responsibility to meet academic requirements and to exhibit mature and ethical behavior on campus that is consistent with the mission of the College, the School of Graduate Studies statement of philosophy, and civil law. Because Chestnut Hill College is committed to the education of the whole person, disruptive or violent behavior is unacceptable and is 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. The purpose of this policy is not to deny students the use of legitimate means of communicating dissent but rather to guard against the violation of the rights of others and/or the obstruction of the normal operation of the College.

Students in graduate programs whose purpose is preparation for professional practice should be aware of the codes of conduct for their respective programs and professions and act in accordance with professional standards at all times.

A student issued a sanction by the Dean of the School of Graduate Studies has the right to appeal. Sanctions 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.

Sexual Harassment and Sexual Violence

This policy was modified in April of 2011 to ensure that Chestnut Hill College procedures are in compliance with the guidance issued by the Office for Civil Rights on April 4, 2011 relating to college and universities' obligations under Title IX to respond appropriately to allegations of sexual harassment and sexual violence. Sexual harassment and sexual violence are forms of sex discrimination prohibited by Title IX.

**Policy Statement**

It is the policy of Chestnut Hill College that while employed or enrolled at Chestnut Hill College no administrator; faculty member; staff member; or student shall be subject to discrimination based upon sex, which includes sexual harassment or sexual violence, by another member of the College community. This policy is referred to as the *College’s Policy on Sexual Harassment and Sexual Violence*. Included within this Policy is the College’s commitment to protect the individuals who are involved in an investigation of a potential violation of this Policy against retaliation from any member of the College community. Such retaliation will be deemed a separate basis for violating the College’s Sexual Harassment Policy and Sexual Violence.

**Policy Rationale**

Chestnut Hill College values appropriate relationships, respect for all and shared responsibility. Therefore, Chestnut Hill College is committed to fostering an educational and working environment that is free from sexual harassment and from sexual violence. In recognition of and respect for the dignity of all at the 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 prompted us to form a *Policy on Sexual Harassment and Sexual Violence*.

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

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

Sexual violence means physical acts perpetrated against a person’s will or where an individual is incapable of giving consent. A number of acts fall within this category, such as, rape, sexual assault, sexual battery and sexual coercion. The definition of sexual misconduct can take many forms:

- **Rape/Date Rape/Acquaintance Rape:** Sexual intercourse or penetration (vaginal, oral, or anal), with any object, accomplished by force or without consent
- **Non-Consensual Sexual Contact/Sexual Assault:** Sexual touching or fondling by force or without consent
- **Sexual Exploitation:** Any act involving sexual behavior which places a person in a degrading, exploitative, abusive or humiliating situation (e.g. posting photographs of a sexual nature online)

Scope of Policy
This 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. Title IX protects students from sexual harassment in a school’s educational programs and activities.

Employees are protected from sexual discrimination in all phases of their employment including applications, job performance and salary and promotions.

Members of the College community who are traveling abroad on College business or due to a College course are expected to comply with this policy regardless of local laws and/or customs.

Title IX also prohibits gender based harassment based upon sex or sex-stereotyping.

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 or sexual violence, herein Complainants, shall submit their complaint to a Designated Complaint Officer. Designated Complaint Officers are:

- The Assistant to the President for Administration and Special Projects/215.248.7167
- The Vice President for Financial Affairs/215.248.7084
- The Vice President for Academic Affairs/215.248.7022
- The Vice President for Student Life/215.248.7030

Statements may also be made to any security officer, administrator or faculty member who will assist the complainant in contacting the appropriate Designated Complaint Officer. The Complaint Officer will notify the President of all complaints. The College will follow the procedures set out in this Policy and promptly begin its investigation of the facts presented.

Responsibilities
All members of the Chestnut Hill 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 har-
assessment, they must take immediate steps to inform a Complaint Officer 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 Complaint Officer if they have reason to believe sexual harassment, in any form, is occurring. Individuals who believe that they have been subject to sexual harassment are responsible for informing a Complaint Officer in a prompt and timely manner. The effective 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.

Confidentiality
Chestnut Hill College requires that, in all cases, claims of sexual harassment and sexual violence be kept confidential by the person bringing the claim, by any witness interviewed, as well as the person alleged to be the harasser. In all cases, the College will advise the complaining employee or student and the accused of the outcome of the investigation.

Reporting Sexual Harassment or Violence in Any Form
If you have been subjected to sex discrimination, or an act of sexual misconduct, which includes sexual harassment or sexual violence, you are urged to immediately report the incident. You may also want to report the event to a close friend, roommate, Resident Assistant, staff, faculty, family member, etc. who can support you through the initial medical treatment (if necessary) and reporting of the events. If you have been the victim of sexual violence you are urged to immediately report the incident to the police.

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

- Get to a place where you feel physically and emotionally safe.
- Contact someone you trust to stay with you for moral support.
- Immediately report the incident to the appropriate College personnel.
- Immediately report the incident to the police by calling 911.
- It is important to seek medical care so you can be treated for injuries and tested for pregnancy and sexually transmitted diseases. The following area hospitals have Rape Crisis Centers: Abington Hospital, Thomas Jefferson University Hospital, Episcopal Hospital and Bryn Mawr Hospital. These locations have staff that are specially trained to provide medical attention to victims of sexual assault. If you need transportation it can be arranged through Security or a member of the Student Life staff. Addresses and phone numbers are included below.
- Avoid showering, bathing, douching or cleaning in any other way to help preserve medical evidence if you chose to prosecute. Any clothes, sheets or other items that may be considered evidence should be stored in paper (not plastic) bags. If you are still wearing the clothes you had on at the time of the assault be sure to bring a change of clothes with you to the hospital.

To make a report of an act of sexual misconduct on campus you may contact Security, the Vice President for Student Life, the Assistant to the President for Administration and Special Projects, or seek out another member of the College community with whom you feel comfortable (this may include a coach, advisor, etc.). You may also decide to make a report directly to the police and you can do so by dialing 911. You will have to make a decision whether you want to cooperate with the police in their investigation of the incident.

Helpful Contact Information
Contact Emergency Services and the Police by calling 911. Please note that the resources below are located in or around the Philadelphia area. For locations outside of the Philadelphia area, please call 911.
You may choose to pursue the incident through the College’s hearing process, you may choose to prosecute through the police, you may choose to do both or you may choose to file a police report and not follow through with any College action. Once the matter is reported to the College, the College will investigate the situation even if you chose not to cooperate with the College. You should not feel pressured into any option; you may want to consult with your family before making a decision. If you do choose to have the case handled through the College, you can expect the following things:

### Campus Response to Information of Sexual Harassment or Sexual Violence

To assure a prompt and equitable resolution to the complaint, you will be asked to provide an initial Statement reporting the specifics of your incident, names of individuals, date, time, place, specifics which occurred, witnesses to the events described, etc. This Statement will start the College’s investigation of the events reported.

- An investigation will be conducted once a Statement is filed; Statements may be filed by you (the impacted individual), by a parent or by a third party.
- If requested, every effort will be made to investigate the incident confidentially. The College cannot promise complete confidentiality. Information can only be shared within the College if there is a “legitimate educational need.” In order for information to be shared outside of the College, a complainant would need to give explicit permission or that information would need to be subpoenaed. It should be noted that the College’s ability to thoroughly investigate and resolve incidents of sexual misconduct may be limited should the complainant not want his or her name or any identifiable information shared.
- The person who makes the report is the complainant and the individual named in the report is the respondent.
- The respondent will be asked to provide their version of the events. The complainant’s statement will be shared with the respondent.
- The respondent’s statement will be shared with the complainant.

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<table>
<thead>
<tr>
<th>Chestnut Hill College Contacts</th>
<th>215.242.7777</th>
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<tbody>
<tr>
<td>Security</td>
<td>215.242.7777</td>
</tr>
<tr>
<td>Vice President for Student Life</td>
<td>215.248.7030</td>
</tr>
<tr>
<td>Dean of Student Life</td>
<td>215.248.7142</td>
</tr>
<tr>
<td>Assistant to the President for Administration and Special Projects</td>
<td>215.248.7167</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>215.248.7104</td>
</tr>
<tr>
<td>Campus Ministry</td>
<td>215.248.7095</td>
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<tr>
<td>Health Services</td>
<td>215.248.7011</td>
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<tr>
<th>Medical Care for Sexual Assault</th>
<th><a href="http://www.amh.org">www.amh.org</a> 215.481.2000, 120 Old York Road, Abington, PA 19001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abington Hospital Rape Crisis Center</td>
<td><a href="http://www.amh.org">www.amh.org</a> 215.481.2000, 120 Old York Road, Abington, PA 19001</td>
</tr>
<tr>
<td>Thomas Jefferson University Hospital</td>
<td><a href="http://www.jeffersonhospital.org">www.jeffersonhospital.org</a> 215.955.6763 239</td>
</tr>
<tr>
<td>Rape Crisis Center</td>
<td>Thompson Building 1020 Samson Street, Philadelphia, PA 10107</td>
</tr>
<tr>
<td>Episcopal Hospital</td>
<td><a href="http://www.episcopal.templehealth.org">www.episcopal.templehealth.org</a> 215.481.2000</td>
</tr>
<tr>
<td>Bryn Mawr Hospital</td>
<td><a href="http://www.mainlinehealth.org/brynmawr">www.mainlinehealth.org/brynmawr</a> 610.526.3000</td>
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</tbody>
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### 24-Hour Hotlines

<table>
<thead>
<tr>
<th>Women Organized Against Rape</th>
<th>215.985-3333 (Confidential resource)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women Against Abuse</td>
<td>215.386.7777 (Confidential resource)</td>
</tr>
<tr>
<td>RAINN (Rape, Abuse &amp; Incest National Network)</td>
<td>800.656.4673 (Confidential resource)</td>
</tr>
</tbody>
</table>

### Sexual Harassment

<table>
<thead>
<tr>
<th>Women’s Law Project</th>
<th>215.928.9801</th>
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</thead>
<tbody>
<tr>
<td>Philadelphia Commission on Human Relations</td>
<td>215.686.4692</td>
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</table>

### Prosecution

<table>
<thead>
<tr>
<th>Special Victims Unit</th>
<th>215.685.3251</th>
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</thead>
<tbody>
<tr>
<td>Police Sex Crimes Unit</td>
<td>215.685.1180/215.685.1181/215.685.1182</td>
</tr>
<tr>
<td>Rape Prosecution Unit</td>
<td>215.686.8083</td>
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</tbody>
</table>
In the event there is little or no dispute between the versions of the events and the respondent admits the conduct, the matter may be resolved without a hearing at the discretion of the Complaint officer or designated investigator. The appropriate discipline may be imposed by the College based upon the facts admitted during the investigation. If the complainant concurs with the College’s resolution, the matter is concluded without the need for a hearing.

Even when there is significant difference in the facts related by the complainant and respondent, the College may impose interim measures on the respondent.

If the facts are in dispute, and the Complaint Officer or investigator concludes there is a basis to move forward, a private disciplinary hearing will be held where the complainant and respondent will each be treated without prejudice or bias and where each will only be asked to answer questions relevant to the specific misconduct under consideration. The hearing officer will be appointed consistent with the Hearing and Appeal Procedures described hereafter.

The College will use its best efforts to complete its investigation within 14 business days of the date it receives the Statements and to schedule a disciplinary hearing within another 7 business days.

The parties may mutually agree to extend these time periods.

This hearing will not be, and may not be, taped; all parties are expected to keep the information from the hearing confidential or they may face disciplinary action.

Every effort will be made to expedite College hearings (pending necessary investigation of fact).

The respondent may face interim suspension from the College prior to the hearing, during the hearing or during deliberation.

Both parties need to submit any additional documentation to the hearing officer at least 48 hours prior to the hearing; the hearing officer will share this information with the respective parties. Both parties will be shown a copy of the Statements provided by the other party; this includes Statements from any witnesses of fact.

At least 72 hours’ notice will be given to appear at the hearing and a written decision, complete with sanctions, will be received within 10 business days after the hearing.

If desired, the complainant will be permitted to attend the entire hearing. If the complaint chooses not to attend the hearing, he or she will be offered the opportunity to submit a written statement of fact to be read at the hearing. If the respondent fails to appear he or she may submit a written statement of fact to be read at the hearing. If either party declines to participate, the hearing will move forward and no adverse inference will be drawn.

Once the original Statement has been filed, the College will use its best efforts to process the incident (this includes investigation of facts, hearing notification, the hearing, deliberation, notification of the outcome of the hearing and the appeal process) within 60 business days.

Character witnesses are not permitted at the hearing. In determining a remedy, the College may take into consideration the prior disciplinary history of the respondent.

The College utilizes preponderance of evidence as the standard of proof in disciplinary proceedings; this standard is met if the proposition is more likely to be true than not true. Preponderance of evidence is the acceptable standard for civil cases.

The complainant and respondent will be notified of the outcome of the hearing; this notification will be made in writing and will occur as concurrently as possible.

The process will terminate if the respondent is no longer a student or employee.

The College will cooperate to the extent permitted by law with criminal proceedings.

The College does not condone retaliation towards the respondent or the complainant. Any claims of retaliation will be investigated and those individuals will be subject to disciplinary action.

Mediation will not be used to resolve sexual violence complaints.

Both parties have the right to appeal. A letter of appeal should be addressed to the Vice President for Student Life (if the appellee is a student) or to the Assistant to the President for Administration and Special Projects (if the appellee is an employee) within 3 business days of receipt of decision. This letter should include fact based reasoning for appeal, such as failure to abide by existing procedures, failure to consider relevant information, etc. The parties will receive written notice of an appeal decision within 10 business days. Additional details about the Appeal Process are described below.

Hearing and Appeal Process

Upon receipt of a Statement involving a student or students, the Vice President for Student Life may assign a designee to investigate the matter. Hearings will be adjudicated by the Residence Coordinators, Assistant Director of Residence Life, Director of Residence Life, Dean of Student Life or the Vice President for Student Life. In reports of sexual violence, hearings will be handled by the Dean of Student Life or a designee from the Vice President for Student Life.
Upon receipt of a Statement involving faculty members or employees of the College, the Assistant to the President for Administration and Special Projects will investigate the matter or assign a designee to do so. Impartial hearing officer(s) will be appointed by the President to conduct the hearing.

Following the conclusion of the hearing, respondents will receive written notice of a decision, including sanctions if applicable, within 10 business days. When determining sanctioning, the following factors will be taken into account: severity of the incident, past judicial record, attitude and willingness to make amends.

A party wishing to appeal a hearing decision must do so in writing within 3 business days of receipt of the decision. A letter of appeal should be addressed to the Vice President for Student Life; or the Assistant to the President for Administration and Special Projects, as appropriate. This letter should include fact based reasoning for appeal, this may include evidence of improper or inadequate procedure, prejudicial conduct and/or disproportionate penalty.

Appeals will go to the College Appeal’s Board. The College Appeal’s Board will consist of faculty, staff, administrators or students as appointed by the President. The non-appealing party will be notified that the appeal has been filed. Once it is formed, the Appeal’s Board will notify the parties if additional documentation is requested and the time period for its submission. Both parties will receive written notice of the appeal decisions within 10 business days after the Appeal’s Board has received any additional documentation it may request. Sanctions, such as interim suspension from College housing or from the College itself, may be imposed during the appeals process at the decision of the Vice President for Student Life or the Assistant to the President for Administration and Special Projects.

**Title IX Coordinator**
The College designates Michele Mocarsky, Director of Human Resources (215.248.7036), as its Title IX coordinator for the 2013-2014 Academic Year. Any questions or complaints regarding the College’s Policy or its implementation should be promptly brought to the attention of Ms. Mocarsky.

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

Department of Sociology, Criminal Justice and Human Services

Program Contact Information
Graduate Program: hoganb@chc.edu
    Barbara Hogan, Ph.D., Dean of the School of Graduate Studies/
    Associate Professor of Human Services
Combined B.S./M.S. Program: green@chc.edu
    Elaine Green, Ed.D., Dean of the School of Continuing and Professional Studies/
    Associate Professor of Human Services

Program Offerings
Master’s Degrees
    Master of Science in Administration of Human Services
    Combined BS Human Services and MS Administration of Human Services
Certificates of Professional Development
    Post-Baccalaureate Certificate of Professional Development in Leadership Development
    Post-Baccalaureate Certificate of Professional Development in Adult and Aging Services

Program Overview
The Master of Science (M.S.) degree in Administration of Human Services is designed for individuals seeking leadership roles as administrators/directors/supervisors in a broad range of human service organizations. The degree differs from a counseling degree in that students are prepared for management in agencies rather than for the delivery of therapeutic services to clients. This program especially encourages critical and creative thinking which will enable the graduate to contribute to positive change in organizations. With an emphasis on social change, diversity, and self-understanding, this degree provides practical knowledge of the social contexts and structures of service-oriented programs in health and human services and related fields. Chestnut Hill College also offers certificates in professional development that can be applied directly to the required degree credits, if students decide to continue for their Master’s.

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

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

Program Format
Courses are scheduled in the evenings and on weekends to accommodate the needs of the adult student. Classes meet once each week or on Saturdays during each eight-week session. The schedule for the master’s degree in Administration of Human Services follows an accelerated format adapted to the three-term schema (fall, spring, summer) of the School of Graduate Studies.

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

To foster graduate-level work, since most students have significant work and other obligations, one course per session is the general norm. Registering for one course each session allows students to take six credits each term (the equivalent of an aca-
ademic semester) and to qualify for financial aid as part-time students. Students taking one course each session should be able to complete the degree requirements in two years. The maximum time frame to fulfill the degree requirements is six years.

**Program Schedules**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Fall 1</td>
<td>August 26 – October 19, 2013</td>
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<tr>
<td>Fall 2</td>
<td>October 21 – December 14, 2013</td>
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<tr>
<td>Spring 1</td>
<td>January 6 – March 1, 2014</td>
</tr>
<tr>
<td>Spring 2</td>
<td>March 3 – April 26, 2014</td>
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<tr>
<td>Summer 1</td>
<td>April 28 – June 21, 2014</td>
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<tr>
<td>Summer 2</td>
<td>June 23 – August 16, 2014</td>
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**Additional Admissions Information/Requirements**

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

**Program Completion Information**

**Master’s Degree in Administration of Human Services**

To have a solid foundation of management principles and skills early in their academic training, students entering the program are encouraged to register for AHSG 510-Organization Management in Human Services at the first available opportunity. Other core courses to be taken at the earliest opportunity are AHSG 550, 570, and 540. The remaining core courses and electives may be taken in any order with the exception of AHSG 598-Professional Seminar and AHSG 599-Professional Project, which are the culminating experiences of the program.

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

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>AHSG 510</td>
<td>Organization Management in Human Services</td>
</tr>
<tr>
<td>AHSG 520</td>
<td>Principles and Concepts in Human Resources</td>
</tr>
<tr>
<td>AHSG 530</td>
<td>Leadership Development in Group Relations</td>
</tr>
<tr>
<td>AHSG 540</td>
<td>Legal and Ethical Issues in Human Services</td>
</tr>
<tr>
<td>AHSG 550</td>
<td>Public Policy</td>
</tr>
<tr>
<td>AHSG 560</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>AHSG 570</td>
<td>Human Diversity in Human Services</td>
</tr>
<tr>
<td>AHSG 580</td>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td>AHSG 598</td>
<td>Professional Seminar</td>
</tr>
<tr>
<td>AHSG 599</td>
<td>Professional Project</td>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>AHSG 515</td>
<td>Community Development</td>
</tr>
<tr>
<td>AHSG 525</td>
<td>Criminal Justice Systems</td>
</tr>
<tr>
<td>AHSG 528</td>
<td>Working with Adults</td>
</tr>
<tr>
<td>AHSG 535</td>
<td>Promoting Healthy Lifestyle Practices</td>
</tr>
<tr>
<td>AHSG 545</td>
<td>Drug and Alcohol Problems</td>
</tr>
<tr>
<td>AHSG 555</td>
<td>Eldercare Management</td>
</tr>
<tr>
<td>AHSG 565</td>
<td>Family Services</td>
</tr>
<tr>
<td>AHSG 585</td>
<td>Volunteer Administration</td>
</tr>
<tr>
<td>AHSG 595</td>
<td>Working with Children and Youth</td>
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Experience in human services or a related field is valued but not required. This experience may include volunteer work, internships, or employment; many courses include assignments designed to foster reflection on students’ experiences.
Combined Degree
Chestnut Hill College offers a combined BS Human Services and MS Administration of Human Services. The combined program provides an excellent opportunity for qualified Human Services majors in the School of Undergraduate Studies or the School of Continuing and Professional Studies to complete a Master’s degree in Administration of Human Services in the School of Graduate Studies.

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

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

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

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

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<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHSG 510</td>
<td>Organization Management in Human Services*</td>
</tr>
<tr>
<td>AHSG 520</td>
<td>Principles and Concepts in Human Resources*</td>
</tr>
<tr>
<td>AHSG 530</td>
<td>Leadership Development in Group Relations*</td>
</tr>
<tr>
<td>AHSG 570</td>
<td>Human Diversity in Human Services**</td>
</tr>
<tr>
<td>AHSG 515</td>
<td>Community Development**</td>
</tr>
</tbody>
</table>

*Required Course  
**Elective Course

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

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>AHSG 570</td>
<td>Human Diversity in Human Services*</td>
</tr>
<tr>
<td>AHSG 555</td>
<td>Eldercare Management*</td>
</tr>
<tr>
<td>AHSG 528</td>
<td>Working with Adults*</td>
</tr>
<tr>
<td>AHSG 535</td>
<td>Promoting Healthy Lifestyle Practices**</td>
</tr>
<tr>
<td>AHSG 585</td>
<td>Volunteer Administration**</td>
</tr>
</tbody>
</table>

*Required Course  
**Elective Course
Change of Status from Certificate to Degree Program

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

Additional Locations

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

Core Courses

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

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

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

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

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

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

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

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

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

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

Elective Courses

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

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

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

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

AHSG 535 - Promoting Healthy Lifestyle Practices
An examination of the relationship between health, attitudes and behavior in an effort to establish programs that promote healthy lifestyle practices. Students will analyze various studies that deal with exercise, nutrition, weight management, stress, drug and alcohol use and disease prevention. Individual and group projects will address the design and implementation of health promotion and wellness initiatives.
AHSG 545 - Drug and Alcohol Problems  
3 credits  
This course has been designed to examine critical issues and current evidence related to drug and alcohol issues. A strength-based approach will include a study of current theories and models of recovery, abuse and addictions; the role of culture; and the challenges of drug and alcohol issues for individuals, families, communities, and organizations. Diverse client systems and the roles and services provided by therapists, counselors, support groups, and employee assistance programs will be considered from a health and human services administrative and organizational perspective.

AHSG 555 - Eldercare Management  
3 credits  
To serve the increased number of older persons effectively, human service professionals need to be knowledgeable about the existing continuum of home and community services. Common health, legal, financial and housing issues facing older adults and their caregivers will be analyzed. Students will have the opportunity to review and analyze a variety of available aging resources. A case study approach will enable human service professionals to identify concerns and develop appropriate policies and programs to address the needs of a diverse aging population.

AHSG 565 - Family Services  
3 credits  
An introduction to the principles and practices used in agencies and organizations that provide specialized services in marriage and family therapy. An analysis of decision-making processes, conflict resolution, problem-solving and relationship building will assist students in developing the skills needed to work with individuals, groups and community organizations. A systems approach will be utilized to prepare students to apply human service methods to social planning, advocacy and case management activities. Specific family concerns such as problems with children, substance abuse, dysfunctional relationships and divorce will be addressed.

AHSG 585 - Volunteer Administration  
3 credits  
Current projections suggest that human service agencies will engage one volunteer for every compensated employee within the next several years, due to competition for vital human resources and increased demand for community sensitive organizations. This course has been designed to prepare human service professionals for the challenges of managing an uncompensated work force within complex organizational structures. Special consideration also will be given to students who will have responsibility for coordinating corporate/employee volunteer service activities within public and non-profit organizations. Students will examine all aspects of program management and will gain an understanding of the essential components of productive volunteer service activities that address authentic organizational and community needs and support core business functions.

AHSG 595 - Working with Children and Youth  
3 credits  
An overview of physical, cognitive and psychosocial development and the common psychological and social problems experienced during this developmental stage from a systems perspective. Dynamics of family, school and peer interactions, as well as current theories, research and treatment practices will be examined.
INSTRUCTIONAL TECHNOLOGY

Department of Computer Science and Information Technology

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

Program Offerings

Master’s Degrees
Master of Science in Instructional Technology
Specializations:
• Instructional Design and E-Learning
• Multimedia Design and Development
• Instructional Design and E-Learning with Instructional Technology Specialist Certification (Pennsylvania Department of Education approved)

Secondary Education M.Ed. with Instructional Design and E-Learning Concentration
Master of Education with Instructional Design and E-Learning Concentration
Combined Program: B.S. in Computer & Information Sciences or B.S. in Computer & Information Technology/M.S in Instructional Technology

Certifications and Certificates
Instructional technology specialist certification (Pennsylvania Department of Education approved)
Certificate of Advanced Study in Instructional Technology (Post-Master’s)
Certificate of Professional Development in Instructional Technology (Post-Bachelor’s)

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

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

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

Program Schedules
See Academic Calendar.

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

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

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

**Program Completion Information**

**Masters of Science in Instructional Technology**

The Masters of Science in Instructional Technology degree offers three specializations to meet the varied needs and goals of today’s wide range of instructional technology professionals. The specializations share a common core of courses as well as a common philosophy, addressing key concepts and skills related to learning, technology, and culture. The core courses provide the theoretical understanding of instructional technology and hands-on experience with state-of-the-art hardware and professional level software. The Program emphasizes the reflective nature of learning, the need for each learner to construct unique meaning and the process of building learning communities.

**Instructional Design and E-Learning Specialization**

The specialization is designed for those eager to develop the technical skills necessary for the appropriate use of technology as a tool in the network-based academic or/corporate learning environment. Students will be required to design instructional content to meet context specific training and learning needs within the school or workplace. The candidate for this specialization emerges from the program with newly developed distance learning design, management and leadership skills, expertise in the use of educational state-of-the-art technologies and a thorough understanding of the role distance learning technology can play for learning communities. Throughout their coursework students are encouraged to develop their potential as technology facilitators and leaders by presenting at professional meetings, and possibly publishing their research project.

**Course Requirements:**

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

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<tr>
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<td>Video Communications</td>
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<tr>
<td>GRIT 598</td>
<td>Scientific Inquiry: Tools for Research</td>
</tr>
<tr>
<td>GRIT 645</td>
<td>Introduction to Online Learning</td>
</tr>
<tr>
<td>GRIT 651</td>
<td>Technology Based Learning Environments Management</td>
</tr>
<tr>
<td>GRIT 654</td>
<td>Instructional Technology Theory and Practice</td>
</tr>
<tr>
<td>GRIT 671</td>
<td>Principles of Instructional Design</td>
</tr>
<tr>
<td>GRIT 699</td>
<td>Image Processing in Multimedia Design</td>
</tr>
<tr>
<td>GRIT 700</td>
<td>Technology Integration in Multimedia Development</td>
</tr>
<tr>
<td>GRIT 791</td>
<td>Seminar in Instructional Technology</td>
</tr>
<tr>
<td>GRIT 798</td>
<td>Ethics and Technology Leadership</td>
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</tbody>
</table>
Multimedia Design and Development Specialization
The specialization is designed for those interested to acquire the multimedia design and development proficiency necessary for modern academic and corporate learning environments. Students will learn to design and manage multimedia content to meet context specific training and learning needs within the school or workplace. The candidate for this specialization emerges from the program with newly developed multimedia design, management and administration skills and expertise in the use of state-of-the-art multimedia and Web technologies. Throughout their coursework students are encouraged to develop their potential as technology designers, developers and leaders by presenting at professional meetings, and possibly publishing their research project.

Course Requirements:
Candidates for M.S in Instructional Technology with a Multimedia Design and Development specialization complete thirty six (36) credit hours of coursework including the required courses listed below. Depending on their background, students may be required to complete additional coursework to meet Pennsylvania Department of Education requirements.

<table>
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<td>GRIT 541</td>
<td>Video Communications</td>
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<tr>
<td>GRIT 593</td>
<td>Web Design for eLearning</td>
</tr>
<tr>
<td>GRIT 598</td>
<td>Scientific Inquiry: Tools for Research</td>
</tr>
<tr>
<td>GRIT 654</td>
<td>Instructional Technology Theory and Practice</td>
</tr>
<tr>
<td>GRIT 661</td>
<td>Introduction to Studio TV</td>
</tr>
<tr>
<td>GRIT 671</td>
<td>Principles of Instructional Design</td>
</tr>
<tr>
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</table>

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

Course Requirements:
Candidates for the M.S in Instructional Technology with Instructional Technology Specialist specialization complete thirty nine (39) credit hours of coursework including the three credits courses listed below.

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<td>GRIT 671</td>
<td>Principles of Instructional Design</td>
</tr>
<tr>
<td>GRIT 685</td>
<td>Technology Planning**</td>
</tr>
<tr>
<td>GRIT 687</td>
<td>Technology Administrator**</td>
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<tr>
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<td>Image Processing in Multimedia Design</td>
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<td>GRIT 700</td>
<td>Technology Integration in Multimedia Development</td>
</tr>
<tr>
<td>GRIT 704</td>
<td>Practicum and Portfolio</td>
</tr>
<tr>
<td>GRIT 785</td>
<td>Instructional Technology and Special Education</td>
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**Students may take one of these two courses.

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<tr>
<td>GRIT 550</td>
<td>Social Media</td>
</tr>
<tr>
<td>GRIT 551</td>
<td>Networking Organizations</td>
</tr>
<tr>
<td>GRIT 593</td>
<td>Web Design for eLearning</td>
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<td>GRIT 651</td>
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</table>

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).

Combined Degree
*B.S. in Computer & Information Sciences or B.S. in Computer & Information Technology/M.S in Instructional Technology*
In conjunction with the School of Undergraduate Studies at Chestnut Hill College, the Instructional Technology Program offers qualified undergraduate students the chance to complete both a bachelor’s degree with Computer Information Science or Information Technology specialization and a Master of Science in Instructional Technology. The Program includes specific course requirements and qualifying levels of student performance. Contact the Coordinator of the Instructional Technology Program for details.

Certifications and Certificates

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

Course Requirements:
Certification candidates with a **Master’s degree in instructional technology or its equivalent** typically complete twelve (12) credit hours with the distribution listed below.

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<td>Practicum and Portfolio</td>
</tr>
<tr>
<td>GRIT 785</td>
<td>Instructional Technology and Special Education</td>
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</tbody>
</table>

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

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

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

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

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

Note: Prerequisites for a Certificate of Advanced Study are the same as those for the Master’s degree in the selected specialization. Certificate candidates choose two (2) additional courses selected from the Instructional Technology course list.

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

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

**Master of Education with Instructional Design and E-Learning Concentration**
For details, please contact IT Program Coordinator Dr. Yefim Kats or the Chairperson of the Division of Teacher Education and Leadership, Dr. Carol Pate.
Course Descriptions

GRIT 541 Video Communications 3 credits
The increasing computer power has enabled sound and video to be manipulated much the same as graphics and text to create an explosion of multimedia materials. The course provides an important perspective of video communications, giving the student practical experience with video tools in the video lab environment. Students use advanced hardware and software tools such as Final Cut Pro and Adobe Premier. Class assignments are shared, either electronically with classmates and instructor or through cooperative planning and/or construction of video projects.

GRIT 550 Social Media 3 credits
This class provides an introduction to multiple Web 2.0 social media technologies and their usage in academic as well as corporate world as teaching, training and communication tools. Each student will design and deliver a Web-based full analysis of a social media tool. The course emphasizes the role of emerging collaborative technologies in a variety of learning environments.

GRIT 593 Web Design for eLearning 3 credits
This is an introduction to basic principles and practice of educational Web design and development. Students plan, design and construct an interactive, multimedia website with eLearning content relevant to their personal or professional interest using HTML and Adobe Dreamweaver. They acquire an understanding of Web design, usability principles, and standards compliance issues in eLearning environment.

GRIT 598 Scientific Inquiry: Tools for Research 3 credits
This course focuses on basic elements inherent in the design and execution of qualitative and quantitative research projects. Its overall purpose is to introduce the student to the process of conducting educational, technology-oriented research and its attendant methodological and ethical issues. Students develop a problem statement, review the literature, and begin to create a research design for their research projects.

GRIT 645 Introduction to Online Learning 3 credits
The purpose of this course is to guide educators and trainers in the formulation of norms and guidelines for interactive online communications in collaborative, problem-solving learning modes. Topics include: the integrity of an academic online program, alternative modes of course delivery and course delivery environments, administrative and technology requirements, faculty development, and program evaluation. Students research the literature on effective online instructional programs and work to create an effective course module for a given population.

GRIT 651 Technology Based Learning Environments Management 3 credits
The focus of this course is on the competence in the choice, development and evaluation of a constructivist technology-based, project-driven learning environment. The special emphasis is placed on the characteristics of learning management systems (LMS) and related applications and tools. Students design and implement a plan for evaluating and transforming an aspect of a learning environment. In evaluating their project they utilize observations, journals, and other data-collection strategies. They bring their project to closure with a written report on their research as well as an in-class presentation of the experience. Prerequisites: GRIT 645

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

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

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

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

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

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

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

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

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

**GRIT 781 Selected Topics**  
3 credits  
This course offers an opportunity for an advanced student to develop a project in response to a specific problem. Topics are selected from current research on curricular issues, leadership, technology planning, distance learning, multimedia design or potential roles of state-of-the-art technologies in emerging environments. Participants review the literature on the selected topic, develop related technical skills, and prepare an original blueprint for the implementation of these technologies in the solution project. Students design an interactive virtual environment that they test on a given population.
GRIT 785 Instructional Technology and Special Education 3 credits
This course prepares prospective Instructional Technology Specialists to coach and consult with Pennsylvania educators as they accommodate the varied educational needs of learners, including those with disabilities and minorities. Students complete 30 hours internship and become familiar with the work of those who play key roles in the overall education process and gain insight into the ways in which technology may be accessed and used to meet those with special needs. *(ITS specialization only)* Prerequisites: GRIT 685 or GRIT 687

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

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

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

Division of Teacher Education and Leadership

Program Contact Information
Carol M. Pate, Ed.D., Chair, Division of Teacher Education and Leadership
Debra Wolensky-Chiaradonna, Ph.D., Graduate Program Coordinator

Accreditation and Overview
The Division of Teacher Education and Leadership (DTEL) is preparing to become accredited by the National Council for Accreditation of Teacher Education (NCATE), a national organization who accredits teacher education and leadership programs across the country. Programs identified by an asterisk have already been nationally recognized with conditions as the first step towards full accreditation. The remaining programs are being submitted in Fall 2013 and Spring 2014 for national recognition status. The DTEL is scheduled for an NCATE accreditation visit in October of 2014.

Program Objectives
The Masters in Education (M.Ed.) programs are designed to meet the professional needs of individuals seeking initial or advanced degree and/or certification(s) programs in education and leadership. The primary purpose of Chestnut Hill College’s graduate programs 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 division of teacher education and leadership is to build on the intellectual and holistic foundation of the Mission of Chestnut Hill College by assisting students develop the professional skills and attitudes to educate a diverse community of learners. The division’s conceptual framework is to “prepare competent, caring and culturally responsive teachers and leaders for 21st century learners.” The division 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 Offerings
Master’s Degree, Certification, and Endorsement Programs

M.Ed. in EARLY EDUCATION (Nationally recognized by NAEYC)
Including certification in PreK-4 Education, Early Education with Montessori Education Certificate; and dual certification in PreK-4 and Special Education PreK-8. In addition, for individuals already certified in early childhood and wish to further their expertise in early education, there is a degree in early education focusing on leadership including the completion of director’s credential.

M.Ed. in EDUCATIONAL LEADERSHIP* - ACCELERATED FORMAT (Nationally recognized by ELCC)
Including certification as a K-12 School Principal

M.Ed. in ELEMENTARY/MIDDLE LEVEL EDUCATION* (Nationally recognized by AMLE)
Including certification in Elementary/Middle Education 4-8 in English, Reading and Language Arts; Mathematics; Science and Social Studies.; and dual certification in Elem/Middle Level and Special Education PreK-8

M.Ed. in READING* (Nationally recognized by IRA)
Including certification as a Reading Specialist K-12; and dual certification in Reading K-12 and Special Education (either PreK-8 or 7-12)

M.Ed. in SECONDARY EDUCATION
Including Certification Preparation in: grades 7-12 Biology, Chemistry, General Science, English, Mathematics, and Social Studies; grades K-12 Foreign Languages (Spanish, French, and Latin), and dual certification in (continued)
Secondary Education plus Special Education 7-12. In addition, students can complete a M.Ed. in Secondary Education with a concentration in Instructional Technology.

**M.Ed. in SPECIAL EDUCATION* (Nationally recognized by CEC)**
Including certification in Special Education PreK-8 and/or Special Education 7-12

**PA Department of Education (PDE) and Endorsements in:**
- Autism Endorsement
- PreK-4 Education
- Elementary/Middle Level Education (Grades 4-8)
- Reading Specialist (Grades K-12)
- Secondary Education (Grades 7-12) Biology, Chemistry, English, General Science, Mathematics, Social Studies and Foreign Languages (Spanish and French: Grades 7-12)
- School Principal (Grades K-12)
- Special Education (PreK-8 and Grades 7-12)

**Montessori Certificate**

**Graduate Program Certificate Status**
Graduate students in education may be admitted into one of three programs:
1) PDE-approved certification program(s) only – no M.Ed. degree;
2) M.Ed. with PDE-approved certification(s) programs or
3) M.Ed. without completing a PDE certification program.

Students who elect to complete a PDE-approved certification-only program should check with the financial aid office to determine eligibility for aid. The federal government has disallowed aid for second certification programs for graduate students who already have instructional certification (completed either at undergraduate or post-baccalaureate level) and are not seeking a degree. Students who do not have an instructional certification qualify for graduate level aid for either the first certification or completing a dual-certification program (does not allow the completion of one before the other). All students seeking to complete either one or more PDE approved certification(s) within a M.Ed. program may qualify for aid. For most students and situations, the M.Ed. degree requires only one course in research and evaluation in addition to the certification courses. For those with previous education courses who need electives to accrue enough credits for the degree (minimum of 33), credits may vary depending on previous coursework, which will be determined by a transcript review. Students accepted into one or more certification-only programs will receive a certificate of completion once student teaching and all required courses have been completed and the candidate has been recommended for certification. Students in the M.Ed. program will receive a diploma and, upon request, a certificate of completion of the certification(s) program. **Note: While the total number of credits for all programs is determined by a transcript review, the minimum number for any M.Ed. is 33.**

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

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

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

Students certified under the earlier certification programs and wish to add a new teaching certification must meet the PDE requirements of 9 credits/270 hours of special education and 3 credits/90 hours of teaching linguistically-different children.

If you have any questions about this, please talk to your advisor or Dr. Carol Pate, Division Chair.
Teacher Education and Leadership Certificate Programs

All graduate students in the teacher and principal certification programs must cognitively, physically and socially demonstrate specific competencies as part of the admissions process through the completion of approved coursework and fieldwork experiences and when exiting the program. Evidence of cognitive abilities includes a GPA of 3.0 and successful completion of all courses and field experiences. Evidence of physical capabilities is the ability to fully maintain a safe and supportive learning environment for children as demonstrated through field experiences in specific courses and student teaching. Evidence of social capabilities is the ability to teach with poise, confidence and control in a classroom environment, as well as to develop and maintain professional relationships as demonstrated in coursework and student-teaching experiences. Each certification program identifies specific assessment procedures so that students know what is expected of them and how the competencies will be assessed. The cooperating teacher for the program - early education, elementary/middle, secondary and/or dual certification with special education - evaluates the teacher candidate using both the performance standards and the exit competencies. Teacher candidates also participate in the assessment by completing a teacher work sample that contains competency materials prescribed by the specific program within the department. These materials serve to document the acquisition of competencies.

The reading program evaluates the candidates at the end of practicum experience. These assessment practices are ongoing and may change as a result of an evaluation of the program. The competencies for exiting initial certification programs reflect the instructional competencies required by the Pennsylvania Department of Education (PA Ch. 354.33); and completion of the key assessments identified by all programs; including INTASC standards. All competencies required are described below. These competencies are due to change beginning in the 2013 academic year as the education department prepares to become accredited by the National Council on Accreditation of Teacher Education.

A. The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.
B. The teacher understands how all children learn and develop and can provide learning opportunities that support their intellectual, social, career and personal development.
C. The teacher understands how students differ in their abilities and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.
D. The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students’ development of critical thinking, problem-solving and performance skills.
E. The teacher cognitively, physically and socially demonstrates the ability to provide for the safety and well-being of all students. The teacher will utilize individual and group behavior strategies that create a learning environment supporting positive social interaction, active engagement in learning and self-discipline.
F. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques, supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
G. The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.
H. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
I. The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.
J. The teacher contributes to school effectiveness by collaborating with other professionals and parents by using community resources and by working as an advocate to improve opportunities for student learning.

Exit Criteria

- Completion of all 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 PECT/Praxis Series exams required by PDE.
Admissions Requirements
Teacher candidates seeking the Master of Education (M.Ed.) degree in Early Education (PreK-4), Elementary/Middle Level Education (Grades 4-8), Secondary Education (7-12), Educational Leadership (Principal K-12), Reading (K-12), Special Education (PreK-8 or 7-12) or who already hold a bachelor’s degree in education and who also have Pennsylvania Certification must complete a minimum of thirty-three (33) credit hours of graduate work.

Teacher candidates seeking the M.Ed. degree whose bachelor’s degree is not in education and who seek to have Pennsylvania Certification are required to complete Stages I-III Field Experiences plus Stage IV student teaching, including an on-campus supervised seminar. These teacher candidates must complete all requirements for certification that are in place at the time of admission. Students who are unable to complete student teaching resulting from extenuating circumstances may substitute two additional graduate courses in education to complete the degree, however the transcript will clearly note that the student did NOT complete an approved teacher certification program. These teacher candidates seeking the M.Ed. degree who do not have a background in education must have their undergraduate program reviewed to determine additional courses that may be needed to meet the new certification program requirements.

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

- Documentation of an undergraduate GPA of 3.0 or higher prior to admittance into the program
  - NOTE: Students with GPA lower than 3.0 may qualify by seeking admittance into a certification-ONLY program and by completing the first twelve credits with a grade of “B” or better in EACH of the courses. (Please speak an education advisor for more information.) Subsequent admission to the M.Ed. program may begin after the initial 12 credits with a “B” or better has been achieved.

- Maintenance of a GPA of 3.0 throughout program

- The completion of admission requirements for the School of Graduate Studies, including official transcripts (CHC graduates are exempt), transcript review with an education advisor, three letters of recommendation (professional or academic) and a professional goals essay (please see application for details). These requirements apply to all initial certification areas.

Note: Admission status for teacher candidates whose entering GPA is lower than 2.8 must qualify under the state’s 10% admissions rule before being accepted into the program. Please meet with the Division Chair for further information.

Transcript Evaluation
An official transcript from the accredited institution must be received before admittance to any education program. The Division Chair or Program Coordinator will review the transcript to determine if any previous coursework correlates to current course requirements. Courses older than seven years old will not be considered.

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

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

Admissions as Non-Degree or Non-Certificate Student
A non-degree/non-certificate student is one who wishes to complete only one or two courses for transfer, personal or professional development, or someone who will not be able to complete all steps in the admissions process but who wishes to enroll in a course. Such students may take a maximum of six (6) credits. To earn more than six (6) credits, a student must be accepted and enrolled in a degree or certificate program. Non-matriculated courses count toward the total number of transfer credits allowed, which is 25% of the degree total.
Course Work Options
Teacher candidates may choose one of two options:

- Master’s Degree without a Thesis: This requires at least thirty-three semester hours of graduate work, of which no fewer than six credits will be in courses that require significant written reports of a research or professional nature.
- 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
For ALL new initial certification programs (PreK-4, Grades 4-8, and Secondary Education, beginning with Fall 2012 term), the PDE has new requirements that will require candidates to demonstrate specific competencies related to field experiences in Stages I, II, and III prior to the student teaching requirement. The competencies have been identified, and CHC has developed a practicum handbook for all new candidates to use with the assistance of their advisor. The competencies can be met through a project-based experience working with students; documenting at least 60 hours of time. The remaining 90 hours required by the PDE requires (totaling 150 total hours of Stages I, II, and III field experiences) is included within the 15 week student teaching experience required of all candidates. The Field Experience Handbook will be given to the candidate upon admission to the program. Students teaching on an Intern Certificate in a high-needs school will have the required documented field-experience hours within the first year of teaching through the two 1.5 credit Intern Practicum field experiences.

Student Teaching
The State of Pennsylvania requires that students seeking teacher certification demonstrate several competencies in working with children. These teacher candidates must student teach five full school days per week for fifteen weeks in one semester. For teacher candidates who are not currently in a classroom setting, the education department will collaborate to locate and obtain a suitable student-teaching site. In this case, the education department will also obtain permission for the student-teaching experience from the school district.

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

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

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

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

Teacher Work Sample
During the student-teaching component of graduate work, teacher candidates are asked to compile a teacher work sample project 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.
Teacher and Principal Certifications
Candidates may seek an initial Instructional I certification in Early Education (PreK-4), or Elementary/Middle Level Education (4-8), Principal (K-12) Reading (K-12); Secondary (7-12) or Special Education (PreK-8 or 7-12) in the Commonwealth of Pennsylvania by completing requirements for the graduate certification program and by obtaining passing scores on the current tests. Testing requirements and passing scores are subject to change, therefore candidates are responsible to comply with regulations that are current at the time of application for certification. Candidates may complete the requirements for the master’s degree without completing student teaching or advanced practicum (by substituting appropriate electives), but they will not be eligible for PDE certification until student teaching or the required practicum/internship is successfully completed.

Candidates who have Instructional I certification as part of their undergraduate teacher preparation program may fulfill the requirements for Instructional II certification by taking an additional twenty-four credit hours of course work at the graduate level and documenting three years of successful, full-time teaching. Candidates who have Pennsylvania Certification and intend to add another area of certification must fulfill all requirements for that area of certification and complete the specific PECT or Praxis specialization test for the additional area of certification. Students who are requesting acceptance into a second certification program and have lower than a grade of “B” in the previous student teaching experience will need to demonstrate two or more years of successful teaching experience in their area of initial certification. Students adding a special education certification who have a student teaching grade of lower than a “B” in their initial certification will need to either demonstrate two or more years of successful teaching experience in the initial certification area or complete a student-teaching experience in special education instead of a practicum.

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

Teacher Intern Program
Chestnut Hill College offers the Teacher Intern Program, providing Intern Certification at the graduate level in Early Education (PreK-4); Elementary/Middle Level Education (4-8); ERLA, Math, Science, and/or Social Studies; Foreign Language (K-12 in Spanish and/or French); Secondary Education: Biology (7-12), Chemistry (7-12), General Science (7-12), Math (7-12), Social Studies (7-12), and dual certification with any of the above plus special education (PreK-8 or Grades 7-12).

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 candidates to gain intern certification before completing the coursework necessary for Instructional I certification. In order to obtain an Intern Certificate, candidates must successfully complete tests that are currently required by the state and be accepted into one of the approved Intern programs listed above. Interns comply with all admissions procedures applicable to Instructional I candidates. See http://www.teaching.state.pa.us for further information.

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

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

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

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

OPTION I is designed for those whose undergraduate major is not in education and who seek Instructional I certification in Early Education PreK-4 as well as the Master of Education degree. The total number of credits will be determined during the transcript evaluation. Courses are three credits each unless otherwise noted.

Professional Methods and Assessment (18 credits)
- EDP4 501 PreK-4 Child Development & Learning
- EDP4 503 Foundations, Curriculum, and Assessment
- EDP4 510 Teaching Reading with Trade Books
- EDP4 518 Education, Community & Family Partners
- EDSP 510 Introduction to Special Education
- EDSP 513 ESL Foundations and Methods

Professional Requirements (15 credits)
- EDP4 507 Early Literacy and Language Arts
- EDP4 515 Math Methods and Assessment (2 credits)
- EDP4 517 Integrated Methods, Content, and Assessment (4 credits)
- EDSP 511 Reading Intervention for Diverse Learners
- EDSP 512 Assessment and Instruction for Diverse Learners

Student Teaching and Seminar (6 credits)
- EDP4 601 Student Teaching
- EDP4 602 Student Teaching/Seminar

Additional Requirement for M.Ed. (3 credits)
- EDUC 651 Research and Evaluation of Practice I

**Early Education - Pennsylvania Director’s Credential**
Chestnut Hill College is approved to deliver the PA Director Credential. The PA Director’s Credential is designed to provide a standard by which to measure program and fiscal management and leadership abilities of early Education and school-age directors and administrators. It is a requirement of Keystone STARS programs at the STAR 3 or 4/4A level. The Director’s Credential requires three (3 credit) courses that encompass eight core knowledge areas and seventy-eight learning objectives. Whether you are currently directing a program or have plans to direct a program, the PA Director’s Credential courses provide a solid foundation for management positions within early Education programs. The total number of credits will be determined during the transcript evaluation. In Option II, courses with an asterisk are needed for the Director’s Credential.

OPTION II is designed for:
- Students with Instructional I certification in Early Education who seek the master’s degree; or
- Students with Instructional I certification in Early Education who wish to fulfill the academic requirements for Instructional II certification.
- Students who have an undergraduate degree and are pursuing a career in early education, including leadership positions and/or the Director’s Credential.

Professional Requirements (9-12 credits)
- EDSP 510 Introduction to Special Education
- EDP4 518 Education, Community & Family Partners
- EDSP 513 ESL Foundations and Methods
- EDUC 651* Research and Evaluation of Practice I (Required for M.Ed.)
Specialization Requirements I (12 credits)
EDP 4604  Advanced Observation and Recording of Child Development
EDP 4606  Advanced Authentic Assessment
EDP 4608  Advanced Working with Challenging Children
EDP 4625  Designing Environments for Infants and Toddlers

Leadership Requirements II (12 credits)
EDP 4612*  Leadership and Administration of Programs for Young Children
EDP 4614*  Issues in Supervision of Programs for Young Children
EDP 4616*  The Business of Childcare: Effective Management
EDP 4618  Advocacy and Public Policy for Early Education

Intern Certification Programs: M.Ed. in Early Education/Certification PreK-4
The Pennsylvania Department of Education has identified the passing of the PECT PreK-4 exam as the entry into the Intern Certificate program. Accepted candidates are eligible for the Intern Certificate when they pass required PECT exams and have an offer of employment in a high-needs school, and complete the program requirements in three years or less. The major difference between candidates accepted into an Intern Certificate program and a regular Early Education candidate is a mentoring requirement throughout the first year of teaching on the Intern Certificate. This mentoring counts toward the student teaching requirement. Candidates are responsible for all the PreK-4 certification requirements, even if some of the requirements are fulfilled through the completion of an approved institute such as Philadelphia Teaching Fellows. Candidates currently accepted for the Intern Certificate will take the following student teaching sequence in place of EDP4 601 and 602:

EDP 4590  PTF/Intern Field Experience I (1.5 credits)
EDP 4595  PTF/Intern Field Experience II (1.5 credits)
EDP 4602  Student Teaching/Seminar (3 credits)

M.Ed. in Early Education with Dual Certification in PreK-4 and Special Education PreK-8
Chestnut Hill College’s master’s program in Early Education with special education certification integrates theory and practice concerning the cognitive, social and educational development of young children grades PreK-4 as well as young students in grades PreK-8 with disabilities. The program reflects contemporary research and scholarship in early Education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates. This is a dual-certification program and thus integrates the requirements for both PreK-4 certification and PreK-8 special education certification. This dual-certification program also integrates student teaching so that a second practicum is not required.

Professional Methods and Assessment (18 credits)
EDP 4501  PreK-4 Child Development & Learning
EDP 4503  Foundations, Curriculum, and Assessment
EDP 4510  Teaching Reading with Trade Books
EDP 4518  Education, Community & Family Partners
EDSP 510  Introduction to Special Education
EDSP 513  ESL Foundations and Methods

Professional Requirements (15 credits)
EDP 4507  Early Literacy and Language Arts
EDP 4515  Math Methods and Assessment (2 credits)
EDP 4517  Integrated Methods, Content, and Assessment (4 credits)
EDSP 511  Reading Intervention for Diverse Learners
EDSP 512  Assessment and Instruction for Diverse Learners

Special Education Requirements
EDSP 600  Foundations of Special Education
EDSP 605  Education Practice for Students with Learning and/or Emotional Disabilities (High Incidence)
EDSP 615  Early Intervention for Children with Disabilities and Their Families
EDSP 630  Education Practice for Students with Physical and Cognitive Disabilities (Low Incidence)
EDSP 635  Classroom Management for Students w/Disabilities

Student Teaching and Seminar (6 credits)
EDSP 601  Student Teaching
EDSP 602  Student Teaching/Seminar

Required Course for M.Ed. (3 credits)
EDUC 651  Research and Evaluation of Practice I

**Intern Certification Programs: M.Ed. in Early Education PreK-4 w/ Special Education Certification PreK-8**
The Pennsylvania Department of Education has identified the passing of the PECT PreK-4 exam as the entry into the Intern Certificate program. Accepted candidates are eligible for the Intern Certificate when they pass required PECT exams and have an offer of employment in a high-needs school, and complete the program requirements in three years or less. The major difference between candidates accepted into an Intern Certificate program and a regular Early Education candidate is a mentoring requirement throughout the first year of teaching on the Intern Certificate. This mentoring counts toward the student teaching requirement. Candidates are responsible for all the PreK-4 certification requirements, even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. Candidates currently accepted for the Intern Certificate take the following student teaching sequence in place of EDSP 601 and 602:

- EDP4 590  PTF/Intern Field Experience I (1.5 credits)
- EDSP 595  PTF/Intern Field Experience II (1.5 credits)
- EDSP 602  Student Teaching/Seminar (3 credits)

**Montessori Early Childhood Education Teacher Training Programs**  
**Program Director, Janet Colaianni, M.Ed.**
At Chestnut Hill College, the Montessori specialization offers an exciting alternative and an interesting perspective for those who desire to work with young children as well as experienced teachers. Montessori education has a philosophy of child growth and learning that focuses on:
- designing an environment in which young children may live, learn and develop at their own pace;
- developing a curriculum that adapts to the individual needs of young children while fostering creativity, personal responsibility, and community participation;
- preparing teachers to gain specific insights and sensitivities toward a child’s total development: mind, body, & spirit.

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

Students seeking the Montessori certificate have the following program options:

- Graduate credit leading to a M.Ed. in Early Childhood Education plus Montessori Certificate
- Graduate course credit plus Montessori Certificate
- Montessori Certificate only (non-credit)

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

**Option I: Master’s in Early Childhood Education with Montessori Certificate**
Open to students who have a B.A./B.S. from an accredited institution and seek to obtain a Master’s Degree (M.Ed.) in Early Childhood Education plus a Montessori Certificate. A student interested in this certification program should apply for admission through the School of Graduate Studies’ admissions process as a master’s degree-seeking student. Matriculation into this certificate program requires a 3.0 GPA from an undergraduate degree program, official college transcripts, two letters of recommendation, resume, professional goals statement and application form. No standardized test is required for the Montessori certificate program. A transcript review with the Early Education Advisor and an interview with the Director of the Montessori Program are also required.
As a prerequisite or co-requisite, the Certificate requires a college-level course in child development. If this course was not taken previously in an undergraduate program, it may be fulfilled by taking a course in Early Education Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college or university.

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

Professional Requirements (9 credits)
EDSP 513 ESL Foundations and Methods
EDSP 510 Introduction to Special Education
EDUC 651 Research and Evaluation of Practice I

Specialization Requirements - Montessori (29 credits)
EDMN 520 Montessori: Philosophy and Educational Theory
EDMN 521 Montessori: Everyday Living
EDMN 522 Montessori: Sensorial
EDMN 523 Montessori: Math
EDMN 524 Montessori: Language
EDMN 525 Montessori: Natural and Social Science
EDMN 526 Montessori: Education for Peace (1 credit)
EDMN 630/631 Montessori Internship/Seminar Fall (5 credits)
EDMN 632/633 Montessori Internship/Seminar Spring (5 credits)

Option II: Montessori Certificate (Graduate Credit)
This option is open to students who have a B.A./B.S. from an accredited institution and seek to obtain graduate credits for the Montessori credential. Students interested in this certificate program should apply for admission through the School of Graduate Studies’ admissions process listed above.

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

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

Specialization Requirements - Montessori (29 credits)
EDMN 520 Montessori: Philosophy and Educational Theory
EDMN 521 Montessori: Everyday Living
EDMN 522 Montessori: Sensorial
EDMN 523 Montessori: Math
EDMN 524 Montessori: Language
EDMN 525 Montessori: Natural and Social Science
EDMN 526 Montessori: Education for Peace (1 credit)
EDMN 630/631 Montessori Internship/Seminar Fall (5 credits)
EDMN 632/633 Montessori Internship/Seminar Spring (5 credits)

Option III: Montessori Certificate Only (Non-Credit)
Applicants who have a high school diploma, a bachelor's degree or master’s degree from an accredited institution may enroll in the CHC Montessori Teacher Education Program as non-credit students at a reduced cost. When choosing this option, students will receive only the American Montessori Society Credential and will not, upon completion nor in the future, receive any undergraduate or graduate college credit for the coursework. Students must follow the same attendance policy and completion of required assignments.
Applicants must submit official transcripts from high school, undergraduate and graduate programs, two letters of recommendation, resume, professional goals statement and non-credit application form. No standardized test is required for the
Montessori certificate program. All Montessori Program applicants must interview with the Program Director. Students interested in this option should contact the Program Director, Janet Colaianni, M.Ed. at 215-249-7123 or colaiannij@chc.edu. As a prerequisite or co-requisite, the Certificate requires a college-level course in child development. If this course was not taken previously in an undergraduate program, it may be fulfilled by taking a course in Early Education Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college or university.

EDP 501 Early Education Development and Learning (must have bachelors to take graduate credit)
or
MONC 027 Non-credit (or an equivalent course)

Specialization Requirements - Montessori
MONC 020 Montessori: Philosophy & Educational Theory (45 hrs)
MONC 021 Montessori: Everyday Living (45 hrs)
MONC 022 Montessori: Sensorial (45 hrs)
MONC 023 Montessori: Math (45 hrs)
MONC 024 Montessori: Language (45 hrs)
MONC 025 Montessori: Natural and Social Science (45 hrs)
MONC 026 Montessori: Education for Peace (15 hrs)
MONC 030 Montessori Fall Internship (270 hrs)
MONC 031 Montessori Fall Seminar (30 hrs)
MONC 032 Montessori Spring Internship (270 hrs)
MONC 033 Montessori Spring Seminar (30 hrs)

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

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

M.Ed. in Elementary/Middle Level Education with Certification in Grades 4-8: OPTION I
Option I is designed for those whose undergraduate major is not in education, but who are seeking Instructional I certification. Certification in Grades 4-8 as well as the Master of Education degree with certification requires a choice of the following concentrations: English/Reading/Language Arts (ERLA); Social Studies; ERLA with Math; ERLA with Science; Math & Science. The concentration knowledge will be determined by undergraduate degree courses, professional experience and passing of Praxis II exams. The education courses are designed to support all concentration areas because the certification covers grades 4-6 as well as 7-8. The Praxis II exam will determine the concentration area recommended for certification at the completion of the program. The total number of credits required will be determined during the transcript evaluation.

Professional Foundation Requirements (18 credits)
EDML 506 Adolescent Development & Learning
EDML 507 The Emerging Middle School
EDSP 510 Introduction to Special Education
EDSP 511 Reading Intervention for Diverse Learners
EDSP 512 Assessment and Instruction for Diverse Learners
EDSP 513 ESL Foundations and Methods

Professional Methods and Assessment Requirements (15 credits)
EDML 510 Reading Methods for Middle Grade Learners
EDML 511 Writing Methods for Middle Grade Learners
EDML 515 Science Methods for Middle Grade Learners (2 credits)*
EDML 516 Math Methods for Middle Grade Learners (2 credits)*
EDML 517  Social Studies for Middle Grade Learners (2 credits)*
EDML 518  Classroom Management and Assessment
*Offered as a 15-week block, 5 weeks each.

Student Teaching and Seminar (6 credits)
EDML 601  Student Teaching
EDML 602  Student Teaching/Seminar

Required Course for M.Ed.
EDUC 651  Research and Evaluation of Practice I (3 credits)

M.Ed. in Elementary/Middle Level Education Grades 4-8: OPTION II
Option II is designed for students who already have Instructional II certification in Elementary Education and 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. The total number of credits will be determined during the transcript evaluation.

Professional Requirements (12 credits)
EDSP 510  Introduction to Special Education
GRIT 654  Instructional Technology Theory and Practice
EDUC 526  Current Issues in Education
EDUC 651  Research and Evaluation of Practice I (Required for M.Ed.)

Specialization Requirements II (12 credits)
EDSP 511  Reading Intervention for Diverse Learners
EDSP 512  Assessment and Instruction for Diverse Learners
EDSP 513  ESL Foundations and Methods
EDML 507  The Emerging Middle School

Professional Methods and Assessment Requirements I (15 credits)
EDML 510  Reading Methods for Middle Grade Learners
EDML 511  Writing Methods for Middle Grade Learners
EDML 515  Science Methods for Middle Grade Learners (2 credits)*
EDML 516  Math Methods for Middle Grade Learners (2 credits)*
EDML 517  Social Studies for Middle Grade Learners (2 credits)*
EDML 518  Classroom Management and Assessment
*Offered as a 15 week block, 5 weeks each.

Intern Certification Programs: M.Ed. in Elementary/Middle Level Education/Certifications Grades 4-8
The Pennsylvania Department of Education requires that candidates pass the Grades 4-8 Praxis Core Assessment battery (three tests) plus one concentration area exam prior to obtaining the Intern Certificate. Accepted students are eligible for the Intern Certificate after passing the required tests and completing the program requirements in three years or less. The major difference between a candidate accepted into an Intern program and a regular Elementary/Middle Level Education candidate is the mentor requirement, which lasts throughout the first year of teaching on the Intern Certificate. This mentoring becomes part of the student teaching requirement. The candidate is responsible for all the Elementary/Middle Level certification requirements; even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. Candidates currently accepted for the Intern Certificate follow the student teaching sequence below:

EDML 590  PTF/Intern Field Experience I (1.5 credits)
EDML 595  PTF/Intern Field Experience II (1.5 credits)
EDML 602  Student Teaching/Seminar (3 credits)

M.Ed. in Elementary/Middle Level with Dual Certification in Grades 4-8 & Special Education Grades PreK-8
Certification in Grades 4-8 as well as the Master of Education degree with special education certification requires a choice of the following concentrations: English/Reading/Language Arts (ERLA); Social Studies; ERLA with Math; ERLA with
Science; Math & Science. The concentration knowledge will be determined by undergraduate degree courses, professional experience and passing PECT exams. The education courses are designed to support all concentration areas because the certification covers grades 4-6 as well as 7-8. Passing the PECT exams in special education PreK-8 is required prior to being recommended for certification. This is a dual-certification program, thus only one student-teaching experience will be required. The total number of credits will be determined during the transcript evaluation.

Professional Foundation Requirements (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDML 506</td>
<td>Adolescent Development &amp; Learning</td>
</tr>
<tr>
<td>EDML 507</td>
<td>The Emerging Middle School</td>
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<tr>
<td>EDSP 510</td>
<td>Introduction to Special Education</td>
</tr>
<tr>
<td>EDSP 511</td>
<td>Reading Interventions for Diverse Learners</td>
</tr>
<tr>
<td>EDSP 512</td>
<td>Assessment and Instruction for Diverse Learners</td>
</tr>
<tr>
<td>EDSP 513</td>
<td>ESL Foundations and Methods</td>
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</tbody>
</table>

Professional Methods and Assessment Requirements (15 credits)

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<th>Title</th>
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<tr>
<td>EDML 510</td>
<td>Reading Methods for Middle Grade Learners</td>
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<tr>
<td>EDML 511</td>
<td>Writing Methods for Middle Grade Learners</td>
</tr>
<tr>
<td>EDML 515</td>
<td>Science Methods for Middle Grade Learners (2 credits)*</td>
</tr>
<tr>
<td>EDML 516</td>
<td>Math Methods for Middle Grade Learners (2 credits)*</td>
</tr>
<tr>
<td>EDML 517</td>
<td>Social Studies for Middle Grade Learners (2 credits)*</td>
</tr>
<tr>
<td>EDML 518</td>
<td>Classroom Management and Assessment</td>
</tr>
</tbody>
</table>

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

Special Education Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDSP 600</td>
<td>Foundations of Special Education</td>
</tr>
<tr>
<td>EDSP 605</td>
<td>Educ. Practice for Students with LD/BD (high incidence disabilities)</td>
</tr>
<tr>
<td>EDSP 615</td>
<td>Early Intervention for Children and Their Families</td>
</tr>
<tr>
<td>EDSP 630</td>
<td>Education Practice for Students with Physical and Cognitive Disabilities (Low Incidence)</td>
</tr>
<tr>
<td>EDSP 635</td>
<td>Classroom Management for Students w/Disabilities</td>
</tr>
</tbody>
</table>

Student Teaching and Seminar (6 credits)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDSP 601</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>EDSP 602</td>
<td>Student Teaching/Seminar</td>
</tr>
</tbody>
</table>

Required Course for M.Ed.

<table>
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<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 651</td>
<td>Research and Evaluation of Practice I (3 credits)</td>
</tr>
</tbody>
</table>

**Intern Certification Programs: M.Ed. in Elementary/Middle Level Grades 4-8 & Special Education PreK-8:**

The Pennsylvania Department of Education has yet to release the requirements for an Intern Certification in Elementary/Middle Education (Grades 4-8)/Special Education – PreK-8. Accepted students are eligible for the Intern Certificate after passing the required PECT exams, receiving an offer of employment in a high-needs school, and completing the program requirements in three years or less. The major difference between a candidate accepted into an Intern program and a regular Elementary/Middle Level Education candidate is the mentor requirement, which lasts throughout the first year of teaching on the Intern Certificate. This mentoring counts toward the student teaching requirement. The candidate is responsible for all the 4-8/ PK-8 certification requirements; even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. Passing PECT exams may also reduce the number of credits needed to complete the program, please see the Chair of the education department for more information. Candidates currently accepted for the Intern Certificate follow the student teaching sequence below instead of EDSP 601 and 602:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDSP 590</td>
<td>PTF/Intern Field Experience I (1.5 credits)</td>
</tr>
<tr>
<td>EDSP 595</td>
<td>PTF/Intern Field Experience II (1.5 credits)</td>
</tr>
<tr>
<td>EDSP 602</td>
<td>Student Teaching/Seminar (3 credits)</td>
</tr>
</tbody>
</table>
M.Ed. in Reading with Reading Specialist Certification K-12
Chestnut Hill College’s graduate degree program in Reading with Reading Specialist Certification is designed to meet the state requirements of PDE reading certification programs and is also sufficiently flexible to provide educational opportunities for graduate students with varying professional goals. The total number of credits will be determined during the transcript evaluation. This program is designed for:

- Students who already have Instructional I certification and wish to satisfy the requirements for Instructional II and Reading Certification;
- Students who already have Instructional II certification and wish to acquire a M.Ed. with Reading Certification;
- Students who want Reading Specialist Certification only. Courses with an asterisk (*) fulfill this requirement.

Professional Requirements (6 credits)

- EDRG 605* Foundations of Reading
- EDUC 651 Research and Evaluation of Practice I (Required for M.Ed.)

Specialization Requirements I (18 credits)

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

Accommodations and Adaptations Requirements (12 credits)

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

Electives: To be chosen in consultation with advisor.

Note: Students with certification in special education MAY not need the accommodations and adaptations requirements; therefore, nine credits of electives will be added for the degree program. Please see the Reading Specialist Advisor for more information and a transcript evaluation.

M.Ed. in Special Education with PreK-8 Certification
Chestnut Hill College’s graduate program in Special Education with Special Education Certification for grades PreK-8 is designed to meet the state requirements for certification in special education for those students with Instructional I certification in Elementary or Early Childhood Education. The total number of credits will be determined during the transcript evaluation. This program is designed for:

- Students who already have Instructional I certification and wish to acquire a master’s degree with certification in special education;
- Students with either of the above who seek to obtain certification in special education. Courses with an asterisk (*) fulfill this requirement. Students with Early Education certifications may need to take other courses to fulfill the PreK-8 equivalency. Determinations will be made on a case-by-case basis.

Accommodations and Adaptations Requirements (12 credits)

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

Professional Education Requirements (18 credits)

- EDSP 600 Foundations of Special Education
- EDSP 605 Education Practice for Students w/Learning and/or Emotional Disabilities (High Incidence)
- EDSP 615 Early Intervention for Children with Disabilities and Their Families
EDSP 630  Education Practice for Students with Physical and Cognitive Disabilities (Low Incidence)
EDSP 635  Classroom Management for Students with Disabilities
EDSP 705  Special Education Practicum PreK-8

Professional Specialization Requirements (6-15 credits)
EDUC 526  Current Issues in Education
EDLR 635  School Law
EDSP 645  Assistive Technology
EDSP 655  Culturally Responsive Practices for Students with Disabilities
EDUC 651  Research and Evaluation of Practice I (Required for M.Ed.)

M.Ed. in Special Education with Special Education Certification 7-12
Chestnut Hill College’s graduate degree program in Special Education with Special Education Certification Grades 7-12 is designed to meet the state requirements for certification in special education for students with Instructional I certification. This program is designed for:

- Students who already have Instructional I certification and wish to satisfy the requirements for Instructional II and certification in special education;
- Students who already have Instructional II certification and wish to acquire a master’s degree with certification in special education;
- Students with either of the above who seek to obtain certification in special education.

Accommodations and Adaptations Requirements (12 credits)
EDSP 510  Introduction to Special Education
EDSP 511  Reading Interventions for Diverse Learners
EDSP 512  Assessment and Instruction for Diverse Learners
EDSP 513  ESL Foundations and Methods

Professional Special Education Certification Requirements (18 credits)
EDSP 600  Foundations of Special Education
EDSP 605  Education Practice for Students with Learning and/or Emotional Disabilities (High Incidence)
EDSP 630  Education Practice for Students with Physical and Cognitive Disabilities (Low Incidence)
EDSP 635  Classroom Management for Students with Disabilities
EDSP 640  Transition Needs for Secondary Students 7-12
EDSP 706  Special Education Practicum 7-12

Professional Specialization Requirements (6-12 credits)
EDUC 526  Current Issues in Education
EDLR 635  School Law
EDSP 645  Assistive Technology
EDSP 655  Culturally Responsive Practices for Students with Disabilities
EDUC 651  Research and Evaluation of Practice (Required for M.Ed.)

Secondary Education Programs
Program Coordinator: Richard Black, Ed.D.
Chestnut Hill College offers a Master of Education in Secondary Education, including certification in the areas of Biology, Chemistry, English, General Science, Mathematics, and Social Studies (7-12), and Foreign Languages: Spanish and French (K-12). In addition, the education department offers a M.Ed. in Secondary Education with dual certification in the Secondary Education Content Area and Special Education (7-12).

Please be advised that graduate credits are designed for post-baccalaureate students who are seeking certification in secondary education (Grades 7-12 or, in the case of foreign language certifications, K-12) with undergraduate degrees other than education MAY have additional course requirements in their content area. The Secondary Education Coordinator will advise students regarding these requirements during the transcript evaluation, at which time the total number of credits will be determined as well. Most content course requirements may be fulfilled at the undergraduate level through Chestnut Hill College or at local community colleges.
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.

**M.Ed. in Secondary Education with Instructional I Certification**

**Professional Requirements (15 credits)**

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

**Specialization Requirements (6 credits)**

- **EDSC 510***
  - Secondary Methods & Assessment Practicum (3 credits/one content area course)
- **EDSC 517***
  - Practicum: Special Methods in English
- **EDSC 518***
  - Practicum: Special Methods in Social Studies
- **EDSC 519***
  - Practicum: Special Methods in Biology/Chemistry/General Science
- **EDSC 520***
  - Practicum: Special Methods in Mathematics
- **EDSC 521***
  - Practicum: Special Methods in Foreign Language

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

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

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

Certification in grades 7-12 as well as the Master of Education degree with special education certification requires a choice of the following concentrations: English, Social Studies, Biology, Chemistry, General Science, Foreign Language, or Mathematics. The concentration knowledge will be determined by undergraduate degree courses, professional experience and passing of Praxis II exams. Passing the PECT exams in special education in 7-12 is also required prior to being recommended for certification. This program is a dual-certification program, thus only one student-teaching experience will be required. The total number of credits will be determined during the transcript evaluation.

**Professional Foundation Requirements (18 credits)**

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

**Specialization Requirements (6 credits)**

- **EDSC 510***
  - Secondary Methods & Assessment Practicum (3 credits/one content area course)
- **EDSC 517***
  - Practicum: Special Methods in English
- **EDSC 518***
  - Practicum: Special Methods in Social Studies
- **EDSC 519***
  - Practicum: Special Methods in Biology/Chemistry/General Science
- **EDSC 520***
  - Practicum: Special Methods in Mathematics
- **EDSC 521***
  - Practicum: Special Methods in Foreign Language

**Special Education Requirements**

- **EDSP 600***
  - Foundations of Special Education
- **EDSP 605***
  - Education Practice for Students w/ Learning and/or Emotional Disabilities (High Incidence)
- **EDSP 615***
  - Early Intervention for Children with Disabilities and Their Families
- **EDSP 630***
  - Education Practice for Students with Physical and Cognitive Disabilities (Low Incidence)
EDSP 635 Classroom Management for Students with Disabilities

Student Teaching and Seminar (6 credits)
EDSP 601/602 Student Teaching: Special Education/Content with Seminar

Required Course for M.Ed.
EDUC 651 Research and Evaluation of Practice I (3 credits)

Intern Certification Programs: M.Ed. in Secondary Education with Certification Grades 7-12
The Pennsylvania Department of Education has approved CHC for all Intern certificates in Secondary Education. Accepted students are eligible for the Intern Certificate if they pass the required PRAXIS II exams, have the equivalent of a major in one of the secondary education area, receive an offer of employment in a high-needs school, and complete the program requirements in three years or less. The major difference between a candidate accepted into an Intern program and a regular Secondary Education candidate is the requirement for mentoring throughout the first year of teaching on the Intern certificate. This mentoring becomes part of the student teaching requirement. The candidate is responsible for all the Elementary/Middle certification requirements; even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. Candidates currently accepted for the Intern Certificate follow the student teaching sequence below instead of EDSP 601 and 602:

EDSC 590 PTF/Intern Field Experience I (1.5 credits)
EDSC 595 PTF/Intern Field Experience II (1.5 credits)
EDSC 602 Student Teaching/Seminar (3 credits)

Intern Certification Programs: M.Ed. in Secondary Education with Certifications in 7-12 and Special Education
The Pennsylvania Department of Education requires that candidates for the Intern Certificate with dual certification in Secondary Education with Special Education 7-12 pass the PRAXIS II test for the content area plus the PECT Special Education 7-12 tests (two modules), have an offer of employment in a high-needs school, and complete the program requirements in three years or less. The major difference between a candidate accepted into an Intern program and a regular Secondary Education/Special Education candidate is the requirement for mentoring throughout the first year of teaching on the Intern certificate. This mentoring becomes part of the student teaching requirement. The candidate is responsible for all the Secondary Education/Special Education certification requirements; even if some of the requirements are fulfilled through the completion of an approved Institute such as Philadelphia Teaching Fellows. Passing of PECT exams may also reduce the number of credits needed to complete the program, please see the Chair of the education department for more information. Candidates currently accepted for Intern Certificate follow the student teaching sequence below instead of EDSP 601 and 602:

EDSC 590 PTF/Intern Field Experience I (1.5 credits)
EDSP 595 PTF/Intern Field Experience II (1.5 credits)
EDSP 602 Student Teaching/Seminar (3 credits)

M.Ed. in Secondary Education with Instructional Design and E-Learning Concentration
This degree is for teachers who seek to deepen their knowledge and skills in the latest technology for classrooms as well as online learning. The concentration requires a minimum of 18 credits. Further coursework is necessary to obtain ITS certification. The program includes 12 credits (or nine credits, if a student chooses to take a different course) that may be used toward ITS Certification. Those courses are identified by an asterisk (*). For full ITS certification requirements, please contact the Instructional Technology Program Coordinator, Yefim Kats, Ph.D. at KatsY@chc.edu.

Professional Foundation Requirements (15 credits)
EDUC 526 Current Issues in Education
EDSC 503* Foundations of High School Education
EDSP 511 Reading Interventions for Diverse Learners
EDSP 512 Assessment and Instruction for Diverse Learners
EDSP 513 ESL Foundations and Methods
Instructional Design and E-learning Concentration (12 Credits)

GRIT 541 Video Communications
GRIT 645 Introduction to On-line Learning
GRIT 654 Instructional Theory and Practice*
GRIT 685 Technology Planning*

Two Electives (6 credits)

GRIT 671 Principles of Instructional Design
GRIT 700 Technology Integration in Multimedia Development
GRIT 785 Instructional Technologies and Special Education*
GRIT 704 Practicum and Portfolio*

Educational Leadership/Principal Certification Programs

Accelerated and Summer-Intensive Format

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 the Fall and Spring terms (two eight-week sessions each term) and in the regular six-week intensive format in the Summer I and Summer III sessions. The courses will be experiential in nature with an emphasis on field studies. The role of technology in educational leadership will be stressed.

Accelerated and Intensive Summer Program Format

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

Classes usually meet once each week or on Saturdays during each eight-week session and six-week session. Please consult the current online course schedule for specific dates and times of these courses. The Educational Leadership accelerated and intensive summer format compares to the regular schedule as follows:

- Fall I and II = Fall Semester
- Spring I and II = Spring Semester
- Summer I and II = Summer Semester, Sessions I & III

Program Objective and Standards

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

Core Standard One: The Candidate has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success
Core Standard Two: The Candidate is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.
Core Standard Three: The Candidate knows how to access and use appropriate data to inform decision making at all levels of the system.
Corollary Standard One: The Candidate is prepared to create a culture of teaching and learning with an emphasis on learning.
Corollary Standard Two: The Candidate is prepared to manage resources for effective results.
Corollary Standard Three: The Candidate is prepared to collaborate, communicate, engage, and empower others inside and outside the organization to pursue excellence in learning.
Corollary Standard Four: The Candidate is prepared to operate in a fair and equitable manner with personal and professional integrity.

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

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

Special Education Competences and Sub-Competencies for School Leaders
- The program addresses overrepresentation of diverse students in special education.
- The program addresses prevention and early intervention.
- The program includes effective instructional strategies for students with disabilities in inclusive settings.

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

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

Requirements
Students seeking a master’s degree in educational leadership must complete a minimum of 34 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, a middle school, or a secondary school;
5. Resume or Vita, and a statement of the applicant’s professional goals in essay form (see application for detailed instructions);
6. Two letters of recommendation from assistant principals, senior colleagues, etc.
7. Written assessment from the applicant’s principal which evaluates the candidate in the areas of decisiveness, educational values, judgment, leadership, oral and written communication, organizational ability, personal motivation, problem analysis, range of interests, interpersonal relations, and stress tolerance;

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

M.Ed. in Educational Leadership
Principal Certification

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDLR 600</td>
<td>Conceptual Foundations for School Leadership</td>
</tr>
<tr>
<td>EDLR 610/611</td>
<td>Curriculum Theory, Development and Issues (2 semesters)</td>
</tr>
<tr>
<td>EDLR 615</td>
<td>The Improvement of Instruction, Staff Development, and Supervision</td>
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<td>EDLR 620</td>
<td>The Principal as an Effective Agent of Change</td>
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<td>EDLR 625</td>
<td>The Administrator &amp; the Special Education Program</td>
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<td>EDLR 630</td>
<td>School and Community Relations</td>
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<tr>
<td>EDLR 635</td>
<td>School Law</td>
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<tr>
<td>EDLR 640</td>
<td>Personnel and Pupil Administration and Management</td>
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<tr>
<td>EDLR 645</td>
<td>Technology and the Administrator</td>
</tr>
<tr>
<td>EDUC 651</td>
<td>Research and Evaluation of Practice I (Required for M.Ed.)</td>
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<tr>
<td>EDLR 701/702</td>
<td>Educational Leadership Internship I and II (2 credits each)</td>
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**PDE Endorsements: Autism Spectrum Disorders (ASD)**
The CHC Education Division has been approved by the PDE to offer the following four courses that, upon completion, will result in an endorsement in ASD:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYCH 615/652</td>
<td>Introduction to Autism Spectrum Disorders</td>
<td>3 credits</td>
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<tr>
<td>EDSP 632</td>
<td>Assessment of Students w/ASD</td>
<td>3 credits</td>
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<tr>
<td>EDSP 633</td>
<td>Instruction of Students w/ASD</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDSP 634</td>
<td>Clinical Practicum w/ASD Students</td>
<td>3 credits</td>
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Course Descriptions

Accommodations and Adaptations
IF candidates have not completed the new PDE Certification Programs in PreK-4, Grades 4-8, and/or Secondary Education, these four courses (12 credits) are required by ALL of the following programs: Early Education (PreK-4), Elementary/Middle Level Education (Grades 4-8), Reading Specialist (K-12), and Secondary Education (7-12), as well as Special Education PreK-8 and 7-12.

EDSP 510  Introduction to Special Education  3 credits
This course is designed to provide a complete overview of special education and the children who receive special education services. Areas of concentration include: classifications and definitions, patterns of learning, description of assessment and intervention strategies, legislation, and inclusion. To obtain a broader, more comprehensive perspective, students will conduct research through journal articles, Internet searches, classroom observations and interviews of parents and/or teachers.

EDSP 511  Reading Interventions for Diverse Learners  3 credits
The focus of this course is on meta-cognitive processes in reading for all disciplines in elementary through high school curricula, focusing on the diverse learners, including students with disabilities. Strategies for improving vocabulary comprehension, reasoning and problem solving, and study techniques are addressed.

EDSP 512  Assessment & Instruction for Diverse Learners  3 credits
Current practices in assessment of students with disabilities, including the use of multicultural assessments, are the focus of this course. Students will review the issues of informal as well as standardized testing requirements under state and federal regulations and policies. In addition, authentic assessment practices, such as portfolios, will be examined for different areas of special need.

EDSP 513  ESL Foundations and Methods  3 credits
Current practices in supporting students whose first language is not English in elementary through high school settings are explored. Specific evidence-based ESL teaching strategies and programs will be explored and applied in classroom settings.

PDE Endorsement Courses

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

EDSP 632  Assessment of Students w/ASD  3 credits
This course is designed to prepare educators with a variety of strategies for assessment and education of students on the Autism Spectrum. Included in the course will be to provide knowledge of a range of screening instruments; the range of assessments linked to interventions; and interventions linked to the variety of learning styles and abilities.

EDSP 633  Instruction of Students w/ASD  3 credits
This course is designed to prepare educators to successfully impact learning and behavioral outcomes for individuals diagnosed with ASD. Inclusive in this course will be engagement with knowledge and skills regarding characteristics, strengths, and limitations of various models of intervention commonly implemented for students with ASD, to evaluate the evidence base for educational interventions for students with ASD, describe, interpret, utilize, and evaluate instructional strategies based on the principles of applied behavior analysis and Define and demonstrate skills related to verified evidence-based interventions and instruction established for students with ASD (National Standards Project, 2009).

EDSP 634  Clinical Practicum w/ASD Students  3 credits
This practicum is designed to prepare professionals to better serve students with Autism and related Autism Spectrum Disorders. NOTE: Candidates without prior exposure will be required to complete an additional twenty hours of observation in an ASD setting prior to attending the Practicum. This will be documented in a completed Journal. (continued)
Practicum field experiences are held in public or private school-based environments where the depth of exposure is paramount. The practicum candidates’ primary responsibility is to design, implement and evaluate effective instruction in the least restrictive environment. In order to accomplish this, the candidates will also be required to have experiences that allow for effective communication and collaboration with educational partners. These should include families, organizations and advocacy groups. Candidates are expected to spend a minimum of 80 field hours where they are directly involved with ASD students. Placements will be arranged in collaboration with the candidate and selected sites. Summer and Extended School Year programs that offer academic as well as other supports may be appropriate practicum sites. Permission of the instructor is required.

There will be at least two Supervision observations during the field experience.

The Regular School Year Practicum can be accomplished in six months.

The Summer School Year Practicum will follow the time requirements of the program.

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**Early Education PreK-4 Courses**

**EDP4 501 PreK4 Child Development & Learning** 3 credits
The focus of this course is on normal development, with emphasis on the pre-school and school-aged child. Theory and research in the areas of sensori-motor, language, cognitive, emotional, social and moral behaviors are included. The interaction of biological and environmental factors influencing growth and development is stressed. This course also applies psychological principles of growth & development, thinking, learning and motivation to education in the home, school and community.

**EDP4 503 Foundations, Curriculum & Assessment** 3 credits
A variety of theories about how young children learn and develop is presented in this course. Theory and practice are interwoven as various materials and learning styles are examined and related to the child’s growth and development. Curriculum models are discussed in detail. Historical influences and important educational philosophies are presented. Current trends in curriculum development and their implementation are also examined.

**EDP4 507 Early Literacy & Language Arts** 3 credits
Students explore the development of oral language in the child and its impact on reading and writing as related processes. Examination of methods and materials in early literacy, writing, and integrated language programs is featured. Also provided is an in-depth knowledge of each genre of children’s literature within the areas of fantasy.

**EDP4 510 Teaching Reading with Trade Books** 3 credits
Examination of methods and materials in reading, writing, and integrated language programs for K-4 education is featured. Also provided is an in-depth knowledge of each genre of children’s literature within the areas of fantasy and realism. Methods for integrating children’s literature throughout the curriculum will be presented.

**EDP4 515 Math Methods & Assessment** 2 credits
In this course, students explore the structure of mathematics, sets and numbers, systems of numeration, problem-solving and skill development, the content of early elementary school (PreK-4) mathematics and the development of strategies for effective teaching of mathematical concepts. Students will examine the NCTM Curriculum and Evaluation Standards (1989) and Professional Teaching Standards (1991) to evaluate curriculum requirements, manipulatives, activities and computer software designed for the elementary school classroom.

**EDP4 517 Integrated Methods, Content and Assessment** 4 credits
This course deals with the knowledge, skills and content needed in the PreK-4 classroom to teach science, arts, PE, and social studies. Techniques and methods to develop each area, as well as suggestions for integration, will be explored. The importance of planning the appropriate type and sequence of activities for the child’s developmental level and demonstrated skill is stressed. Prerequisite: EDP4 501

**EDP4 518 Education, Community & Family Partners** 3 credits
This course identifies the importance of family and community members/agencies in the education the young child. Strategies for effectively communicating with diverse families and communities will be identified and applied in real settings.
EDP4 590  PTF/Intern Field Experience I  1.5 credits
This course is the first half of a required mentoring component of all candidates teaching on an Intern certificate in the Early Education program. Candidates are visited at least once per month throughout the semester to assist in meeting teaching competencies. No class sessions are held.

EDP4 595  PTF/Intern Field Experience II  1.5 credits
This course is the second half of a required mentoring component of all candidates teaching on an Intern certificate in the Early Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. Candidates are formally assessed using the PDE 430 form as a mid-term evaluation. No class sessions are held.

EDP4 601/602  PreK-4 Student Teaching School/Seminar  6 credits
This course encompasses a semester of student teaching in a selected public or private early education PreK to Grade 4 school. Students teaching in daycare or another PreK setting need to spend a minimum of four weeks in a 1st through 4th grade classroom setting. Student teaching is under the direct supervision of the cooperating teacher and college supervisor. Student teachers participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers. Prerequisite: Completion of coursework in education and approval of education department.

EDP4 604  Advanced Observation and Recording of Child Development  3 credits
Early Education educators have a variety of options when determining an approach to assessing young children. This class provides an in-depth exploration into the power of observation as an approach to assessment. Building on the work of Gardner’s Multiple Intelligences, and investigating Pestalozzi, Piaget, Froebel, Vygotsky, and Dewey, students will be immersed in the process of observation.

EDP4 606  Advanced Authentic Assessment: Use of Documentation for Learning  3 credits
The documentation process, as it is currently understood in early education, can be used for the purpose of the assessment of learning in context, which is considered the most accurate in determining children’s acquisition of knowledge. Documenting young children’s learning in this way allows them to be seen both as individuals with unique interests and dispositions as well as full members of the school’s learning community. In this course, we will examine the use of documentation as it is currently understood both as an assessment tool and as a method of creating a community of learners in early education.

EDP4 608  Advanced Working with Challenging Children  3 credits
This course will introduce proven strategies for working with children with challenging behaviors. Working within the framework of identifying the root or cause of the behavior, teaching social skills, and implementing logical and natural consequences that build intrinsic motivation, students will be guided through a series of observations, experiences, readings, and videos that contribute to the development of intervention plans to ensure student success.

EDP4 612  Leadership and Administration of Programs for Young Children  3 credits
Leading an early Education program requires the abilities necessary to meet demands in at least three main areas of responsibility: management, community-building, and supervision. This foundational course, Part I of a two part series, will focus on management and community-building. Initial considerations will include developing a school vision that will guide all future efforts. Management will include understanding state regulations, adhering to institutional policies, developing budgets, creating schedules, and other tasks that promote a comfortable school climate. Community-building will include building inter-relationships among teachers, parents, and children, as well as a communication network with the institutional context and relating to the community at large. Each student will review his/her own current program in order to evaluate success and progress in each of the areas listed above as well as overall institutional health.

EDP4 614  Issues in Supervision of Programs for Young Children  3 credits
This course will focus on the skills and sensitivities necessary in professional supervision, a critical aspect of leading an early Education program. It will begin with a review of the vision and mission of the school developed in Leadership and Administration, the relevance of that vision for recruitment, mentoring, and assessment of teaching. Specific standards and procedures will be discussed for the hiring and releasing of staff as well as clinical supervision and formative evaluation methods. Corresponding appropriate professional development methods will be considered that are responsive to interests as well as needs of staff members, and which are responsive to the mission of the school and aligned with Pennsylvania requirements.
such as Professional Development Records (PDR’s), Pennsylvania Quality Assurance System (PQAS), and Keystone STARS. Challenges and benefits specific to early Education settings regarding staffing, such as working with organizational priorities, recruitment and retention, and staff development will be included. Each student will develop a supervisory program model that corresponds to the direction and needs of his/her school.

**EDP4 616 The Business of Child Care: Effective Management of Quality Early Educ. Programming** 3 credits
This course provides students with the theories and tools necessary in developing a business plan that is both practical and supportive of values and vision. Directors or aspiring directors will be required to examine the visions/mission statements of their schools and determine the necessary procedures for accomplishing these objectives. In order to accomplish this task, students will study specific aspects of business management as they relate to the childcare field. Because of the breadth of possible topics, a survey will be administered to students at the beginning of the course to determine areas needing the most emphasis.

**EDP4 618 Advocacy and Public Policy for Early Education** 3 credits
Professional service, leadership, and advocacy on behalf of children, families and communities will be course highlights. Effective leadership styles and traits will be discussed with a leadership inventory conducted on the class. Students will engage in personal reflection and analyze public debate regarding current issues and policies that impact young children and families. Students will research a variety of advocacy and community mobilization strategies. Identification of child and family need within various communities will be discussed with opportunities to identify community resources for children and families within public and private agencies. Students will develop assignments that assist them in implementing sound public policy practices.

**EDP4 625 Designing Environments for Infants & Toddlers** 3 credits
The environmental design and program content appropriate for children under the age of three are explored in this course. Both environment and program will be examined in a developmental as well as practical context in order to extend the student’s understanding of the needs of very young children. Special emphasis is placed on health and safety issues in infant/toddler programs. This course also focuses on the administration of quality programs that services the needs of both the very young child and the family.

**Elementary/Middle Level Education Courses**

**EDML 506 Adolescent Development & Learning** 3 credits
*Also previously listed as EDML 501*
The focus of this course is on normal development, with emphasis on the late elementary through adolescent school-aged child. Theory and research in the areas of language, cognitive, emotional, social and moral behaviors are included. The interaction of biological and environmental factors influencing growth and development is stressed. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community.

**EDML 507 The Emerging Middle School** 3 credits
*Also previously listed as EDML 503*
This course places the role of the middle school teacher and grades 4-8 school in historical perspective and relates both roles to society. Students explore the connections among culture, politics, economics and education. The differences between education and schooling are examined, and current educational reform movements for middle schools are explored within the context of critical educational theory.

**EDML 510 Reading Methods for Middle Grade Learners** 3 credits
Students explore and apply methods and materials in reading and integrated language programs for the middle grade (4-8) learner. Also provided is an in-depth knowledge of each genre of children’s/adolescent literature within the areas appropriate to adolescent readers. Methods for integrating adolescent literature throughout the curriculum will be presented.
EDML 511  Writing Methods for Middle Grade Learners  
*Also previously listed as EDML 520*

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

EDML 515  Science Methods & Assessment

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

EDML 516  Math Methods for Middle Grade Learners

In this course, students explore the structure of mathematics, sets and numbers, systems of numeration, problem-solving and skill development. The content of late elementary/middle school mathematics and the development of strategies for effective teaching of mathematical concepts in 4-8 classrooms are emphasized. Students will examine the NCTM Curriculum and Evaluation Standards (1989) and Professional Teaching Standards (1991) to evaluate curriculum requirements, manipulatives, activities and computer software designed for the elementary school classroom.

EDML 517  Social Studies Methods & Assessment

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

EDML 518  Classroom Management & Assessment for Elementary/Middle Level

This course examines the steps teachers must take in order to create an effective learning environment in their 4-8 grade classrooms, including introducing a teacher work sample assessment project. Topics to be discussed will include: the physical layout of the room, grouping for instruction, time management, providing authentic learning tasks, instructional methods as they apply to management, and the interrelationship of management and effective discipline. Curricular organization using TWS will be explored in terms of effective management.

EDML 590  PTF/Intern Field Experience I

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

EDML 595  PTF/Intern Field Experience II

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

EDML 601/602  Elementary/Middle Level Student Teaching School/Seminar

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

EDRG 605  Foundations of Reading  3 credits
During this course graduate students become knowledgeable of the theories and research, current and historical, comprising the foundations of reading and writing processes and practices. Various theories are reviewed with consideration of their impact on current language arts instruction and social, cognitive, linguistic and psychological factors that promote learning success. This course aligns with IRA Standard 1: Foundational Knowledge, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification.

EDRG 615  Strategies for Teaching Reading and Writing in the Elementary School  3 credits
This comprehensive course is designed to extend the instructional literacy knowledge of teachers. Formative and summative assessments, research-based instructional strategies, and techniques for teaching diverse learners are emphasized. This course aligns with IRA Standards 2: Curriculum and Instruction, 3: Assessment and Evaluation, 4: Diversity and 5: Literate Environment, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification. Prerequisite: EDRG 605.

EDRG 620  Reading and Writing in the Secondary Classroom  3 credits
This comprehensive course is designed to help teachers develop proficiency in instructional strategies for content areas in the secondary classroom. Theoretical foundations supporting holistic frameworks will be shared. Strategies for improving vocabulary, study skills, reading varied genres and writing to learn are included. This course aligns with IRA Standards 2: Curriculum and Instruction, 3: Assessment and Evaluation, 4: Diversity and 5: Literate Environment, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification. Prerequisite: EDRG 605.

EDRG 630  Assessment and Evaluation of Reading Difficulties  3 credits
This course is designed to provide reading specialist candidates an in-depth understanding of how to select, administer and interpret assessments and materials related to literacy and reading diagnosis. Specifically, candidates will administer and interpret literacy achievement and cognitive assessments along with interviewing to design a written, clinical case study report diagnosing the strengths and needs of a struggling learner. Recommendations for home and school interventions are included. This course aligns with IRA Standard 3: Assessment and Evaluation, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification. Prerequisites: EDRG 605, EDRG 615, EDRG 620.

EDRG 635  Remediation of Reading Difficulties  3 credits
This practicum builds on the coursework completed in EDRG 630. During this semester of study, reading specialist candidates implement interventions in a tutorial setting with the students they assessed during EDRG 630. The selected instructional framework, interventions, post-testing data and interpretation are added to the case study report. This course aligns with IRA Standards 2: Curriculum and Instruction and 3: Assessment and Evaluation, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification. Prerequisite: EDRG 630.

EDRG 640  Technology in Reading/ Writing  3 credits
This course highlights the learning theories, content, and computer applications specific to technology in the English Language Arts classroom. Students research the use of the word processor for writing, as well as evaluate writing assistant packages and desktop publishing. They also analyze and evaluate the use of instructional software in the teaching of reading and language skills in keeping with a whole language approach to instruction and evaluation, and the Standards of the National Council of Teachers of English/International Reading Association.

EDRG 695  Literacy Leadership  3 credits
This advanced course in literacy focuses on the role of the literacy coach. Specific topics examine adult learning theories, organizational change, current issues, professional development and school culture. Preparation for the Reading Specialist
Praxis is included. This course aligns with IRA Standard 6: Professional Learning and Leadership, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification.
Prerequisite: EDRG 635

**EDRG 701 Reading Practicum I** 3 credits
This advanced course in diagnostic assessment and remediation is designed to provide the reading specialist candidate a practical application of evaluative techniques, diagnosing reading abilities and designing remediation and appropriate instructional interventions for students with significant needs in literacy acquisition. The clinic is a supervised laboratory setting held for five weeks in the summer. This course aligns with all IRA Standards with an emphasis on Standard 2: Curriculum and Instruction, Standards for Reading Professionals, 2010 edition. This course is required for reading specialist certification.
Prerequisite: EDRG 635

**Secondary Education Courses**

**EDSC 501 Adolescent Development & Learning** 3 credits
Cross-listed with EDML 501. The focus of this course is on normal development, with emphasis on the late elementary through adolescent school-aged child. Theory and research in the areas of language, cognitive, emotional, social and moral behaviors are included. The interaction of biological and environmental factors influencing growth and development is stressed. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community.

**EDSC 503 Foundations of High School Education** 3 credits
This course places the development of high schools in historical perspective and relates both the roles of teacher and school organization to society. Students explore the connections among culture, politics, economics and education. The differences between education and schooling are examined, and current educational reform movements for middle schools are explored within the context of critical educational theory.

**EDSC 510 Secondary Methods & Assessment** 3 credits
The preparation of students in all major departments for general knowledge applicable to secondary school curricula is the focus of this course, which addresses issues of lesson plan and unit preparation, grading, tracking, inclusion and physical and mental health of adolescents, as well as assessment of learning.

**EDSC 517 Practicum/Special Methods in Areas of English for Secondary Education** 3 credits
This course consists of observation and participation in secondary classrooms in both public and private settings. Students participate in a middle school, junior high school, or senior high school teaching experience prior to the final student teaching requirement.

**EDSC 518 Practicum/Special Methods in Social Studies for Secondary Education** 3 credits
This course integrates general principles of education into the teaching of social Studies on a secondary level, with special focus on preparing and conducting problem solving in the context of current and past historical events. This course is required of all candidates for secondary certification in social studies.

**EDSC 519 Practicum/Special Methods in Biology/General Science/Chemistry for Secondary Educ.** 3 credits
This course is designed to integrate general principles of education and the teaching process into the teaching of biology on a secondary level, with a special focus on preparing and conducting laboratory experiments. This course will be offered as needed and is required of all candidates for secondary certification in biology.

**EDSC 521 Practicum/Special Methods in Foreign Language for Secondary Education** 3 credits
This course prepares teachers of foreign languages, levels K-12. It includes the discussion of current methodology in foreign language teaching, linguistic principles and practical experience. Students become familiar with the ACTFL guidelines and the National Standards for Modern Languages and learn how to incorporate them into their teaching. Students develop sample lessons, participate in observation, and obtain familiarity with current research in foreign language pedagogy. This course is required of all candidates for secondary certification in a foreign language, and will be offered as needed.
EDSC 520  Practicum/Special Methods in Mathematics for Secondary Education  3 credits
This course covers topics considered essential for successful teaching of mathematics at the secondary level, including careful analysis of the standards and goals established by the National Council of Teachers of Mathematics. Students observe classes and meet for discussion on content, methods, lesson planning, test construction, and other items related to secondary teaching. This course is required of all candidates for secondary certification in Mathematics and will be offered as needed.

EDSC 590  PTF/Intern Field Experience I  1.5 credits
This course is the first half of a required mentoring component of all candidates teaching on an Intern certificate in the Secondary Education programs. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. No class sessions are held.

EDSC 595  PTF/Intern Field Experience II  1.5 credits
This course is the second half of a required mentoring component of all candidates teaching on an Intern certificate in the Secondary Education program. Candidates are visited at least once per month throughout the semester to assist in meeting beginning teaching competencies. Candidates are formally assessed using the PDE 430 form as a mid-term evaluation. No class sessions are held.

EDSC 601/602  Student Teaching in Secondary School/Seminar  6 credits
This course encompasses a semester of student teaching in a selected public or private middle school, junior high school or senior high school. Student teaching is under the direct supervision of the cooperating teacher and college supervisor. Student teachers participate in a weekly student teaching seminar at the College to correlate general skills and principles of teaching and learning with field experience. Seminar discussions include reflection, identification and analysis of problems facing student teachers. Prerequisite: Completion of coursework in education and approval of education department.

Special Education Courses

All courses in this section require either completion of EDSP 510 or passing scores from the PECT exam in Special Education and either prior certification or taken as part of a dual-certification program.

EDSP 510  Introduction to Special Education  3 credits
This course is designed to provide a complete overview of special education and the children who receive special education services. Areas of concentration include: classifications and definitions, patterns of learning, description of assessment and intervention strategies, legislation, and inclusion. To obtain a broader, more comprehensive perspective, students will conduct research through journal articles, Internet searches, classroom observations and interviews of parents and/or teachers.

EDSP 511  Reading Interventions for Diverse Learners  3 credits
The focus of this course is on meta-cognitive processes in reading for all disciplines in elementary through high school curricula, focusing on the diverse learners, including students with disabilities. Strategies for improving vocabulary comprehension, reasoning and problem solving, and study techniques are addressed.

EDSP 512  Assessment & Instruction for Diverse Learners  3 credits
Current practices in assessment of students with disabilities, including the use of multicultural assessments, are the focus of this course. Students will review the issues of informal as well as standardized testing requirements under state and federal regulations and policies. In addition, authentic assessment practices, such as portfolios, will be examined for different areas of special need.

EDSP 513  ESL Foundations and Methods  3 credits
Current practices in supporting students whose first language is not English in elementary through high school settings are explored. Specific evidence-based ESL teaching strategies and programs will be explored and applied in classroom settings.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDSP 590</td>
<td>PTF/Intern Field Experience I</td>
<td>1.5</td>
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<tr>
<td></td>
<td>This course is the first half of a required mentoring component of all</td>
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<tr>
<td></td>
<td>candidates teaching on an Intern certificate in the Special Education with</td>
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<tr>
<td></td>
<td>a content area Intern program. Candidates are visited at least once per month</td>
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<td></td>
<td>throughout the semester to assist in meeting beginning teaching</td>
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<td></td>
<td>competencies. No class sessions are scheduled.</td>
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<tr>
<td>EDSP 595</td>
<td>PTF/Intern Field Experience II</td>
<td>1.5</td>
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<td></td>
<td>This course is the second half of a required mentoring component of all</td>
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<tr>
<td></td>
<td>candidates teaching on an Intern certificate in the Special Education with</td>
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<tr>
<td></td>
<td>a content area Intern program. Candidates are visited at least once per</td>
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<td></td>
<td>month throughout the semester to assist in meeting beginning teaching</td>
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<td></td>
<td>competencies. Candidates are formally assessed using the PDE 430 form as a</td>
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<td></td>
<td>mid-term evaluation. No class sessions are scheduled.</td>
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<tr>
<td>EDSP 600</td>
<td>Foundations of Special Education</td>
<td>3</td>
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<tr>
<td></td>
<td>Students will learn the historical, legal and cultural foundations of</td>
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<td></td>
<td>special education, including main historical figures who changed the</td>
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<tr>
<td></td>
<td>landscape of services for children and adults with disabilities.</td>
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<tr>
<td>EDSP 605</td>
<td>Education Practice for Students with Learning and/or Emotional Disabilities</td>
<td>3</td>
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<tr>
<td></td>
<td>(H.I.)</td>
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<tr>
<td></td>
<td>This course examines current research and practice on the needs of students</td>
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<tr>
<td></td>
<td>with learning disabilities, attention deficit disorders and emotional and/or</td>
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<tr>
<td></td>
<td>behavioral disorders. Methods for including these students in the regular</td>
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<td>classroom are provided, with lesson plans identifying modifications to the</td>
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<td>existing curriculum, including the development of IFSPs, IEPs, and ITPs.</td>
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<td></td>
<td>A beginning survey of behavior management techniques, including functional</td>
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<td></td>
<td>behavioral assessments, will be addressed.</td>
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<tr>
<td>EDSP 615</td>
<td>Early Intervention for Children w/Disabilities and Their Families</td>
<td>3</td>
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<tr>
<td></td>
<td>For students completing the PK-8 program, this course introduces the</td>
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<td>characteristics of young children with disabilities; the appropriate services</td>
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<td></td>
<td>and how to complete an Individual Family Service Plan. Community agencies</td>
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<td>that serve young children with disabilities will be reviewed.</td>
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</table>

**The following three courses are PDE ASD Endorsement Courses. For the 12 credit ASD Endorsement, these three courses plus PSYG 652 must be taken.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDSP 632</td>
<td>Assessment of Students w/ASD</td>
<td>3</td>
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<tr>
<td></td>
<td>This course is designed to prepare educators with a variety of strategies</td>
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<tr>
<td></td>
<td>for assessment and education of students on the Autism Spectrum. Included in</td>
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<td></td>
<td>the course will be to provide knowledge of a range of screening instruments;</td>
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<td></td>
<td>the range of assessments linked to interventions; and interventions linked</td>
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<td></td>
<td>to the variety of learning styles and abilities.</td>
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<tr>
<td>EDSP 633</td>
<td>Instruction of Students w/ASD</td>
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<td></td>
<td>This course is designed to prepare educators to successfully impact</td>
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<td></td>
<td>learning and behavioral outcomes for individuals diagnosed with ASD.</td>
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<td>Inclusive in this course will be engagement with knowledge and skills</td>
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<tr>
<td></td>
<td>regarding characteristics, strengths, and limitations of various models of</td>
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<td>intervention commonly implemented for students with ASD, to evaluate the</td>
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<td>evidence base for educational interventions for students with ASD, describe,</td>
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<td>interpret, utilize, and evaluate instructional strategies based on the</td>
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<td>principles of applied behavior analysis and Define and demonstrate skills</td>
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<td></td>
<td>related to verified evidence-based interventions and instruction established</td>
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<td></td>
<td>for students with ASD (National Standards Project, 2009).</td>
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<tr>
<td>EDSP 634</td>
<td>Clinical Practicum w/ASD Students</td>
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<tr>
<td></td>
<td>This practicum is designed to prepare professionals to better serve</td>
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<tr>
<td></td>
<td>students with Autism and related Autism Spectrum Disorders. NOTE: Candidates</td>
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<td>without prior exposure will be required to complete an additional twenty</td>
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<td></td>
<td>hours of observation in an ASD setting prior to attending the Practicum.</td>
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<td>This will be documented in a completed Journal.</td>
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<tr>
<td>EDSP 630</td>
<td>Education Practice for Students with Physical and Cognitive Disabilities</td>
<td>3</td>
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<tr>
<td></td>
<td>Current research and practice regarding the needs of students with physical/</td>
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<td></td>
<td>health and communication disabilities, including visual and hearing</td>
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<td>deficits, are examined in this course. Methods for including these students</td>
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<td>in the regular classroom and examination of the range of differences and</td>
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<td></td>
<td>similarities of this student group provide content for the course, including</td>
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<td></td>
<td>the development of IFSPs, IEPs, and ITPs. Students develop lesson plans</td>
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<td>that either specify adaptations to existing curriculum or special curriculum</td>
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<td>needs, such as life skills. This course includes sensory aspects of</td>
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<td>disability across the lifespan.</td>
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</tbody>
</table>
EDSP 635 Classroom Management for Students with Disabilities  
3 credits  
The content and practice knowledge needed to create an effective learning environment for students with disabilities in inclusive and/or separate learning environments are examined in this course. Students learn how to select, evaluate, and interpret specific behavioral assessments (including informal, functional, ecological and behavioral assessments) and utilize appropriate management strategies in the classroom. The development of behavioral intervention plans enable students to plan specific strategies to help increase attention span and support the completion of classroom assignments.

EDSP 640 Transition Services for Students with Disabilities  
3 credits  
This course is for students in the 7-12 special education certification program. This course identifies the transition to adulthood issues for secondary students with disabilities, including students with autism. Students learn how to complete an individualized secondary transition plan; inclusive of the goals and desires of the adolescent/young adult with disabilities.

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

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

EDSP 660 Special Education Student Teaching  
3 credits  
The student teaching experience for special education is for students who are teaching special education and completing a dual certification program. Students will be observed four to six times during this semester of teaching. At the end of the semester, students will have a completed final evaluation through the PDE 430 form, as well as a professional portfolio. The PDE 430 form will serve as the certification recommendation for the student.

EDSP 705 Special Education Practicum PreK-8  
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 early, elementary or middle school. In order to accomplish this, the students will also be required to have experiences that allow for effective communication and collaboration with educational partners, such as parents, organizations and advocacy groups. Students are expected to spend from 120-150 hours depending on past background and experience. Placements are arranged in collaboration with the student and selected sites. Permission of the instructor is required. Practicum includes a seminar experience. Summer programs that offer academic as well as other supports are appropriate as practicum sites as long as the student has previous experience in a classroom environment.

EDSP 706 Special Education Practicum 7-12  
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 a middle school (grades 7-8) or secondary school. In order to accomplish this, the students will also be required to have experiences that allow for effective communication and collaboration with educational partners, such as parents, organizations and advocacy groups. Students are expected to spend from 120-150 hours depending on past background and experience. Placements are arranged in collaboration with the student and selected sites. Permission of the instructor is required. Practicum includes a seminar experience. Summer programs that offer academic as well as other supports are appropriate as practicum sites as long as the student has previous experience in a classroom environment.
**Educational Leadership/Principal Certification Courses**

**EDLR 600 Conceptual Foundations for School Leadership**
3 credits
This course is an examination of the various philosophical and theoretical bases that can shape teaching and learning in the schools and, therefore, provide direction for the decision-making processes of the school principal. This is a prerequisite for all other courses in the leadership program, but may be taken concurrently with the first semester of GRED 510, Curriculum Theory, Development and Issues course.

**EDLR 610 Curriculum Theory, Development and Issues**
3 credits
This course provides an in-depth study of the major ideologies that have shaped curriculum theory and thought. A comprehensive investigation of effective primary and secondary educational programs for contemporary learners is undertaken. This course must be taken in sequence during one academic year, and must be completed within the first twelve semester hours of the program.

**EDLR 611 Curriculum Theory, Development and Issues**
3 credits
This course provides an in-depth study of the major ideologies that have shaped curriculum theory and thought. A specific field component, involving a critique of tone of the curriculum areas outside of the major disciplines (e.g. fine arts, music, physical education, reading in the secondary schools, etc.), or of support services (e.g. special education, counseling, library, nursing, etc.), will be required. This course must be taken in sequence during one academic year, and must be completed within the first twelve semester hours of the program.

**EDLR 615 Improvement of Instruction, Staff Development, and Supervision**
3 credits
This course includes a wide-ranging investigation of a variety of teaching models and research on teacher effectiveness, an understanding of which will enable the principal to facilitate the paramount objective of improving student performance.

**EDLR 620 The Principal as an Effective Agent of Change**
3 credits
This course undertakes an examination of the necessity for the principal to have broad “visions” about the school that are clear, active, ambitious, and performance-oriented. The creation of the climate to achieve such “visions” will also be investigated. In addition, students will come to understand that effective principals are willing to take risks and to seek innovative solutions. Strong emphasis will be placed on effective communication and intergroup relations.

**EDLR 625 The Administrator and Special Education Program**
3 credits
This course undertakes an examination of the necessity for the principal to have a thorough understanding of the special education program in his/her school. In addition, the issue of over-representation of minority groups in special education will be explored and strategies to identify only those students who truly need special education services will be supported.

**EDLR 630 School/Community Relations**
3 credits
The use of language, both oral and written, will be explored and practiced by means of organized sets of experiences relevant to the role of a school principal. These will cover both content and presentation in interpersonal situations such as interviews, discussions, formal and informal speaking, and working with the media. They will address both content and structure in such areas as correspondence, staff bulletins, newsletters, reports, and teacher observations. Involvement of the student at the school level will be required.

**EDLR 635 School Law**
3 credits
The intent of this course is to familiarize teachers and administrators with the basic legal principles governing the structure and operation of school settings and the legal problems encountered in the day-to-day operation of schools. The broad principles of school governance as determined by statute and case law are emphasized. Special attention is given to Pennsylvania statutes, cases and decisions.

**EDLR 640 Personnel and Pupil Administration and Management**
3 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, and contracts.
EDLR 645  Technology and the Administrator  3 credits
This course examines the role of the computer in planning, managing, maintaining, and monitoring the school’s educational, economic, and physical resources. Primary emphasis will be placed on long-range planning and on the financial and budgetary processes.

EDLR 701/702  Internship/Educational Leadership  4 credits
A vital part of the educational leadership program is the internship. The candidate seeking specialization in leadership must complete a total of 360 hours, the majority of which includes a supervised internship in a school setting covering an entire school year. The candidate, with the internship supervisor will define a program improvement and/or problem-solving project that will be carried out in the student’s school. The candidate’s Chestnut Hill College supervisor must approve the project. The candidate’s Principal/Mentor must agree to allow the internship and project to take place in their school. The candidate’s Principal/Supervisor will be an integral part of the internship. A log of all activities, materials and readings must be kept, and a comprehensive written research-supported report must be submitted during the second semester of the practicum. A formal oral presentation of the report will also be required at that time. In addition to scheduled classroom attendance, there will be ongoing individual conferences and school visitations by the college professor during the course of the practicum.

General Education Courses
These courses fulfill requirements in more than one program.

EDUC 526  Current Issues in Education  3 credits
In this course, special topics are explored, such as kindergarten curriculum, the assessment of children for school placement, and multicultural and diversity issues, including gender, socio-economic status, race and exceptionality.

EDUC 651  Research and Evaluation of Practice I  3 credits
This course focuses on research and evaluation methodologies concerning the practice of teaching. Foremost will be an examination of basic elements inherent in the design and execution of research and evaluation, and the attendant epistemological and ethical issues in its classroom implementation. Students will learn to critique published research and evaluation projects. Students will also develop a problem statement and literature review in order to become familiar with the contributions of educational researchers, teachers, and/or other professionals to the practice of teaching.

EDUC 652  Research and Evaluation of Practice II  3 credits
This course provides an opportunity for students to find and develop their voices with respect to teaching and its practice in the classroom or other educational organization. The meaning of reflective practice and various forms of teacher research including the use of journals, oral inquiry, action research and conceptual analysis will be presented and analyzed. As beginning teacher researchers, students will design, implement and critique a research or evaluation project carried out in their selected teaching practice situation.

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

EDUC 705/706  Thesis  6 credits
A thesis may be substituted for two elective courses. To be eligible, students must demonstrate competence in research methods, in-depth knowledge of an area of specialization within the field of education, and ability to present materials with clarity, accuracy, and style. The thesis is completed under the direction of a faculty advisor, is evaluated by a thesis committee of the education department and must be defended by the student.
Montessori Specialization

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

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

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

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

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

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

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

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

EDMN 622/623 Montessori: SPRING Practicum/Internship & Seminar  
A year of practicum/internship brings together the theory, practice and curriculum of Montessori Education. Regularly scheduled biweekly seminars to correlate methods and student teaching run concurrently with the internship for both fall and spring semesters.
CLINICAL AND COUNSELING PSYCHOLOGY (MASTER’S LEVEL)

Department of Professional Psychology

Program Contact Information
Cheryll Rothery, Psy.D., ABPP, Graduate Program Chair and Director of Clinical Training
Claudia Garcia-Leeds, Ph.D., Master’s Program Co-Coordinator (Main campus)
Leslie Shralow, Ph.D., Master’s Program Co-Coordinator (Main campus)
Mark Kenney, M.Ed., N.C.C., L.P.C., Master’s Program Administrator (DeSales University Center Valley campus)

Program Offerings
Masters of Science in Clinical and Counseling Psychology
Post-Master’s Certificates and Licensure Preparation Courses

Program Overview
The School of Graduate Studies of Chestnut Hill College, through the Department of Professional Psychology, offers the Master of Science (M.S.) degree in Clinical and Counseling Psychology. This degree may be earned in one of five areas of concentration: Child and Adolescent Therapy, Co-Occurring Disorders, Marriage and Family Therapy, Treatment of Autistic Spectrum Disorders and Trauma Studies. Students may elect one of these concentrations or may choose the generalist curriculum, which allows them to distribute their electives among any of the five areas. The M.S. Program in Clinical and Counseling Psychology is also offered on the campus of DeSales University in Center Valley, PA.

The department also offers Post-Master’s Certificates of Advanced Graduate Study in Professional Counseling for Licensure Preparation, Post-Master’s Certificates of Concentrated Clinical Study, and Post-Master’s Certificates of Advanced Graduate Academic Study in each of the five concentration areas. Applicants for these certificate programs must have already earned a master’s degree in psychology or a related discipline.

Program Objectives
Chestnut Hill College, through the Department of Professional Psychology, seeks to prepare students pursuing a master’s degree in clinical and counseling psychology to become competent and ethical professionals. In accordance with this goal, students are:

1. acquainted with the body of theoretical and empirical knowledge relevant to their course of study;
2. provided with training in the skills needed for competent and ethical professional practice; and
3. prepared for ongoing graduate study in a doctoral program.

In addition, the Master of Science degree meets the graduate degree requirements for students seeking master’s licensure in the state of Pennsylvania as either Licensed Professional Counselors (LPC) or Licensed Marriage and Family Therapists (LMFT).

This degree also meets the master’s-level licensure requirements in many other states. Please contact your state licensing board for requirements in your state.

Other Program Guidelines and Standards
Professional Standards
The Department of Professional Psychology has the responsibility to assure that its graduates are adequately prepared for professional practice. The student is required not only to demonstrate competence in the areas of academic study and clinical training but also to demonstrate familiarity with the ethics of professional practice and to behave in an ethical and professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program. Students are evaluated regularly in academic, professional and clinical areas and are notified if any problems are observed.
Student Disclosure of Personal Information
The following policies about student disclosure of personal information comply with the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2002).

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

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

Professional Competence Problems
The faculty is responsible for determining whether each student’s emotional stability and interpersonal behavior are suitable for a career in clinical psychology. In general, the student receives feedback in these areas on the Global Review (see below). If the student’s behavior warrants, it may be necessary for the faculty to take more immediate action. In most instances, the faculty will endeavor to discuss the issue with the student before taking further action. If the student’s behavior constitutes a breach of professional ethics, or the student’s behavior poses a serious threat to clients or to other students, or the student’s behavior significantly disrupts the learning process for other students, or the student’s behavior interferes with their progress in the program, the student will be suspended or dismissed from the program.

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

Program Completion Information
Master of Science (M.S.) students must complete a minimum of 48 graduate credits. Of these 48 credits, 24 credits (8 courses) come from the Core Curriculum. Note: Autism Spectrum Disorders concentration students take 21 credits (7 courses) in the Core Curriculum. At least 9 credits come from the field placement. Students without an undergraduate degree in psychology or closely related field are evaluated on an individual basis. It is recommended that the non-psychology applicant has taken at least four undergraduate psychology courses including: General Psychology, Abnormal Psychology, Statistics or Research Methods, and any other psychology course.

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

- Co-Occurring Disorders: 15 concentration credits
- Child and Adolescent Therapy: 12 concentration credits and 6 elective credits
- Marriage and Family Therapy: 18 concentration credits
- Trauma Studies: 12 concentration credits and 6 elective credits
- Treatment of Autism Spectrum Disorders: 15 concentration credits and 3 elective credits
- Generalist Curriculum: 15 credits selected from among any of the concentration or elective courses

Students who need to take a third term of internship may do so in place of 3 elective credits.

These courses are required for all students. Prerequisites are in parentheses:
### Core Courses

**Complete All**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 500</td>
<td>Theories of Counseling and Psychotherapy</td>
</tr>
<tr>
<td>PSYG 503</td>
<td>Psychopathology (500, may be taken concurrently with 500)</td>
</tr>
<tr>
<td>PSYG 506</td>
<td>Techniques of Counseling and Psychotherapy I (503)</td>
</tr>
<tr>
<td>PSYG 508</td>
<td>Techniques of Counseling and Psychotherapy II (506)</td>
</tr>
<tr>
<td>PSYG 510</td>
<td>Research Design and Methodology</td>
</tr>
<tr>
<td>PSYG 512</td>
<td>Legal and Ethical Issues in Counseling and Psychotherapy (500, 503)</td>
</tr>
<tr>
<td>PSYG 514</td>
<td>Development Across the Lifespan: Individual &amp; Family</td>
</tr>
<tr>
<td>PSYG 608</td>
<td>Marriage and Family Therapy *</td>
</tr>
</tbody>
</table>

*Students in the Autism Spectrum Disorders Concentration are exempt from this course*

### Marriage and Family Therapy (15 credits required for graduation, 18 for PA licensure)

**Concentration Courses**

**Complete Five courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 612</td>
<td>Advanced Theories of Marriage and Family Therapy (608) (required)</td>
</tr>
<tr>
<td>PSYG 614</td>
<td>Marriage and Family Therapy Techniques (608,612)</td>
</tr>
<tr>
<td>PSYG 616</td>
<td>Advanced Marriage and Family Therapy Techniques (608, 612,614)</td>
</tr>
<tr>
<td>PSYG 618</td>
<td>Human Sexuality and Marriage</td>
</tr>
<tr>
<td>PSYG 604</td>
<td>A Systemic Approach to the Problems of Adolescents (514, 608)**</td>
</tr>
<tr>
<td>PSYG 638</td>
<td>Systemic Treatment of Addictions (608)**</td>
</tr>
</tbody>
</table>

**Students choose only one of these two courses.**

### Child and Adolescent Therapy (all required)

**Concentration Courses**

**Complete all courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSYG 602</td>
<td>Play Therapy (500, 514)</td>
</tr>
<tr>
<td>PSYG 604</td>
<td>A Systemic Approach to the Problems of Adolescents (514, 608)</td>
</tr>
<tr>
<td>PSYG 622</td>
<td>Intro to the Assessment and Treatment of Psychological Trauma</td>
</tr>
<tr>
<td>PSYG 662</td>
<td>Assessment and Treatment of Children and Adolescents (514)</td>
</tr>
</tbody>
</table>

### Co-Occurring Disorders (all required)

**Concentration Courses**

**Complete all courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 630</td>
<td>Foundations of Addictive Behaviors</td>
</tr>
<tr>
<td>PSYG 622</td>
<td>Introduction to the Assessment and Treatment of Psychological Trauma</td>
</tr>
<tr>
<td>PSYG 632</td>
<td>Treatment Approaches to Substance Abuse (630)</td>
</tr>
<tr>
<td>PSYG 638</td>
<td>Systemic Treatment of Addictions (608)</td>
</tr>
<tr>
<td>PSYG 672</td>
<td>Assessment and Treatment of Co-Occurring disorders (630)</td>
</tr>
</tbody>
</table>
Trauma Studies (all required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 622</td>
<td>Introduction to the Assessment and Treatment of Psychological Trauma</td>
</tr>
<tr>
<td>PSYG 624</td>
<td>Treatment of Complex Chronic Trauma Responses (622)</td>
</tr>
<tr>
<td>PSYG 626</td>
<td>Acute Incident Responding: Trauma Prevention and Early Intervention Strategies (622)</td>
</tr>
<tr>
<td>PSYG 628</td>
<td>Working Effectively in Trauma-Intensive Communities (622)</td>
</tr>
</tbody>
</table>

Treatment of Autism Spectrum Disorders (all required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 652</td>
<td>Introduction to Autism Spectrum Disorders</td>
</tr>
<tr>
<td>PSYG 654</td>
<td>Treatment Approaches to Autism Spectrum Disorders (652)</td>
</tr>
<tr>
<td>PSYG 656</td>
<td>Adults with Autism Spectrum Disorders: Psychosocial, Legal &amp; Medical Issues (652)</td>
</tr>
<tr>
<td>PSYG 658</td>
<td>Treating Families with an Autistic Member over the Lifespan (652)</td>
</tr>
<tr>
<td>PSYG 660</td>
<td>Functional Behavior Assessment and Crisis Intervention (652)</td>
</tr>
</tbody>
</table>

Note: Available at Main Campus Only

Electives (note: students may also use concentration courses to fulfill elective requirements)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 530</td>
<td>Group Therapy (LPC required)</td>
</tr>
<tr>
<td>PSYG 532</td>
<td>The Role of Culture and Gender in Counseling and Psychotherapy (LPC &amp; LMFT required)</td>
</tr>
<tr>
<td>PSYG 536</td>
<td>Psychological Assessment (503) (LPC required)</td>
</tr>
<tr>
<td>PSYG 542</td>
<td>Career Development and Counseling (LPC required)</td>
</tr>
<tr>
<td>PSYG 544</td>
<td>Eating Disorders</td>
</tr>
<tr>
<td>PSYG 546</td>
<td>Bereavement Counseling</td>
</tr>
<tr>
<td>PSYG 645</td>
<td>Special Topics</td>
</tr>
<tr>
<td>PSYG TBD</td>
<td>Independent Study I (510)</td>
</tr>
<tr>
<td>PSYG TBD</td>
<td>Independent Study II (TBD)</td>
</tr>
</tbody>
</table>

Field Experience (see below for prerequisites)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 705</td>
<td>Practicum (except for MFT students)</td>
</tr>
<tr>
<td>PSYG 710</td>
<td>MFT Internship I</td>
</tr>
<tr>
<td>PSYG 715</td>
<td>Internship I</td>
</tr>
<tr>
<td>PSYG 725</td>
<td>Internship II</td>
</tr>
<tr>
<td>PSYG 735</td>
<td>Internship III (optional except for MFT students)</td>
</tr>
</tbody>
</table>

Students in the MFT concentration take 710, 725, and 735 and do not take 705. All other students must take 705 first and then 715 and 725. Students may also opt to take 735 if needed.
Application to the Psy.D. Program
Students in the master’s program who intend to apply to the Psy.D. program at Chestnut Hill College after receiving their master’s degree should include among their concentration or elective courses PSYG 532 The Role of Culture and Gender in Counseling and Psychotherapy.

Practicum
The practicum is mandatory for students seeking licensure as Licensed Professional Counselors (LPC). The practicum is a 100-hour experience that includes 6-7 hours per week at the practicum site, plus 1.5 hours of classroom supervision weekly. Content for the practicum experience includes biopsychosocial assessment, case formulation, diagnosis, and treatment planning. Students may engage in: milieu therapy, group therapy co-facilitation, case conferences, educational experiences, and individual therapy and group therapy when considered appropriate by the site supervisor. The overall goal of the practicum is preparation for internship. Because of the requirements of our various sites, practicum can begin only during the fall or summer sessions. Please plan accordingly. Consult with your advisor or the Coordinator of Master’s Field Placements if you have any questions.

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

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

Internship
Students accept the responsibility of applying and interviewing for their internship. A detailed procedure for this process is presented at the internship information sessions that students are required to attend. Please contact 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 (May be taken concurrently with the first semester of field placement)
- Legal and Ethical Issues
- Practicum (PSYG 705) or MFT Internship I (PSYG 710) for Marriage and Family Therapy students only
- Two Concentration Courses (students in the generalist curriculum may use any two non-core courses)

Important Procedures/Policies (in preparation for practicum/internship)
1. Contact the Coordinator of Master’s Field Placements to pre-register for practicum/internship. You are required to pre-register two terms prior to the term you plan to begin. Group information sessions will be held each term. Students may begin the practicum/internship sequence in the summer or fall terms only. No student may begin a field placement in the spring semester.
2. A practicum/internship resource book is available from the internship coordinator. This book contains a listing of previously used sites and information regarding the sites. Students may also seek new practicum/internship placements. However, the Coordinator of Master’s Field Placements, consistent with program policies, must approve all sites.
3. Prepare a resume, as you will need it to interview for practicum/internship. All other paperwork necessary for the interview process will be distributed at the practicum/internship information sessions.
4. Once you have decided on a site, you are responsible for arranging for and delivering completed paperwork to the Coordinator of Master’s Field Placements. As part of the practicum/internship process all students are required to procure liability insurance. Applications for liability insurance will be available at the information sessions or from
the Coordinator of Master’s Field Placements. **Students are not permitted to begin a practicum or internship without liability insurance and must maintain it until the internship is completed. Students are required to submit verification of coverage to both the Coordinator of Master’s Field Placements and the field site supervisor.**

5. A practicum or internship may not be completed at a site where the student is or has been employed.

6. All students are required to participate in a group supervision class each term of their practicum/internship. You may register at the beginning of each term for one of the practicum or internship classes upon approval by the Coordinator of the Master’s Field Placements.

**Internship Requirements**

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

1. Students interested in seeking LPC licensure must work at the field site a minimum of 700 hours over a minimum of three terms, including the practicum semester and two semesters of internship. Of these 700 hours, 240 must be spent in direct-client contact. Students seeking LMFT licensure must complete a total of 300 direct-client contact hours over the course of a full calendar year (3 terms) and a total of 700 hours at the internship site.

2. Students must attend a weekly seminar at the College. The seminar will provide an opportunity for students to raise issues about their cases and their internship experience. (Note: Students must register for the corresponding seminar for each term of Internship: PSYG 705 or 710, PSYG 715, PSYG 725, PSYG 735.)

3. Final grades will be based on regular attendance and participation in the weekly seminar, performance at the internship site, the timely submission of required paperwork, and the site supervisor’s written evaluation.

4. All students are expected to comply with the rules and regulations of the internship site and conduct themselves in a professional manner at all times.

**Suspension/Termination of Field Experience**

In extreme cases, the Internship or Practicum Site Supervisor or the CHC Internship or Practicum Group Supervisor may suspend a student’s internship or practicum, while circumstances are being reviewed by the Coordinator of Master’s Field Placements. The length of a suspension is determined by the nature of the situation. Every effort is made to expedite the process in the best interest of the student and clients involved.

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

If a student is terminated from a practicum or internship and consequently terminated from the College, the student may, within ten days of the College’s termination, appeal to the Dean of the School of Graduate Studies, stating the reasons for disagreement with termination from the College and presenting evidence in support of the appeal. After appropriate consultation, the Dean of the School of Graduate Studies will provide a final decision to the student.

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

**Licensure and Credentialing**

The master’s program is designed to meet the academic requirements for licensure as a Licensed Professional Counselor (LPC) or Licensed Marriage and Family Therapist (LMFT) in Pennsylvania and other states. Licensure as a psychologist requires a doctoral degree. Licensure as a Professional Counselor or Marriage and Family Therapist in the State of Pennsylvania requires a graduate degree (minimum of 48 credits) in a field closely related to the practice of professional counseling. A total of 60 graduate credits are 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 3,000 hours of supervised experience earned after the completion of the 48-credit degree. After earning the academic credentials and completing the supervised clinical experience, applicants must pass a licensure exam. Students are encouraged to become familiar with the licensure regulations in Pennsylvania, or any other state where they are considering obtaining licensure.

**Course Requirements for LPC Licensure**

Students seeking licensure as a professional counselor may choose the generalist curriculum or a concentration area. Students wishing to focus on a particular population are encouraged to choose a concentration. The Post-master’s Certificate in Professional Counseling for Licensure Preparation cannot have an area of concentration. Two other categories of Post-master’s certificates, clinical and academic, are available in the areas of concentration, but they require additional academic courses and may require two terms of internship. (See below for details on the Post-master’s certificates.) Some courses offered as electives at Chestnut Hill College are required for licensure. These courses may be taken as part of the student’s degree, or as part 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:

<table>
<thead>
<tr>
<th>Complete all courses (Required for Licensure)</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYG 530</td>
<td>Group Therapy</td>
</tr>
<tr>
<td></td>
<td>PSYG 532</td>
<td>The Role of Culture &amp; Gender in Counseling and Psychotherapy</td>
</tr>
<tr>
<td></td>
<td>PSYG 536</td>
<td>Psychological Assessment (503)</td>
</tr>
<tr>
<td></td>
<td>PSYG 542</td>
<td>Career Development and Counseling</td>
</tr>
</tbody>
</table>

**Course Requirements for MFT Licensure**

Students seeking to become Licensed Marriage and Family Therapists should plan to take the following courses:

<table>
<thead>
<tr>
<th>Complete all courses (Required for Licensure)</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYG 532</td>
<td>The Role of Culture and Gender in Counseling</td>
</tr>
<tr>
<td></td>
<td>PSYG 604</td>
<td>A Systemic Approach to the Problems of Adolescents (514, 608)</td>
</tr>
<tr>
<td></td>
<td>PSYG 612</td>
<td>Advanced Theories of Marriage and Family Therapy (608)</td>
</tr>
<tr>
<td></td>
<td>PSYG 614</td>
<td>Marriage and Family Therapy Techniques (608, 612)</td>
</tr>
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<td></td>
<td>PSYG 616</td>
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<tr>
<td></td>
<td>PSYG 618</td>
<td>Human Sexuality and Marriage</td>
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<tr>
<td></td>
<td>PSYG 638</td>
<td>Systemic Treatment of Addictions (608)</td>
</tr>
</tbody>
</table>

Please note that some classes might be taken as part of the 12-credit Post-Master’s Certificate in Professional Counseling for Licensure Preparation. Please consult your advisor for additional information.

**Field Experience Requirements for Licensure**

Students seeking to become Licensed Professional Counselors must complete a practicum of at least 100 hours and an internship of at least 600 hours for 700 total hours. Of these, 240 hours must be direct-contact hours with clients. The practicum is completed in one semester and the internship may be completed over two or three terms. Students seeking to become Licensed Marriage and Family Therapists will need an internship which lasts one full calendar year (3 terms) and includes at least 300 direct-contact hours and 700 total hours at a site.

**Licensure in Other States**

The Master of Science (M.S.) degree meets licensure requirements in most other states. Please contact your state licensing board for academic and clinical requirements. Students seeking licensure in New Jersey should be aware that, effective October 2012, applicants for licensure may be required to be graduates of CACREP-accredited programs. The master’s program in Clinical and Counseling Psychology at Chestnut Hill College is not currently accredited by CACREP (an independent cre-
dentialing board). Please check on the status of this requirement with their Licensure Board if you are planning on being licensed in New Jersey.

Additional Professional Credentials
The master’s program in Clinical and Counseling Psychology also prepares students to apply for independent credentials in the field, including: National Certified Counselor (NCC), offered by the National Board for Certified Counselors; Certified Addictions Counselor (CAC), offered by the Pennsylvania Certification Board; and clinical membership in the American Association for Marriage and Family Therapy (AAMFT).

Post-Master’s Certificate of Advanced Graduate Study in Professional Counseling for Licensure Preparation

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

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

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

The courses offered at Chestnut Hill College have been developed to ensure that our students are prepared to meet the requirements of licensure. Applicants who graduated from other programs are encouraged to contact the PA State Board of Social Workers, Marriage and Family Therapists and Professional Counselors, to ensure that the courses they take are in compliance with the requirements for licensure.

Admissions
Graduates of Chestnut Hill College’s Master’s Program in Clinical and Counseling Psychology are expected to complete a new application. No additional application fee is required, and no additional paperwork is required. The student receives a letter of admission from the Graduate Dean and is listed in the computer as matriculating in a certificate program. Other applicants must follow the existing procedures for admission to Post-Master’s certificate programs. (See Admissions)

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

Post-Master’s Certificates of Advanced Graduate Clinical Study
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. All Certificates of Advanced Graduate Study require 6 credits of internship in their area of concentration.

- Certificate of Advanced Graduate Clinical Study in Co-Occurring Disorders
- Certificate of Advanced Graduate Clinical Study in Child and Adolescent Therapy
- Certificate of Advanced Graduate Clinical Study in Marriage and Family Therapy
- Certificate of Advanced Graduate Clinical Study in Trauma Studies
- Certificate of Advanced Graduate Clinical Study in the Treatment of Autism Spectrum Disorders
Core Requirements:
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 Clinical 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
- Marriage and Family Therapy

Concentration Requirements:
All students complete an additional 18 credits (21 credits for students in the Autism Spectrum Disorders concentration) chosen from the following concentration options:

Co-Occurring Disorders

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSYG 630</td>
<td>Foundations of Addictive Behaviors</td>
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<tr>
<td>PSYG 632</td>
<td>Treatment Approaches to Substance Abuse (630)</td>
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<tr>
<td>PSYG 672</td>
<td>Assessment and Treatment of Co-Occurring Disorders</td>
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<td>Systemic Treatment of Addictions (608)</td>
</tr>
<tr>
<td>PSYG 544</td>
<td>Eating Disorders</td>
</tr>
<tr>
<td>PSYG 622</td>
<td>Introduction to the Assessment and Treatment of Psychological Trauma</td>
</tr>
</tbody>
</table>

Child and Adolescent Therapy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
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<tbody>
<tr>
<td>PSYG 602</td>
<td>Play Therapy (500, 514)</td>
</tr>
<tr>
<td>PSYG 604</td>
<td>A Systemic Approach to the Problems of Adolescents</td>
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<tr>
<td>PSYG 608</td>
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<tr>
<td>PSYG 662</td>
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</tr>
<tr>
<td>PSYG 530</td>
<td>Group Therapy**</td>
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<td>PSYG 536</td>
<td>Psychological Assessment (503)**</td>
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</tr>
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<td>PSYG 622</td>
<td>Introduction to the Assessment and Treatment of Psychological Trauma**</td>
</tr>
</tbody>
</table>

**Electives Courses: Select three courses

∞Students who have completed PSYG 608 or its equivalent (transfer credits) will chose an additional elective.
Marriage and Family Therapy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 608</td>
<td>Marriage and Family</td>
</tr>
<tr>
<td>PSYG 612</td>
<td>Advanced Theories of Marriage and Family Therapy (608)</td>
</tr>
<tr>
<td>PSYG 614</td>
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</table>

**Electives Course: Select one course

Trauma Studies

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>PSYG 622</td>
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<td>Working Effectively in Trauma-Intensive Communities (622)</td>
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<td>The Role of Culture and Gender in Counseling and Psychotherapy**</td>
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<td>Play Therapy (500)**</td>
</tr>
</tbody>
</table>

**Electives Course: Select two courses

Treatment of Autism Spectrum Disorders

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 652</td>
<td>Introduction to Autism Spectrum Disorders</td>
</tr>
<tr>
<td>PSYG 654</td>
<td>Treatment Approaches to Autism Spectrum Disorders (652)</td>
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<tr>
<td>PSYG 656</td>
<td>Adults with Autism Spectrum Disorders: Psychosocial, Legal and Medical Issues (652)</td>
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<tr>
<td>PSYG 658</td>
<td>Treating Families with an Autistic Member over the Lifespan (652)</td>
</tr>
<tr>
<td>PSYG 660</td>
<td>Functional Behavior Assessment and Crisis Intervention (652)</td>
</tr>
<tr>
<td>PSYG 532</td>
<td>The Role of Culture and Gender in Counseling and Psychotherapy**</td>
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<tr>
<td>PSYG 536</td>
<td>Psychological Assessment**</td>
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</tr>
<tr>
<td>PSYG 604</td>
<td>A Systemic Approach to the Problems of Adolescents**</td>
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</tbody>
</table>

**Electives Courses: Select two courses
Field Placement Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PSYG 715</td>
<td>Internship I (Required)</td>
</tr>
<tr>
<td>PSYG 725</td>
<td>Internship II (Required)</td>
</tr>
<tr>
<td>PSYG 735</td>
<td>Internship III (optional)</td>
</tr>
</tbody>
</table>

Candidates for the certificate are required to take 6 credits (2 terms) of Internship in their area of concentration. Students in the Addictions, Child and Adolescent, Autism Spectrum Disorders or Trauma certificates have the option of taking a third term of Internship in place of one elective. Students in the Marriage and Family Therapy certificate have the option of taking a third term of internship in place of one concentration course. See Field Experience section for a full description of field placements.

Post-Master’s Certificates of Advanced Graduate Academic Study

Certificate of Advanced Graduate Academic Study in Co-Occurring Disorders
Certificate of Advanced Graduate Academic Study in Child and Adolescent Therapy
Certificate of Advanced Graduate Academic Study in Marriage and Family Therapy
Certificate of Advanced Graduate Academic Study in Trauma Studies
Certificate of Advanced Graduate Academic Study in the Treatment of Autism Spectrum Disorders

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

These requirements include courses in:
- Theories of Counseling and Psychotherapy
- Psychopathology
- Techniques of Counseling and Psychotherapy I
- Techniques of Counseling and Psychotherapy II
- Legal and Ethical Issues
- Marriage and Family Therapy

Co-Occurring Disorders

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSYG 630</td>
<td>Foundations of Addictive Behaviors</td>
</tr>
<tr>
<td>PSYG 632</td>
<td>Treatment Approaches to Substance Abuse (630)</td>
</tr>
<tr>
<td>PSYG 672</td>
<td>Assessment and Treatment of Co-Occurring Disorders (630)</td>
</tr>
<tr>
<td>PSYG 638</td>
<td>Systemic Treatment of Addictions (608)</td>
</tr>
<tr>
<td>PSYG 622</td>
<td>Introduction to the Assessment and Treatment of Psychological Trauma</td>
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## Child and Adolescent Therapy

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PSYG 662</td>
<td>Assessment and Treatment of Children and Adolescents</td>
</tr>
<tr>
<td>PSYG 608</td>
<td>Marriage and Family Therapy</td>
</tr>
<tr>
<td>PSYG 602</td>
<td>Play Therapy (500, 514)</td>
</tr>
<tr>
<td>PSYG 604</td>
<td>A Systemic Approach to the Problems of Adolescents (514, 608)</td>
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</tbody>
</table>

## Marriage and Family Therapy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PSYG 612</td>
<td>Advanced Theories of Marriage and Family Therapy (608)</td>
</tr>
<tr>
<td>PSYG 614</td>
<td>Marriage and Family Therapy Techniques (608, 612)</td>
</tr>
<tr>
<td>PSYG 616</td>
<td>Advanced Marriage and Family Therapy Techniques (608, 612, 614)</td>
</tr>
<tr>
<td>PSYG 618</td>
<td>Human Sexuality and Marriage</td>
</tr>
<tr>
<td>PSYG 604</td>
<td>A Systemic Approach to the Problems of Adolescents (514, 608)</td>
</tr>
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<td>PSYG 638</td>
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## Trauma Studies

<table>
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<tbody>
<tr>
<td>PSYG 622</td>
<td>Introduction to the Assessment and Treatment of Psychological Trauma</td>
</tr>
<tr>
<td>PSYG 624</td>
<td>Treatment of Complex Chronic Trauma Responses (622)</td>
</tr>
<tr>
<td>PSYG 626</td>
<td>Acute Incident Responding: Trauma Prevention and Early Intervention Strategies (622)</td>
</tr>
<tr>
<td>PSYG 628</td>
<td>Working Effectively in Trauma-Intensive Communities (622)</td>
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## Treatment of Autism Spectrum Disorders

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### Change of Status from Certificate to Degree

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

The Clinical and Counseling Psychology Program (Master’s degrees and Post-Master’s certificates) of Chestnut Hill College is also offered on the campus of DeSales University. Students may register for classes on both campuses. All academic policies and procedures apply to students taking Chestnut Hill College courses on DeSales University campus.

Program Administrator
Mark Kenney, M.Ed., N.C.C., LPC
Phone: 610-282-0397
Email: kenneym@chc.edu

Terri Hamlin, Administrative Assistant
Phone: 610-282-1100 x 1490
Email: hamlint@chc.edu

Office Location and Hours
DeSales University
Dooling Hall, Room 219
2755 Station Avenue
Center Valley, PA 18034

Monday 12:00 p.m. to 7:00 p.m.
Tuesday 12:00 p.m. to 7:00 p.m.
Wednesday 9:00 a.m. to 4:00 p.m.
Thursday 12:00 p.m. to 7:00 p.m.
Friday 9:00 a.m. to 4:00 p.m.

Appointments also available by request.
Hours may vary slightly from term to term and are posted at the Program Office.

Closing information pertaining to classes held at the DeSales Campus is available at:
- www.desales.edu
- www.WFMZ.com
- or by calling the DeSales University Campus Police 610-282-1100 x 1250

Driving Directions to DeSales Campus

- FROM PHILADELPHIA AND SOUTH: Take I-476, the Northeast Extension of the Pennsylvania Turnpike, to Exit 44, Quakertown. Turn left onto Route 663 North toward Quakertown, turn left onto Route 309 North, and proceed 6.4 miles to the intersection of Route 309 and Route 378 North. At this intersection, make a right onto Route 378. Follow Route 378 North for about 1/2 mile and turn right at the light onto Preston Lane. Follow Preston Lane to DeSales University entrance.

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

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

Please note: All courses are graded according to the standard grading scale except when otherwise noted.

**PSYG 500 - Theories of Counseling and Psychotherapy** 3 credits
Familiarizes the student with the major theoretical schools of counseling and psychotherapy, including: Psychoanalytic, Existential, Humanistic, Behavioral, Gestalt, Cognitive, and Family Systems. Students will learn to distinguish among different approaches and acquire a working knowledge of the terminology and concepts identified with each approach.

**PSYG 503 - Psychopathology** 3 credits
This course explores the emotional, cognitive, somatic, and behavioral symptoms of mental disturbance. Students will become acquainted with the subjective experience of various symptoms and symptom clusters, patterns of family and community responses to afflicted individuals, and research and evolving theories pertaining to the etiology of symptoms. Students will also be introduced to the use of the DSM-5 as a format for the classification of disorders and the choice of appropriate treatment. Students will acquire a working knowledge of the DSM-5 and will develop the ability to diagnose various mental disorders. Prerequisite: PSYG 500, or may be taken concurrently with PSYG 500.

**PSYG 506 - Techniques of Counseling and Psychotherapy I** 3 credits
This course fosters the development of basic counseling and psychotherapy skills through a combination of didactic instruction and role-plays (including required videotaped role-plays). Focus is on establishing a therapeutic rapport, formulating appropriate directions for therapy, and conceptualizing strategies for intervention. Specific skills include listening, suicide intervention, assessment, formulation of questions, and empathic responses. Prerequisites: PSYG 500 and 503

**PSYG 508 - Techniques of Counseling and Psychotherapy II** 3 credits
Focuses on advanced methods of using the therapeutic relationship for long-term change. Emphasis is placed on the unconscious, the therapeutic alliance, transference and counter-transference, defenses and resistance, treating personality disorders, and case conceptualization. This course incorporates experiential training which includes videotaping or live observation of role-plays. Prerequisites: PSYG 500, 503 and 506

**PSYG 510 - Research Design and Methodology** 3 credits
An overview of many frequently used research designs in psychology. Through a study of research methodology, students learn how to select an appropriate research design and how to employ valid procedures in collecting data. The course will foster analytical and critical thinking skills through a combination of theory and practical experience, prepare students to read relevant research in their field and to write a research proposal, and provide background for future work in the area of research.

**PSYG 512 - Legal and Ethical Issues in Counseling and Psychotherapy** 3 credits
The course familiarizes students with the history and development of professional ethics and standards and their legal implications in the areas of counseling and psychotherapy. Students will be required to become familiar with the Codes of Ethical Conduct of the American Counseling Association, the American Association of Marriage and Family Therapy and the American Psychological Association. Topics covered include: privileged communication, confidentiality, rights of client and agency, civil commitment, licensure, and relevant State of Pennsylvania laws and statutes. Prerequisites: PSYG 500 and 503.

**PSYG 514 - Development Across the Lifespan: Individual and Family** 3 credits
Covers human development from a lifespan perspective, with in-depth exploration of selected topics relevant to different periods in the life cycle for individuals and families. Students will be introduced to theoretical and empirical approaches to understanding key developmental issues as well as the role of the family and social context in human development.

**PSYG 561 - Independent Research in Clinical and Counseling Psychology I** 3 credits
This course is for students who wish to advance their research experience under the supervision of a mentor. Any research must meet criteria for exemption by the IRB (See IRB Guidelines). All students will make a presentation of their project at the end of the semester. The course will promote an integrative understanding of the subject by a) exposing students to relevant literature, and b) may promote opportunities for them to interact with key stakeholders. Students have two options: 1) Students will complete a comprehensive Literature Review and 2) Students will complete a full proposal. Only those who
choose option 2 and successfully complete these requirements (A- or higher) will be eligible to continue to Independent Study II. (Pre-requisite: PSYG 510 with a grade of A or A-)

**PSYG 562 - Independent Research in Clinical and Counseling Psychology II**  
3 credits  
This course is a continuation of Independent Study I. Students will conduct the research, and report on the results and write an article that would be suitable for submission to a peer-reviewed journal in professional psychology (Pre-requisite: Independent Study I with a complete full proposal).

**PSYG 530 - Group Therapy**  
3 credits  
Presents a theoretical and experiential understanding of group therapy techniques and processes. Students observe group process, practice interventions, and critique their own development as group therapists. Active involvement in didactic, practice groups is required.

**PSYG 532 - The Role of Culture & Gender in Counseling and Psychotherapy**  
3 credits  
This course examines how ethnicity, gender, sexual orientation, and other cultural factors influence psychological experience, expectations for therapy and the therapeutic relationship. Emphasis will be on developing a fuller appreciation for the complexities of cultural factors both in students’ own lives and those of persons from different backgrounds.

**PSYG 536 - Psychological Assessment**  
3 credits  
This course introduces the student to the theory and practice in psychological assessment. Students will learn the history and theoretical foundation of psychological assessment of intelligence and personality. Students will also acquire an understanding of basic statistical concepts in relation to psychological testing and explore various instruments. The course will increase the students’ awareness of ethical/legal assessment issues with culturally diverse populations. Prerequisite: PSYG 503

*This course is not intended to make the student proficient in the independent administration, scoring or interpretation of tests. However, upon completion of the course, students should be equipped to proceed with further training in testing and/or supervised clinical experience.*

**PSYG 542 - Career Development and Counseling**  
3 credits  
This course is an overview of career development theory with a focus on clinical application. It is designed to help students develop an understanding of career development through the lifespan, apply career counseling techniques, gain exposure to career assessment inventories, identify career information resources, implement career education programs, and address legal and ethical issues related to employment.

**PSYG 544 - Eating Disorders**  
3 credits  
This course surveys various theories of the etiology, clinical perspectives, and integrated treatment approaches for eating disorders. Developmental, biopsychosocial, and cultural considerations will be discussed.

**PSYG 546 - Bereavement Counseling**  
3 credits  
Introduces the student to the theory and practice of therapeutic interventions for bereavement and grieving. Developmental issues will be discussed as they relate to the bereavement process.

**PSYG 602 - Play Therapy**  
3 credits  
This course provides an introduction to the major theories and techniques of play therapy as it is used to address a wide variety of clinical problems, in both individual and family settings. Classes include: lecture, class discussion, exploration of materials, practice of techniques, and viewing of videotape presentations by current leaders in the field. Prerequisites: PSYG 500, PSYG 514.

**PSYG 604 - A Systemic Approach to the Problems of Adolescents**  
3 credits  
Reviews normal adolescent development and the psychological and psychosocial problems commonly experienced during this phase of life. Problems to be discussed will include: delinquency, drug abuse, violence, eating disorders, depression, and suicide. Though a variety of approaches will be considered, the family systems model will be emphasized. Prerequisites: PSYG 514, PSYG 608).
PSYG 608 - Marriage and Family Therapy 3 credits
Introduces the student to the field of family therapy and systems thinking. Material covered will span the entire history of family therapy, from the early movement in Palo Alto and Philadelphia, to Bowen, Satir, the Milan Team, strategic, and narrative models. Although this course is primarily oriented to studying theory, some basic practice issues are discussed. Video used.

PSYG 612 - Advance Theories of Marriage and Family Therapy 3 credits
In-depth analysis of major family theories selected from those reviewed in PSYG 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. Prerequisite: PSYG 608

PSYG 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. Prerequisites: PSYG 608 and 612

PSYG 615 - Special Topics in Child and Adolescent Therapy 3 credits
(Title of the course will be included on transcript)

PSYG 616 - Advanced 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: PSYG 608, 612, and 614

PSYG 618 - Human Sexuality and Marriage 3 credits
Introduction to a theoretical understanding of the physiological and developmental stages of human sexuality. Taking a thorough sex history and addressing some sexual dysfunctions will be included. Working with couples in conjoint therapy will also be emphasized.

PSYG 622 - Introduction to the Assessment & Treatment of Psychological Trauma 3 credits
This course covers: the history of the study of trauma; current knowledge regarding the physiological, biochemical, neurological, psychological and interpersonal sequelae of trauma; trauma and memory; incidence and prevalence of trauma in various populations; protective factors; and specialized treatment techniques.

PSYG 624 - Treatment of Complex Chronic Trauma Responses 3 credits
This course develops skills in assessing and treating complex trauma responses arising from repeated and/or long-term toxic experience. Course content includes: the effects of chronic trauma on development; diagnostic dilemmas; establishing safety in and out of the therapeutic relationship; responding to self-injurious attempts at self-soothing; working with dissociative states; pacing the processing of traumatic material; challenges to the therapeutic relationship; and therapist self-care and self-awareness. Prerequisite: PSYG 622.

PSYG 626 - Acute Incident Responding: Trauma Prevention and Early Intervention Strategies 3 credits
This skill 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: PSYG 622.

PSYG 628 - Working Effectively in Trauma-Intensive Communities 3 credits
This course focuses on the assessment, intervention, consulting, and collaboration skills needed to work effectively both in environments that tend to engender trauma responses (e.g., drug or gang-infested neighborhoods, war zones, prisons) and in environments in which a large portion of the population is suffering from trauma responses (e.g., shelters, prisons, refugee camps, the foster care system, residential treatment settings). Prerequisite: PSYG 622
PSYG 630 - Foundations of Addictive Behaviors 3 credits
Surveys theories and research in the field of addiction. Covers substance abuse as well as models of addiction applied to eating disorders, gambling, and sexual promiscuity.

PSYG 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: PSYG 630 or permission of department Chair.

PSYG 636 - Special Topics in Addictions 3 credits
(Title of the course will be included on transcript)

PSYG 638 - Systemic Treatment of Addictions 3 credits
Covers the topic of understanding and treating the family affected by the presence of addicted members. Research and treatment options will be discussed. Prerequisite: PSYG 608.

PSYG 645 - Special Topics 3 credits
(Title of the course will be included on transcript)

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

PSYG 654 - Treatment Approaches to Autism Spectrum Disorders 3 credits
This course focuses on various, evidence-based treatment approaches to Autism Spectrum Disorders. Applied Behavior Analysis is taught, as well as cognitive therapies, coaching and relationship-based approaches. The class includes practice sessions and other experiential ways of learning.

PSYG 656 - Adults with Autism Spectrum Disorders: Psychosocial, Legal & Medical Issues 3 credits
This course explores these various aspects of adult life for the autistic person. It includes concepts of self-advocacy, housing, higher education, employment and the role of government agencies like the Office of Vocational Rehabilitation

PSYG 658 - Treating Families with an Autistic Member over the Lifespan 3 credits
This course examines marriages, siblings, extended families and adult relationships for people on the autism spectrum over their lifespan. Family therapy with these clients and their families will be observed and discussed. Specific family therapy approaches and techniques will be examined, learned and practiced.

PSYG 660 - Functional Behavior Assessment and Crisis Intervention 3 credits
This course is designed for students to learn basic concepts and techniques in functional behavior assessment (FBA) and crisis intervention, with a particular emphasis on working with individuals with autism spectrum disorders and other serious emotional and behavioral disorders. By the end of this course, students will demonstrate competence in conducting FBAs, developing positive behavior support plans based on FBA data, measuring behavioral progress, data collection and analysis, identifying potential crisis situations that may occur, and proactively developing crisis intervention plans. This course is required for students in the autism spectrum disorders concentration within the Master’s program in clinical and counseling psychology (Prerequisite: PSYG 652).

PSYG 662 - Assessment and Treatment of Children and Adolescents 3 credits
This course introduces students to the skills necessary in the assessment and treatment of children and adolescents. Students will develop an awareness of the unique challenges that are involved in working with children and adolescents, and review relevant interview strategies and treatment techniques. Prerequisite: PSYG 514.
PSYG 672 - Assessment and Treatment of Co-Occurring Disorders 3 credits
This course provides students with an understanding of co-occurring mental illness and substance abuse disorders and their impact on the individual, family, and community. It includes an integrated approach to address the issues accompanying the disorder. Students will have the opportunity to practice these skills, and receive feedback from the instructor, and their peers (Prerequisite: PSYG 630).

PSYG 705 - Practicum 3 credits
This course requires at least 100 hours of on-site experience. It will provide the opportunity for students to develop proficiency in diagnosing various mental disorders on the basis of a comprehensive diagnostic interview. Students will also be trained in developing treatment plans and strategies appropriate to particular diagnoses. Opportunities will also be provided for students to gain exposure in different therapeutic environments in which they will observe and assist in various therapeutic modalities. Students are also required to attend a weekly group supervision seminar. Prerequisites: PSYG 500, 503, 506 and 512

PSYG 710 - MFT Internship I 3 credits
This is the first course of field experience for students in the Marriage and Family Therapy Concentration. It is analogous to the practicum for other concentrations. Students learn the rudiments of working with a real client population, paperwork requirements, diagnosis and treatment planning. Students must attend a weekly group seminar at the college which covers case presentations, trouble-shooting at the site, supervision of cases and other site-related issues. Students should be sure to attain at least one-third of their site and contact hours during this time.

PSYG 715, 725, 735 - Internship 3 credits (each term)
This is a field placement designed to provide students with supervised experience conducting counseling and psychotherapy. There are four options for completion of internship based upon a student’s needs and goals. Students who want to obtain LPC licensure have two choices. These students can complete the minimum 600 hours of internship in either two or three consecutive terms. Students who want to obtain MFT licensure need to complete the minimum 300 hours of direct client contact over a period of a full calendar year, which would be three consecutive terms of internship which includes PSYG 710. Students are required to attend a weekly group supervision seminar on campus throughout each term in which they are enrolled in Internship. Prerequisites: Thirty (30) total credits including: PSYG 500, 503, 506, 508, 512, 705 (except for MFT students) and two concentration courses.

PSYG 740 - Internship IV (MFT Only) 3 credits
Under extenuating circumstances, MFT students may apply for an additional semester of Internship in order to complete the required number of hours. The request must be made to the Coordinator of Master’s Field Placement and approved by the Coordinators of the Master’s Program prior to registration.
CLINICAL PSYCHOLOGY (PSY.D./DOCTORAL LEVEL)

Department of Clinical Psychology

Program Contact Information
Cheryll Rothery, Psy.D., ABPP, Graduate Program Chair and Director of Clinical Training

Program Overview
Chestnut Hill College offers the Doctor of Psychology (Psy.D.) degree in clinical psychology with optional concentrations in Marriage and Family Therapy or Psychological Assessment. Students who complete the requirements for a concentration will receive a Certificate of Concentration in addition to the diploma at graduation.

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

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

Program Goals
The goals of the Psy.D. Program are as follows:

1. To prepare students to become competent practitioners of clinical psychology by facilitating the acquisition of knowledge and skills essential for effective clinical practice.
2. To foster respect for human diversity and to enable students to work effectively with individuals from diverse cultural backgrounds.
3. To foster ethical thinking and behavior in professional work and appreciation of legal and quality assurance principles which have an impact on clinical practice.
4. To facilitate the development of a scholarly attitude, respect for the value of empirical findings in guiding one’s clinical decision-making, the ability to be effective consumers of research literature, and the ability to utilize research principles to answer clinically relevant questions.
5. To promote professionalism, self-awareness, and active involvement in the profession of psychology and advocacy efforts.

Each of these goals has specific objectives and competencies associated with it. A complete list may be found on the program website at www.chc.edu/psyd/goals.

Length of Program and Time Commitment
Students enter as a cohort and complete all courses in a prescribed sequence. The program is designed so that all requirements for the Psy.D. degree can be completed in six years, although some students require additional time to complete the dissertation. Students who enter the program in Year I have a maximum of eight (8) years to complete all degree requirements. Students who enter the program with Advanced Standing have a maximum of seven (7) years to complete all degree requirements.

Students attend classes three semesters a year, from late August to late July. Doctoral classes are normally scheduled between the hours of 9AM and 10PM on Tuesdays and Wednesdays. Practica and internship require additional hours and require the student to be available during the day. One year of full-time study is required in Year III to meet residency requirements. See the course schedule below for additional information about the sequence of courses and credit loads per semester.
While many students are able to maintain a part-time work schedule while enrolled in the program, it is important to keep in mind that the course load, especially in Years I, II, and III, requires a substantial commitment of time and energy. By the end of Year III, students also need to allocate several hours a week to work on their dissertations.

For detailed information on completion time, attrition rates, internship placement rates, and program costs, see www.chc.edu/psyd/data.

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

Office of Program Consultation and Accreditation (OPCA)
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 Fax: (202) 336-5978
E-mail: apaaccred@apa.org
Web: http://www.apa.org/ed/accreditation

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

Psy.D. Degree Requirements
For all applicants effective with the Fall 2013 entering class, the Psy.D. degree requires successful completion of 117 graduate credits:

- 99 credits from coursework that includes 24 credits in foundational courses (700 level),
- 66 credits in required courses at the 800 level and above, and 9 credits in elective 800-level courses
- Two practica (9 credits total)
- Internship (6 credits)
- Additional elective course or additional practicum in Year V (3 credits)

In addition, all students must pass the Comprehensive Examination and Clinical Competency Examination and must complete a Dissertation and oral defense. Beginning in the Summer semester of Year IV following successful completion of PSYG 915, students must continue to register for Dissertation Advising (2 credits) each semester until the oral defense of the dissertation is passed.

The following are additional requirements for students entering with a bachelor's degree or with a master’s degree that is not in a field closely related to clinical and/or counseling psychology:

- PSYG 702 Theories of Psychotherapy (3 credits)
- PSYG 711 Introduction to Techniques of Psychotherapy (3 credits)
- PSYG 745 Clinical Experience I – Field Placement Preparation (3 credits)
- PSYG 755, 765, 775 Clinical Experience II, III, and IV (9 credits total)

These courses are considered pre-requisites to Year II doctoral courses. These credits do not count towards the 116 graduate credits required for the Psy.D. degree.

Psy.D. Program Curriculum
All courses are 3 graduate credits unless otherwise indicated

Foundational Core Courses (24 credits):
- PSYG 703 Psychopathology
- PSYG 704 Development Across the Lifespan: Individual and Family
- PSYG 708 Introduction to Marriage and Family Therapy
- PSYG 712 Research Design and Methodology
### PSYG 713  
Legal and Ethical Issues in Psychotherapy

### PSYG 714  
A Systemic Approach to the Problems of Adolescents

### PSYG 716  
The Role of Culture and Gender in Psychotherapy

### PSYG 717  
Group Therapy

**Additional Requirements for M.S./Psy.D. Track (18 credits; these credits do NOT count towards the 116 credits required for the Psy.D. degree but are required for the M.S. in Clinical Psychology):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 702</td>
<td>Theories of Psychotherapy</td>
</tr>
<tr>
<td>PSYG 711</td>
<td>Introduction to Techniques of Psychotherapy</td>
</tr>
<tr>
<td>PSYG 745</td>
<td>Clinical Experience I</td>
</tr>
<tr>
<td>PSYG 755</td>
<td>Clinical Experience II</td>
</tr>
<tr>
<td>PSYG 765</td>
<td>Clinical Experience III</td>
</tr>
<tr>
<td>PSYG 775</td>
<td>Clinical Experience IV</td>
</tr>
</tbody>
</table>

**Required Upper-Level Doctoral Courses (66 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PSYG 800</td>
<td>Psychological Assessment I (2 credits)</td>
</tr>
<tr>
<td>PSYG 801</td>
<td>Personality and Individual Differences</td>
</tr>
<tr>
<td>PSYG 802</td>
<td>Psychological Assessment II</td>
</tr>
<tr>
<td>PSYG 803</td>
<td>Psychological Assessment III</td>
</tr>
<tr>
<td>PSYG 804</td>
<td>Historical Foundations of Psychology</td>
</tr>
<tr>
<td>PSYG 805</td>
<td>Psychometric Theory (2 credits)</td>
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<tr>
<td>PSYG 806</td>
<td>Psychodynamic Theory and Therapy</td>
</tr>
<tr>
<td>PSYG 806L</td>
<td>Psychodynamic Theory and Therapy Lab (1 credit)</td>
</tr>
<tr>
<td>PSYG 808</td>
<td>Advanced Marriage and Family Therapy</td>
</tr>
<tr>
<td>PSYG 808L</td>
<td>Advanced Marriage and Family Therapy Lab (1 credit)</td>
</tr>
<tr>
<td>PSYG 810</td>
<td>Biological Bases of Behavior</td>
</tr>
<tr>
<td>PSYG 812</td>
<td>Psychopharmacology</td>
</tr>
<tr>
<td>PSYG 815</td>
<td>Evidence-Based Practice</td>
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<tr>
<td>PSYG 815L</td>
<td>Evidence-Based Practice Lab (1 credit)</td>
</tr>
<tr>
<td>PSYG 816</td>
<td>Advanced Topics in Human Diversity</td>
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<tr>
<td>PSYG 818</td>
<td>Statistical Applications</td>
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<tr>
<td>PSYG 820</td>
<td>Methods of Psychotherapy Integration</td>
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<tr>
<td>PSYG 820L</td>
<td>Methods of Psychotherapy Integration Lab (1 credit)</td>
</tr>
<tr>
<td>PSYG 824</td>
<td>Ethics and Professional Practice Issues</td>
</tr>
<tr>
<td>PSYG 828</td>
<td>Cognitive/Affective Bases of Behavior</td>
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<td>PSYG 829</td>
<td>Supervision and Consultation</td>
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<td>PSYG 838</td>
<td>Social Bases of Behavior</td>
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<tr>
<td>PSYG 844</td>
<td>Dissertation Mentoring I (1 credit)</td>
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<td>PSYG 845</td>
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<tr>
<td>PSYG 846</td>
<td>Dissertation Mentoring III (1 credit)</td>
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<td>PSYG 848</td>
<td>The Role of the Professional Psychologist (1 credit)</td>
</tr>
<tr>
<td>PSYG 913</td>
<td>Dissertation Advising I: Proposal Development Phase I (2 credits)</td>
</tr>
<tr>
<td>PSYG 914</td>
<td>Dissertation Advising II: Proposal Development Phase II (2 credits)</td>
</tr>
<tr>
<td>PSYG 915</td>
<td>Dissertation Advising III: Proposal Development Phase III (2 credits)</td>
</tr>
</tbody>
</table>

Following completion of PSYG 915, students must register for PSYG 918 Dissertation Advising – Continuation (2 credits) each semester until dissertation is defended.

**Practicum and Internship (15 credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 901, 903, &amp; 904</td>
<td>Practicum I (1.5 credits each semester)</td>
</tr>
<tr>
<td>PSYG 905, 906, &amp; 907</td>
<td>Practicum II (1.5 credits each semester)</td>
</tr>
<tr>
<td>PSYI 991, 992, 993</td>
<td>Internship I, II, and III (2 credits each semester)</td>
</tr>
</tbody>
</table>
Doctoral Electives (9 credits):
Required for Marriage & Family Therapy Concentration:
PSYG 852  Treating the Diverse Family
PSYG 855  Family Therapy with Young Children
PSYG 859  Seminar in Family Therapy

Required for Psychological Assessment Concentration:
PSYG 863  Advanced Personality Assessment
PSYG 865  Assessment of Neurodevelopmental and Related Disabilities
PSYG 869  Neuropsychological Assessment

Year V Requirement (3 credits)
Students select three courses from the above list of electives and also complete either an additional practicum in Year V (PSYG 908-909, 3 credits) or an additional elective course selected from the list above.

Examinations
Each student must pass a written Comprehensive Examination and a Clinical Competency Examination. If either examination is not passed on the first attempt, the student has two opportunities to retake the Comprehensive Examination and one opportunity to retake the Clinical Competency Examination. Students who do not pass the Comprehensive Examination by the third attempt or the Clinical Competency Examination by the second attempt will be dismissed from the program.

Practica and Internships
Practica
The program requires two practica:
- Practicum I focuses primarily on psychological assessment, including testing and report writing. A minimum of 12 hours per week over three semesters is required (PSYG 901, 903, & 904; 4.5 credits total).
- Practicum II involves supervised experience in individual, group, and/or family therapy. A minimum of 12 hours per week over three semesters is required (PSYG 905, 906, & 907; 4.5 credits total).

Students pay for practicum credits at the same per-credit rate charged for other courses. In Year V, students are required to complete an additional practicum (2 semesters, 1.5 credits each semester) or to take an additional 3-credit course selected from the elective course offerings.

In Fall 2011, the Psy.D. Program opened the Chestnut Hill College Psychological Services Clinic, a training clinic for Psy.D. students to obtain supervised experience providing psychological assessments. Beginning Fall 2013, the clinic will also provide psychotherapy services. The supervision is provided by CHC faculty and qualified professionals from the community. Students may apply to complete part of their practicum requirements at the Clinic.

Internships
The internship is an intensive, supervised, 2000-hour experience completed during the final phase of the doctoral program.

The internship is a one-year, full-time commitment that requires daytime hours. Students on internship must register for two credits each semester for three consecutive semesters. The fee for internship is $500 per credit (total $3000). Most internship placements offer stipends to students. The Director of Clinical Training and the Director of the Internship Consortium provide support for students seeking internships, but it is the student’s responsibility to secure an acceptable internship placement. All intern applicants are required to participate in the APPIC match.

Students must pass the Comprehensive Examination and the Clinical Competency Examination before they will be permitted to begin an internship. Students are strongly encouraged to complete their dissertations prior to internship. No student may apply for internship unless the Dissertation Proposal has been completed and approved by all members of the committee by July 10 of the year in which the student intends to submit internship applications.

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

Students are encouraged to pursue APA-accredited internships and need to consider relocating for the internship year in order to increase the number of APA-accredited internship sites to which they can apply. In addition, all students are required to apply to sites within the Chestnut Hill College Pre-Doctoral Internship Consortium, an APPIC-member program.

CHC Pre-doctoral Internship Consortium

The Chestnut Hill College (CHC) Internship Consortium was developed in response to the needs of many CHC doctoral psychology students who require a local internship and are faced with a shortage of appropriate training sites in the Pennsylvania, New Jersey and Delaware regions.

The Chestnut Hill College Internship Consortium provides paid pre-doctoral internships in clinical psychology to Psy.D. students. The Consortium offers 2,000 hour one-year internships, beginning July 1st, and ending June 30th. The Consortium is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Students in the Psy.D. program at Chestnut Hill College are given preference in Round I of the APPIC Internship Match, and students from other programs may apply in Round II of this process if any unfilled slots remain.

The Consortium is a cooperative training program that includes clinical service agencies across the greater Philadelphia region. Each agency is independent and maintains sole clinical and financial responsibility and liability for its clients and interns. The Consortium provides oversight of the integration and integrity of the educational and training aspects of the interns’ experiences.

Dissertation

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

The Dissertation Process.

- Statistical Applications (Year III). This course reviews the basic methods of statistical analysis for quantitative data and introduces the student to computer software used for data analysis.
- Dissertation Mentoring I, II, III. Starting with the summer semester of Year II, students begin a course sequence that is designed to assist them in determining a dissertation topic and developing the dissertation proposal.
- Dissertation Advising I: Proposal Development Phase I. Following the third semester of Dissertation Mentoring, students meet individually with the Dissertation Chair to complete a full draft of the formal dissertation proposal and related requirements.
- Dissertation Advising II: Proposal Development Phase II. Following completion of the proposal draft and review by the Dissertation Committee, students meet individually with the Dissertation Chair to incorporate feedback from the Committee and to complete the formal dissertation proposal.
- Dissertation Advising III: Proposal Development Phase III. Following completion of the proposal, students meet individually with the Dissertation Chair to complete and submit the IRB application and related requirements, and to secure IRB approval to conduct the dissertation research.
- Dissertation Advising: Continuation. Students continue and complete the dissertation project under the guidance of the Dissertation Chair, in collaboration with committee members.

Sample Psy.D. Program Course Schedule

See below for a sample course schedule for students who enter in Fall 2013. Students who entered in earlier years should consult with their advisors. This schedule is subject to change. Beyond Year I, additional M.S./Psy.D. track requirements are listed in italics.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I:</td>
<td>PSYG 702 Theories of Psychotherapy (3)</td>
<td>PSYG 711 Techniques of Psychotherapy (3)</td>
<td>PSYG 717 Group Therapy (3)</td>
</tr>
<tr>
<td>Foundational Courses</td>
<td>PSYG 703 Psychopathology (3)</td>
<td>PSYG 712 Research Design and Methodology (3)</td>
<td>PSYG 732 The Role of Culture and Gender in Counseling and Psychotherapy (3)</td>
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<tr>
<td></td>
<td>PSYG 704 Development Across the Lifespan (3)</td>
<td>PSYG 713 Legal and Ethical Issues (3)</td>
<td>PSYG 745 Clinical Experience I - Field Placement Preparation (3)</td>
</tr>
<tr>
<td></td>
<td>PSYG 708 Introduction to Marriage &amp; Family Therapy (3)</td>
<td>PSYG 714 Systemic Approach to Problems of Adolescents (3)</td>
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<tr>
<td></td>
<td><strong>PSYG 755 Clinical Experience II (3)</strong></td>
<td><strong>PSYG 765 Clinical Experience III (3)</strong></td>
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<tr>
<td>Year II</td>
<td>PSYG 800 Assessment I (2)</td>
<td>PSYG 802 Assessment II (3)</td>
<td>PSYG 775 Clinical Experience IV (3)</td>
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<td></td>
<td>PSYG 805 Psychometric Theories (2)</td>
<td>PSYG 801 Personality and Individual Differences (3)</td>
<td>PSYG 803 Assessment III (3)</td>
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<td>PSYG 804 Historical Foundations of Psychology (3)</td>
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<td>PSYG 806 Psychodynamic Theory &amp; Therapy (3)</td>
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<tr>
<td></td>
<td><strong>See Note 1</strong></td>
<td></td>
<td>PSYG 806L Psychodynamic Theory &amp; Therapy Lab (1)</td>
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<td>PSYG 844 Dissertation Mentoring I (1)</td>
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<td><strong>See Note 2</strong></td>
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<tr>
<td>Year III:</td>
<td>PSYG 901 Practicum IA (1.5)</td>
<td>PSYG 903 Practicum IB (1.5)</td>
<td>PSYG 904 Practicum IC (1.5)</td>
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<tr>
<td>Residency</td>
<td>PSYG 818 Statistical Applications (3)</td>
<td>PSYG 810 Biological Bases of Behavior (3)</td>
<td>PSYG 828 Cognitive/Affective Bases of Behavior (3)</td>
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<tr>
<td></td>
<td>PSYG 845 Dissertation Mentoring II (1)</td>
<td>PSYG 815 Evidence-Based Practice (3)</td>
<td>PSYG 848 The Role of the Professional Psychologist (1)</td>
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<tr>
<td></td>
<td>PSYG 808 Advanced Marriage and Family Therapy (3)</td>
<td>PSYG 815L Evidence-Based Practice Lab (1)</td>
<td>PSYG 838 Social Bases of Behavior (3)</td>
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<tr>
<td></td>
<td>PSYG 808L Advanced Marriage and Family Therapy Lab (1)</td>
<td>PSYG 846 Dissertation Mentoring III (1)</td>
<td>PSYG 913 Dissertation Advising I: Proposal Development (2)</td>
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<td></td>
<td><strong>See Note 1</strong></td>
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<tr>
<td>Year IV</td>
<td>PSYG 905 Practicum IIA (1.5)</td>
<td>PSYG 906 Practicum IIB (1.5)</td>
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<tr>
<td></td>
<td>PSYG 812 Psychopharmacology (3)</td>
<td>PSYG 816 Advanced Topics in Human Diversity (3)</td>
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<td>PSYG 824 Ethics and Professional Practice Issues (3)</td>
<td>PSYG 820 Methods of Psychotherapy Integration (3)</td>
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<td>PSYG 914 Dissertation Advising II: Proposal Development Phase II (2)</td>
<td>PSYG 820L Methods of Psychotherapy Integration Lab (1)</td>
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<td>PSYG 915: Dissertation Advising III: Proposal Development Phase III (2)</td>
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<td><strong>Clinical Competency Exam</strong></td>
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<td>PSYG 907 Practicum IIC (1.5)</td>
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<tr>
<td></td>
<td></td>
<td>Elective #1 (3)</td>
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<td><strong>See Note 4</strong></td>
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<tr>
<td>Year V</td>
<td><strong>Comprehensive Exam</strong></td>
<td>Elective #3 (3)</td>
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<tr>
<td></td>
<td>Elective #2 (3)</td>
<td>PSYG 829 Supervision &amp; Consultation (3)</td>
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<tr>
<td></td>
<td><strong>See Notes 4 and 5</strong></td>
<td>PSYG 909 Practicum IIB (1.5; optional)</td>
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<tr>
<td></td>
<td></td>
<td><strong>See Notes 4 and 5</strong></td>
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<td><strong>See Note 4</strong></td>
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<tr>
<td>Year VI</td>
<td>PSYI 991 Internship I (2)</td>
<td>PSYI 992 Internship II (2)</td>
<td>PSYI 993 Internship IC (2)</td>
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<td><strong>See Note 4</strong></td>
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<td><strong>See Note 4</strong></td>
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</tbody>
</table>

**Note 1:** Students admitted to Year II with Advanced Standing must also complete PSYG 703, PSYG 704, and/or PSYG 708 unless they are granted transfer credit for these courses.

**Note 2:** Students admitted to Year II with Advanced Standing must also complete PSYG 712, PSYG 713, and/or PSYG 714 unless they are granted transfer credit for these courses.

**Note 3:** Students admitted to Year II with Advanced Standing must also complete PSYG 717 and/or PSYG 732 unless they are able to transfer equivalent courses from another institution.

**Note 4:** Plus PSYG 918 Dissertation Advising - continuation (2 cr.) each semester until the Dissertation has been successfully defended.

**Note 5:** In Year V, students take 3 credits of practicum or complete an additional 3-credit elective course.
Admissions
The minimum requirements for admission to the Psy.D. program are as follows:

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

or:

- Master’s degree in clinical and/or counseling psychology or a closely related field. These applicants may be eligible for admission directly to Year II of the Psy.D. program. See below for criteria for admission with Advanced Standing.

The Doctoral Program does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, age, religion, national origin, disability, relationship status, or on the basis of any other criteria that is inconsistent with state or local laws in the administration of its educational policies, admission policies, or financial aid.

Eligibility to Apply to Year II with Advanced Standing
To be eligible to apply to enter the program in Year II with Advanced Standing, applicants must meet all of the following requirements:

- Master’s degree in Clinical or Counseling Psychology or a closely related field.
- Completion of a supervised master’s level field placement lasting at least two semesters for a total of 600 hours (if field placement occurred prior to 2011), or lasting at least three semesters for a total of 700 hours (if field placement occurred after 2011).
- Three 3-credit graduate-level courses that cover theories and techniques of psychotherapy, all completed with a grade of B or higher. Course syllabi must be submitted with the application. These courses are considered prerequisites for Year II doctoral courses and are not counted towards the credit requirements for the Psy.D. degree.
- Both of the following:
  - One 3-credit graduate-level course in group therapy equivalent to PSYG 717 Group Therapy. Criteria for equivalence are described below.
  - One 3-credit graduate-level course in multicultural issues in psychotherapy equivalent to PSYG 732 Culture and Gender in Psychotherapy
- Any TWO of the following criteria:
  - One 3-credit graduate-level course in Psychopathology equivalent to PSYG 703.
  - One 3-credit graduate-level course in Human Development equivalent to PSYG 704.
  - Two 3-credit graduate courses in Marriage and Family Therapy where a systemic focus is the treatment approach.
- Any TWO of the following criteria:
  - One 3-credit graduate-level course in Research Design equivalent to PSYG 712
  - One 3-credit graduate-level course in Ethics that covers the ethical standards of the American Psychological Association and that is equivalent to PSYG 713
  - Two 3-credit graduate courses in Marriage and Family Therapy where a systemic focus is the treatment approach

Applicants who do not meet all of the above criteria are not eligible for admission with Advanced Standing but may apply to enter at Year I.

Transfer Credits
A catalog course description and syllabus from the semester the course was completed are required for any course for which transfer credit is requested. Courses must be substantially similar in content and coverage to the corresponding course at Chestnut Hill College. Similarity is assessed by the faculty by comparing the syllabus to the syllabus of the course taught at Chestnut Hill College.
To be considered for transfer credit, the course grade must be “B” or above. Online courses are not eligible for transfer credit. Only three-credit graduate-level courses for which letter grades were assigned are eligible for transfer. Pass/Fail courses are not eligible for transfer. Courses must have been completed within seven (7) years of application to be eligible for transfer.

The program will accept up to 24 transfer credits for courses at the 700 level for students who are admitted to Year II and up to 12 transfer credits for students who are admitted to Year I. See the list below for courses eligible for transfer credit and procedures for deciding whether a course is acceptable for transfer credit.

For the following courses, transfer credit will be granted only if the student passes the corresponding Competency Examination:

a. PSYG 703 Psychopathology
b. PSYG 704 Development Across the Lifespan: Individual and Family
c. PSYG 712 Research Design and Methodology
d. PSYG 713 Legal and Ethical Issues in Psychotherapy

For PSYG 708 and 714, transfer credit will be granted only if the student has completed two 3-credit graduate courses in Marriage and Family Therapy where a systemic focus is the treatment approach and the student passes the Competency Examination in Family Therapy.

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

Procedure for Evaluating Course Equivalence

1. Student submits a syllabus, catalog description, and official transcript showing the grade for the course for which transfer credit is requested. Course syllabi from the semester the courses were completed must be submitted with the application. Courses will not be considered for transfer if a syllabus is not provided.
2. This information is reviewed by the Chair or a designated member of the department faculty who has expertise in the area covered by the course.
3. The faculty member compares the syllabus and catalog description to the syllabus and catalog description of the corresponding course at Chestnut Hill College. If there is “substantial similarity,” which is defined by coverage overlap of 80% or more, and if the official transcript grade was B or above, the course is eligible for transfer credit. If either one of these criteria is not met, the course is not eligible for transfer credit.
4. If it is not clear if the criteria for “substantial similarity” are met, then the reviewer will request that the student submit additional information, such as copies of the course texts or other readings, or copies of graded assignments, tests, or papers. In some instances the student may be required to obtain a written statement from the instructor of the course that explains in detail how the required content was covered in the course.

Eligibility to Enter Program with Advanced Standing and Competency Examination

Applicants who are deemed eligible to apply to the program with Advanced Standing according to the criteria specified above will be evaluated by the admissions committee. Applicants who meet the admission criteria in effect at the time of application may be offered provisional admission to Year II with Advanced Standing, pending completion of the required Competency Examinations prior to matriculation.

Competency Examinations are administered at Chestnut Hill College in May and June at a date to be announced. They are typically 2-3 hours in length. Applicants have one opportunity to pass each Competency Examination. Applicants who do not pass the Competency Examination on the first attempt will not be granted transfer credit for that course and must complete the course at Chestnut Hill College within their first year of enrollment.

Applicants are eligible to take a Competency Examination only if they are able to transfer in an equivalent course or courses as determined by the criteria above. Eligibility for a Competency Examination is decided by the admissions committee. Stu-
dents who are deemed ineligible for a Competency Examination must take the course at Chestnut Hill College. Passing grade on a Competency Examination is a grade of 80%.

Applicants offered provisional admission to Year II with Advanced Standing will be granted Advanced Standing if and only if BOTH of the following criteria are met:

1. The applicant meets TWO of the following criteria:
   a. The applicant passes the Competency Examination in Psychopathology. Applicants are eligible to take the Competency Examination in Psychopathology only if they have completed an equivalent graduate-level course in Psychopathology according to the criteria for determining equivalence described above.
   b. The applicant passes the Competency Examination in Human Development. Applicants are eligible to take the Competency Examination in Human Development only if they have completed an equivalent graduate-level course in Human Development according to the criteria for determining equivalence described above.
   c. The applicant passes the Competency Examination in Family Therapy. Applicants are eligible to take the Competency Examination in Family Therapy only if they have completed two 3-credit graduate courses in Marriage and Family Therapy where a systemic focus is the treatment approach.

2. The applicant meets TWO of the following criteria:
   a. The applicant passes the Competency Examination in Research Design. Applicants are eligible to take the Competency Examination in Research Design only if they have completed an equivalent graduate-level course in Research Design according to the criteria for determining equivalence described above.
   b. The applicant passes the Competency Examination in Ethics. Applicants are eligible to take the Competency Examination in Ethics only if they have completed an equivalent graduate-level course in Ethics according to the criteria for determining equivalence described above.
   c. The applicant passes the Competency Examination in Family Therapy. Applicants are eligible to take the Competency Examination in Family Therapy only if they have completed two 3-credit graduate courses in Marriage and Family Therapy where a systemic focus is the treatment approach.

Applicants who were offered provisional admission with Advanced Standing who meet both criteria 1 and 2 after completion of the Competency Examinations will be granted Advanced Standing and permitted to enroll in Year II of the doctoral program. Transfer credit will be granted for courses according to the procedure described above. Applicants admitted with Advanced Standing may be required to take any of the following courses in addition to the Year II coursework: PSYG 703, 704, 708, 712, 713, 714, 717, 732.

Applicants who were offered provisional admission with Advanced Standing who do not meet both criteria 1 and 2 after completion of the Competency Examinations will not be granted Advanced Standing and will be offered the opportunity to enroll in Year I of the doctoral program. The program will consider accepting up to 12 transfer credits for these applicants. If the applicant declines the opportunity to enter Year I and decides not to enter the Psy.D. program, the admission deposit will not be refunded.

Required Application Materials

- Application Form with non-refundable application fee
- Transcripts of all previous graduate and undergraduate college coursework
  - Official transcripts should be sent to the applicant in a sealed envelope with the registrar’s name signed across the seal. Do not open the official transcript envelopes. If the seal has been broken, the transcript is no longer official and will not be accepted as part of the application packet.
- Standardized Test Scores
- Applicants with bachelor’s degrees and applicants with master’s degrees from programs other than Chestnut Hill College must submit GRE General Test scores.
- Applicants with a master’s degree in Clinical and Counseling Psychology from Chestnut Hill College may submit either GRE General Test scores or MAT scores.
- Test scores should be sent directly to Chestnut Hill College from the testing agency. Tests must have been taken within five years of the date of application.
- Three letters of recommendation
Letters of recommendation should be from faculty members and/or clinical supervisors who are familiar with the applicant’s skills and potential. At least one letter should pertain to the applicant’s clinical performance and/or potential, and at least one letter must pertain to the applicant’s academic performance and potential. For applicants seeking advanced standing, one of the letters of recommendation must be an evaluation from a practicum supervisor or a supervisor at a work placement in a mental health setting. Complete and sign the top portion of the recommendation form before forwarding it to the individual who will provide your reference. Ask that the letter be returned to you in a sealed envelope. The person completing the recommendation should sign over the seal of the envelope flap. Do not open the sealed envelope when it has been returned to you.

- Personal essay: In an essay of approximately 1200 words (5 double-spaced pages), please address each of the following topics:
  - What unique qualifications do you believe make you suited to a career in professional psychology?
  - How does the Psy.D. Program at Chestnut Hill College fit with your professional goals? Please be as specific as possible. Discuss the match between your interests and those of the doctoral faculty (see faculty biographies at http://www.chc.edu/Graduate/Programs/PsyD/Faculty/)
  - One of the objectives of the Psy.D. Program is to foster “an understanding and appreciation of cultural factors relevant to the delivery of psychological services to a diverse client population.” Please discuss your background and interest in the topics of diversity and serving diverse populations, specifically addressing how you can contribute to the Psy.D. Program’s commitment to training students who will be competent to provide services to an increasingly diverse population of potential clients. (The Program adopts APA’s definition of “diversity,” which includes but is not limited to the following characteristics: age, disabilities, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socio-economic status.)
  - Please Note: Essays will be evaluated both for content and for writing style.

- TOEFL, TSE (Test of Spoken English), and TWE (Test of Written English)

- Required of all applicants for whom English is not the first language.
  - Personal Interview: A personal interview with members of the faculty is required. Invitation to the personal interview is extended to selected applicants after review of the submitted materials. At the interview applicants will be required to disclose any past criminal history. In some cases an applicant may be required to undergo a criminal background check.

- Transfer Credits: A catalog course description and syllabus are required for any course for which the applicant wishes to request transfer credits. These materials must be submitted with the application if the applicant wishes to be considered for admission directly to Year II. Syllabi and course descriptions are not necessary for graduate courses completed at Chestnut Hill College. See the policy on Transfer Credits (above) for more information.

Applicants Currently Enrolled in other Doctoral Programs
Applicants who currently attend or who previously attended another doctoral program must submit a letter from the Chair of the program indicating that the student either is in good standing or left the program in good standing. The Psy.D. Program reserves the right to contact the applicant’s program for further information regarding the applicant. A full application packet is required.

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

Application Deadline
The Psy.D. program accepts applicants for the fall semester only. The program accepts applications to Year I on a rolling admission basis until the entering class is filled. Candidates applying to Year I are encouraged to submit their applications by January 15th. The application deadline for Year II is January 15th. All candidates whose applications are completed by January 15th will be notified of their status by April 15th. It is recommended that the applicant submit all materials except for the
test scores as a complete packet. If that is not possible, the application form with fee must accompany the first materials submitted. Incomplete application packets cannot be considered.

Admission Deposits:

Applicants who wish to accept an offer of admission must submit a deposit of $500 by April 15th. This deposit is non-refundable after April 15th. The deposit will be credited against the tuition for the first semester of enrollment. Applicants who fail to submit the required deposit on time will forfeit their place in the entering class.

Deferred Admissions to the Doctoral Program

Applicants who are accepted to the Psy.D. program may apply to defer matriculation for one year by sending a request in writing to the Chair by June 1st of the year in which matriculation was to have begun. Students who wish to defer admission are still required to submit the admission deposit by April 15th (unless a later date is specified in their offer of admission). Students who fail to do so will forfeit their offer of admission. If the deferral is approved, the student must submit an additional non-refundable deposit by February 1st of the following year. Candidates who do not pay this second deposit will forfeit their place in the incoming class and will also forfeit the non-refundable deposit already paid. All deposits are credited against the tuition for the first semester of enrollment. Approval to defer admission is not automatic, and is dependent on a variety of factors. If the applicant’s request for deferral is denied, he or she may reapply to the program at a later date. It is not possible to defer admission for more than one year.

Psy.D Program Policies

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

- Additional policies and procedures relevant to the Clinical Experience classes can be found in the Psy.D. Clinical Experience Manual.
- Additional policies and procedures relevant to the doctoral practicum can be found in the Psy.D. Assessment and Clinical Practicum Manual.
- Additional policies and procedures relevant to the pre-doctoral internship can be found in the Psy.D. Pre-doctoral Internship Manual.
- Additional policies and procedures relevant to the CHC Pre-doctoral Internship Consortium can be found in the Psy.D. Pre-doctoral Internship Consortium Manual.
- Additional policies and procedures relevant to the dissertation can be found in the Psy.D. Dissertation Manual.

Academic Standards

Grades

The minimum acceptable grade in an academic course is "B-". If a doctoral student receives a "C+" or lower in any doctoral course, the student is placed on academic probation. A second grade of “C” or “C+” in any course will result in dismissal from the program. After receiving a single grade of “C” or “C+”, the student will be required to repeat the course or complete other remedial academic work (to be determined and evaluated by the course instructor), but the original grade of “C” or “C+” remains on the transcript. After satisfactory completion of the remediation plan within the designated timeframe, probation will be terminated. Unsatisfactory completion of the remediation plan within the designated timeframe is grounds for a grade of "F" in the class.

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

Practicum and Internship

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

Professional Competence Problems

The faculty is responsible for determining whether each student’s emotional stability and interpersonal behavior are suitable for a career in clinical psychology. In general, the student receives feedback in these areas on the Global Review (see below). If the student’s behavior warrants, it may be necessary for the faculty to take more immediate action. In most instances, the faculty will endeavor to discuss the issue with the student before taking further action. If the student’s behavior constitutes a
breach of professional ethics, or the student’s behavior poses a serious threat to clients or to other students, or the student’s behavior significantly disrupts the learning process for other students, or the student’s behavior interferes with their progress in the program, the student will be suspended or dismissed from the program.

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

**Personal Conduct**

Expectations of appropriate and professional behavior extend beyond the classroom and field placement setting. Content posted online by students in locations such as a Facebook page, personal web page, blog, etc. may be a factor in determining appropriateness for the profession. Any postings about clients, and any derogatory postings about supervisors, faculty, programs or sites, or any postings which present the student in an inappropriate or unprofessional light may be grounds for discipline or termination from an off-campus placement or from the program.

Students are required to notify the Chair of any personal situations that might have an impact on their performance in or successful completion of the Psy.D. program. Students are required to disclose a criminal record at the time of application. Failure to do so will result in immediate dismissal from the program. Students who have been charged with a criminal offense or convicted of a criminal offense after admission are required to disclose this information to the Chair in writing within 48 hours or risk dismissal from the Psy.D. program for failure to disclose this information. Certain criminal offenses will result in dismissal proceedings. Students must be aware that a criminal record might prevent them from obtaining a psychology license, an internship, practicum, or employment in the field. The program cannot guarantee a successful outcome in these or other areas of professional activity. Students who choose to remain in the program do so with full knowledge and acceptance of these risks.

Students who hold an active license in another profession and who are the subject of any investigation conducted by a licensing board in another profession are required to disclose this information to the Chair in writing at the time of application or within 48 hours of being notified of such investigation if the notice is received after application. Disciplinary action by a licensing board in any profession is a very serious matter and constitutes grounds for dismissal from the Psy.D. program.

**Global Review**

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

**Comprehensive Examinations**

Each student must pass a written Comprehensive Examination and a Clinical Competency Examination. If either examination is not passed on the first attempt, the student has two opportunities to retake the Comprehensive Examination and one opportunity to retake the Clinical Competency Examination. Students who do not pass the Comprehensive Examination by the third attempt or the Clinical Competency Examination by the second attempt will be dismissed from the program.

**Probation, Dismissal and Suspension**

**Due Process**

Decisions regarding probation, suspension, or termination from the program are made in accordance with the policies and procedures described below, in the Psy.D. Student Handbook, the Psy.D. Assessment and Clinical Practicum Manual, the Psy.D. Clinical Experience Manual, the Psy.D. Pre-doctoral Internship Manual, and the CHC Pre-doctoral Internship Consortium Manual. These handbooks and manuals are distributed to all students and are also available on request. Students retain the right to appeal according to the procedures outlined below.
Probation
A student will be placed on Probation if any of the following occur:

- A grade of C or C+ in one course. Probation is terminated if the student successfully completes the remediation plan for the course within the designated timeframe.
- Failing either the multiple choice or essay part of the written Comprehensive Examination on the first or second attempt. Probation is terminated if the student passes the Comprehensive Examination by the third attempt.
- Failing the Clinical Competency Examination on the first attempt. Probation is terminated if the student passes the Clinical Competency Examination on the second attempt.
- Professional Competence Problems as identified on the Global Review and warranting a Remediation Plan in accordance with the Global Review policy.
- Performance problems at a clinical experience or practicum site, as outlined in the Clinical Experience and Practicum Manuals. A student may be placed on probation as a result of a pattern of inadequate response to supervision; a single incident or series of incidents involving inappropriate or unprofessional behavior; any formal evaluation ratings of Unsatisfactory; multiple ratings of Needs Improvement; failure to follow policies at the clinical experience or practicum site; or noncompliance with clinical experience, practicum, or CHC group supervision paperwork requirements. A decision regarding probation based on multiple ratings of Needs Improvement depends on the nature of the areas of concern.

When the student on probation is required to complete a Remediation Plan, probation will terminate when the student successfully completes the Remediation Plan within the specified time frame. Refusal to agree to the Remediation Plan or failure to complete the Remediation Plan will result in further disciplinary action, which could include dismissal from the program.

Students who are placed on probation will be notified in writing by the Chair. Students who are placed on probation may appeal this decision by following the procedure below (Other Appeals and Grievances).

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

- A final grade of “F” in any course
- Final grades below “B-” in any two courses
- Dismissal from practicum or internship, or withdrawal from a practicum or internship without following appropriate procedure
- Consistent evidence that a student’s emotional stability, behavior, or interpersonal skills are inadequate or interfere with the student making adequate progress in the program or are inappropriate for a career in clinical psychology
- Any behavior that constitutes a violation of APA Ethical Standards is grounds for immediate dismissal from the program
- Plagiarism or cheating
- Failure to meet financial obligations to the college
- Failure to pass the Comprehensive Examination after three attempts
- Failure to pass the Clinical Competency Examination after two attempts
- Failure to produce a dissertation of acceptable quality, and/or failure to pass the Final Oral Defense of the dissertation
- Failure to complete all program requirements within eight (8) years of matriculation for those who enter the program at Year I and within seven (7) years of matriculation for those who enter the program at Year II (unless a leave of absence has been approved. See Leave of Absence policy below).

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

1. Notification. Students will be notified in writing of intent to dismiss the student from the program and invited to a hearing that will occur within 10 days of the date of the notification.

2. Hearing. The hearing will be a closed meeting to be attended by the student, the Chair, and three faculty members chosen by the Chair. No one other than the student and the four faculty members may attend the hearing. General notes of the meeting will be kept but a recording or transcript will not be made. If the student does not attend the hearing, the hearing will proceed without the student. At the hearing, the program will present the grounds for initiating dismissal proceedings. Next, the student will have an opportunity to respond and present his/her position. Next, there will be an opportunity for discussion and questions. Finally, the student will be excused from the hearing and the faculty members will vote on the decision to recommend dismissal. Three of the four faculty members must vote in favor of dismissal in order for the recommendation of dismissal to be forwarded to the Dean. If fewer than three faculty members vote in favor of dismissal, the hearing committee will recommend other disciplinary action, which could include temporary suspension from the program while the student completes a remediation plan. After the vote, the student will be invited to return to the room and informed of the outcome of the vote. If the committee voted to dismiss the student, the Chair will notify the Dean in writing within 48 hours of the hearing. If the Dean does not agree with the program’s decision to dismiss the student, the Dean will meet with the faculty members on the hearing committee to resolve the disagreement.

3. Appeal. Students may appeal the program’s decision by writing to the Dean within five days of the hearing. The student should provide all relevant information and specify the basis for the appeal. The Dean will render a decision within five days of receipt of the student’s appeal. If the student is not satisfied with the Dean’s response, the student may appeal the decision by writing to the Vice President for Academic Affairs (VPAA) within five days of notification of the Dean’s decision. The decision of the VPAA is final. In rendering their decisions, the Dean and VPAA will consider whether the program followed applicable policies and procedures in handling the matter. Students who have been dismissed from the Psy.D. program and who choose to appeal the decision may not enroll in classes or field experiences while the appeal is being considered.

Students who have been dismissed from the program are not eligible for reinstatement or readmission.

**Suspension**

Suspension is an alternative to dismissal and may be recommended in the following situations:

1. When the performance or behavior that warrants a remediation plan entails a mandated leave of absence from the program.
2. During Dismissal Procedures, when the hearing committee does not recommend dismissal but instead recommends suspension from the program.
3. When the student’s behavior places either self or others at risk.
4. Performance problems at a clinical experience or practicum site, as outlined in the Clinical Experience and Practicum Manuals.

Students who are suspended from the program may not attend classes or field placements and may not continue working on their dissertations.

At the time the student is notified of suspension from the program, the criteria and time frame for reinstatement will be provided in writing. Students who believe they have met these criteria within the specified time frame may apply for reinstatement.

The student’s request for reinstatement will be considered at a hearing that will be conducted in accordance with the hearing procedure outlined under Dismissal Procedures above. The committee may recommend reinstatement, continuation of suspension, or dismissal from the program. The decision may be appealed in accordance with the appeal procedure outlined under Dismissal Procedures above.

Students who have been dismissed from the program are not eligible for reinstatement or readmission.
**Appeal and Grievance Procedures**

**Grade Appeals**
Students who wish to appeal a grade received in an individual course should follow the Grade Appeal Procedure of the School of Graduate Studies. This procedure does not apply when the program initiates dismissal proceedings based on the student’s grade in a course. In these cases, the program will follow the dismissal procedures outlined above and the student may appeal the outcome of the dismissal hearing as described in those procedures.

**Other Appeals and Grievances**
If a problem arises at any point during the program, the student is encouraged to seek a resolution at the informal level first, unless she or he believes this would place him or her in a vulnerable or compromised position. It is likely that the majority of students’ concerns can be addressed through informal discussion with faculty members.

If a problem arises which cannot be resolved in this informal manner, the student can file a formal grievance by summarizing his or her concerns in a letter to the Chair. The Chair reviews the grievance and may request additional written information from the student. After consulting with the student, other members of the faculty, and other involved persons, the Chair will render a decision in writing. The student may be invited to a meeting to discuss the matter with the Chair and the parties involved. The Chair is responsible for keeping records of formal grievances and documenting the outcomes of the grievance in the student’s file.

If the student is not satisfied with the resolution, he/she may appeal the decision by filing a written appeal to the Dean of the School of Graduate Studies within 5 days of the Chair’s decision. If the student is not satisfied with the decision of the Dean, the student may appeal the decision by filing a written appeal to the Vice President for Academic Affairs (VPAA) within 5 days of the Dean’s decision. The decision of the VPAA is final.

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

**Attendance**
See The School of Graduate Studies Attendance Policy.

**Cheating**
See The School of Graduate Studies Cheating Policy.

**Concentrations and Electives**
Students must declare their intention to complete the requirements for a concentration in either Psychological Assessment or Marriage and Family Therapy by the beginning of Year IV (see above for concentration requirements), but are encouraged to declare a concentration as soon as possible. Pursuit of a concentration is optional. Students who elect not to complete a concentration may select their electives from either track.

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

Elective courses may be capped at the maximum number of students in a concentration plus two (i.e., if there are 20 students in a given class, the cap on the concentration is 10 and the cap on the particular class may be set at 12 students at the discretion of the instructor). Preference in electives is given to those students who have declared a concentration. The remaining slots will be filled on a first-come, first-served basis with full registration and payment as the only way to reserve a space. Any student who has declared a concentration will be expected to register for the elective courses in their concentration.

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

Students are expected to take all of the courses required each semester. Due to the sequential nature of the program, a student is normally not permitted to take courses out of sequence or to take a reduced course load. Students who find that they are unable to complete the required course load must request a leave of absence for one full year (three consecutive terms). It is generally not possible for students to take a leave of absence for less than one full year, unless they have completed all coursework, practica, and internship. Students should consider the implications for financial aid eligibility before requesting a reduced schedule or leave of absence. A leave of absence is not counted towards the time limit for degree completion, but students who follow a reduced schedule are still required to complete all degree requirements within the specified time limits. Students should submit their requests to the Chair in writing with accompanying documentation (e.g., physician statements). Requests sent via e-mail will not be considered. Requests for a reduced course load or leave of absence are approved only under exceptional circumstances. See the policy on Leave of Absence below.

**Disclosure of Personal Information**

The following policies about student disclosure of personal information comply with the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2010). These policies apply to all graduate courses in psychology.

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

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

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

**Dissertation Advising**

Students must enroll in PSYG 918 (Dissertation Advising: Continuation) beginning in Summer of Year IV after successful completion of PSYG 915 (Dissertation Advising III: Proposal Development Phase III) and must register for PSYG 918 each semester continuously until the oral defense of the dissertation is passed.

Students MAY avoid registering for Dissertation Advising in the semester in which the defense is scheduled if the following criteria are met:

- The Approval to Schedule Dissertation Defense form has been filed by the final day of the semester that immediately precedes the semester in which the defense will be scheduled. It is the student’s responsibility to obtain the required signatures and to file the form with the Assistant to the Chair. Students should keep in mind that committee members require at least two weeks to review drafts.

- The defense is held within the first four weeks of the semester. Difficulties with scheduling or arranging rooms do not warrant an extension of this deadline.

- The defense is passed on the first attempt.

- All revisions are completed within two weeks of the date of the defense.

Students who do not meet these criteria are required to register for Dissertation Advising. Students who meet the first of these criteria may be granted a temporary reprieve on registering for Dissertation Advising pending the remaining criteria being met. If all criteria are not met, students will be expected to register for Dissertation Advising before the end of the seventh week of the semester. Late fees may apply.
Ethical Standards
All students are required to be familiar with the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2010) and to abide by these principles at all times. A copy of these principles may be found online at www.apa.org. The student is required not only to demonstrate competence in the areas of academic study and clinical training, but also to demonstrate familiarity with the ethics of professional practice and to behave in an ethical and professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program.

Financial Aid
See Financial Aid section of this catalog for information on procedures for applying for financial aid. The Psy.D. program awards a limited number of assistantships to qualified students. Assistantships are awarded at the discretion of the program based on need, student qualifications, previous achievement, and potential. More information on assistantships may be found in the Psy.D. Student Handbook.

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

Full Time and Half Time Students
All doctoral students who are not on a leave of absence are considered either “full time” or “part time” according to the following definitions:

Full Time Students
All doctoral students are considered “full time” as long as they are taking the required course load each semester, OR if they are taking at least 9 graduate credits during a semester. All doctoral students who are on full-time internship are considered to have full-time status in the doctoral program.

Half Time Students
Any doctoral student who is taking fewer than 9 graduate credits and is not considered “full time” according to the definitions above. Any doctoral student who is registered only for PSYG 918 (Dissertation Advising)

A list of half-time students will be sent to the Registrar each semester by the Assistant to the Chair of the Department of Professional Psychology. All other students registered for any PSYG class numbered 700 or above is counted as full-time and reported to the clearinghouse as a full-time doctoral student.

Grade Appeals
See The School of Graduate Studies Grade Appeal Policy.

Incomplete Grades
See The School of Graduate Studies Incomplete Grade Policy.

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

Instructional Time
A three-credit graduate class in psychology requires 42 hours of instructional time. For a three-credit graduate class in psychology, it is expected that at least 75% of the scheduled class time will be spent in face-to-face classroom contact. The remaining time may be spent in other educational activities that are directly linked to the stated course objectives. These activities may include additional reading, research, and/or writing assignments beyond those normally required for the course; small group activities; Blackboard-based discussion; or other experiential activities directly relevant to the learning objectives of the course. It is the responsibility of the faculty to ensure that the objectives, requirements, and instructional activities of all courses are suitable for the number of credit hours earned.
Leave of Absence
In rare circumstances, a leave of absence may be granted. The term of a leave is one year (three consecutive academic terms). Due to the sequential nature of the program and the manner in which courses are scheduled, it is not possible to take a leave for only one or two semesters, unless the student has completed all coursework, practica, and internship. To request a leave of absence from the program, the student must submit a written request to the Chair explaining the reasons for the request and supplying relevant documentation, such as physician statements. Requests submitted by e-mail will not be considered. Normally, requests for a leave of absence are approved only under exceptional circumstances. If the request is not approved, the student may voluntarily withdraw from the program and petition for reinstatement if they wish to return in the future (see Withdrawal Policy below). In these circumstances, reinstatement is not automatic. Students who do not enroll after the term of their approved leave has elapsed will be considered to have withdrawn from the program. It is not possible to extend a leave of absence beyond one year or to request a second leave of absence after one has already been taken. A leave of absence does not count towards the time limit for degree completion.

Plagiarism Policy
See The School of Graduate Studies Plagiarism Policy.

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

Readmissions to the Psy.D. Program
The following policy applies to:
1. Applicants whose request for deferred admission has been denied and who do not matriculate in the program.
2. Applicants who are offered admission but who decline the offer.
3. Matriculated students who voluntarily withdraw from the program.

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

Waiver of Doctoral Courses
No portion of the doctoral coursework may be waived. All coursework must be completed at Chestnut Hill College, unless transfer credit has been granted (see Transfer Credits).

Withdraw Policy
The Psy.D. program follows the Withdrawal Policy of the School of Graduate Studies with the following exceptions:

1. Withdrawal from a course at any time requires written approval of the Chair. Permission to withdraw from a course is granted only under unusual circumstances, such as a serious illness or other emergency. Additional documentation, such as a statement from a physician, may be required to process the request for withdrawal. Students who withdraw from a course without the written approval of the Chair are considered to have withdrawn from the program and must petition for reinstatement if they desire to resume their studies. In these circumstances, reinstatement will generally be denied.
2. Doctoral tuition, fees and deposits are non-refundable. Students in the Psy.D. Program who withdraw from a course after registration are liable for the full tuition and fees for the course.
3. Withdrawal from a course will usually entail a leave of absence from the program. See the policies on Continuous Enrollment in the Program and Leave of Absence.
4. Withdrawal from practicum or internship requires the written approval of the Director of Clinical Training as well as the Chair.
As noted in the Withdrawal Policy of the School of Graduate Studies, any request to withdraw must be received prior to the final class meeting. It is not possible to retroactively withdraw from a course after the last class meeting. **Note: Withdrawal from a doctoral course at any time requires the permission of the chair and may entail a leave of absence from the doctoral program.**

**Course Descriptions**

Please note: All courses are graded according to the standard grading scale except when otherwise noted.

**PSYG 702 Theories of Psychotherapy**
3 credits
Familiarizes the student with the major theoretical schools of psychotherapy, including: Psychoanalytic, Existential, Humanistic, Behavioral, Gestalt, Cognitive, and Family Systems. Students will learn to distinguish among different approaches and acquire a working knowledge of the terminology and concepts identified with each approach.

**PSYG 703 Psychopathology**
3 credits
This course explores the emotional, cognitive, somatic, and behavioral symptoms of mental disturbance. Students will become acquainted with the subjective experience of various symptoms and symptom clusters, patterns of family and community responses to afflicted individuals, and research and evolving theories pertaining to the etiology of symptoms. Students will use the DSM-V as a format for the classification of disorders and the choice of appropriate treatment. Students will acquire a working knowledge of the DSM-V, including its multiaxial classification system, and will develop the ability to diagnose various mental disorders. Prerequisite: PSYG 702, or may be taken concurrently with PSYG 702.

**PSYG 704 Development Across the Lifespan: Individual and Family**
3 credits
Covers human development from a lifespan perspective, with in-depth exploration of selected topics relevant to different periods in the life cycle for individuals and families. Students will be introduced to theoretical and empirical approaches to understanding key developmental issues as well as the role of the family and social context in human development.

**PSYG 708 Introduction to Marriage and Family Therapy**
3 credits
This course will introduce students to the field of marriage and family therapy and systems thinking. The major models of family therapy will be reviewed, including Psychodynamic, Experiential, Structural, Strategic, and Narrative. The course emphasizes theory and the relationship between theory and technique. Videotapes will illustrate models and principles.

**PSYG 711 Techniques of Psychotherapy**
3 credits
This course fosters the development of basic psychotherapy skills through a combination of didactic instruction and role-plays (including required videotaped role-plays). Focus is on establishing a therapeutic rapport, formulating appropriate directions for therapy, and conceptualizing strategies for intervention. Specific skills include listening, suicide intervention, assessment, formulation of questions, and empathic responses. Prerequisites: PSYG 702 and 703

**PSYG 712 Research Design and Methodology**
3 credits
An overview of many frequently used research designs in psychology. Through a study of research methodology, students learn how to select an appropriate research design and how to employ valid procedures in collecting data. The course will foster analytical and critical thinking skills through a combination of theory and practical experience, prepare students to read relevant research in their field and to write a research proposal, and provide background for future work in the area of research.

**PSYG 713 Legal and Ethical Issues in Psychotherapy**
3 credits
The course familiarizes students with the history and development of professional ethics and standards and their legal implications in psychotherapy. Students will be required to become familiar with the APA Ethical Principles of Psychologists and Code of Conduct. Topics covered include: privileged communication, confidentiality, rights of client and agency, civil commitment, licensure, and mental health laws. Prerequisites: PSYG 702 and 703.

**PSYG 714 A Systemic Approach to the Problems of Adolescents**
3 credits
This course will review normal adolescent development and the psychological and psychosocial problems commonly associated with this phase of life. Problems to be discussed will include: eating disorders, depression, suicide, anxiety, disruptive
behavior, and academic difficulties. Although a variety of treatment approaches will be considered, the family systems model will be emphasized. Prior completion of PSYG 708 is required.

**PSYG 716 The Role of Culture & Gender in Counseling and Psychotherapy**  
3 credits  
This course examines how ethnicity, gender, sexual orientation, and other cultural factors influence psychological experience, expectations for therapy and the therapeutic relationship. Emphasis will be on developing a fuller appreciation for the complexities of cultural factors both in students’ own lives and those of persons from different backgrounds.

**PSYG 717 Group Therapy**  
3 credits  
This course will provide students with theoretical and experiential understanding of group psychotherapy. Students will gain a better understanding of interpersonal group processes, ethical practice of group therapy, and effective group interventions. The course will include a didactic component, as well as the opportunity to critique group processes, and practice interventions.

**PSYG 745 Clinical Experience I – Field Placement Preparation**  
3 credits  
This course introduces students to the practice of evidence-based psychodynamic psychotherapy. The fundamental ideas behind psychodynamic theory will be reviewed, including personality development and mechanisms of change. Basic psychodynamic formulation will be accomplished through a relationally focused, experiential method. Supportive and expressive techniques will be presented with respect to the presenting problem of the patient. Intervention use will be practiced in class and through videotaped role-plays. Finally, the therapeutic relationship and its use in therapy will be emphasized, building on students’ existing skills to create an alliance with clients.  
Prerequisites: PSYG 702, 703 and 711

**PSYG 755 Clinical Experience II**  
3 credits  
This course requires at least 100 hours of on-site experience. It will provide the opportunity for students to develop proficiency in diagnosing various mental disorders on the basis of a comprehensive diagnostic interview. Students will also be trained in developing treatment plans and strategies appropriate to particular diagnoses. Opportunities will also be provided for students to gain exposure in different therapeutic environments in which they will observe and assist in various therapeutic modalities. Students are also required to attend a weekly group supervision seminar.

**PSYG 765 Clinical Experience III**  
3 credits  
This is a field placement designed to provide students with supervised experience conducting counseling and psychotherapy. Students must complete a minimum of 600 hours over two terms. Students are required to attend a weekly group supervision seminar on campus.  
PSYG 775 Clinical Experience IV  
3 credits  
Continuation of PSYG 765

**PSYG 800 Psychological Assessment I**  
2 credits  
This course will prepare students to administer and interpret the current edition of the Wechsler Adult Intelligence Scale, the MMPI-2, and MMPI-A.

**PSYG 801 Personality and Individual Differences**  
3 credits  
This course reviews and analyzes the major theories of personality including psychoanalytic, neo-analytic, humanistic, behavioral, social-cognitive, trait and evolutionary approaches. In addition to learning the major theories, students will read original works from each theorist. The course also establishes a foundation for the assessment of personality. Individual differences will be further explored through a series of narrative studies of lives in transition.

**PSYG 802 Psychological Assessment II**  
3 credits  
This course will prepare students to conduct cognitive assessments of elementary school children and adolescents using current editions of the following tests: Wechsler Intelligence Scale for Children; Wechsler Individual Achievement Test; Wechsler Memory Scale; Children’s Memory Scale; Wide Range Assessment of Memory and Learning; Bender Visual-Motor Gestalt Test; and Beery Developmental Test of Visual-Motor Integration (VMI). Students will also learn about parent/teacher rating scales and child self-report measures. Students will be introduced to the Stanford-Binet Intelligence Scale and the Wechsler Preschool and Primary Scale of Intelligence. Prerequisite: PSYG 800
PSYG 803 Psychological Assessment III 3 credits
This course will prepare students to administer and interpret performance-based (projective) measures of personality. Emphasis will be placed on learning administration, coding and interpretation of the Rorschach Inkblot Technique according to John Exner’s Comprehensive System. Students will also be introduced to the Rorschach Performance Assessment System (R-PAS), Thematic Apperception Test (TAT), and projective drawings. Prerequisite: PSYG 800.

PSYG 804 Historical Foundations of Psychology 3 credits
This course provides an historical overview of the history and systems of psychology, ancient to modern times. This course also examines the development of systems of understanding of human functioning. For example, contributions of the field of psychology in understanding psychopathology, socio-cultural influences on behavior and the impact of biological systems on cognition will be discussed. The influence of seminal individuals and schools of psychology on professional psychology will also be reviewed. Finally, this course will emphasize the relationship between historical developments in psychology and the current landscape of the field of psychology in general and professional psychology in particular.

PSYG 805 Psychometric Theory 2 credits
Basic principles of the theory behind psychological measurement (scaling, standardization, reliability, validity, item analysis, test bias) will be reviewed.

PSYG 806 Psychodynamic Theory and Therapy 3 credits
This course examines the principles of psychoanalytic and psychodynamic thought and therapy from Freud to the present. Classic psychoanalytic approaches through modern object relations, ego-psychology, and self-psychology paradigms will be presented. Emphasis will be placed on applying the principles to the actual practice of psychodynamic psychotherapy: Freud, neo-Freudians, object-relations, ego-psychology and self-psychology, and the implications for the therapeutic relationship. An in-depth critique of how psychodynamic principles coexist in the midst of the modern clinical milieu will be accomplished.

PSYG 806L Psychodynamic Theory and Therapy Lab 1 credit
One-hour per week lab to be taken in conjunction with PSYG 806. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 806.

PSYG 808 Advanced Marriage and Family Therapy 3 credits
This course reviews the theories and techniques associated with the major models of contemporary family therapy, including Structural, Strategic, Bowenian, Contextual and Narrative Models. Videotapes illustrating family therapy interventions will be shown. Students will learn how to conduct an assessment of a family and develop treatment plans based on their assessment. Methods of working with distressed couples are also covered.

PSYG 808L Advanced Marriage and Family Therapy Lab 1 credit
One-hour per week lab to be taken in conjunction with PSYG 808. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 808. Each student will be required to be both part of a Created Family, and serve as the therapist for another family in the class. These sessions will be supervised live, and videotaped. The videotaped session will be analyzed to ensure that students are learning best practices in family therapy.

PSYG 810 Biological Bases of Behavior 3 credits
This course focuses on the biological and physiological processes underlying human behavior. Emphasis will be placed on fundamental principles of brain development, human neuroanatomy, brain-behavior relationships, and neuropathology. In addition, the biological basis of personality traits and various forms of psychopathology will be highlighted. Genetic determinants of behavior and genetic disorders will be reviewed. The endocrine system and the physiological response to stress will be examined. Finally, cultural influences on development and cognition will be discussed.

PSYG 812 Psychopharmacology 3 credits
This course presents an overview of the use of pharmacological interventions in a psychopathological population. Specific drugs, mechanism of actions, treatment dosages, toxicity, and possible abuse are reviewed. In addition, the role of neurotransmitters, receptor sites and other biochemical processes within the brain and other organs are taught. Current drugs within the following topic areas will be presented: antipsychotic agents (neuroleptics), lithium salts, antidepressant agents, anti-anxiety agents, and psychomotor stimulants. Prerequisite: PSYG 810
PSYG 815 Evidence-Based Practice  3 credits
This course introduces students to Evidence-Based Therapies (EBT) and addresses the importance of EBT’s to the practice of psychology. The course examines the research process used to determine what constitutes an evidence-based treatment. In addition to examining particular models, the course also examines those aspects of the therapist/client relationship that have been supported by research. EBT’s addressed in this course include Psychodynamic Therapy, Cognitive-Behavioral Therapy, parent-child interaction therapy, Family Therapy, Emotionally-Focused Couples Therapy, Dialectical Behavioral Therapy, and interpersonal therapy. Particular attention is paid to evidence-based brief therapy models.

PSYG 815L Evidence-Based Practice Lab  1 credit
One-hour per week lab to be taken in conjunction with PSYG 815. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 815. Students will engage in role-plays that will provide practice in evidence-based treatments.

PSYG 816 Advanced Topics in Human Diversity  3 credits
This course continues to explore issues of culture and gender in psychology and psychotherapy introduced in PSYG 532 (The Role of Culture and Gender in Counseling and Psychotherapy). Topics addressed will include: developmental theories of identity; ethical dimensions of multicultural competency; awareness of personal bias and its impact on professional relationships; the study of diverse family structures; and the effects of poverty.

PSYG 818 Statistical Applications  3 credits
This course takes an applied approach to the use of statistics in conducting empirical research. Fundamentals of research design, statistical analysis and computer software will be taught. Specific areas include: 1) research design; 2) data collection formats; 3) statistical analysis; and 4) statistics software packages.

PSYG 820 Methods of Psychotherapy Integration  3 credits
This course allows students to develop expertise in theoretical and assimilative integration. An integrated approach to psychotherapy case formulation and treatment using the object relations and systemic perspectives is emphasized although other evidence based approaches are also reviewed. A base of information and skill development in implementing the “common factors” approach to psychotherapy integration which emphasizes the importance of the therapeutic alliance will be provided. Emphasis throughout the course will be on the healing and facilitative aspects of the therapeutic relationship. The base of information provided by the professor will include: 1) background on psychotherapy integration; 2) relational issues; 3) the therapeutic alliance; 4) case conceptualization; and 5) therapy challenges.

PSYG 820L Methods of Psychotherapy Integration Lab  1 credit
One-hour per week lab to be taken in conjunction with PSYG 820. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 820.

PSYG 824 Ethics and Professional Practice Issues  3 credits
This course will focus on developing sophisticated competence in integrating ethical and legal standards in clinical work. Students will build advanced skills in applying ethical standards and resolving ethical dilemmas. The course will also explore the ethical and legal issues relevant to the business of psychology, including practice development, insurance reimbursement, and risk management.

PSYG 828 Cognitive/Affective Bases of Behavior  3 credits
This course will examine cognitive psychological processes, such as learning, motivation, memory, information processing, problem-solving and decision-making, as well as the roles that affect, mood and emotion play in everyday behavior and thought processes. This study of cognitive science and affect research is reviewed to better understand cognitive-affective-behavioral-personality interactions.

PSYG 829 Supervision and Consultation  3 credits
This course is designed to help students become knowledgeable about the role of supervision in the training of clinical psychologists. Specifically, the course examines definitions of supervision, the supervisory relationship, models of supervision, the function of evaluation, supervision teaching formats and interventions, current research, legal and ethical issues, and the impact of the following issues on supervision: gender, sexual orientation, ethnicity, social class, and other cultural issues.
distinction between supervision and consultation is made. Although consultation may involve similar skills as supervision, differences in function, role and responsibility are discussed.

**PSYG 838 Social Bases of Behavior** 3 credits
This course presents students with the study of factors that influence the behavior of individuals and groups in predictable ways. It provides a strong grounding in the traditional and emerging concerns of social psychology, including: group dynamics, social cognitions, cognitive dissonance stereotypes and prejudice, interpersonal relationships and attractions, attribution theory, self-justification and self-understanding, aggression, conformity, persuasion techniques, and conflict resolution. Students will also be presented with ways in which these social psychology factors influence and can serve as resources for their clinical work.

**PSYG 844-846 Dissertation Mentoring I, II, III** 1 credit each term
The purpose of the course is to help students identify a dissertation topic and begin preparation of the dissertation proposal.

**PSYG 848 The Role of the Professional Psychologist** 1 credit
The purpose of this course is to develop an understanding of the multifaceted role of the professional psychologist. In particular, this course will discuss the role of the professional psychologist on the inter-professional treatment team, the integration of psychological assessment and intervention, as well as leadership and advocacy in professional psychology. The role of the psychologist in primary health care setting will also be stressed. Strategies for integrating scholarship into professional practice will also be emphasized.

**PSYG 852 Treating the Diverse Family** 3 credits
This course examines the clinical issues that confront "diverse" families, such as divorced and/or remarried families, gay and lesbian couples and families, inter-racial families, families with adopted children, grandparent-headed families, and foster families. This course will prepare students to work effectively with non-traditional families and will encourage the student to examine how his/her own personal values might affect his/her clinical work with these groups. Live supervision and videotaping will be used for training purposes.

**PSYG 855 Family Therapy with Young Children** 3 credits
This course examines the treatment of children seen in family therapy. In order to treat young children, it is necessary for the psychologist to function as assessor, therapist, and network consultant. An understanding of how to proceed with a variety of childhood disorders will be covered. Consultations with school districts, physicians, occupational therapists, speech therapists, and teachers will serve as an adjunct to the specific clinical interventions that are recommended for this population. Developmental issues will be explored, as will basic principles of working with children and parents.

**PSYG 859 Seminar in Family Therapy** 3 credits
This is an advanced family therapy course covering special topics, clinical issues, and techniques of intervention. This course revisits the primary theoretical models of treatment and examines how the field has evolved.

**PSYG 863 Advanced Personality Assessment** 3 credits
This course assumes a working knowledge of the Rorschach (Comprehensive System), MMPI-2, MMPI-2-RF, and MMPI-A, and will cover advanced topics in interpreting and integrating these tests and other tests of personality, including the Millon inventories, Personality Assessment Inventory (PAI), and NEO-PI-R/3. Students will also be trained in the use of the Rorschach Performance Assessment System (R-PAS).

**PSYG 865: Assessment of Neurodevelopmental and Related Disabilities** 3 credits
This course focuses on the psychological assessment of children and adults with neurodevelopmental and related disabilities, including but not limited to autism spectrum disorders, intellectual disabilities, and other low incidence disorders. The etiology of common neurodevelopmental disabilities will be reviewed. Formal cognitive, academic achievement, adaptive behavior, rating scales, and personality tests appropriate for assessing individuals with neurodevelopmental disabilities will be examined. Alternatives to traditional, norm-referenced assessment will also be reviewed. Practical considerations, including formulating the assessment plan to respond to referral questions and to test hypotheses, will be discussed, along with conducting effective feedback sessions. In addition, the assessment of individuals with neurodevelopmental disabilities from diverse backgrounds (including the impact of social, cultural, racial/ethnic, and other diversity factors) will be emphasized.

Prerequisites: PSYG 800, 802, 901, 903 and 904
PSYG 869 Neuropsychological Assessment 3 credits
The purpose of this course is to provide students with beginning knowledge and skills in neuropsychological assessment. Brain-behavior relationships and neuropathology, within the context of neuropsychological assessment, will be reviewed. Key components of the neuropsychological evaluation process will be demonstrated and discussed. Neurocognitive domains typically assessed and common evaluation procedures for each domain will be reviewed. The integration of neuropsychological test data, background information (e.g. education, medical), client characteristics, and socio-cultural factors will be emphasized. Neuropsychological assessment of common neurodevelopmental and neurological conditions affecting children and adults will be reviewed. Finally, the use of neuropsychological assessment data to assist in educational and treatment planning will be discussed. Prerequisites: PSYG 800, 802 and 810

PSYG 871 Directed Teaching in Psychology 1 credit
Students will teach master’s-level or undergraduate courses under the mentorship of a faculty member. This course cannot be used to meet credit requirements for the Psy.D. degree and may be taken only with written approval from the Chair.

PSYG 901, 903 and 904 Practicum I 1.5 credits each term
This three-term field placement will focus primarily on psychological assessment, including testing and report writing. Students complete a minimum of 12 hours per week at the practicum site for three terms. An on-campus seminar is a required part of the practicum.

PSYG 905, 906 and 907 Practicum II 1.5 credits each term
This three-term field placement is designed to provide supervised clinical experience. A wide variety of clinical sites are available to allow the student a choice of the clinical population to be served. In addition to working a minimum of 12 hours per week at the field site, students are required to attend a weekly seminar on campus.

PSYG 908-909 Practicum III 1.5 credits each term
This is an optional two-term field placement designed to provide additional supervised clinical and/or psychological assessment experience. A wide variety of clinical sites are available to allow the student a choice of the clinical population to be served. In addition to working a minimum of 12 hours per week at the field site, students are required to attend a weekly seminar on campus.

PSYG 911 Independent Study - Remediation 1 credit
Students complete an Independent Study as part of a remediation plan for a grade of C+ or C in an academic course or unsatisfactory performance in another area.

PSYG 913 Dissertation Advising I: Proposal Development Phase I. 2 credits
Following the third semester of Dissertation Mentoring, students meet individually with the Dissertation Chair to complete a full draft of the formal dissertation proposal and related requirements.

PSYG 914 Dissertation Advising II: Proposal Development Phase II. 2 credits
Following completion of the proposal draft and review by the Dissertation Committee, students meet individually with the Dissertation Chair to incorporate feedback from the Committee and to complete the formal dissertation proposal.

PSYG 915 Dissertation Advising III: Proposal Development Phase III. 2 credits
Following completion of the proposal, students meet individually with the Dissertation Chair to complete and submit the IRB application and related requirements, and to secure IRB approval to conduct the dissertation research.

PSYG 918 Dissertation Advising – continuation 2 credits each term
Students who do not complete the dissertation and oral defense by the end of Dissertation Advising III must register for PSYG 918 each semester until the dissertation has been completed and defended.

PSYI 991, 992, 993 Internship 2 credits each term
40 hours per week at an APA-accredited or APPIC-member internship site for one full calendar year.
GETTING TO MAIN CAMPUS/CHESTNUT HILL

If using a GPS to get to the main campus of the College, use the following addresses:

**Chestnut Hill College** - 9601 Germantown Avenue, Philadelphia, PA 19118
**SugarLoaf Hill** - 9220 Germantown Avenue, Philadelphia, PA 19118

**Driving From the North and East**
Route 95/New Jersey Turnpike South to Exit 6: Pennsylvania Turnpike/Route 276 West to Exit 333: Norristown. From the exit, stay to the right to follow Germantown Pike East toward Philadelphia. Continue for four miles to the College, the entrance is on the left. The SugarLoaf campus entrance is on the right, a quarter-mile further east on Germantown Avenue.

**From Northeast Philadelphia**
Follow Cottman Avenue/Route 73 West to Church Road and turn left. Follow to Paper Mill Road and turn left. Continue to Stenton Avenue, follow signs and bear right onto Stenton. Continue for one mile to the intersection of Stenton and Northwestern. Turn left onto Northwestern Avenue; continue past Morris Arboretum, one block to Germantown Avenue, then turn left. The College entrance is on the left. The Sugarloaf campus entrance is on the right, a quarter-mile further east on Germantown Avenue.

**From the West**
Route 76 or 276/Pennsylvania Turnpike East to Exit 333: Norristown. From the exit, stay to the right to follow Germantown Pike East toward Philadelphia. Continue for four miles to the College, the entrance is on the left. The Sugarloaf campus entrance is on the right, a quarter-mile further east on Germantown Avenue.

**From the South**
I-95 North to Route 476 North to Exit 19: Germantown Pike East. Exit onto Chemical Road to the traffic light. Turn right onto Germantown Pike and continue four miles to the College, the entrance is on the left. The SugarLoaf Hill campus entrance is on the right, a quarter-mile further east on Germantown Avenue.

**By Train**
Both the Chestnut Hill East (R7) and the Chestnut Hill West (R8) lines service Chestnut Hill from Center City Philadelphia and 30th Street Station. Chestnut Hill East also provides service from Trenton, N.J. and Northeast Philadelphia. If using Chestnut Hill East (R7), walk two blocks down Chestnut Hill Avenue to Germantown Avenue. Take the “L” Bus to the College entrance, one mile west.