School of Graduate Studies
2021 - 2022 Academic Year
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STUDENT/INSTITUTION RELATIONSHIP

Chestnut Hill College endeavors to present an accurate overview of its curricular and co-curricular programs, facilities and fees in this publication. The information contained herein is current as of July 1, 2018. Addenda may be posted and will appear at the end of this document when published.

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

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

Conduct that threatens or endangers the health or safety or any person on college premises, at off-campus teaching, learning, or experiential learning sites, verbal or written harassment, intentional obstruction or disruption of teaching, administration or other college activities may result in disciplinary actions up to and including dismissal from the College.

Students are responsible for all tuition and fees.

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

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

CONTACT INFORMATION
The School of Graduates Studies is located:
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

Dean, School of Graduate Studies
William Cunningham, Ph.D.

Assistant to the Dean for Administration and Special Projects
Kristen Cannon, M.S.

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

Front Office Hours:
Monday through Friday* 8:30am until 4:30pm
Evening hours by appointment.

Please call 215.248.7170 to confirm hours.

*During the summer the SGS offices close on Fridays at 1:00pm.

Other Helpful Contact Information

<table>
<thead>
<tr>
<th>Academic Computer Center (Computer Lab)</th>
<th>215.248.7195</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Program/Undergraduate</td>
<td>215.248.7063</td>
</tr>
<tr>
<td>Admissions and Application questions</td>
<td><a href="mailto:gradadmissions@chc.edu">gradadmissions@chc.edu</a></td>
</tr>
<tr>
<td>Bookstore</td>
<td>215.248.7150</td>
</tr>
<tr>
<td>Service</td>
<td>Link/Contact Information</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Canvas questions</td>
<td><a href="http://chc.bncollege.com">http://chc.bncollege.com</a></td>
</tr>
</tbody>
</table>
| Catalog                                      | 215.248.7195
helpdesk@chc.edu                              |
| MyCHC (CHC Portal)                           | https://www.chc.edu/academics/graduate                        |
| (support available at all times)             | helpdesk@chc.edu                                              |
| Counseling Services                          | 215.248.7104 ext.1                                            |
| Course Evaluations                           | gradschool@chc.edu                                            |
| Disability Resource Center                   | 215.753.3655
disabilities@chc.edu                           |
| E-mail Account Setup & Forwarding Instructions| helpdesk@chc.edu                                              |
| (For Students & Instructors)                 |                                                                |
| Financial Aid                                | 215.248.7182
finaid@chc.edu                                  |
| Fitness and Recreation Center                | 215.242.7745                                                  |
| Forms                                        | CHC Website/BB                                                 |
| Grades/Class Lists                           | CHC Portal: https://my.chc.edu                                 |
| Grade Changes & Assignment of an Incomplete  | gradschool@chc.edu                                            |
| Graduate Office                              | 215.248.7170
gradschool@chc.edu                             |
| Identification Cards                         | 215.248.6168
Security Desk at Fournier Hall                  |
| (For Students & Instructors)                 |                                                                |
| International Students Services              | 215.242.7989                                                  |
| Logue Library                                | 215.248.7050
librarians@chc.edu                             |
| Lost & Found                                 | 215.248.7090                                                  |
| (Located at Fournier Security Desk)          |                                                                |
| Parking Permits                              | parking@chc.edu                                               |
| Registration Related Issues (For Students)   | gradschool@chc.edu                                            |
| Security: **EMERGENCY**                      | 215.242.7777
215.242.7976 (Front Desk Fournier)             |
| All other inquiries                          | 215.242.7777                                                  |
| Shuttle Service                              | 215.242.7777                                                  |
| Student Accounts                             | 215.248.7116
accounts@chc.edu                                |
<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
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</thead>
<tbody>
<tr>
<td>Technology Related</td>
<td><a href="mailto:helpdesk@chc.edu">helpdesk@chc.edu</a></td>
</tr>
<tr>
<td>Transcripts</td>
<td><a href="mailto:registrar@chc.edu">registrar@chc.edu</a></td>
</tr>
<tr>
<td>Writing Lab</td>
<td>215.248.7114</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:tutoring@chc.edu">tutoring@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 or 267.284.5000. The College’s accreditation was reaffirmed on June 27, 2013. Institutional accreditation does not imply specialized accreditation of the programs offered.

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

The Doctoral program in Clinical Psychology (Psy. D.) is accredited by the American Psychological Association (APA). For general information about APA accreditation or specific information on the accreditation status of Chestnut Hill College, please contact: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 or 202.336.5979.

The Clinical and Counseling Psychology program is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC). Contact Information for MPCAC is: Phone: (518) 369-1472; Postal Mail: 595 New Loudon Road #265 Latham, New York 12110. The master’s program is designed to prepare students who seek Licensed Professional Counselor (LPC) or Licensed Marriage and Family Therapist (LMFT) certification in Pennsylvania and many other states (check each state’s board requirements).

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 (AMS) and Montessori Accreditation Council for Teacher Education (MACTE).

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

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

Mission Statement:

Chestnut Hill College, an inclusive Catholic community rooted in and animated by the Mission of the Sisters of Saint Joseph, is committed to transformative holistic education, just relationships, innovative thinking and responsible action toward a more unified global society and sustainable Earth.

Grounded in our strong liberal arts tradition and attentive to the need for informed professional education, Chestnut Hill College, founded in 1924, offers academic degree programs of excellence in undergraduate, graduate, and continuing studies. Faithful to our Catholic heritage and intellectual tradition, Chestnut Hill College espouses the beliefs and values inherent in the Abrahamic faith traditions, and welcomes and respects the contributions made by other faiths in the development of the whole person. We nurture integrity, spirituality, and dedication to justice in and for all. We value and commit to engage in the work of diversity, equity, and inclusion.

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

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

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

Non-Discrimination Policy

Chestnut Hill College, founded by the Sisters of Saint Joseph, is committed to an active inclusive love of all people without distinction. Therefore, it is the policy of Chestnut Hill College that no person will be discriminated against by Chestnut Hill College in admission to or participation in any educational program and, moreover, no person will be discriminated against in employment, including recruitment, hiring, promotion, and 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.
All academic calendar information for the School of Graduate Studies is subject to change. Announcements of calendar changes will be made via email. It is the student’s responsibility to be aware of and to adhere to all pertinent dates.

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

### 2021-22 School of Graduate Studies Academic Calendar

#### Fall 2021

**Fall 2021 Graduate Education Programs (August 30 - December 18)**

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<th>Event</th>
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<tr>
<td>Late registration fee goes into effect at the close of the business day</td>
<td>13-Aug</td>
</tr>
<tr>
<td>Last day to add courses on myCHC</td>
<td>29-Aug</td>
</tr>
<tr>
<td>Last day to drop courses on myCHC with 100% tuition refund</td>
<td>29-Aug</td>
</tr>
<tr>
<td><strong>Classes begin</strong></td>
<td>30-Aug</td>
</tr>
<tr>
<td>Last day to drop courses on myCHC (80% tuition refund)</td>
<td>4-Sep</td>
</tr>
<tr>
<td>Withdrawal period begins (student receives 'W')</td>
<td>5-Sep</td>
</tr>
<tr>
<td>Labor Day / No Classes</td>
<td>6-Sep</td>
</tr>
<tr>
<td>Last day to withdraw from courses with 60% tuition refund</td>
<td>10-Sep</td>
</tr>
<tr>
<td>Last day to withdraw from courses with 40% tuition refund</td>
<td>17-Sep</td>
</tr>
<tr>
<td>Application due to request December graduation</td>
<td>1-Oct</td>
</tr>
<tr>
<td>Deadline for Master’s-level assistantship applications</td>
<td>6-Oct</td>
</tr>
<tr>
<td><strong>Last day to withdraw without failure (student receives no tuition refund)</strong></td>
<td>8-Oct</td>
</tr>
<tr>
<td>Fall Break / No Classes</td>
<td>11-12 Oct</td>
</tr>
<tr>
<td>Spring course registration begins on myCHC at 8:00 a.m.</td>
<td>25-Oct</td>
</tr>
<tr>
<td>Spring course registration begins--new and non-matriculated students</td>
<td>27-Oct</td>
</tr>
<tr>
<td>Thanksgiving / No Classes</td>
<td>24-27 Nov</td>
</tr>
<tr>
<td>Assessment and evaluation window opens</td>
<td>26-Nov</td>
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<tr>
<td><strong>Classes end</strong></td>
<td>18-Dec</td>
</tr>
<tr>
<td>Assessment and evaluation window closes</td>
<td>20-Dec</td>
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Fall 2021 Graduate Psychology Programs, including Doctoral (August 30 - December 11)

Late registration fee goes into effect at the close of the business day 13-Aug
Last day to add courses on myCHC 29-Aug
Last day to drop courses on myCHC with 100% tuition refund 29-Aug
Classes begin 30-Aug
Last day to drop courses on myCHC (80% tuition refund for Master's Level courses) 4-Sep
Withdrawal period begins (student receives 'W') 5-Sep
Labor Day / No Classes 6-Sep
Last day to withdraw from courses with 60% tuition refund for Master's Level courses 10-Sep
Last day to withdraw from courses with 40% tuition refund for Master's Level courses 17-Sep
Application due to request December graduation 1-Oct
Deadline for Master's-level assistantship applications 6-Oct
Last day to withdraw without failure (student receives no tuition refund) 8-Oct
Fall Break / No Classes 11-16 Oct
Spring course registration begins on myCHC at 8:00 a.m. 25-Oct
Spring course registration begins--new and non-matriculated students 27-Oct
Thanksgiving / No Classes 24-27 Nov
Assessment and evaluation window opens 26-Nov
Classes end 11-Dec
Assessment and evaluation window closes 13-Dec
Grades due at 4:00 P.M. 13-Dec
Doctoral Grades due at 4:00 P.M. 20-Dec
Degree conferral 22-Dec

Fall 2021 Accelerated Human Services Management Programs

Accelerated Fall I (August 30 - October 23)

Late registration fee goes into effect at the close of the business day 13-Aug
Last day to add courses on myCHC 29-Aug
Last day to drop courses on myCHC with 100% tuition refund 29-Aug
Classes begin 30-Aug
Last day to drop courses on myCHC (80% tuition refund) 4-Sep
Withdrawal period begins (student receives a 'W') 5-Sep
Labor Day / No Classes 6-Sep
Last day to withdraw from courses on myCHC with 60% tuition refund 10-Sep
Last day to withdraw from courses on myCHC with 40% tuition refund 17-Sep
Last day to withdraw without failure (student receives no tuition refund) 24-Sep
Application due to request December graduation 24-Sep
Deadline for Master’s-level assistantship applications 29-Sep
Classes end 23-Oct
Grades due at 4:00 P.M. 25-Oct
Accelerated Fall II (October 25 - December 18)

Last day to add courses on myCHC 24-Oct
Last day to drop courses on myCHC with 100% tuition refund 24-Oct

Classes begin 25-Oct
Spring course registration begins on myCHC at 8:00 a.m. 25-Oct
Spring course registration begins--new and non-matriculated students 27-Oct
Last day to drop courses on myCHC (80% tuition refund) 30-Oct
Withdrawal period begins (student receives a 'W') 31-Oct
Last day to withdraw from courses with 60% tuition refund 5-Nov
Last day to withdraw from courses with 40% tuition refund 12-Nov

Last day to withdraw without failure (student receives no tuition refund) 19-Nov

Assessment and evaluation window opens 19-Nov
Thanksgiving / No Classes 24-27 Nov

Classes end 18-Dec
Assessment and evaluation window closes 20-Dec
Grades due at 4:00 P.M. 20-Dec
Degree conferral 22-Dec

Fall 2021 Accelerated Online Programs

Accelerated Online Fall I (August 30 - October 23)

Late registration fee goes into effect at the close of the business day 13-Aug
Last day to add courses on myCHC 29-Aug
Last day to drop courses on myCHC with 100% tuition refund 29-Aug

Classes begin 30-Aug
Last day to drop courses on myCHC (80% tuition refund) 4-Sep
Withdrawal period begins (student receives a 'W') 5-Sep
Last day to withdraw from courses with 60% tuition refund 10-Sep
Last day to withdraw from courses with 40% tuition refund 17-Sep

Last day to withdraw without failure (student receives no tuition refund) 24-Sep
Application due to request December graduation 24-Sep
Deadline for Master’s-level assistantship applications 29-Sep

Classes end 23-Oct
Grades due at 4:00 P.M. 25-Oct

Accelerated Online Fall II (October 25 - December 18)

Last day to add courses on myCHC 24-Oct
Last day to drop courses on myCHC with 100% tuition refund 24-Oct

Classes begin 25-Oct
Spring course registration begins on myCHC at 8:00 a.m. 25-Oct
Spring course registration begins--new and non-matriculated students 27-Oct
Last day to drop courses on myCHC (80% tuition refund) 30-Oct
Withdrawal period begins (student receives a 'W') 31-Oct
Last day to withdraw from courses with 60% tuition refund 5-Nov
Last day to withdraw from courses with 40% tuition refund 12-Nov
Winter Intersession 2021-2022
All Programs

Classes Begin 20-Dec
Classes End 8-Jan
Grades Due at 4:00 P.M. 10-Jan

Spring 2022

Spring 2022 Graduate Education Programs (January 10 - May 4)
Late registration fee goes into effect at the close of the business day 24-Dec
Last day to add courses on myCHC 9-Jan
Last day to drop courses on myCHC with 100% tuition refund 9-Jan
Classes begin 10-Jan
Last day to drop courses on myCHC (80% tuition refund) 15-Jan
Withdrawal period begins (student receives 'W') 16-Jan
Martin Luther King Day / No Classes 17-Jan
Last day to withdraw from courses with 60% tuition refund 21-Jan
Last day to withdraw from courses with 40% tuition refund 28-Jan
Deadline for Master's-level assistantship applications 28-Jan
Application due to request May graduation 11-Feb
Last day to withdraw without failure (student receives no tuition refund) 18-Feb
Spring Break / No Classes 7-12-Mar
Summer course registration begins on myCHC at 8:00 a.m. 14-Mar
Summer course registration begins--new and non-matriculated students 16-Mar
Assessment and evaluation window opens 6-Apr
Easter Break / No Classes 14-18 Apr
Classes end 4-May
Assessment and evaluation window closes 4-May
Grades due at 12:00 P.M. 4-May
Commencement Ceremony 5-May
Degree conferral 7-May

Spring 2022 Master's Level Psychology Programs (January 10 - April 23)
Late registration fee goes into effect at the close of the business day 24-Dec
Last day to add courses on myCHC 9-Jan
Last day to drop courses on myCHC with 100% tuition refund 9-Jan
Classes begin 10-Jan
Last day to drop courses on myCHC (80% tuition refund for Master's Level courses) 15-Jan
Withdrawal period begins (student receives 'W') 16-Jan
Martin Luther King Day / No Classes 17-Jan
Last day to withdraw from Master's Level courses with 60% tuition refund 21-Jan
Last day to withdraw from Master's Level courses with 40% tuition refund 28-Jan
Deadline for Master's-level assistantship applications 28-Jan
Application due to request May graduation 11-Feb
**Last day to withdraw without failure (student receives no tuition refund)** 18-Feb
Spring Break / No Classes 7-12 Mar
Summer course registration begins on myCHC at 8:00 a.m. 14-Mar
Summer course registration begins--new and non-matriculated students 16-Mar
Assessment and evaluation window opens 6-Apr
Easter Break / No Classes 14-18 Apr
**Classes end** 23-Apr
Assessment and evaluation window closes 27-Apr
Grades due at 4:00 P.M. 27-Apr
Doctoral Grades due at 4:00 P.M. 2-May
Commencement Ceremony 5-May
Degree conferral 7-May

**Spring 2022 Doctoral Psychology Programs (January 10 - April 13)**

Late registration fee goes into effect at the close of the business day 24-Dec
Last day to add courses on myCHC 9-Jan
Last day to drop courses on myCHC with 100% tuition refund 9-Jan
**Classes begin** 10-Jan
Last day to drop courses on myCHC (student receives no tuition refund) 15-Jan
Withdrawal period begins (student receives 'W') 16-Jan
Martin Luther King Day / No Classes 17-Jan
Deadline for Master's-level assistantship applications 28-Jan
Application due to request May graduation 11-Feb
**Last day to withdraw without failure (student receives no tuition refund)** 18-Feb
Spring Break / No Classes 7-12 Mar
Summer course registration begins on myCHC at 8:00 a.m. 14-May
Summer course registration begins--new and non-matriculated students 16-Mar
Assessment and evaluation window opens 6-Apr
**Classes end** 13-Apr
Assessment and evaluation window closes 15-Apr
Grades due at 4:00 P.M. 27-Apr
Commencement Ceremony 5-May
Degree conferral 7-May

**Spring 2022 Accelerated Human Services Management Programs**

*Accelerated Spring I (January 10 - March 5)*
Late registration fee goes into effect at the close of the business day 24-Dec
Last day to add courses on myCHC 9-Jan
Last day to drop courses on myCHC with 100% tuition refund 9-Jan
Classes begin 10-Jan
Last day to drop courses on myCHC (80% tuition refund) 15-Jan
Withdrawal period begins (student receives 'W') 16-Jan
Martin Luther King Day / No Classes 17-Jan
Last day to withdraw from courses with 60% tuition refund 21-Jan
Last day to withdraw from courses with 40% tuition refund 28-Jan
Deadline for Master's-level assistantship applications 4-Feb
Last day to withdraw without failure (student receives no tuition refund) 4-Feb
Application due to request May graduation 18-Feb
Classes end 5-Mar
Grades due at 4:00 P.M. 7-Mar

Accelerated Spring II (March 7 - April 30)

Last day to add courses on myCHC 6-Mar
Last day to drop courses on myCHC with 100% tuition refund 6-Mar
Classes begin 7-Mar
Last day to drop courses on myCHC (80% tuition refund) 12-Mar
Withdrawal period begins (student receives 'W') 13-Mar
Summer course registration begins on myCHC at 8:00 a.m. 14-Mar
Summer course registration begins--new and non-matriculated students 16-Mar
Last day to withdraw from courses with 60% tuition refund 18-Mar
Last day to withdraw from courses with 40% tuition refund 25-Mar
Last day to withdraw without failure (student receives no tuition refund) 1-Apr
Assessment and evaluation window opens 13-Apr
Easter Break / No Classes 14-18 Apr
Classes end 30-Apr
Grades due at 12:00 P.M. 2-May
Assessment and evaluation window closes 2-May
Commencement Ceremony 5-May
Degree conferral 7-May

Spring 2022 Accelerated Online Programs

Accelerated Online Spring I (January 3 - February 26)

Late registration fee goes into effect at the close of the business day 17-Dec
Last day to add courses on myCHC 2-Jan
Last day to drop courses on myCHC with 100% tuition refund 2-Jan
Classes begin 3-Jan
Last day to drop courses on myCHC (80% tuition refund) 8-Jan
Withdrawal period begins (student receives 'W') 9-Jan
Last day to withdraw from courses with 60% tuition refund 14-Jan
Last day to withdraw from courses with 40% tuition refund 21-Jan
Last day to withdraw without failure (student receives no tuition refund) 28-Jan
Deadline for Master’s-level assistantship applications 4-Feb
Application due to request May graduation 18-Feb

Classes end 26-Feb
Grades due at 4:00 P.M. 28-Feb

Accelerated Online Spring II (February 28 - April 23)

Last day to add courses on myCHC 27-Feb
Last day to drop courses on myCHC with 100% tuition refund 27-Feb

Classes begin 28-Feb
Last day to drop courses on myCHC (80% tuition refund) 5-Mar
Withdrawal period begins (student receives 'W') 6-Mar
Last day to withdraw from courses with 60% tuition refund 11-Mar
Summer course registration begins on myCHC at 8:00 a.m. 14-Mar
Summer course registration begins--new and non-matriculated students 16-Mar
Last day to withdraw from courses with 40% tuition refund 18-Mar

Last day to withdraw without failure (student receives no tuition refund) 25-Mar

Classes end 23-Apr
Grades due at 12:00 P.M. 25-Apr
Commencement Ceremony 5-May
Degree conferral 7-May

Summer 2022

Please note that there are multiple calendar formats for the summer: doctoral, summer graduate (three sessions total), and the accelerated programs offering two eight-week sessions.

Summer 2022 Doctoral Psychology Programs (May 2 - July 8)

Late registration fee goes into effect at the close of the business day 29-Apr
Last day to add courses on myCHC 1-May
Last day to drop courses on myCHC with 100% tuition refund 1-May

Classes begin 2-May
Last day to drop courses on myCHC (student receives no tuition refund) 7-May
Withdrawal period begins (student receives 'W') 8-May
Fall course registration begins on myCHC at 8:00 a.m. 16-May
Fall course registration begins--new and non-matriculated students 18-May
Memorial Day / No Classes 30-May
Assessment and evaluation window opens 1-Jun

Last day to withdraw without failure (student receives no tuition refund) 3-Jun
Deadline for Master’s-level assistantship applications 3-Jun
Independence Day / No Classes 4-Jul

Classes end 6-Jul
Assessment and evaluation window closes 6-Jul
Grades due at 4:00 P.M. 18-Jul
Degree conferral for PSYD degrees 31-Aug

Summer 2022

Summer I -- Graduate Education Programs

Six (6) week session: Classes meet twice a week from May 9 - June 18

Late registration fee goes into effect at the close of the business day 29-Apr
Last day to add courses on myCHC 8-May
Last day to drop courses on myCHC with 100% tuition refund 8-May
Classes begin 9-May
Last day to drop courses on myCHC (80% tuition refund) 14-May
Withdrawal period begins (student receives 'W') 15-May
Fall course registration begins on myCHC at 8:00 a.m. 16-May
Fall course registration begins--new and non-matriculated students 18-May
Last day to withdraw from courses with 60% tuition refund 20-May
Last day to withdraw without failure (student receives 40% tuition refund) 27-May
Memorial Day / No Classes 30-May
Assessment and evaluation window opens 1-Jun
Deadline for Master's-level assistantship applications 3-Jun
Assessment and evaluation window closes 18-Jun
Classes end 18-Jun
Grades due at 4:00 P.M. 20-Jun

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

Summer II -- Master's Level Psychology and Graduate Education Programs

Ten (10) week session: Classes meet once a week from May 9 - July 16

Late registration fee goes into effect at the close of the business day 29-Apr
Last day to drop courses on myCHC with 100% tuition refund 8-May
Last day to add courses on myCHC 8-May
Classes begin 9-May
Last day to drop courses on myCHC (80% tuition refund) 14-May
Withdrawal period begins (student receives 'W') 15-May
Fall course registration begins on myCHC at 8:00 a.m. 16-May
Fall course registration begins--new and non-matriculated students 18-May
Last day to withdraw from courses with 60% tuition refund 20-May
Last day to withdraw from courses with 40% tuition refund 27-May
Memorial Day / No Classes 30-May
Last day to withdraw without failure (student receives no tuition refund) 3-Jun
Deadline for Master's-level assistantship applications 3-Jun
Application due to request August graduation 24-Jun
Independence Day / No Classes 4-Jul
Assessment and evaluation window opens 6-Jul
Assessment and evaluation window closes 16-Jul
Classes end 16-Jul
**Students should confirm that these dates apply to their particular course/program of study.**

**Summer III -- Graduate Education Programs**

*Six (6) week session: Classes meet twice a week from June 20 - July 30*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Late registration fee goes into effect at the close of the business day</td>
<td>3-Jun</td>
</tr>
<tr>
<td>Last day to add courses on myCHC</td>
<td>19-Jun</td>
</tr>
<tr>
<td>Last day to drop courses on myCHC with 100% tuition refund</td>
<td>19-Jun</td>
</tr>
<tr>
<td>Classes begin</td>
<td>20-Jun</td>
</tr>
<tr>
<td>Application due to request August 2018 graduation</td>
<td>24-Jun</td>
</tr>
<tr>
<td>Last day to drop courses on myCHC (80% tuition refund)</td>
<td>25-Jun</td>
</tr>
<tr>
<td>Withdrawal period begins (student receives 'W')</td>
<td>26-Jun</td>
</tr>
<tr>
<td>Last day to withdraw from courses with 60% tuition refund</td>
<td>1-Jul</td>
</tr>
<tr>
<td>Independence Day / No Classes</td>
<td>4-Jul</td>
</tr>
<tr>
<td>Last day to withdraw without failure (student receives 40% tuition refund)</td>
<td>8-Jul</td>
</tr>
<tr>
<td>Assessment and evaluation window opens</td>
<td>13-Jul</td>
</tr>
<tr>
<td>Assessment and evaluation window closes</td>
<td>30-Jul</td>
</tr>
<tr>
<td>Classes end</td>
<td>30-Jul</td>
</tr>
<tr>
<td>Grades due at 4:00 P.M.</td>
<td>1-Aug</td>
</tr>
<tr>
<td>Degree conferral</td>
<td>23-Aug</td>
</tr>
</tbody>
</table>

**Summer 2022 Accelerated Graduate Human Services Management Programs**

*Accelerated Summer I (May 2 - June 25)*

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late registration fee for Accelerated program goes into effect at the close of the business day</td>
<td>15-Apr</td>
</tr>
<tr>
<td>Last day to add courses on myCHC</td>
<td>1-May</td>
</tr>
<tr>
<td>Last day to drop courses on myCHC with 100% tuition refund</td>
<td>1-May</td>
</tr>
<tr>
<td>Classes begin</td>
<td>2-May</td>
</tr>
<tr>
<td>Last day to drop courses on myCHC (80% tuition refund)</td>
<td>7-May</td>
</tr>
<tr>
<td>Withdrawal period begins (student receives 'W')</td>
<td>8-May</td>
</tr>
<tr>
<td>Last day to withdraw from courses with 60% tuition refund</td>
<td>13-May</td>
</tr>
<tr>
<td>Fall course registration begins on myCHC at 8:00 a.m.</td>
<td>16-May</td>
</tr>
<tr>
<td>Fall course registration begins--new and non-matriculated students</td>
<td>18-May</td>
</tr>
<tr>
<td>Last day to withdraw from courses with 40% tuition refund</td>
<td>20-May</td>
</tr>
<tr>
<td>Last day to withdraw without failure (student receives no tuition refund)</td>
<td>27-May</td>
</tr>
<tr>
<td>Memorial Day / No Classes</td>
<td>30-May</td>
</tr>
<tr>
<td>Assessment and evaluation window opens</td>
<td>10-Jun</td>
</tr>
<tr>
<td>Deadline for Master's-level assistantship applications</td>
<td>10-Jun</td>
</tr>
<tr>
<td>Assessment and evaluation window closes</td>
<td>18-Jun</td>
</tr>
<tr>
<td>Application due to request August graduation</td>
<td>24-Jun</td>
</tr>
</tbody>
</table>
Classes end
Grades due at 4:00 P.M. 25-Jun

Accelerated Summer II (June 27 - August 20)
Late registration fee for Accelerated program goes into effect at the close of the business day 10-Jun
Last day to add courses on myCHC 26-Jun
Last day to drop courses on myCHC with 100% tuition refund 26-Jun
Classes begin 27-Jun
Last day to drop courses on myCHC (80% tuition refund) 2-Jul
Withdrawal period begins (student receives 'W') 3-Jul
Independence Day / No Classes 4-Jul
Last day to withdraw from courses with 60% tuition refund 8-Jul
Last day to withdraw from courses with 40% tuition refund 15-Jul
Last day to withdraw without failure (student receives no tuition refund) 22-Jul
Assessment and evaluation window opens 10-Aug
Assessment and evaluation window closes 17-Aug
Classes end 20-Aug
Grades due at 4:00 P.M. 22-Aug
Degree conferral 23-Aug

Summer 2022 Accelerated Online Programs
Accelerated Online Summer I (May 2 - June 25)
Late registration fee for Accelerated program goes into effect at the close of the business day 15-Apr
Last day to add courses on myCHC 1-May
Last day to drop courses on myCHC with 100% tuition refund 1-May
Classes begin 2-May
Last day to drop courses on myCHC (80% tuition refund) 7-May
Withdrawal period begins (student receives 'W') 8-May
Last day to withdraw from courses with 60% tuition refund 13-May
Fall course registration begins on myCHC at 8:00 a.m. 16-May
Fall course registration begins--new and non-matriculated students 18-May
Last day to withdraw from courses with 40% tuition refund 20-May
Last day to withdraw without failure (student receives no tuition refund) 27-May
Deadline for Master's-level assistantship applications 10-Jun
Application due to request August graduation 24-Jun
Classes end 25-Jun
Grades due at 4:00 P.M. 27-Jun

Accelerated Online Summer II (June 27 - August 20)
Late registration fee for Accelerated program goes into effect at the close of the business day 10-Jun
Last day to add courses on myCHC 26-Jun
Last day to drop courses on myCHC with 100% tuition refund 26-Jun
Classes begin 27-Jun
Last day to drop courses on myCHC (80% tuition refund) 2-Jul
Withdrawal period begins (student receives 'W') 3-Jul
Independence Day / No Classes 4-Jul
Last day to withdraw from courses with 60% tuition refund 8-Jul
Last day to withdraw from courses with 40% tuition refund 15-Jul
Last day to withdraw without failure (student receives no tuition refund) 22-Jul
Classes end 20-Aug
Grades due at 4:00 P.M. 22-Aug
Degree conferral 23-Aug
The following admissions policies apply to all master’s degree, certificate, certification, and post-master’s certificate and certification programs. For Psy.D. admissions requirements and policy information, see the catalog section for the Psy.D program.

Contact the Graduate Admissions Office for application materials, graduate program information, admission requirements, and answers to general questions. An initial consultation about requirements with the admissions staff or attendance at an Information Session is recommended, but not required. For questions regarding financial matters, please contact the office of Student Financial Services at 215-248-7182 or FinAid@chc.edu.

Graduate Status

**Matriculated**
Applicants who have completed the admission process and been formally accepted into a graduate degree or non-degree graduate program (non-degree: certificates, certification preparation, and licensure preparation) are considered matriculated. Matriculated students may be fully admitted to a program or Provisionally Admitted to a program.

Once accepted, applicants must confirm in writing the term they plan to begin classes as soon as feasible by emailing GradAdmissions@chc.edu. Accepted students may choose to defer beginning their program of study for a maximum of three terms (one academic year). Students who do not begin their program of study within this timeframe forfeit their acceptance and must reapply for admission.

After enrolling, students must complete their programs of study within six years, unless a formal extension is granted. Students who find it necessary to interrupt their course of study for three or more consecutive terms must request a *Leave of Absence* (see Academic Policies and Procedures: *Leave of Absence* and *Time Limitation*). Any student who is absent for three consecutive terms for any
reason, approved or not, must request Reinstatement in order to return (see Reinstatement Policy for details).

**Provisional Admission**

Students who are provisionally admitted are required to complete the provisions as detailed in their acceptance letter before they can be fully admitted. Students are provisionally admitted into Combined Programs until they complete their undergraduate degrees and meet the required GPA and other requirements for full admission. Students who are provisionally admitted into Master of Education or graduate certification programs may be required to pass Praxis and other exams as well as meet minimum GPA requirements in courses taken at Chestnut Hill College before they are fully admitted. Graduate programs may admit students in provisional status and specify certain provisions to be met before students may be fully admitted at the discretion of the Program Directors and Admissions Committee. Once the provisions are met, students will be fully admitted. If provisionally admitted students do not achieve the specified provisions they will be withdrawn from their graduate program.

**Evaluation of Application Materials**

Upon receipt of all application materials, the Executive Director of Graduate Admissions, Graduate Program Director or Center Chair, Graduate Dean, and, if applicable, the Director of Global Education, review completed files. Applicants are notified by email of the decision regarding acceptance or non-acceptance, typically within 7 business days of their interview. All decisions of the Admission Committee are final.

**Non-Matriculated**

Visiting or professional enrichment students (non-matriculating) and those who are in the process of completing the graduate admissions process (pre-matriculating) are included in this category. Students in this category may take up to six credits.

Successful completion of courses taken as a non/pre-matriculating student does not guarantee acceptance to any degree or certificate program.

Non-matriculated students may register after submitting an application form, application fee, and an undergraduate transcript from their degree-granting institution. (An official transcript must be received before the completion of the first course. Grades will not be issued until the official transcript is received).

NOTE: Students who receive a grade of “C+” or below in a non/pre-matriculated course while seeking full admission will be ineligible for admission consideration. Students who receive a B- or lower in a graduate level class while seeking full admission to the Administration of Human Service combined program will be ineligible for admission consideration.

Human Services Management and Clinical and Counseling Combined Program

Please see the the program sections for requirements and information for applying.
Recommended Application Deadlines

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

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

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.

Candidates for admission to master’s-level programs can utilize the myCHC portal to monitor real-time application progress. Credentials for portal login are sent via postal mail to both prospective students inquiring about our programs and to applicants at the time of application submission. For information about first-time portal credentials, please contact GradAdmissions@chc.edu.

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

- **Online Application** with Application Fee
- Official transcripts* of all previous post-secondary study
- Two letters of recommendation (professional and/or academic)
- Professional Goals Essay
- Standardized Test Scores, as required
- In addition to all other application requirements, official transcript evaluations of degree(s) earned outside the United States are required for all domestic and international students (translation must be from a creditable organization such as WES or ECE)
- The Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores are required for all international students whose first language is not English unless they have successfully completed an approved ESL/FSL program
- Qualified applicants will be invited to schedule an interview with the Department Chair/Program Coordinator when all requirements have been satisfied

The Graduate Admissions Committee has full discretion to request additional information and/or supporting documentation as needed.

Application

The Application fee is currently $55 for master’s applicants or $60 for doctoral applicants. This fee is subject to change (see website for changes; application fee is waived for those attending a CHC graduate school information session and CHC graduates). Checks and money orders should be made out to Chestnut Hill College. Please use this address for mailing application materials: CHC Graduate
Official Transcripts
A bachelor’s degree from an accredited institution is required for all graduate programs. Official transcripts from all undergraduate and graduate study are required. Official transcripts issued to students are permissible only if they arrive in the original sealed envelopes.

Letters of Recommendation
Letters of Recommendation: Two (2) Letters of Recommendation must be submitted, with or without CHC Recommendation Form (based on the preference of the recommender), via a signed and sealed envelope through postal mail or submitted directly by the recommender via email to GradAdmissions@chc.edu. Only recommendations from academic and professional sources will be accepted (professional sources should be those in a supervisory role); recommendations from friends and/or family will not be accepted. Typed recommendation attachments should be on company letterhead when feasible. All recommenders must include their place of employment, title, and contact information. The Graduate Admissions Committee reserves the right to contact recommenders regarding an applicant’s candidacy.

Professional Goals Essay
The essay should be a well-written, typed, and formatted paper of 400-600 words (double-spaced and 12 point font) 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, grammar, punctuation, structure of paper, organization, logic, and development.), and content (coherence, depth/insight, connection between educational goals, life experiences and career plans, and your goals’ compatibility with CHC program objectives, etc.). Include your name, program of interest, and date. Please proofread your essay very carefully. Applicants may be asked to provide an on-site writing sample, if requested by the Graduate Admissions Committee.

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

For all graduate programs, with the exceptions noted below, submit official scores from:
- Miller Analogies Test (MAT) – Score Recipient Code 1609. For more information: www.milleranalogies.com

OR
• Graduate Record Examination (GRE) – Score Recipient Code 2802. For more information: www.ets.org

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

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

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

Applicants are responsible for ensuring that all admission materials have been submitted and received.

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

Evaluation of Application Materials
Upon receipt of all application materials, the Executive Director of Graduate Admissions, Department Chair, Graduate Dean, and, if applicable, the Director of Global Education, review completed files. Applicants are notified by email and in writing of the decision regarding acceptance or non-acceptance, typically within 7-14 business days.

The following guidelines are used for evaluation of application materials:
  • Compatibility of student’s credentials and goals with program goals and objectives;
  • Record of previous coursework/experience;
  • Ability to successfully complete graduate-level coursework as evidenced by standardized test scores;
  • Written and verbal communication proficiency demonstrated throughout the admissions process;
  • Strength and choice of academic/professional recommendations;
  • Ability to contribute to a learning community as evidenced by responsible participation throughout the admissions process.
All decisions of the Graduate Admissions Committee are final.

Change of Program
After admission into a graduate program, students may not change programs without permission. A consultation should be scheduled with the Program Chair/Coordinator of the program from which they would like to exit and the Program Chair/Coordinator of the new program. This consultation will provide the student and Program Chair/Coordinator an 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 into the doctoral program. Students in the M.S. in Clinical and Counseling Psychology may apply for the Psy.D. program as they are completing their master’s degree but must graduate prior to the first term of the doctoral program.

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

Dual Enrollment
Graduate students who are enrolled at other institutions may enroll as non-matriculated students at Chestnut Hill College for the purpose of transferring CHC courses back to their home institution. Please refer to the section on non-matriculated enrollment.

Dual enrollment in graduate degree programs at Chestnut Hill College and other institutions is not encouraged. Applicants who are current graduate students elsewhere are encouraged to complete their current graduate program before matriculating at CHC.

Applicants who are currently enrolled in a graduate program at another institution and who plan to enroll in a Chestnut Hill College graduate program prior to completing their current graduate program must notify the Office of Graduate Admissions and the Financial Aid office to discuss academic and financial aid issues. Dual enrollment presents complicated financial aid issues and potential transfer credit must be addressed prior to a new student’s first semester of enrollment. Current graduate students who wish to pursue courses or a graduate program at another institution while continuing enrollment in a Chestnut Hill College graduate program must notify their Program Director, the SGS Dean’s office, and Financial Aid to discuss academic and financial aid issues. It also should be noted that they will be required to submit a syllabus for pre-approval to their Program Director.
A Chestnut Hill College education is one of the best investments one can make for the future. In fact, a college degree puts a graduate on both the path to a more satisfying career and, as numerous studies have shown, a more lucrative pay scale. The College offers federal/state financial aid and other payment options to help our students reach their educational goals. The College prides itself on striving to be affordable for all academically qualified students who wish to attend. 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 and their family, Student Financial Services can help design a financial strategy that will make a degree from Chestnut Hill College affordable. Student Financial Services will develop a personalized financial aid package that will offer assistance with educational expenses. With a combination of financial aid from federal and state we hope to help all eligible students take advantage of the College’s high quality academic experience.

The professional staff in the Student Financial Services is ready to assist with the financial aid process and is open to students during the following hours:

**Regular Hours:**
- Monday: 9:00am to 6:00pm
- Tuesday: 9:00am to 6:00pm
- Wednesday: 9:00am to 6:00pm
- Thursday: 9:00am to 5:00pm
- Friday: 9:00am to 4:00pm

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

**Payment and Payment Options**
The payment schedule for each term is as follows: Fall enrollment payment is due by August 1; Spring Enrollment, January 2; Summer Enrollment is May 1. If payment is not made by the respective deadlines, the student may be dropped from all courses. Re-enrollment in dropped courses is subject to availability. Students should monitor their course and fee statement for updated charges. Account balance can be viewed anytime on myCHC under the Finances tab.

Students may contact the Office of Student Financial Services directly to arrange payment (accounts@chc.edu or 215.248.7116). Students have the option to enroll in a 3-Month Deferred Payment Plan. An $85.00 deferred payment fee will be added to the first month’s payment.

If the student has been approved for Financial Aid, funds will be offered. Students must then accept or decline their loan offer through the myCHC. Credit card payments may be made over the phone or on myCHC under the Finances tab. Payments may be mailed to Chestnut Hill College/P.O. Box 12536 Newark, NJ 07101-3556. The student’s ID number must be included on all payments.
Should a student fail to make payment or default on a payment plan, their account may go on a Business Hold. A Business hold restricts students from viewing their grades, registering for courses, and obtaining transcripts. Students with a business hold should contact Student Financial Services directly at Accounts@chc.edu or 215.248.7116.

Tuition, Fees and Miscellaneous Charges

Tuition Charges 2020-2021 Academic Year

- Administration of Human Services $650.00 per credit
- Clinical & Counseling Psychology $745.00 per credit
- Education $640.00 per credit
- Instructional Technology $640.00 per credit
- Cybersecurity $800.00 per credit
- Psy.D. Program $1,025.00 per credit
- Psy.D. Internship Courses* $500.00 per credit

*Applies to PYSI 991, 992, 993, 994, 995, 996, 997. Internship credits costs are waived for interns in the Chestnut Hill College Internship Consortium.

Fee and Miscellaneous Charges

- Practicum/Internship Fee* $160.00

*Clinical & Counseling Psychology program

- New Student Application Fee (Master’s level) $55.00 (one time only)
- New Student Application Fee (Psy.D. level) $60.00 (one time only)
- Workshop / Non-Credit Course $240.00
- Late Registration Fee (Master's level) $130.00
- Late Registration Fee (Doctoral level) $235.00
- Withdrawal Fee (after drop/add period) $50.00
- Fee for checks returned by bank (per occurrence) $35.00
- Montessori non-credit options $200.00/$400.00/$600.00
- Montessori Practicum Internship $250.00
- Deferred Billing Fee $85.00
- Late Deferred Payment Fee $20.00
- Parking Permit $150.00 (paid on-line)
- Enrollment Fee $225.00
- Parking Permit 4
  - Main Campus
    - Full Year: $70
    - Fall: $40
    - Spring: $40
  - Sugarloaf
    - Full Year: $40
    - Fall: $25
    - Spring: $25
• **Enrollment Fee** $225.00

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

  2. 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.

  3. 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.

  4. If 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.

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

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**Tuition Discounts**

Chestnut Hill College offers some tuition discounts to matriculated master’s-level students in the School of Graduate Studies. Detailed information about tuition discounts is on the Financial Aid website: [https://www.chc.edu/financial-services/discounts-and-aid-graduate-studies](https://www.chc.edu/financial-services/discounts-and-aid-graduate-studies) and on MyCHC.

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.

Once verified, Alumni, Veterans, and Albright discounts will remain on a student’s account throughout the duration of their program and do not need to be verified annually.

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

**Forms that are submitted late will not be accepted.**

- Fall Semester forms due by September 13, 2019
- Spring Semester forms due by January 31, 2020
- Summer Semester forms due by May 29, 2020

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

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

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

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

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

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

The following applies to Master’s Level students only.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the first day of session</td>
<td>100% refund</td>
</tr>
<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>
</tbody>
</table>
Weeks thereafter No Refund

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

**Financial Aid**

**Adjustments to Financial Aid**

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

**Lending Code of Conduct**

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

- Chestnut Hill College does not participate in any revenue-sharing arrangements with any lender.

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

- Chestnut Hill College does not permit any officer, employee or agent of the school who is employed in the Office of Student Financial Services or is otherwise involved in the administration of education loans to accept any fee, payment or other financial benefit (including a stock purchase option) from a lender or affiliate of a lender as 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 allow for the reasonable reimbursement of expenses associated with participation in such boards, commissions or groups by lenders, guarantors, or groups of lenders and/or guarantors.

- Chestnut Hill College does not assign a lender to any first-time borrower through financial aid packaging or any other means.
Chestnut Hill College recognizes that a borrower has the right to choose any lender from which to borrow to finance his/her education. Chestnut Hill College will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower’s selection of a lender and/or guarantor.

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

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

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

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

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

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

Standard Academic Year
A Standard Academic Year for Financial Aid spans two semesters, beginning with the first day of Fall semester and ending the last day of the Spring semester, and includes a minimum of 30 weeks of instruction. Therefore, the 2017-2018 Standard Academic Year begins on August 28, 2017 and ends May 11, 2018.
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.

Graduate Assistantships
Each year, Chestnut Hill College offers a limited number of assistantships to student accepted into a Master’s level graduate program. Any student who is interested in obtaining a position as a graduate assistant is encouraged to apply as long as he/she meets the minimum qualifications:

- Accepted into a Master’s program at Chestnut Hill College (Doctoral students are not eligible for Master’s level Assistantships. Students in Combined programs are not eligible for Graduate Assistantships. Students need to be fully admitted and have completed their bachelor’s degrees.)
- Registered for at least 2 courses/6 credits for Tier 1 position; 3 courses/9 credits for Tier 2
- Employed no more than part time outside of the College
- Student cannot be enrolled in the M.Ed. In Educational Leadership Program
- In some cases eligibility may be limited for students who have tuition discounts. Eligibility will be determined after a student has applied for a Graduate Assistantship.
- Maintain at least a 3.25 GPA while enrolled in course work

Applications for available assistantships should be submitted directly to the School of Graduate Studies by the appropriate deadline. Application materials include:

- Application found [here](#)
- Confidentiality agreement found [here](#)
- Letter of Interest and Resume
  - Letter of interest should include which GA position he is applying for as well as a little bit about why he/she would like to be a GA at CHC.
Positions renew on a yearly basis and final decisions are based on institutional funding, need and whether or not the applicant meets the requirements of the position. Students should identify which Tier they’d like to apply for:

Tier 1

- **Description:** A position requiring approximately 120 hours of work per 15 week semester (8 hours per week) in exchange for a 3 credit tuition waiver for a fall, spring, and summer semester.
- **Requirements:**
  - Student must maintain a 3.25 GPA or better in each graduate level class, and be registered for at least 6 credits per semester
  - Student cannot be employed full time. Unique circumstances can be considered if the student’s work schedule allows for the Graduate Assistant to be present on campus during normal business hours (8:30 AM – 4:30 PM) for most positions. Some positions require evening and/or weekend hours (e.g. Library, Student Life)
  - Student cannot be enrolled in the M.Ed. In Educational Leadership Program
- **Duties and responsibilities:** Administrative in nature however, must include meaningful opportunities for the GA to learn a specific skill set as well as foster the skills he/she is learning in his/her respective graduate program
  - Examples include: coordinating and supporting campus events, designing or updating departmental materials, social media maintenance, working in a student services support role, research, literature reviews, data gathering and analysis, etc.
  - Administrative tasks such as filing, copying, scanning, database entry, answering phones, stocking and general office duties cannot exceed 50% of the responsibilities

Tier 2

- **Description:** A position requiring approximately 240 hours of work per 15 week semester (16 hours per week) in exchange for a 6 credit tuition waiver for a fall, spring, and summer semester.
- **Requirements:**
  - Student must maintain a 3.25 or better each semester, and be registered for at least 9 credits per semester
  - Student cannot be employed full time, no exceptions will be made. Graduate Assistants are expected to be present on campus during normal business hours (8:30 AM – 4:30 PM) for most positions. Some positions require evening and/or weekend hours (e.g. Library, Student Life)
  - Student cannot be enrolled in the M.Ed. In Educational Leadership Program
- **Duties and responsibilities:** provide the student with experiential learning opportunities relevant to her/his graduate level education or, contribute to the department in a meaningful way.
  - Examples of appropriate responsibilities include but are not limited to: assistance with grading, Blackboard maintenance, teaching assistance, tutoring, course preparation,
relevant research and literature reviews, data gathering and analysis, faculty support, designing/editing/proofing departmental marketing materials and documents
  - Administrative duties cannot exceed 30% of this position’s responsibilities

*Master’s Level Assistantships are reserved for Master’s Level Students. PsyD students are welcome to apply for a Doctoral Level Assistantship described below. Any questions with regard to Doctoral-Level Assistantships should be directed to Eileen Webb at webbe@chc.edu.*

**Graduate Student Athletes**

Please note that any graduate students that have been awarded an athletic scholarship will not be eligible for a graduate assistantship. At the time student athletes are recruited for admission to SGS, they can be informed of their eligibility to apply for a graduate assistantship (assuming they have not been awarded an athletic scholarship). There is no guarantee of a Graduate Assistantship being awarded to a graduate student athlete.

**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 120 hours of work during the semester. Eligibility is restricted to those students with GPAs of 3.75 or higher. There are also opportunities for Directed Teaching for students in Year III and beyond. Directed 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.

*Exceptions to this policy must be approved by the Dean of the School of Graduate Studies, the Vice-President for Academic Affairs, and the Vice-President for Financial Affairs.*

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

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

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

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

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

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

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

Monday through Thursday - 9:00am to 11:00pm
Friday - 9:00am to 5:00 pm
Saturday- 9:00am to 5:00 pm
Sunday - 1:00pm to 11:00pm
Buildings
The following are the common abbreviations used in catalogs and reports:

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

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

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

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

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

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

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

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

Two copy machines are available in the library. Students need to have a valid ID with a library bar code to borrow reserve materials. Reserves are for library use only during the day; commuters may check 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 Sargent 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.
http://chc.bncollege.com
Whether by providing campus course materials (including new and used books, book rental and digital books), supplies, general books, Chestnut Hill College clothing and gifts or every day essentials, the **College Bookstore** serves the needs of students, faculty, staff, alumni, and Griffin fans. For store hours and information, or to shop online for course materials and the latest in college gear, visit the Bookstore’s website. Hours for the bookstore are also posted on the door. The Bookstore has extended hours during the first week of each semester and during the first week of each summer session.

**Campus Ministry**  
St. Joseph Hall, 3rd Floor, Room 348  

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, Director 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
Director: Cassidy Garcia, Ed.D.
Location: St. Joseph’s Hall, Room 240
Email: GarciaC@chc.edu
Phone: 215-753-3655
Fax: 215-242-7748
Website: www.chc.edu/disability

Services offered:
Accommodations to create access for students in their academic, social, and physical environments at Chestnut Hill College. If you are a student who has any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need accommodations to increase your access to this learning environment, we strive to provide an inclusive learning environment and are
consistent with federal, state, and local laws (Section 504 and ADAAA) to provide reasonable accommodations.

Disclosure of a disability is voluntary and confidential. In order to disclose a disability, please contact the Disability Resource Center using the contact information listed above. Students can apply for accommodations at any time during their college career, but please be aware that some accommodations may require time to implement and are not typically retroactive.

Academic Coaching: 1:1 or group academic coaching provided to students with disabilities to assist students in developing their executive functioning skills (i.e. time management, prioritizing, and organization), test-taking skills, and overall strategies for academic success. Support in development of self-advocacy Skills: 1:1 support to assist students in self-advocacy skills such as understanding their disability and rights, communicating with faculty and staff, and successfully navigating their college environment.

Dining and Vending Locations
Dining Services, 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.

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

**International Student Services**
Ann Liberona, Director of Global Education Office
Telephone: 215.242.7989. Email: LiberonaA@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**
For more information please search for Parking on www.chc.edu.

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

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

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

The Office of the Registrar provides support to the faculty, staff, students, alumni, and the general public in regard 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 to current students without holds on the My CHC Portal. The Office of the Registrar does not issue unofficial transcripts. A student accounts, health services, library, or athletic hold will prevent the student from viewing all academic information on the Portal.

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

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

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

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

**My.CHC (Portal)**
*My CHC* is a self-service tool utilized by students, Academic Advisors, and faculty available at [http://my.chc.edu/ics](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.

**Office 365**
Office 365 for business is a Microsoft subscription service that includes access to Office applications and online productivity services, as well as business services such as web conferencing, hosted email, and online storage. Faculty, staff and students automatically have a free subscription while working for or attending Chestnut Hill College. Using your Chestnut Hill College credentials, Office 365 is accessible via MyCHC.edu and/or [www.office.com](http://www.office.com). Here are the best practices for Office 365 within the Canvas LMS.

- **Authentication**: Canvas users can use the Office 365 ID to sign into both Canvas and Office 365.
- **Link to a document**: Instructors can easily create and add course materials, quizzes, and collaborative documents from their OneDrive folders to their courses modules.
- **Assignments**: Instructors can create cloud (live) assignments for students to submit without downloading a document. Instructors can grade them in SpeedGrader like any other Canvas assignment.
- **Collaborations**: Students can work together on Word, PowerPoint, and Excel document Canvas

**Canvas**
Canvas is CHC’s Learning Management System (LMS) and is the universal LMS tool for Chestnut Hill College. CHC has phased out Blackboard, our former LMS. Canvas has highly integrated learning products and is a flexible digital learning environment that can be created to meet the unique challenges faced by instructors and students. Faculty and students will become acclimated with Canvas LMS functionality by way of training, online student orientation, and faculty and student help resources.
embedded in Canvas courses. All things Canvas can be found via the Canvas Community and the help menus within the Canvas LMS. Students and faculty can access the Canvas Guides at https://community.canvaslms.com/t5/Canvas/ct-p/canvas

Students can access Canvas at the bottom of the MyCHC homepage.

CAMPUS SAFETY AND SECURITY

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

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

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

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

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

Chestnut Hill College’s Department of Safety and Campus Security lives by its Mission Statement, and is committed to the high standards of quality in promoting a safe and problem free educational environment. The College is an institutional member of IACLEA and a charter member of the Delaware Valley Campus Security Director’s Association. This institution meets the **Commonwealth of Pennsylvania Act 73**, the **College and University Security Information Act** and the **Federal Crime Awareness and Campus Security Act of 1990**.
**Children and Visitors**
All visitors to campus must be registered with the Security Desk at the entrance of Fournier Hall. Visitors must be with their sponsoring member of the College community at all times. Visitors are not permitted to be alone on campus at any time and infractions of this instruction will be treated seriously.

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

**Classroom Locations**
Buildings may be abbreviated in the following way on schedules and course listings:
- Clement Hall – CH
- 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.

**Tobacco Free Policy**
Chestnut Hill College is committed to the health and wellness of its students, faculty, staff and visitors. In keeping with this commitment, Chestnut Hill College has adopted a Tobacco Free Campus Policy beginning August 15, 2018. Tobacco use is prohibited within the campus boundaries, in all College buildings, at all College sponsored events, and in all College owned vehicles. This policy also applies to parking lots, walkways, sidewalks, athletic facilities, and private vehicles parked or operated on College property. This policy applies to all faculty, staff, students, vendors, contractors, visitors, and guests.
Tobacco use includes any lighted tobacco product (e.g., cigarettes, cigars, clove cigarettes, pipes), any oral tobacco product (e.g., smokeless tobacco, dip, chew), vaping, or the use of electronic cigarettes.

All members of the Chestnut Hill College community are asked to respectfully remind others of the College’s Tobacco Free Policy. Primary responsibility for enforcement falls to Campus Safety and Security. Campus Safety and Security can ask for identification from anyone found to be in violation of the policy; an incident report will be filed for anyone violating this policy. Student violations will be sent to the Dean of Student Life for processing. Faculty/Staff violations will be sent to Human Resources. Vendor violations will be handled by Vendor Supervisor. Guests found to be intentionally and consistently violating this policy may be asked to leave campus. Students and employees should review their respective Handbooks for information on individual disciplinary processes.

Penalties for violations are listed below:

First Violation – Warning
Second Violation - $25 fine
Third Violation - $50 fine; disciplinary probation (students) or corrective action plan (employees)
Fourth Violation - $100 fine; disciplinary probation (students) or corrective action plan (employees)
Fifth Violation – possible dismissal or termination of employment

All fines collected will be used to further the College’s health and wellness programming.

Members of the campus community who choose to smoke are required to leave campus. Chestnut Hill College is bordered by Fairmount Park, Morris Arboretum, and private residences. Individuals are expected to be respectful of these neighbors and to properly dispose of any tobacco related items. It is a safety hazard, and disrespectful, to dispose of tobacco related products on the ground. Additionally, please be mindful to not block access or egress to the aforementioned green spaces, private residences, and/or SEPTA bus stops.

If you are looking for resources to help quit using tobacco products, please contact Human Resources, Student Health Services, https://smokefree.gov or www.smokefreephilly.org for local resources.

Emergency Cancellation of Classes (Weather)
As Chestnut Hill College is a residential campus, every effort will be made to keep the business of the College running as close to a normal schedule as possible; however, if weather factors are unfavorable and not expected to improve, classes normally will be cancelled for the day. If there is a good chance that conditions will be acceptable by mid-morning, the opening of the College will be delayed.

One-Hour Delay *
A "one-hour delay" means that the College offices will open at 9:30 AM and classes will begin at 9:30 AM.
Two-Hour Delay *
A "two-hour delay" means that the College offices will open at 11:00 AM and classes scheduled to begin at 11:00 AM and after will meet. Classes scheduled to meet prior to 11:00 a.m. are cancelled. The exception is graduate classes and undergraduate students scheduled for science labs, classes that begin prior to 11:00 AM and continue to at least 12:00 PM will meet at 11:00 AM to minimize missed class time.

Noon Delay *
A "noon delay" means that the College offices will open at noon and classes will begin at noon. Classes that begin prior to noon and continue at least 1:00 PM will meet at noon to minimize missed class time.

*Delays are based upon the standard block schedule** (Click here to view the block schedule) Classes held outside of the standard block will receive directions from instructors. At times, it may be appropriate for classes held outside of the standard block* to begin late.

In the case of an announced delayed opening, if the situation should worsen and if a subsequent decision is made to cancel classes and close the College, an announcement will be made as soon as possible. Chestnut Hill College faculty, staff and students are therefore advised to recheck the announcements frequently, prior to departing for school or work and while in transit.

This information will be made available through the College’s Emergency Notification System and will also be announced on the College’s website.

If the College is open, faculty, staff and students are expected to report to campus. However, due to regional differences in weather conditions, your safety and welfare are paramount. Please take appropriate precautions, when necessary.
POLICY ON SEX DISCRIMINATION, SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence

Chestnut Hill College values appropriate relationships, respect for all and shared responsibility. Therefore, Chestnut Hill College is committed to fostering an educational and working environment that is free from sexual harassment and sexual violence. In recognition of and respect for the dignity of all at Chestnut Hill College, sexual misconduct in any form, cannot, and will not, be tolerated. Additionally, 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. The College’s full policy on Sex Discrimination, Sexual Harassment, and Sexual Violence is regularly updated and reviewed, and can be found online at https://www.chc.edu/safetyand-security/title-ix.
All policies in the Graduate Catalog apply unless there is a program specific policy. In this circumstance, the program-specific policy is followed. For applicable doctoral policy, consult the relevant section of this catalog. If students have a question about which policy is applicable, they should speak with their advisor, Program Director or Department Chair.

**Academic Integrity Policy**

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

Academic integrity requires:

- Careful and thorough preparation for courses, including reading, completion of assignments, finding required background material, and reflecting on relevant issues
- Regular participation and prompt attendance for the entire course, whether it is on-campus, hybrid, or an online course.
- Effort to maintain careful and focused attention during class and in online learning.
- Participation in course discussions by speaking, listening, writing, and responding, as appropriate.
- Consistent attendance and active participation at course lectures, events, study groups, online activities, webinars, presentations, independent teaching agreements, and/or conferences with the Instructor, as required or recommended by the Instructor.
- Consistent attendance and active participation in required experiential learning activities including student teaching, clinical work, internships, and service learning.
- Compliance with professional ethical codes of conduct as defined by professional organizations, programs/field of study, or state certification or licensing agencies.
- 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, completing online assignments, creating multimedia projects, creating and delivering presentations, citing sources, and taking quizzes, tests, and examinations.
- Communicating with 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 violations 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, quiz, or other assignment.
- Using material written by another student during the administration of an examination, test or quiz, or other assignment, either with or without his or her knowledge.
- Using crib notes/cheat sheets whether on paper or electronic; 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, computers, mobile devices, internet access, or any other unauthorized aids.
- Collaborating during an in-class or online examination, test or quiz, either in the provision or receipt of information; or, improper collaboration on a take-home examination, laboratory report, or other assignment.
- Stealing, using, or transmitting, verbally or otherwise, examinations, tests, quizzes or portions thereof, or other likewise confidential information before, during, or after the time of the exam or assignment.
- 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 or completing an assignment by proxy.
- Falsifying of laboratory or research data or results; falsifying clinical data, or falsifying or inventing bibliographical entries for research papers or other assignments.
- Willfully aiding or abetting any act of cheating.
- Willfully aiding or abetting any act of plagiarism.

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

- Presenting published or unpublished work, online resource, web page, or multimedia object 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, oral, or online reports or exercises copied from or dictated by others.
- Presenting, as one’s own, assignments of any kind copied from or dictated by others.
- Incorporating formal lecture notes or online course materials into one’s own work without appropriate citation and presenting them as one’s own.
- Presenting, without appropriate citation, a programming or other computer-based solution or multimedia object 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.
• Copying multimedia objects (videos, audio files, animations, presentations, websites, blogs, wikis, discussion posts, e-publications, e-portfolios, etc.) without appropriate citation, and presenting this as one’s own original work.

If an Instructor suspects that a student may have committed an act of cheating, plagiarism, or other academic integrity violation, the Instructor should discuss the matter with the student directly within five business days of determining an allegation. The instructor should gather relevant evidence of alleged academic integrity violations and maintain a file of this documentation. The Instructor is also required to report this issue to the Graduate Program Director of the respective program within five business days, who will review and maintain the evidence file. If the instructor is also the Graduate Program Director, then the Instructor also informs the Center Chair. If the instructor is also the Center Chair, then the instructor informs the Program Director and the Dean.

**Instances of a First Violation of Academic Integrity**

If the Program Director reports that there have been no prior instances of allegations or confirmed cases of academic integrity violations by the student, the Instructor may resolve the issue with the student informally and developmentally to ensure that the student understands proper citation and appropriate academic integrity behaviors. If a student is found to be responsible for a violation of the academic integrity policy, the resolution for a first allegation may include sanctions such as reduced or zero credit for assignments, point or grade reductions on assignments, or reduction of the course grade. Students found responsible for a violation of this policy will also be placed on Academic Probation for the remainder of their graduate program. Students will be notified of the outcome of this process within ten business days of the initial Instructor-student meeting. A final course grade will not be submitted to the Registrar until this process is resolved. If necessary, a grade of “Incomplete” will be submitted to the Registrar until a final grade is determined and recorded.

**Instances of Multiple or Significant Violations of Academic Integrity**

If a student has had a prior allegation or finding of an academic integrity violation, or if the student is on Academic Probation for a prior academic integrity violation, or if there is evidence of a significant case of plagiarism, cheating, or other academic integrity violations, then the Instructor will refer the situation to the Program Director for resolution and also inform the Center Chair and the Dean of the School of Graduate Studies within 5 business days of this determination.

The instructor and Program Director will review the evidence, inform the student of an allegation of an academic integrity policy violation, and provide a copy of the evidence to the student within five days of their review. If the instructor is also the Graduate Program Director, then the Center Chair will review the evidence.

The student will be provided an opportunity to submit a written response to the allegations and provide any additional evidence within five business days of the receipt of the evidence.

The instructor and Program Director or Chair will review all evidence and will schedule a meeting with the student in-person, or via videoconference (for online students or other students unable to attend a meeting in person) to discuss the allegations and evidence. Following this meeting the Instructor and
Program Director or Chair will render a decision regarding whether the student is responsible for a violation of the Academic Integrity Policy or is not responsible for a violation.

If the student is found to be not responsible for a violation then the student will earn a grade in the course which is reflective of the work they submitted. The student will be notified within two business days of this decision.

If the student is found to be responsible for a significant or multiple violations then the student will earn an F in the course which will result in dismissal from their program, as per the School of Graduate Studies dismissal policy. The Graduate Program Director will notify the student in writing regarding the findings and outcomes within two business days of this decision.

Within five business days of notification by the Program Director the student may appeal this decision in writing to the Dean of the School of Graduate Studies. The basis of the student’s appeal must include at least one of the appeal criteria below and the student must submit evidence to support their appeal. Appeals are limited to the following criteria:

**New Evidence:** New evidence that was unavailable during the investigation or subsequent meeting, that could substantially affect the original finding of responsibility. The new evidence and its potential effect must be included with the appeal. Evidence introduced that was not previously known by the student shall be considered new evidence. Evidence that was known and withheld by the student is not considered new evidence and will not be considered upon appeal.

**Procedural Error:** A procedural error occurred that significantly affected the outcome of the process (e.g. substantiated bias, material deviation from established procedures, etc.).

**Findings:** The finding of responsibility for a violation is against the weight of the evidence. The preponderance of the evidence clearly demonstrates that the student is not responsible for a violation of the Academic Integrity Policy.

**Sanctions:** The sanctions are disproportionate to the violation. The sanctions are not consistent with precedent. (NB: graduate students are expected to understand and apply academic integrity practices and are subject to dismissal for significant or repeat violations of this policy).

The Dean of the School of Graduate Studies will review all relevant case and appeal materials and within five days of receipt of a students’ appeal, will notify the student in writing of the outcome of the appeal.

Within five business days of notification by the Dean the student may appeal this decision in writing to the Vice President of Academic Affairs and Dean of the Faculty (VPAA). The basis of the student’s appeal must include at least one of the appeal criteria below and the student must submit evidence to support their appeal. Appeals are limited to the following criteria:

**New Evidence:** New evidence that was unavailable during the investigation or subsequent meeting, that could substantially affect the original finding of responsibility. The new evidence
and its potential effect must be included with the appeal. Evidence introduced that was not
previously known by the student shall be considered new evidence. Evidence that was known
and withheld by the student is not considered new evidence and will not be considered upon
appeal.

**Procedural Error:** A procedural error occurred that significantly affected the outcome of the
process (e.g. substantiated bias, material deviation from established procedures, etc.).

**Findings:** The finding of responsibility for a violation is against the weight of the evidence. The
preponderance of the evidence clearly demonstrates that the student is not responsible for a
violation of the Academic Integrity Policy.

**Sanctions:** The sanctions are disproportionate to the violation. The sanctions are not consistent
with precedent. (NB: graduate students are expected to understand and apply academic
integrity practices and are subject to dismissal for serious or repeat violations of this policy).

The VPAA will review all relevant case and appeal materials and within five days of receipt of a
students’ appeal, will notify the student in writing of the outcome of the appeal. All decisions by the
VPAA are final and are not subject to further appeal.

Graduate students may not use the Grade Appeal policy as detailed in this catalog to appeal an
assignment or course grade that has been awarded as a result of the Academic Integrity Policy. In
cases in which a student is dismissed for academic integrity violations there is no opportunity for
reinstatement or re-admission.

**Attendance**

Regular class attendance is necessary for the attainment of satisfactory performance in graduate work
and is the responsibility of each student. This applies to classroom based learning, experiential
learning, hybrid courses, and fully online courses. Regular attendance and participation are essential
elements of the learning process. The educational value of each course is enhanced by the sharing of
insights and experiences and through the interactions in the classroom and in Canvas, CHC’s Learning
Management System (LMS) for online learning. Each instructor determines details of attendance
requirements as they apply in a specific course. It is the student’s responsibility to read each syllabus
and understand the consequences for excused and/or unexcused absences. Students are expected to
communicate with their instructors as soon as possible if they anticipate or have any absences from
class or online courses. Absences that exceed course requirements may result in reduced course
grades including failing grades.

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

Course Registration

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

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

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

Online students register through the School of Graduate Studies at gradschool@chc.edu. Students in cohort-based online programs will be registered by SGS directly. Please contact SGS at gradschool@chc.edu if you have any questions.

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

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

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

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

**Withdrawing from a Course**

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

**Withdrawing from a Course after Deadline**

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

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

Each request is handled on an individual basis and evaluated in light of information provided by the student and the student’s academic records. The request to withdraw, with supporting documentation, must be submitted prior to the end of the course. Please note that Psy.D. students may not drop doctoral courses once registered.

**Exiting a Course: Administrative Drop or Withdrawal**

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

- The student fails to attend the first class or first online weekly module;
- The student fails to maintain regular attendance in a course and/or misses two consecutive class meetings or two online weekly modules
- The student fails to comply with academic policies and/or procedures, such as maintaining communication with the instructor, requesting a grade of incomplete, or requesting to withdraw.
- Other reasons deemed appropriate by the School of Graduate Studies Dean apply.
When the administration is required to drop or withdraw a student from a course, a determination of which procedure to follow is made in accordance with the Academic Calendar and the individual circumstance of the student.

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

**Financial Responsibility for exiting a course**

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

**Auditing Courses**

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

**Cancellation of Courses**

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

**Course Assessment and Evaluation**

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

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

Most graduate courses are three credit courses. Graduate students studying full-time register for 9-12 credits per semester. Graduate students who wish to take more than 9 credits should discuss their academic load, employment, family, and other responsibilities with their faculty advisor. Half-time graduate students are classified as those registered for at least 4.5 credits but fewer than 9 credits per semester. For most graduate students, this means taking two courses per semester (fall, spring, and/or summer). Less-than-half-time students are classified as those registered for fewer than 4.5 credits per semester.

Doctoral students are considered full-time as long as they are taking the required coursework and are

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

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

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

(2) The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
(3) The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The College discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

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

Financial Aid Exception
FERPA provides an exception regarding the release of education records information without the consent of the student when the release is related to financial aid. The disclosure is permitted if the information is necessary to determine eligibility for the aid; determine the amount of aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid.
Release of Information Via Telephone
Although FERPA does not preclude an institution from disclosing Non-Directory Information via telephone to the student or a FERPA Waiver contact, it is the College’s policy that no Non-Directory Information relating to academic status (e.g., grades and/or grade point average) will be released by telephone, whether or not a waiver is submitted. Billing information, including tuition and fee charges, outstanding balances, and financial aid information, will be communicated via telephone providing the student or FERPA Waiver can correctly answer personally identifiable questions that only the student or FERPA Waiver contact would be able to answer. These questions may include, but are not limited to, CHC ID Number, Permanent address on file, High School or previous College attended, and currently enrolled courses.

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

Statement Regarding Transfer of Education Records
Chestnut Hill College does not release education records to any external third-party, including disciplinary records, without a signed request.

Campus Security/Police Records
To remain exempt from FERPA, law enforcement records are created by the College’s law enforcement unit, for a law enforcement purpose, and are maintained separately from education records.

Statement Regarding Reissuing Academic Documents
Chestnut Hill College does not re-release official copies of documents submitted for admission, scholarship application, or any other academic reason. Requested copies of materials in a student’s academic file will bear a “FILE COPY” watermark.

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

Notification of Student’s Right to Non-Disclosure of Directory Information
FERPA requires institutions to give public notice to students in attendance of the categories of personally identifiable information which the institution has designated as Directory Information.
Institutions may disclose Directory Information about former students without meeting the notification requirement; however, if a student has requested, at his or her last opportunity as a student, that Directory Information not be disclosed, the institution must continue to honor that request until informed to the contrary by the former student. If requested to withhold directory information by a student after he or she has left the institution, institutions may, but are not required to, comply with the request.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numeric Value</th>
<th>Quality Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
<td><strong>Outstanding:</strong> Outstanding effort and mastery of course content; participation in all classes with notable responsiveness to all course participants and evidence of thorough, thoughtful preparation for each class; all criteria for course requirements met at a masterful level, following all guidelines for written assignments and class preparation/participation</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.70</td>
<td><strong>Superior:</strong> Superior effort and mastery of course content; participation in all classes with evidence of a professional level of preparation and responsiveness to course participants; all criteria for course requirements met at a professional level, following all guidelines for written assignments and class preparation/participation</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.30</td>
<td><strong>Very Good:</strong> Very good effort and grasp of course content; evidence of preparation for and participation in all classes; timely completion of all written assignments at a proficient level of writing; all criteria for course requirements met at a competent level, following all guidelines for written assignments and class preparation/participation</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
<td><strong>Good/Acceptable:</strong> Acceptable work; generally, grasp of course content with average achievement; evidence of effort to meet all criteria for course requirements, following all guidelines for written assignments and class preparation/participation, with evidence of emerging skills in need of support</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.70</td>
<td><strong>Marginally Acceptable:</strong> Marginally acceptable work; inconsistent grasp of course content with below average achievement; evidence of effort to meet all criteria for course requirements, following all guidelines for written assignments and class preparation/participation, with evidence of emerging skills in need of support</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>GPA</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.30</td>
<td><strong>Unacceptable Work for Graduate School:</strong> Unacceptable work for graduate school; insufficient grasp of course content with evidence of low achievement, effort, and timely completion of assignments at an acceptable level of competence or serious difficulty in course engagement. Criteria for course requirements insufficiently met. In the School of Graduate Studies (SGS), a grade of C+ or C results in academic probation; see SGS catalog for details.</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
<td>Evidence of emerging skills in need of extra support.</td>
</tr>
<tr>
<td>F</td>
<td>72-below</td>
<td>0.00</td>
<td><strong>Failure/Automatic Academic Dismissal:</strong> In the School of Graduate Studies, a grade of F results in dismissal from the graduate program.</td>
</tr>
<tr>
<td>I</td>
<td>NA</td>
<td></td>
<td><strong>Incomplete</strong> (See Incomplete Policy)</td>
</tr>
<tr>
<td>AU</td>
<td>NA</td>
<td></td>
<td><strong>Audit</strong> (See Auditing Classes Policy)</td>
</tr>
<tr>
<td>W</td>
<td>NA</td>
<td></td>
<td><strong>Withdrawal</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Granted after drop/add period and before the withdrawal deadline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• After the withdrawal deadline when student is granted permission by the Program Chair/Director</td>
</tr>
<tr>
<td>WF</td>
<td>0.00</td>
<td></td>
<td><strong>Withdrawal/Failure:</strong> Given when students withdraw without permission after the approved time period. Automatic Academic Dismissal</td>
</tr>
<tr>
<td>NR</td>
<td>NA</td>
<td></td>
<td><strong>Not Recorded</strong></td>
</tr>
</tbody>
</table>

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

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

*Doctoral students in the Psy.D program should refer to program specific policies.*
Grade Appeals
Students who wish to appeal a final grade in a course must follow the process outlined below.

The deadline to initiate a grade appeal is:
- January 15 for Fall grades
- May 15 for Spring grades
- September 1 for Summer grades

Student wishes to appeal a grade received in an individual course:

1) **Student contacts Instructor in writing via email.** The student explains in writing the reasons for the appeal and provides any supporting documentation. Student also sends copies of appeal and documentation to the Chair or Program Director. If the Chair or Program Director is also the Instructor, the student sends copies to the Dean of the School of Graduate Studies.

2) **Instructor responds in writing.** The Instructor must render a decision within 10 business days of receipt of the appeal and communicate the decision in writing to the student, with a copy to the Chair or Program Director.

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

1) **Student contacts Chair or Program Director in writing via email.** Students have 10 business days following the receipt of the Instructor’s decision to contact the Chair or Program Director. If the Chair or Program Director is also the Instructor, the student skips to the follow step by contacting Dean of the School of Graduate Studies.

2) **Chair or Program Director contacts student in writing.** The Chair or Program Director will notify the student of a decision within 10 business days of receipt of the student’s appeal - this may be extended if the appeal is received during a period when classes are not in session.

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

1) **Student contacts Dean of the School of Graduate Studies in writing via email.** Students have 10 business days following the receipt of Chair or Program Director’s decision to contact the Dean of the School of Graduate Studies.

2) **Dean contacts student in writing.** The Dean will notify the student of a decision within 10 business days of receipt of the student’s appeal. This timeline may be extended if the appeal is received during a period when classes are not in session.

*If the issue is resolved, no further steps need to be taken. If there is a need to continue the appeal process:***
1) **Student contacts Vice President for Academic Affairs in writing via email.** If the student is not satisfied with the decision of the Dean, the student may appeal to the Vice President for Academic Affairs (VPAA) within 10 business days of the decision.

2) **VPAA contacts student in writing.** The VPAA will notify the student of a decision within 10 business days of receipt of the student’s appeal - this may be extended if the appeal is received during a period when classes are not in session. **The decision of the VPAA is final and concludes the grade appeal process.**

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

**Graduation**

Degrees are conferred at the College three times per year in August, December, and May on the dates specified in the Academic calendar. To facilitate eligibility for post-doctoral internships, August 31 is the date of degree conferral for students who complete all requirements for the doctoral program in clinical psychology (PsyD program) in the summer term. 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 welcomed to participate in the Ceremony the following May.

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

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**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 2018-2019 Graduation Fee is $250 for students who did not pay an enrollment fee when they began their program (all students accepted prior to Summer 2013). **The fee is charged regardless of participation in the Commencement Ceremony in May.**

The Application to Request Graduation form must be received by:

- **July 1** for August conferral
- **October 1** for December conferral
- **February 15** for May conferral
The Application to Request Graduation form must be received by the above deadline and all applicable fees must be paid in full or the student may not be permitted to graduate until the following conferral date!

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

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

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

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

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

During this process, it is expected that the student will work closely and collaboratively with the Chair or Program Director. The Chair or Program Director 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, in person or on the phone, or via email before contacting a member of the administration and/or initiating a written report. Online students may also set up a Skype meeting or use the Chat or Collaborate tools in Canvas to communicate with their instructors. 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. Online students should schedule a phone meeting or online chat.

- **Consult with the Chair or Program Director.** The Chair/Director may call a meeting with the parties involved. Online students can join meeting via Skype.

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

1) **Student contacts Chair or Program Director in writing via email.** The student summarizes concerns in a letter to the Chair or Program Director.

2) **Chair or Program Director responds in writing.** The Chair or Director 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 Director will render a decision in writing. The student may be invited to discuss the matter with the Chair or Program Director and the parties involved.

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

3) **Student contacts Dean of the School of Graduate Studies in writing via email.** Students have 10 days following the receipt of Chair or Program Director’s decision to contact the Dean of the School of Graduate Studies.

4) **Dean contacts student in writing.** The Dean will notify the student of a decision within 10 days of receipt of the student’s appeal - this may be extended if the appeal is received during a period when classes are not in session.

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

3) **Student contacts Vice President for Academic Affairs in writing via email.** If the student is not satisfied with the decision of the Dean, the student may appeal to the Vice President for Academic Affairs (VPAA) within 10 days of the decision.

4) **VPAA contacts student in writing.** The VPAA will notify the student of a decision within 10 days of receipt of the student’s appeal - this may be extended if the appeal is received during a period when classes are not in session. The decision of the VPAA is final and concludes the appeal process.

In order to ensure timely resolution of grievances, these time frames will be strictly honored. Students who do not submit their appeals within the specific time frames will waive their right to appeal.
Note: Separate policies are applied in matters regarding grade appeals or plagiarism/cheating. Please refer to the policies for Grade Appeals and Academic Integrity in this catalog.

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

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

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

If the Chair approves, the instructor submits a signed incomplete form to the Graduate Studies Office. The Office will obtain the remaining necessary signatures for approval. The signed form is recorded in the student’s file and the grade of “I” is entered onto the student’s official transcript.
Since the purpose of a grade of incomplete is to provide time for completion of course requirements, the student assumes full responsibility to fulfill all requirements and submit all assignments to the instructor in a timely manner, whether the grade of incomplete was requested by the student or assigned by the instructor. If the work is not completed and submitted on the day designated by the instructor, the student will receive a grade of “F” or another grade based on work completed by the student and submitted by the instructor. The timeline cannot be extended once it is agreed upon and filed with the Graduate Studies Office unless permission is granted by the Dean of the School of Graduate Studies. The instructor will grade all material and submit the final grade to the Graduate Studies Office within two weeks of receiving all work.

**Independent Study/Individual Teaching Agreement**

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

**General Guidelines:**

- The independent study of core courses is discouraged and will only be permitted if the need cannot be fulfilled in a timely manner through the regularly scheduled cycle of courses.
- Independent study may be permitted under the following circumstances:
  
  - One or two courses are needed for graduation or certification and the student cannot take scheduled courses or the scheduled courses do not meet the requirements of the student’s degree program.
  - Due to unpredictable circumstances, the student is making a geographical move that precludes further attendance in regularly scheduled classes.
  - The student has an 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 Director or Department Chair.
  - A request for independent study is placed in writing and given to the Program Director or Department Chair.
  - The student must contact the Department Chair/Program Director prior to making arrangements with the instructor who will supervise the independent study.
The Program Director or Department Chair and the student will identify the appropriate faculty member who will supervise the independent study.

- The student files an Independent Study Form (available in the Graduate Office), with the required signatures and requested information.
- The completed form and appropriate syllabus must be returned to the Graduate Registrar three days prior to the official start of the first class. The student is not officially registered until the form is completed. The Dean of the School of Graduate Studies will not approve any form that is received after the independent study has begun, unless the independent study results from a course cancellation.

**Instructional Time/Activities in a Course**

The School of Graduate Studies implements its mission and philosophy in the educational activities it provides. Graduate education prepares emerging scholars and professionals to become innovators and leaders in their chosen fields. Students are encouraged to develop life-long learning skills that will enhance adaptation to ever-changing workplace demands. The graduate program achieves this outcome by including activities that entail learning experiences outside the classroom or LMS 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 and LMS 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 Policy**

At times, students may encounter circumstances that require time away from the College. In these situations, a student may request a leave of absence (LOA). A leave of absence may be requested for a variety of reasons. This policy specifically speaks to the following categories:

- Short-Term Leave of Absence
- Personal Leave of Absence
- Medical Leave of Absence
- Involuntary Medical Leave of Absence
- Compassionate Leave of Absence

A LOA provides students with the opportunity to remain in active standing with the College and eliminate the need to apply for readmission. In each case described below, the student is responsible for completing the necessary paperwork and providing appropriate documentation.
In general, a LOA is designed to allow a student to step away completely from the institution. Other policies and procedures apply when students need to change their status from full-time to part-time, need to request an incomplete, or need accommodations in order to stay successfully enrolled. In such cases, students should consult the appropriate policy in their respective Academic Catalog, and when necessary, contact the Dean of the appropriate school (Undergraduate, Continuing and Professional Studies, or Graduate) or the Disability Resource Center.

Please note that any leave from the institution may have financial aid and student billing implications. Students are encouraged to review the Return of Title IV Funds Policy found in the Academic Catalog and to meet with Student Financial Services prior to finalizing a LOA.

**Short-Term Leave of Absence**
In the event of an immediate and significant personal or medical emergency, a student may request a Short-Term Leave of Absence (SLOA). A SLOA is intended to allow the student to fully focus on the issue that is preventing his/her attention to coursework and campus life. A SLOA provides for excused absences from classes, but students are responsible for learning and making arrangements with their faculty for making up academic work. A SLOA may be granted for up to 10 business days. If, after 10 business days, the student is unable to return to classes, a Personal, Medical, or Compassionate Leave of Absence will be considered. Requests for a SLOA will be made to the Dean of the appropriate school (Undergraduate, Continuing and Professional Studies, or Graduate). While each request will be handled using an individualized assessment, common reasons to request a SLOA include accident, injury, illness requiring hospitalization, surgery, or bereavement (death of a parent, sibling, child, significant other, partner, or other close family member). Upon approval, the Dean’s office will communicate the SLOA to the student’s faculty. In general, a student will not be permitted to remain in the residence halls or participate in any activities during a SLOA; exceptions to this will be made collaboratively by the Dean, the Director of Residence Life, and other appropriate staff.

A SLOA cannot be granted retroactively but can be processed while the student is off campus and may be initiated by proxy if the student is unable to request it themselves. Students are encouraged, at all times, to remain in close communication with their faculty, advisor, and other support personnel on campus.

Upon returning from a SLOA, a student will be asked to meet with a member of the Dean’s Office, Student Success, or Student Life staff (as appropriate) to discuss proper support to ensure a successful return to campus. The student is responsible for working individually with faculty to complete missed course assignments.

**Personal Leave of Absence**
While enrolled at the College, students may encounter situations that require them to take a longer time away than that covered by a SLOA. While there are widely varying reasons that a student may request a Personal Leave of Absence (PLOA), common grounds include financial, military service, and other personal reasons. In order to request a PLOA, a student must:
• Submit a written request for a PLOA to the Dean of the appropriate school (Undergraduate, Continuing and Professional Studies, or Graduate), including documentation to verify the circumstances precipitating the need for a PLOA.

• Upon receipt of the written request, the Dean will request a meeting with the student. Every effort will be made to hold a meeting within 3 business days, including have a telephone meeting, with the goal of approving or denying the request within an additional 2 business days.

A student may request a SLOA while preparing an application for a PLOA. A student may not request a PLOA in order to avoid student conduct, academic misconduct, or other disciplinary proceedings. In cases of an alleged policy violation, a student may choose to withdraw from the College but would be placed on a Dean’s Hold and would need to resolve the pending issue prior to be considered for readmission.

Medical Leave of Absence
While enrolled at the College, students may encounter physical and/or mental health issues that interfere with their ability to fully and safely engage in the academic and campus life of the institution. A Medical Leave of Absence (MLOA) allows a student to step away from their studies to receive the appropriate treatment. A MLOA is designed to support students when treatment for a physical and/or mental health issues requires more time than that afforded under a SLOA. Common reasons for a MLOA may include major accident, injury, significant illness requiring extended treatment, addiction and substance use disorders, and/or mental health reasons. In order to request a MLOA, a student must:

• Have a documented major physical or mental health issues that cannot be mitigated in a short period of time.

• Provide documentation from a licensed health professional that supports the specific physical or mental health issues. This documentation must be typed and submitted on official letterhead. This documentation should specify the reasons for the leave and the anticipated length of time needed for the leave.

• Depending upon the condition of the student, the Dean may request a meeting with the student. However, a decision may also be made based on the provided written documentation when in the best interest of the student.

A student may request a SLOA while preparing an application for a MLOA. The Dean’s office will make the final determination on a MLOA.

Involuntary Leave of Absence
In most cases the College will work with the student to create a mutually agreeable and voluntary leave. In rare cases, Chestnut Hill College may determine that an Involuntary Leave of Absence (ILOA) is necessary. An ILOA will be considered when a student is unable to participate in campus and academic life due to medical issues and/or when a student’s behaviors are disruptive to the educational or co-curricular experience on campus. While any ILOA will be handled using an individualized assessment, acute danger to self or others, an inability to manage daily tasks, and/or an inability to follow a proscribed behavior plan (including use of appropriate support services) may result in the College initiating the ILOA process. The decision to mandate an involuntary Medical Leave of Absence will be
made following an individualized assessment; this individualized assessment may include members of the College’s Wellness Team and/or Threat Assessment Team. An ILOA may be short-term (10 business days or less) or long-term (e.g. the remainder of the semester or academic year). A student who disagrees with the College’s decision to impose an involuntary LOA may submit an appeal. Appeals will be reviewed jointly by the Vice President for Academic Affairs and Vice President for Student Life; the involuntary MLOA will remain in effect while the appeal is pending. Appeals must be received within 5 business days of being placed on Involuntary Leave, must be made in writing and include appropriate documentation to support the appeal. The Vice President for Academic Affairs and Vice President for Student Life may request to meet with the student (as appropriate) and consult with other staff members who have knowledge about the original decision. An appeal decision will be issued within 5 business days. This decision will be communicated in writing and will be final. During an ILOA, a student may be subject to restrictions including, but not limited to, temporarily being banned from campus, temporary removal from College housing, and/or restriction from participating in any curricular or co-curricular educational experiences or activities.

**Compassionate Leave of Absence**

While enrolled at the College, students may encounter situations that require them to take leave to care for a sick parent, partner, or dependent, or following the birth or adoption of a child. In these cases, a student may request a Compassionate Leave of Absence (CLOA). In order to request a CLOA, a student must submit a written request for a CLOA to the Dean of the appropriate school (Undergraduate, Continuing and Professional Studies, or Graduate), including documentation to verify the circumstances precipitating the need for a CLOA. Upon receipt of the written request, the Dean will request a meeting with the student; every effort will be made to hold a meeting within 3 business days, including having a telephone meeting, with the goal of approving or denying the request within an additional 2 business days. A student may request a SLOA while preparing an application for a CLOA.

**Returning from a Leave of Absence**

The request to return from a LOA, including the required documentation if returning from a MLOA, must be submitted to the Dean of the appropriate school (Undergraduate, Continuing and Professional Studies, or Graduate) utilizing the instructions provided at the time of the leave. The College and the student may mutually agree to extend this deadline when appropriate. Return from a LOA will not be permitted following the drop/add period for the specific semester during which the student is attempting to return. This procedure is designed to support the success of students as they return to the College.

Returning from any type of LOA can be simultaneously rewarding, exciting, stressful, and demanding. To help ensure a successful reentry, students returning from any type of voluntary LOA are required to meet with a member of the Dean’s Office, Student Success, Student Life, and/or other appropriate staff. In order to return from a MLOA, the student must submit documentation (typed and submitted on official letterhead) from a licensed health professional addressing the student’s current health status and ability to return to his or her studies.

Depending upon the reasons for the original leave, the student may decide to request support from a number of offices on campus. As appropriate, the College strongly encourages students to utilize the
Counseling Center, Student Health, the Disability Resource Center, Student Success, Residence Life, and the respective Dean’s offices upon return from a LOA.

Returning from an ILOA requires a student to fulfill all conditions set forth in the written notification of the ILOA. In order to return from an ILOA, the student must submit documentation (typed and submitted on official letterhead) from a licensed health professional addressing the student’s current health status and ability to return to his or her studies. The request to return from an ILOA must be submitted utilizing the instructions provided at the time of the leave. Working in collaboration with the Wellness Team and Threat Assessment Team, the Dean of the appropriate school (Undergraduate, Continuing and Professional Studies, or Graduate) and/or the Dean of Student Life may place conditions upon the student’s continued enrollment at the College. Failure to comply with these conditions may result in another ILOA or Administrative Withdrawal from the College.

In all types of LOA, a student who fails to contact the College within the determined time period, and who subsequently fails to establish communication with the College, may be withdrawn from the institution per the College’s Administrative Withdrawal Policy.

**Probation and Dismissal**

All graduate students must maintain a 3.00 cumulative GPA to remain in good academic standing and in order to graduate with a graduate certificate, master’s or doctoral degree. Doctoral students should refer to the policies of the doctoral program that are located in the doctoral section of the Graduate Catalog and in the PsyD Handbook. Students whose cumulative GPA falls below a 3.00 at the end of a semester will be placed on academic probation by the Dean of the School of Graduate Studies. Graduate students who complete more than one semester with a cumulative GPA below a 3.00 will be dismissed from their program and the College.

Graduate students are not permitted to graduate if their cumulative GPA falls below a 3.00 and they will be required to complete additional coursework so that their final cumulative GPA is at 3.00 or above.

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

If the matriculated student receives a second grade of “C” or “C+” in any course, no further opportunity for retaking a course is granted and the student will be dismissed from their program and 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 Director 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 Director/Chair.

If a non-matriculated student receives a grade of “C+” or below, the student will be discontinued from the admissions process and will not be permitted to continue enrolling in graduate courses. When grades have been posted, the Graduate Registrar informs the Dean. After conferring with the Program Director 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 Director/Chair.

Any matriculated or non-matriculated student receiving a grade of “F” will be dismissed from their program and the College. When grades have been posted, the Graduate Registrar informs the Dean. After conferring with the Program Director 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 Director/Chair.

If a student is later admitted or reinstated who has not been academically dismissed, then the above policies apply including their previous and current academic record. If a student who has been academically dismissed is later admitted or reinstated and they subsequently earn a grade of “C” or “C+” or they complete a semester with a cumulative GPA of less than 3.00 then they will be dismissed and will not be eligible for future admission or reinstatement.

**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
- Administrative withdrawal
- Dismissal for academic reasons

In cases in which a student is dismissed for academic integrity or disciplinary violations there is no opportunity for reinstatement or re-admission.

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 Director or Center Chair. Additional materials may be requested at the discretion of the Dean and Program Director or Center Chair. The Dean consults with the Program Director and/or Center Chair and decides whether to approve the request.

If the request is approved, the Dean communicates the conditions of reinstatement to the student. Conditions may include additional coursework. A letter of approval or denial of reinstatement is sent to the student, with copies to the Program Director or Center Chair, Director of Graduate Admissions, and the Graduate School representative. To return to a program after five years, the student must reapply and, if re-accepted, will be subject to current admissions requirements, program guidelines,
and curricula as well as financial policies outlined in the Academic Catalog from the year of re-admission.

Once a student is reinstated or readmitted into a program they must register within 3 semesters, or one calendar year. If they fail to register and attend classes within this timeline they will be required to apply for reinstatement or readmission again if they wish to enroll.

**Transfer Credit Information**

This transfer credit policy applies only to credit for courses taken at institutions (accredited colleges/universities) other than Chestnut Hill College. Different policies apply to Chestnut Hill College courses (see below).

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

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

- Students are permitted to transfer up to *six credits from institutions other than Chestnut Hill College*.
- Transfer credits must be from an accredited college/university.
- Students must submit a Request for Transfer of Credits form, an official transcript, and syllabus for each course request.
- The course syllabus must be consistent with a relevant, extant CHC graduate level course.
- 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.
- 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).
- *Any exceptions to this policy must be approved by the Dean of the School of Graduate Studies in consultation with the department chair or graduate program Director.*
- *The doctoral program will accept up to 24 master’s level credits with substantial similarity to the foundational course work (Year 1 Psy.D.). The program will also consider accepting up to 18 credits at the doctoral level for those applicants wishing to transfer from another APA-accredited Doctor of Psychology program.*

**Chestnut Hill College Courses**

- A student may be permitted to apply all applicable credits within a five-year window when the student requests a change of program from certain certificate programs to a degree program that includes the same courses.
• Students may be permitted to apply up to six credits for graduate courses taken at Chestnut Hill College within the past five years and applied to a previous graduate degree or certificate program.
• Departmental discretion determines the programmatic relevance of the five-year guideline.
• Only courses with grades of “B” or higher will be evaluated and accepted.
• CHC courses taken to fulfill previous program requirements are considered in calculating the CHC GPA.
• Undergraduate courses may never be used to fulfill graduate course requirements.
• Graduate courses taken to fulfill requirements for an undergraduate degree can be used to fulfill credit requirements for graduate programs under the following circumstances. Students enrolled and fully admitted to Chestnut Hill College Combined BS/MS programs can use graduate credit to satisfy both undergraduate and graduate degree programs as specified in the Combined program degree requirements.

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

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

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

Waiving Required Coursework
A course waiver entitles a graduate-level student to substitute, under advisement, another course in the program in lieu of the stated requirement. It does not exempt a student from obtaining the total number of credits required. The Course Waiver Form is available online and in the graduate main office. If applicable, a course description and a copy of the official transcript must be submitted along with the form. The chair or program Director 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.
**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 Director/Center Chair. Any request for an extension must be made in writing to the Dean and copied to the Director/Chair. The letter should state the reasons for the request. The Dean will send a letter of approval or denial.

**Code of Conduct and Responsibility for Learning Environment**
Enrolling in a graduate program at Chestnut Hill College is a decision that involves accepting responsibility to meet academic and program requirements, to contribute to an environment conducive to learning in keeping with the mission of the College, and to exhibit mature and ethical behavior on campus consistent with civil law and the policies of the College, the School of Graduate Studies, and the student’s graduate program. This includes online and social media behavior, behavior at experiential learning sites, as well as behavior on campus or face-to-face.

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

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

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

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**CYBERSECURITY**

**Center for Data & Society**

**Program Contact Information**
Graduate Program Director: Pamela King, MA, Instructor of Digital Forensics and Cybersecurity
KingP@chc.edu

**Master of Science in Cybersecurity**
The Master of Science (M.S.) in Cybersecurity is a convenient, fully online, 30-36 credit program.
The MS program consists of two three credit computer science courses and ten three credit courses in cybersecurity and digital forensics. The program requires students to complete prerequisite work in computer science to ensure success in the program.

The online design allows working professionals to complete their master’s degree part-time in 20-24 months. Courses are taught in eight-week sessions, allowing students to complete six credits per semester. The program runs three semesters per year (fall, spring and summer) and students can complete the program in five-six semesters over 20-24 months. This is a cohort-based program and admitted students begin their program in fall or spring semesters.

Courses are designed and taught by subject matter experts who have significant and diverse experience in the field of cybersecurity. In addition to core classes, we have several unique areas of expertise in the following topics: IPv6, Cyber Physical Systems, IoT, Human Factors, and Digital Forensics. The program combines concepts and theories and emphasizes practical skills in cybersecurity. In the final two courses of the program students receive individual support from a faculty advisor as they select a topic of their interest and complete a capstone research project in an area of cybersecurity professional practice.

The M.S. curriculum has been designed to include the knowledge units (KUs - topics and information) required to satisfy the National Security Agency (NSA) and Department of Homeland Security (DHS) specifications for Centers for Academic Excellence-Cyber Defense (CAE-CD).

Career Opportunities
Cybersecurity is rapidly expanding and evolving field with many types of jobs in private, public, and nonprofit sectors including corporate, banking, healthcare, education, entertainment, travel, government, law enforcement, intelligence agencies, and the military. The types of jobs range from management and administrative to technical and engineering. It is an exciting field for people who are adept with technology and understand the operations of networks and systems.

Waiving Computer Science Courses
Students who completed similar courses, completed relevant certifications, or have relevant work experience may, if approved by the Program Director, waive out of CSEC 501 and/or CSEC 502. If these courses are waived students do not need to take additional courses in their place. Students who have CSEC 501 and/or CSEC 502 waived will progress directly to CSEC 601 and begin their cybersecurity courses and will complete their degrees with 33 credits if one course is waived, or 30 credits if both courses are waived.

Prerequisite knowledge in basic computer hardware and components, applied operating systems, and data communication/networking are required before students begin their cybersecurity courses (CSEC 601 and beyond). Knowledge of programming or scripting language(s) is recommended, but not required. Prerequisites can be met in a variety of ways.

1. Undergraduate courses taken at Chestnut Hill College:
   - CMTC 190: Introduction to Computer Hardware and Peripherals
2. Equivalent courses taken at other colleges or universities.
3. Applicable work experience
   1. A proficiency with technology from a work environment may include but is not limited to:
      • Maintain office computer local area networks, wired and Wi-Fi.
      • Install and troubleshoot operating systems and software.
      • Install and maintain desktop and laptops computers.
      • Install and maintain peripheral devices, such as printers.
      • Performing work on databases, web sites, or software development.
      • Configure and integrate mobile devices to business environment.
      • Networking to cloud provider services, platforms, and applications.
      • Managing and configuring IoT or “smart” devices (sensors, cameras, etc.)
   2. Network Administrator, Information Technology Specialist, IT Support/Helpdesk,
      Information Systems Analyst, are examples of job titles where these skills would be used.

4. Professional Certifications:

   Data Communication/Networking
   CompTIA Network+
   CISCO’s CCNA
   CISCO’s CCENT

   Computer Hardware/Operating Systems
   CompTIA’s A+
   Microsoft MCITP
   Microsoft’s MCSA
   CompTIA’s ITF
   CompTIA’s Linux+

Applicants seeking course waivers should inform Graduate Admissions during the application process.
Applicants should submit appropriate documentation (transcripts, certifications, resumes, and letters
from supervisors detailing your work experience) to support their request for course waivers when they
apply for admission to the program. GradAdmissions@chc.edu

Enrolled students who seek to have these courses waived should contact the Program Director or SGS
at gradschool@chc.edu.
Program Schedule
Students enroll in two courses/6 credits per semester in the order listed below under Course Requirements. Each course runs 8 weeks as per the calendar below and courses are offered sequentially.

2021 – 2022 Academic Year
Accelerated Online Fall I (August 30 – October 23)
Accelerated Online Fall II (October 25 - December 18)
Winter Break December 20-January 3
Accelerated Online Spring I (January 3 - February 26)
Accelerated Online Spring II (February 28 - April 23)
Spring Break April 24 - May 1
Accelerated Online Summer I (May 2 - June 25)
Accelerated Online Summer II (June 27 - August 20)
Summer Break August 21 - August 28

Course Requirements
Candidates for M.S in Cybersecurity complete thirty-six (36) credit hours of coursework including all required courses listed below:
Course Descriptions

CSEC 501: Information Technology Fundamentals
This course will provide students with a solid foundation in information technology fundamentals, including computer hardware, components and peripherals, data storage and media, operating systems, programming, and database structures.

CSEC 502: Network Fundamentals
This course will provide students with a solid foundation in network and data communications, including the OSI model, TCP/IP, ports and services, DHCP, DNS and other wired and wireless network communication methods and services, and authentication methods.

CSEC 601: Cybersecurity Concepts
This course introduces Cybersecurity from a theoretical and practical perspective. This course will cover basic attack and defense technologies related to cybersecurity.

CSEC 602: Cybersecurity Laws and Regulations
This course provides an overview of law and regulations that impact cybersecurity in various industries. The course will cover both national and international law and regulations, and the steps required to be in compliance with current laws and regulations.

CSEC 603: Human Factors in Cybersecurity
This course explores social engineering in cybersecurity and how human factors strengthen or weaken technology measures. The course will cover group and individual factors that make humans vulnerable
to social engineering attacks. Student will learn strategies for teaching system users to be part of a cybersecurity solution.

**CSEC 604: Vulnerability and Attacks**
Credits: 3
This course focuses on past, current, and future methods of attacking hosts, networks, and technology systems. This course will focus on various classes of attacks that have been successful in breaching and breaking systems.

**CSEC 605: Cyber Threat and Risk Management**
Credits: 3
This course provides students with tools to assess the level of insecurity in computer systems and manage risks involved with cyber incidents. It will discuss how to mitigate damage from existing vulnerabilities and to prepare for damage control when an incident occurs.

**CSEC 606: Incident Response & Forensics**
Credits: 3
This course prepares teams for responding to incidents and intrusion events and introduces best practices in network forensics while conducting investigations.

**CSEC 607: Cyber-Physical Attacks**
Credits: 3
The proliferation of networked devices and smart technologies has bridged the gap between cyberspace and physical space. This class will cover the security related issues of cyber-physical systems and their impact on the safety of the physical world.

**CSEC 608: Cyber Espionage, Terrorism, and War**
Credits: 3
This course explores the role that cyber-attacks have in espionage, terrorism, warfare, and activism from a national security perspective. Students will review case studies of cyber-attacks and develop threat assessments to analyze threats and develop plans to mitigate risks.

**CSEC 691: Research Methods in Cybersecurity**
Credits: 3
This course explores the fundamental aspects of the design and creation of qualitative and quantitative research projects. Students learn how to select an appropriate research design and how to employ valid procedures in collecting data. Students develop a problem statement, review the literature, and begin to create a research design for their capstone research projects.

**CSEC 692: Masters Capstone Project**
Credits: 3
Following Research Methods in Cyber Security, students implement their research design, gather data, and complete an original research study that culminates their expertise in an area of study in cybersecurity. Students complete a written research paper and make an online presentation of their research project at the end of the semester.
HUMAN SERVICES MANAGEMENT

Center for Education, Advocacy & Social Justice

Program Contact Information
Graduate Program Director: Stephen J. Stunder, III, Ed.D., LPC, NCC, Assistant Professor
Stunders@chc.edu

Combined B.S./M.S. Program: Stephen J. Stunder, III, Ed.D., LPC, NCC, Assistant Professor
Stunders@chc.edu

Program Offerings

Master’s Degrees
- Master of Science in Human Services Management
- Combined BS Human Services and MS Human Services Management

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

Program Overview

The Master of Science (M.S.) degree in Human Services Management
The Master of Science (M.S.) degree in Human Services Management at Chestnut Hill College is designed for those who aspire to contribute to the field of Human Services and serve in a leadership capacity. This program will provide students with skills related to leadership development, financial responsibility, and human resources to assist in securing a management position. Students will add to their knowledge base and supplement their professional development through their work learning to manage a broad range of service oriented organizations - such as non-profit and community organizations, criminal justice systems, health and human service agencies, residential programs, and educational institutions. This degree looks to enhance an individual’s skills and provide the tools to become a successful administrator in the field of Human Services, and move into a manager, supervisor, or director position.

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

Professional Affiliations
Chestnut Hill College is a member of the Council for Standards in Human Service Education (CSHSE), the only national organization providing standards for human service education. In addition to having an administrative component, the M.S. program in Administration of Human Services is a broad-based,
practitioner-oriented degree that 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 one evening per week or on Saturdays during each eight-week session. Attendance and well-informed participation in all class sessions are essential elements of this program. The schedule for the master’s degree in Administration of Human Services follows an accelerated format adapted to the three-term schema (fall, spring, summer) of the School of Graduate Studies.

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

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

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

**Additional Admissions Information/Requirements**
Individuals who wish to obtain a certificate or a master’s degree in Human Services Management will follow the current admissions process of the School of Graduate Studies. Students seeking matriculation may take up to six (6) credits before being fully accepted into the program. Financial aid is not available to students while they are seeking matriculation.

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

- **10 core courses** = 30 credits
- **2 electives** = 6 credits
- **TOTAL** = 36 credits
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 BS/MS Program

*Combined BS in Human Services and MS in Human Services Management*

Chestnut Hill College offers a combined BS in Human Services and MS in Human Services Management program. The combined program provides an excellent opportunity for qualified Human Services majors in the School of Undergraduate Studies or the School of Continuing and Professional Studies to complete a master’s degree in Human Services Management in the School of Graduate Studies. Students who complete the combined BS/MS program may save both time and tuition costs.
Students majoring in Human Services at Chestnut Hill College are eligible to apply to this program during their junior year but they will not be provisionally admitted until they have achieved senior status (completion of 84 credits). Transfer students must take a minimum of 15 credits at Chestnut Hill College and meet all other requirements in order to be eligible to apply to the combined program.

In order to be eligible to apply undergraduate students must earn an overall 3.2 GPA in undergraduate courses taken at Chestnut Hill College and a 3.35 GPA for all Human Services courses completed, with no human services course grade below a B. Students must have completed at least 18 credits in Human Services courses.

Students who wish to enroll in graduate Human Services Management courses and be admitted into the Combined BS/MS Program must complete all admissions requirements of the School of Graduate Studies as listed in the admissions section of the SGS catalog. The following items must be submitted or completed:

- A Combined Program Application (application fee waived)
- All official college transcripts
- Two letters of recommendation with one letter of recommendation required from a Human Services faculty member and the other recommendation may be either academic or professional. Letters written by family members of friends are not acceptable.
- A Statement of Professional Goals
- A Resume
- Complete an on-site writing sample
- Complete an interview with the graduate Program Director
- International students must interview with the Director of Global Education and submit acceptable TOEFL scores.

The GRE and MAT are not required of combined program applicants.

Upon submission of the complete admissions requirements, the Admissions Committee will determine if applicants are provisionally accepted into the Combined Program. Applicants who meet all eligibility requirements are not guaranteed admission into the Combined Program. Formal acceptance into the Human Services Management MS program will be granted to provisionally accepted students upon receipt of a transcript verifying successful completion of the undergraduate degree program with at least a 3.2 overall GPA and a human services GPA of 3.35 or above.

Students who are provisionally admitted into the combined BS/MS program may complete up to 6 credits of graduate course work that can be applied toward their BS degree requirements. Once students are fully accepted into the Combined BS/MS program these graduate credits may also be applied to their MS degree requirements. With their appropriate undergraduate Dean’s (SUS or SCPS) and the Graduate Program Director’s permissions, students provisionally admitted into the combined program are eligible to take two of the following graduate courses: HSMG 510 Organization Management in Human Services, HSMG 540 Legal and Ethical Issues in Human Services, HSMG 550 Public Policy, or HSMG 570 Human Diversity in Human Services. Students need to complete and submit a Combined Program Course Registration Form. Undergraduate students enrolled in these courses as
part of the Combined program will pay undergraduate tuition for graduate courses during fall or spring semesters until they complete their undergraduate degree. Students who enroll in graduate courses during the summer will pay graduate tuition costs. When enrolled in graduate courses prior to the completion of their undergraduate degrees, students are required to meet the academic standards and policies of both the undergraduate and graduate programs. Successful completion of courses taken as a provisionally accepted student does not guarantee full acceptance into the Combined Program. If a student is not accepted into the Combined Program at the end of their senior year, graduate coursework will count toward their undergraduate degree only. NOTE: Students who receive a B- or lower in a graduate class while seeking full admission to the Human Services Management combined program will be ineligible for admission consideration. Students who do not meet all admission criteria above may submit a letter to the Director of the MS program to explain their situation for consideration.

For more information about this combined program, please contact Graduate Admissions, 215.248.7170, GradAdmissions@chc.edu

Certificates of Professional Development

Graduate Certificates of Professional Development provide college graduates with the opportunity to enhance their leadership skills and prepare for leadership roles in human service settings. Certificate programs are essentially a 12-credit portion of the master’s degree program focused on a particular area, or they can be individually designed with the approval of the HSM Program Director.

Each certificate requires the successful completion of the four designated courses (12 credits). If a student in a graduate certificate program decides to continue in the master’s degree program, credits will be applicable to the M.S. degree in Human Services Management. Students who complete the master’s degree receive diplomas and transcripts that note all courses completed toward the master’s degree; they do not receive separate certificates.

Individualized Graduate Certificate of Professional Development

The Individualized Graduate Certificate of Professional Development is a 12 credit/four course program that is individually crafted to meet the professional development needs of graduate students. Students work with the Program Director, and often with their work supervisors if they are employed in the field of Human Services, to design a program that meets their professional and educational needs. The Individualized Graduate Certificate of Professional Development includes choices of two elective and two required courses (12 credits) from the Master of Science curriculum which are selected by students and approved by the Program Director.
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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>HSMG 510</td>
<td>Organization Management in Human Services*</td>
</tr>
<tr>
<td>HSMG 520</td>
<td>Principles and Concepts in Human Resources*</td>
</tr>
<tr>
<td>HSMG 530</td>
<td>Leadership Development in Group Relations*</td>
</tr>
<tr>
<td>HSMG 570</td>
<td>Human Diversity in Human Services**</td>
</tr>
<tr>
<td>HSMG 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>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>HSMG 528</td>
<td>Working with Adults*</td>
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<tr>
<td>HSMG 555</td>
<td>Eldercare Management*</td>
</tr>
<tr>
<td>HSMG 570</td>
<td>Human Diversity in Human Services*</td>
</tr>
<tr>
<td>HSMG 535</td>
<td>Promoting Healthy Lifestyle Practices**</td>
</tr>
<tr>
<td>HSMG 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 Human Services Management 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

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

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

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

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

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

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

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

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

**HSMG 598 – Human Services Management Seminar**  
3 credits  
The management seminar is an opportunity for students to integrate all aspects of the degree program in a culminating experience in preparation for the requirements of their Capstone Project. Students draw on the learning outcomes of their coursework to design a program that addresses the Human Services needs of a social problem. This course will provide an overview and review of the program learning outcomes and begin to integrate them into a culminating Capstone Project. This course focuses on the management challenges and processes of developing a program plan, budget, funding sources, outcomes, assessment, service delivery, and implementation of a new program. This course focuses on the design of the Capstone project which is completed in HSMG 599 Capstone Project.

Prerequisite: Completion of 30 credits or permission of Program Director

**HSMG 599 – Capstone Project**  
3 credits  
Building on their work in HSMG 598 – Human Services Management Seminar, students will complete a pre-approved, original project that focuses on a specific problem within a human service setting or local community. The final project will include a program plan, budget, funding sources, outcomes, assessment, service delivery, and implementation of a new program. This project integrates core program learning outcomes and serves as a student’s final culminating project. This project provides tangible evidence of planning and management, which students can provide to their current or prospective employer. The components of this project are based on “best practices” and mastery of the core elements of the profession. This course is comprised of online learning and interaction with faculty and peers, and individualized instructional support.
Prerequisite: HSMG 598

Elective Courses

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

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

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

**HSMG 535 - Promoting Healthy Lifestyle Practices** 3 credits
This course provides 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.

**HSMG 545 - Drug and Alcohol Addiction** 3 credits
This course has been designed to examine critical issues and current evidence related to drug and alcohol addiction. 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.
HSMG 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.

HSMG 565 - Family Services 3 credits
This course offers 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.

HSMG 574 - Administration of Higher Education 3 credits
The purpose of this course is to provide a comprehensive introduction to higher education. This course will examine historical and philosophical influences and organizational structures that have guided the evolution of higher education and related professions. Additionally, this course will examine adolescent and adult development theory in the context of higher education in a multicultural world. Students will examine the roles of professionals in higher education with consideration given to diversity of institutional type, student populations, characteristics of today’s college students and contemporary issues in the field.

HSMG 575 - End of Life Care 3 credits
This course will examine the historical and theoretical backdrop of death & dying and the advent of end-of-life care. It will highlight cross-cultural perspectives of death and bereavement, examine current end-of-life concepts, explore challenges faced in a changing world with a rapidly growing older population, and prepare students for practice with dying, death, and bereavement. Designed to enhance students’ comfort with expression of personal loss as well as their capability in addressing and supporting the dying and grieving, this course offers important training for those who are called to help.

HSMG 581 – Special Topics in Human Services 3 credits
Topics will vary and will be noted on the course syllabus.

HSMG 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.

**HSMG 595 - Working with Children and Youth**  
3 credits  
Using a systems perspective, this course provides an overview of the physical, cognitive, and psychosocial development of children and adolescents and the common psychological and social problems experienced during these developmental stages. Dynamics of family, school, and peer interactions, as well as current theories, research, and treatment practices will be examined.

**HSMG 597 - Internship in Human Services**  
3 credits  
An internship is a supervised work-learning experience that takes place outside the classroom. This experience is designed to provide graduate students the opportunity to practice the knowledge, skills, and abilities that they have developed in their Human Services Management coursework and apply those skills to areas of the Human Services field. Students will complete Human Services experiences under the supervision of an organizational supervisor at their approved work site and a faculty member, who will mentor the student and provide academic oversight. Participation in HSMG 597: Internship in Human Services requires the approval of the Program Director. Internships are variable credit and can be 1-6 credits. Each credit requires 42 hours of internship work (3 credits = 126 hours, 6 credits = 252 hours, etc.). Internships are graded A-F.
Notification to Prospective Applicants
At the completion of the fall 2017 semester admission process we are no longer accepting applications for the Master of Science in Instructional Technology program, the Instructional Technology Specialist Certification program, nor the combined BS in Computer & Information Science/Technology and MS in Instructional Technology.
Program Objectives
The master's in education (M.Ed.) programs are designed to meet the professional needs of individuals seeking initial or advanced degree and/or certification(s) programs in education. The mission of the Education Department is to build on the intellectual and holistic foundation of Chestnut Hill College. The overall objective of these programs is to contribute to the improvement of instruction in the classroom, leadership in schools, and support services to meet the needs of all children. Essential elements of education programs include student engagement and participation in creating learning environments to develop professional skills and attitudes required to educate a diverse community of learners.

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

Program Offerings
Graduate students in education may be admitted into one of three programs:
- M.Ed. without completing a Pennsylvania Department of Education (PDE) certification program
- M.Ed. with PDE-approved certification(s) programs
- PDE-approved certification program(s) only – no M.Ed. degree

Master of Education Degree
EDUCATIONAL STUDIES – non-certification
EARLY EDUCATION (Nationally recognized by NAEYC)
- PreK-4 Education
- Dual: PreK-4 Education & Special Education PreK-12
- Early Education with Montessori Certification Preparation (MACTE accredited, AMS affiliated)
SECONDARY EDUCATION

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

SPECIAL EDUCATION (Nationally recognized by CEC)

- Special Education PreK-12

Prior teacher certification required for the programs listed below:

READING SPECIALIST

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

EDUCATIONAL LEADERSHIP

- K-12 School Principal Certification Preparation
  - ACCELERATED FORMAT (Nationally recognized by ELCC)
  - Note: the minimum number of credits for any M.Ed. is 33

Certificate/Certification Preparation Programs

- PreK-4 Education
- Dual: PreK-4 Education & Special Education PreK-12
- Early Education with Montessori Certification Preparation
- Secondary Education (Students select content area)
  - Biology
  - Chemistry
  - English
  - Mathematics
  - Social Studies
  - Foreign Languages (Spanish or French)
- Dual: Secondary Education & Special Education PreK-12

Prior teacher certification required

- Reading Specialist K-12
- Dual: Reading/Special Education PreK-12

Admission Requirements

PDE Teacher Certification Programs at Chestnut Hill College comply with requirements for applicants seeking Pennsylvania Department of Education (PDE) teacher certification. In addition to the general
admissions requirements of the School of Graduate Studies at this College, PDE has additional requirements for applicants seeking teacher certification. Applicants seeking certification must meet these additional requirements which are subject to change by PDE.

- The Pennsylvania Department of Education expects that all individuals seeking teacher certification at the master’s level, regardless of the discipline, will have taken at least six credits of college-level mathematics and six credits of college-level English composition and literature in their undergraduate program.
- Pennsylvania required clearances must be in place prior to program field experiences and student teaching in any graduate or undergraduate program.
- For candidates completing post-Baccalaureate coursework who desire to complete PDE certification requirements in a program of study begun at the undergraduate level, PDE requires evidence that the basic skills requirement has been met prior to registration for any courses taken for the purpose of completing a program began at the undergraduate level.
- Candidates completing Graduate Education/Teacher Certification Preparation Programs who desire to complete PDE certification requirements in a graduate program must show evidence of an undergraduate cumulative GPA of 3.00 or higher or in a previously earned advanced degree.
- No tests are required for students who have the requisite 3.00 GPA. PDE permits provisional acceptance of up to 10% per semester of applicants whose GPA is under 3.00 but at least 2.80 or above. Applicants with GPAs in this range must provide evidence that a basic skills test has been passed (ACT or SAT exempt score, PAPA, or CORE) or other external evidence of readiness for graduate-level work such as acceptable GRE or MAT scores.
- PDE allows a student to combine passing scores from different vendors (ACT, SAT, CORE, and PAPA) to qualify for meeting the requirement of passing a Basic Skills Test.
- If all other admissions requirements are met satisfactorily, the most qualified applicants with GPAs in this range will be considered for provisional acceptance, with full acceptance after earning grades of B or better in their first four courses/ twelve credits and maintenance of 3.0 GPA throughout the graduate program.
- Students who do not meet this requirement will be discontinued from the program. Applicants with a GPA of 2.79 or below are generally not eligible for teacher certification preparation programs.
- In addition to the general SGS admissions and graduate education requirements noted above, these additional PDE requirements must provide:
  - Record of competence and effectiveness in professional work.
  - An assessment of academic performance
  - Chestnut Hill College recognizes previously earned master’s degrees and education-specific tests as alternate measures of academic performance.
• Students are responsible for staying informed about current requirements for certification in the Commonwealth of Pennsylvania or any other jurisdiction in which a student would like to be certified to teach.

Additional PDE Information

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

PDE Expands Scope of Special Education Certificates to PK –12.
Per Act 82 of 2018, first-time applicants for special education certification will be issued Special Education PK-12 certificates as of January 1, 2022.

Those holding a PA Special Education PK-8 or Special Education 7-12 certificate will be able to expand the scope of their special education certificate as permitted by law. Effective immediately, all PA Special Education PK-8 or Special Education 7-12 certificate holders, can obtain the opposite special education grade scope through testing or course work.

• PDE passed Chapter 49.1 and 49.2 regulations that reconfigured the certification requirements for instructional and specialist certification programs.
• Each content area program, including secondary education certification, is now required to include 9 credits/270 hours of special education and 3 credits/90 to address the instructional needs of English language learners. This new requirement began for all certification programs starting January 1, 2011.

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

All Candidates
The Pennsylvania Department of Education expects that all individuals seeking teacher certification at the master’s level, regardless of the discipline, will have taken at least six credits of college-level mathematics and six credits of college-level English composition and literature in their undergraduate program.
Pennsylvania required clearances must be in place prior to program field experiences and student teaching in any graduate or undergraduate program. Field experience candidates must maintain full-disclosure of any pending litigation which would interfere with a “clean” clearance.

Required Clearances for Field Experience:

Pennsylvania School Law requires that all applicants for employment in public and private schools, employees of independent contractors seeking business with public and private schools, and student teacher candidates undergo background checks if they will have direct contact with students. In addition, employment history reviews must be completed for all applicants seeking employment. The following three background checks are required:

- Department of Human Services Child Abuse History Clearance
- Pennsylvania State Police Request for Criminal Records Check
- Federal Criminal History Record Information (CHRI)

Electronic submissions are the quickest methods for obtaining clearances for field experience. We strongly encourage you to use electronic submission for these forms. Mailing forms can take up to 6 weeks to be returned.

<table>
<thead>
<tr>
<th>Needed Clearance</th>
<th>Link for Electronic Submission</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA Child Abuse Hist. Clearance Act 151</td>
<td>Can be submitted online with a credit card. This is the quickest method. Create an account at this site: Create a &quot;Keystone ID&quot; 1. On the Child Welfare Portal (Links to an external site.), click on &quot;Create a New Account.&quot; 2. Click Next in the lower right corner. 3. Complete the form and click &quot;Finish.&quot; 4. You will receive an email with a temporary password. Copy the password from the email and return to the Child Welfare Portal (Links to an external site.), click on &quot;Login,&quot; and select &quot;Access my Clearances,&quot; then &quot;CONTINUE.&quot; 5. After you login with the temporary password, it will prompt you to change your password. Create new password and click &quot;Submit.&quot; You will be automatically logged out. 6. You should now be at the &quot;Keystone Key&quot; login, Enter your username and password. 7. Click on &quot;Create Clearance Application.&quot; 8. You should now be able to complete the application process. 9. Select School Employee when asked for reason.</td>
<td>$13.00</td>
</tr>
</tbody>
</table>

*Valid for 60 months*

- Use credit card or mail w/money order. Obtain form at website listed above. Cost is $13.00.
| **FBI Criminal Background Check** | The fingerprint-based background check is a NEW multiple-step process: You must first register online by following the directions at [https://uenroll.identogo.com/workflows/1KG6RT](https://uenroll.identogo.com/workflows/1KG6RT) (Links to an external site.) Then you must go to a fingerprinting site. These sites are listed on the website. It is suggested you make an appointment for faster service. Walk-ins must pre-register. An IdentoGo location is about 7 miles from CHC: 2951 Swede Rd (Swede Square Shopping Center) Norristown, PA 19401-1335 Mon. – Fri.: 8:30 AM - 12:00 PM & 1:00 PM - 05:00 PM About a 20 minute drive on Germantown Pike to Swede Road. Turn right on Swede Road. The IndentoGO office is located in the Swede Square Shopping Center on the left. After fingerprinting, email your registration number (UEID) to the Field Experience Office. You will receive an email with a link. **You have one chance to print your clearance within 24 hrs. You will not receive a copy in the mail.** Out-of-state residents can find info on submitting fingerprint cards on the website. | $23.85 (as of 1/1/19) | Major Credit Cards as well as Money orders or cashier’s checks payable to Morpho Trust will be accepted on site. |
| **PA Criminal Record Check Act 34** | Can be submitted online with a credit card. (Quickest method!) Reason for request: Employment Must click on **Certificate Form** and print it. [https://epatch.state.pa.us/Home.jsp](https://epatch.state.pa.us/Home.jsp) (Links to an external site.) | $22.00 online | Can be mailed with a money order. Obtain form at website. |
| **Arrest/Conviction Form Act 24** | Complete and sign this form. It is your testimony of your arrest and conviction history. (Form PDE 6004) [http://www.education.pa.gov/Pages/default.aspx#.Vp04R1KzjaY](http://www.education.pa.gov/Pages/default.aspx#.Vp04R1KzjaY) (Links to an external site.) Click on **Clearances** – Scroll down to **Arrest or Conviction Report**. | Free | |
| **TB test results (PPD)** | You may obtain this through your own doctor or an urgent care center. It is a 2-step process. | Varies-May be paid by some | You must return between |
Be sure results include the medical facility and doctor’s information.
You may submit the form you received from your doctor or you may use the CHC form: TB Test Form.docx

*Though Act 4 signed into law by Governor Wolf in February 2016 permits any of the three required background checks to be used by potential applicants for up to 5 years (i.e., 60 months), some school entities may require clearances to be renewed yearly. Chestnut Hill College is required to meet the requirements of the local school or district.

**Essential Information Related to Clearances:**

Clearances Policy for School of Graduate Studies

The College of Education’s Clearances Policy requires that all graduate students enrolled in Education courses that require fieldwork submit updated copies of the following clearances to the College via its online platform, EdPortal(can we have that) or Levittn@chc.edu At the Office of Field Placement

1. Pennsylvania State Police Criminal History Record (Act 34),
2. Pennsylvania Department of Public Welfare Child Abuse History Clearance (Act 151),
3. Federal Criminal History Background Check (FBI/fingerprint check) (Act 114), and
4. P.P.D. (TB) Test (School Health regulations, 28 PA Code, Section 23.44). For detailed information about these requirements, refer to the Pennsylvania Department of Education website.

**Who needs clearances?**

Graduate Students should begin the process for obtaining each of the four clearances as soon as they:

1. Register for a course that requires fieldwork. Check comments on the Schedule of Classes to determine if clearances are needed for a specific course.
2. The following courses that have a field experience component and require clearances are as follows:

   - **Field Experience –Stage 1**
     - EDUC 620 Child and Adolescent Development and Theory/Birth through Adulthood
   - **Field Experience –Stage 2**
     - EDUC 621 Foundations of Education PreK-12/Organization and Structure of Schools
   - **Field Experience –Stage 3**
     - EDSP 623: Education Practice and Assistive Technology for Students w/LD &/or ED (High Incidence); w/PD &CD (Low Incidence)
   - **Field Experience Stage 3 & Stage 4 (student teaching)**
     - EDP4 533 Early Childhood Student Teaching
     - EDSC 533 Secondary Education Student Teaching
     - EDSP 657 Special Education Student Teaching

**Consequences for Not Having Updated Clearances**

Students who have not submitted clearances are prohibited from engaging in fieldwork until their clearances are submitted and approved. Students’ grades can be affected by their inability to complete
course-required fieldwork until clearances are approved, and in some cases, students will not be allowed to continue in the course because fieldwork cannot be completed due to clearances not being approved at the start of the semester. Not having updated clearances submitted and approved by either the Office of Field Placement or graduate program faculty will prevent a student from beginning fieldwork required for a course and prevent a student from registering for courses the following semester that require fieldwork. Students who engage in fieldwork without approved clearances will not receive credit for that fieldwork in the course, possibly fail the course, and will be subject to disciplinary action by the College of Education for lack of professionalism.

**Incidents on Clearances**

- An "incident" is any criminal activity someone was involved with that received the attention of law enforcement and would appear on someone's background check. If you are unsure whether you have incurred an incident, renew your clearances (FBI, PA State Police, and PA Child Abuse) to see whether the criminal activity in question is noted on them.

If one or more incidents are reported on an updated clearance, then the process for approval for fieldwork is as follows:

1. The student submits all updated clearances to (can we have a portal? Or an email address like clearances@chc.edu or for now Levittn@chc.edu) To Office of Field Placement for review.
2. When one or more incidents are reported on a clearance, that clearance is considered "pending" and shared with the College of Education’s designee for further review.
3. The College’s designee contacts the student to request he/she come to campus for an in-person meeting so that the College’s designee and the student can discuss the clearance review process and any additional information needed and/or any other appropriate actions.
4. The College’s designee shares a copy of the clearance with the Legal Counsel of the School District of Philadelphia. Legal Counsel determines through its own review, typically within 3-5 days, whether the student can complete fieldwork in the School District of Philadelphia based on the information reported on the clearance and possibly any additional information requested from the student regarding the incident in question.
5. The School District of Philadelphia’s determination serves as that of the Office of Field Placement as to whether or not a student is approved to complete fieldwork in any setting for a Chestnut Hill College of Education course. The School District of Philadelphia’s determination is final.
6. The College’s designee with follow-up with the student, whether by phone, email, or with a request for an in-person meeting, to share the outcome of the review process. Students will then have to schedule an appointment with an Academic Advisor to make any revisions to his/her course schedule or program enrollment in response to the information the College’s designee shares.

**Candidates completing Post-Baccalaureate Coursework**

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

Candidates who hold a bachelor’s degree and are now completing the program at the post-baccalaureate level are NOT required to take the Basic Skills assessment.
This section applies to candidates who desire to complete PDE certification requirements in a graduate program. Please refer to the PDE website for further information.

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

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

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

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

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

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

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

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

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

**Becoming a Certified Teacher**

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

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

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

**Intern Certification**

Chestnut Hill College offers the Teacher Intern Program. This program is open to qualified applicants and allows a candidate to gain intern certification before completing the coursework necessary for Instructional I certification. According to the Pennsylvania Department of Education website, the Intern certificate is a valid professional certificate that entitles the holder to fill a full-time professional teaching position. An Intern certificated individual is entitled to all rights and privileges of a temporary professional as defined by law. The current regulation provides that a Teacher Intern certificate qualifies the holder to fill a full-time teaching position in the certification endorsement area in elementary and secondary schools in Pennsylvania. For more detailed information about eligibility, see the PDE website at [www.education.pa.gov](http://www.education.pa.gov).

**Student Teaching**

Specific information and details regarding student teaching are found in the Student Teaching Manual provided to students prior to the beginning of their placements. All regulations outlined in the Student Teaching Manual are required to be followed.
M.Ed. in EDUCATIONAL STUDIES
This master’s program in Educational Studies is designed for individuals who desire to complete a master’s degree but are not seeking teacher certification. This 36-credit course of study is relevant for international students who wish to teach outside the United States, private sector teachers, and working professionals who are seeking a master’s degree but not teacher certification in the Commonwealth of Pennsylvania.

<table>
<thead>
<tr>
<th>Core Courses (15 credits)</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 520</td>
<td>Educational Research and Evaluation</td>
<td></td>
</tr>
<tr>
<td>EDSP 522</td>
<td>EDSP 522 Balanced Literacy Across the Prek-12 Continuum</td>
<td></td>
</tr>
<tr>
<td>EDSP 530</td>
<td>Theory and Pedagogy in Special Education</td>
<td></td>
</tr>
<tr>
<td>EDSP 532</td>
<td>The English Language Learner</td>
<td></td>
</tr>
<tr>
<td>EDSP 535</td>
<td>Evaluation/Assessment and the Law in Special Education</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Select any seven graduate education courses as electives. Student teaching and student teaching seminar may not count as electives.</td>
<td></td>
</tr>
</tbody>
</table>

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

TOTAL CREDITS: 36

M.Ed. in EARLY EDUCATION
- PreK-4 Education
- Dual: PreK-4 Education & Special Education PreK-12
- Early Education with Montessori Certification Preparation

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

<table>
<thead>
<tr>
<th>Core Courses (39 credits)</th>
<th>Course Code</th>
<th>Course Name Required</th>
<th>+ Indicates field experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 520</td>
<td>Educational Research and Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 620+</td>
<td>EDUC 620 Child and Adolescent Development and Theory-Birth through Adulthood</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDUC 621 Foundations of Education PreK-12</td>
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<td></td>
</tr>
<tr>
<td>EDP4 525</td>
<td>Emerging Literacy and Language Arts</td>
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</tbody>
</table>
Dual: PreK-4 Education & Special Education PreK-12

Chestnut Hill College’s master’s program in Early Education with special education PreK-12 integrates theory and practice concerning the cognitive, social and educational development of students in grades PreK-4 as well as students in grades PreK-12 with disabilities. The program reflects contemporary research and scholarship in early education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates. This is a dual-certification preparation program and thus integrates the requirements for both PreK-4 and PreK-12 special education. This dual program integrates a special education student teaching component.
Early Education with Montessori Certification Preparation

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

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

Program Options

Students seeking the Montessori certificate have the following program options:

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

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

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

This option is open to students who have a B.A./B.S. from an accredited institution and seek to obtain a master’s degree (M.Ed.) in Early Education plus a Montessori Certificate issued by the American Montessori Society. As a prerequisite or co-requisite, the Certificate requires a college level course in child development. If this course was not taken previously in an undergraduate program, it may be fulfilled by taking a course in child development, with the emphasis on birth through adolescence, at Chestnut Hill College or another accredited college or university as either an undergraduate or graduate course. Prior approval by the Montessori Director is required before registering for this course. Students must follow the attendance policy required by the American Montessori Society and must complete all the assignments for the courses plus the Graduate Projects for each course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>+ Indicates field experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 620 +</td>
<td>Early Childhood Development and Learning (graduate credit) or a child development course taken with prior or</td>
<td></td>
</tr>
</tbody>
</table>
**Courses**

(38-41 credits)

Complete all and Adolescent Development and Theory - Birth through Adulthood

- MONC 027
- EDSP 532 The English Language Learner
- EDSP 530 Theory and Pedagogy in Special Education
- EDUC 520 Educational Research and Evaluation
- EDMN 520 Montessori: Philosophy and Educational Theory
- EDMN 521 Montessori: Everyday Living
- EDMN 522 Montessori: Sensorial
- EDMN 523 Montessori: Math
- EDMN 524 Montessori: Language
- EDMN 525 Montessori: Natural and Social Science
- EDMN 526 Montessori: Education for Peace (1 credit)
- EDMN 630/631 Montessori Internship/Seminar Fall (5 credits)
- EDMN 632/633 Montessori Internship/Seminar Spring (5 credits)

**TOTAL CREDITS: 38-41**

**Option II: Montessori Certificate Preparation (Graduate Credit)**

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

As a prerequisite or co-requisite, the Certificate requires an equivalent non-credit or college level course in child development. If this course was not taken previously, it may be fulfilled by taking an equivalent non-credit or an undergraduate or graduate level course in child development, with the emphasis on birth through adolescence at Chestnut Hill, another accredited college or university or an American Montessori Society Early Childhood Teacher Education Program. Prior approval by the Montessori Director is required before registration for this course. Students must follow the attendance policy required by the American Montessori Society and must complete all the assignments for the courses plus the Graduate Projects for each course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>EDUC 620+</td>
<td>Early Childhood Development and Learning (graduate credit) or a child development course taken with prior or subsequent</td>
</tr>
<tr>
<td>Courses (29-32 credits)</td>
<td>MONC 027</td>
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<td>------------------------</td>
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</tr>
<tr>
<td>EDMN 520</td>
<td>Montessori: Philosophy and Educational Theory</td>
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<tr>
<td>EDMN 521</td>
<td>Montessori: Everyday Living</td>
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<td>EDMN 522</td>
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<tr>
<td>EDMN 523</td>
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<td>EDMN 525</td>
<td>Montessori: Natural and Social Science</td>
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<tr>
<td>EDMN 526</td>
<td>Montessori: Education for Peace (1 credit)</td>
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<tr>
<td>EDMN 630/631</td>
<td>Montessori Internship/Seminar Fall (5 credits)</td>
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<tr>
<td>EDMN 632/633</td>
<td>Montessori Internship/Seminar Spring (5 credits)</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS: 29-32**

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

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

As a prerequisite or co-requisite, the Certificate requires an equivalent non-credit or college level course in child development. If this course was not taken previously, it may be fulfilled by taking an equivalent non-credit or an undergraduate or graduate level course in child development, with the emphasis on birth through adolescence at Chestnut Hill, another accredited college or university or an American Montessori Society Early Childhood Teacher Education Program. Prior approval by the Montessori Director is required before registration for this course.
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. If later, these students earn a bachelor’s degree, the American Montessori Society will convert their credential to a Montessori Teacher Credential.

M.Ed. in SECONDARY EDUCATION

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

Secondary Education (with content area)

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

Teacher candidates in the Secondary Education program select a content area of concentration. Prerequisite course evaluations are conducted upon the receipt of an application for admission into the Secondary Education teacher certification program. All official transcripts from institutions attended are reviewed for course content appropriate to the desired certification area. Applicants missing prerequisite coursework will be given course recommendations required for admission into Secondary Education teacher certification programs.
Core Courses (33 credits)

<table>
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</thead>
<tbody>
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<tr>
<td>EDUC 620+</td>
<td>Child and Adolescent Development Birth through Adulthood</td>
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<tr>
<td>EDUC 621+</td>
<td>Foundations of Education PreK-12</td>
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<tr>
<td>EDSC 526</td>
<td>Secondary Methods and Assessment</td>
<td></td>
</tr>
<tr>
<td>EDSC 517-521</td>
<td>Special Methods in Content Area (Select One)</td>
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<tr>
<td>517:</td>
<td>English</td>
<td></td>
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<tr>
<td>518:</td>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>519:</td>
<td>Biology/Chemistry</td>
<td></td>
</tr>
<tr>
<td>520:</td>
<td>Mathematics</td>
<td></td>
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<tr>
<td>EDSC 533</td>
<td>Secondary Student Teaching</td>
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<tr>
<td>EDSC 534</td>
<td>Secondary Student Teaching Seminar</td>
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</tr>
</tbody>
</table>

TOTAL CREDITS: 33

Dual: Secondary Education & Special Education PreK-12

Chestnut Hill College’s master’s program in Secondary Education & Special Education PreK-12 integrates theory and practice concerning the cognitive, social and educational development of students in secondary education programs as well as students in grades PreK-12 with disabilities. The program reflects contemporary research and scholarship in education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates. This is a dual-certification preparation program and thus integrates the requirements for secondary education and PreK-12 special education. Teacher candidates in this dual program select a secondary content concentration in English, Social Studies, Biology, Chemistry, Mathematics, or Foreign Language (Spanish or French K-12). Prerequisite course evaluations are conducted upon the receipt of an application for admission. All official transcripts from institutions attended are reviewed for course content appropriate to the desired secondary certification area. Applicants missing prerequisite coursework will be given course recommendations required for admission into the Dual Secondary Education teacher certification programs.
<table>
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<td></td>
</tr>
<tr>
<td>EDUC 621+</td>
<td>Foundations of Education PreK-12</td>
<td></td>
</tr>
<tr>
<td>EDSC 526</td>
<td>Secondary Methods and Assessment</td>
<td></td>
</tr>
<tr>
<td>EDSC 517-521</td>
<td>Special Methods in Content Area (Select One)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>517: English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>518: Social Studies</td>
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<td>519: Biology/Chemistry</td>
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<td>520: Mathematics</td>
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<td>521: Foreign Language (Spanish or French K-12)</td>
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<tr>
<td>EDSP 522</td>
<td>Balanced Literacy Across the PreK-12 Continuum</td>
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<td>EDSP 530</td>
<td>Theory and Pedagogy in Special Education</td>
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<td>Evaluation /Assessment and the Law for Students with Disabilities</td>
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<tr>
<td>EDSP 621</td>
<td>Classroom Management for Students with Disabilities</td>
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<tr>
<td>EDSP 631</td>
<td>Aspects of PreK-12 Transition: Early Intervention and Transition for Children with Disabilities</td>
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<tr>
<td>EDSP 623+</td>
<td>Education Practice and Assistive Technology for Students with Disabilities</td>
<td></td>
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<tr>
<td>EDSP 657</td>
<td>Special Education Secondary Student Teaching</td>
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<tr>
<td>EDSP 658</td>
<td>Special Education Student Teaching Seminar</td>
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TOTAL CREDITS: 42
M.Ed. in SPECIAL EDUCATION

- Special Education PreK-12

The master's in education (M.Ed.) programs are designed to meet the professional needs of individuals seeking initial or advanced degrees and/or certification(s) programs in education. The mission of the Education Department is to build on the intellectual and holistic foundation of Chestnut Hill College. The overall objective of this program is to contribute to the improvement of instruction in the classroom, the leadership in schools, and support services to meet the needs of all children, most specifically children from PK-12 with disabilities. Essential elements of education programs include student engagement and participation in creating learning environments to develop professional skills and attitudes required to educate a diverse community of learners. The components of this program include integration of knowledge of theory and practice, field experiences that include student teaching and comprehensive practicum work. Individuals have the opportunity to acquire beginning or advanced knowledge in one or more specialties, to develop greater competence in their disciplines, and to discover innovative and effective approaches to teaching. The master's in special education program is for individuals who are interested in achieving a graduate degree in Special Education.

### Core Courses (39 credits)

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>+ Indicates field experience</th>
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<tbody>
<tr>
<td>EDUC 520</td>
<td>Educational Research and Evaluation</td>
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<tr>
<td>EDS 522</td>
<td>Balanced Literacy Across the PreK-12 Continuum: Instruction/Assessment and Intervention for Students with Reading and Writing Differences</td>
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<tr>
<td>EDS 530</td>
<td>Theory and Pedagogy in Special Education</td>
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<td>EDS 631</td>
<td>Aspects of PreK-12 Transition: Early Intervention and Transition for Students with Disabilities</td>
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<tr>
<td>EDS 623+++</td>
<td>Educational Practice and Assistive Technology for Students with High and Low Incidence Disabilities (Stage 3 Field Experience)</td>
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<tr>
<td>EDUC 620+</td>
<td>Child and Adolescent Development and Theory/Birth through Adulthood (Stage 1 Field Experience)</td>
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<tr>
<td>EDUC 621++</td>
<td>Foundations of Education PreK-12/Organization and Structure of Schools (Stage 2 Field Experience)</td>
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<tr>
<td>EDS 630</td>
<td>Integrated Methods Across the PreK-12 Classroom: Science, Technology, Engineering, the Arts and Mathematics (STEAM)</td>
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<tr>
<td>EDS 657</td>
<td>Special Education Student Teaching</td>
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<tr>
<td>EDS 658</td>
<td>Special Education Student Teaching Seminar</td>
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</table>

Total Credits: 39 Credits
Program Completion
Certified Teacher Programs at Chestnut Hill College are approved by the Pennsylvania Department of Education to prepare students for certification within the state. In order to become a certified teacher, students must meet the following exit criteria:
· Complete all coursework, field experiences and/or required student teaching in the certification programs;
· Maintain a GPA of 3.0 or higher;
· Successfully complete instructional exit competencies determined by the specific program requirements;
· Pass all appropriate PECT/Praxis Series exams required by PDE;
· Follow any and all other guidelines announced by PDE;
· Apply on TIMS for certification.
It is the responsibility of special education PK-12 teacher candidates to apply for certification once they have satisfactorily met the requirements. After the certifying officer of the Education Department receives application through the TIMS online system, the certifying officer has the ability to recommend the candidate by electronically signing and sending the application to the Pennsylvania Department of Education.

M.Ed. with READING SPECIALIST CERTIFICATION PREPARATION
Prior Certification Required

Program Contact Information
Jennifer Cressman, Ph.D.
CressmanJ@chc.edu

Notification to Prospective Applicants
At the completion of the summer 2021 semester admission process we are no longer accepting applications for the M.Ed., and PBCT Reading Specialist Certification PreK-12, nor the Reading Specialist Certification: Dual Degree with PreK-12 Special Education Certification programs.
M.Ed. in EDUCATIONAL LEADERSHIP/PRINCIPAL CERTIFICATION PREPARATION

Requirements:

- Prior certification with three (3) years of satisfactory professional experience and/or three (3) years of satisfactory professional experience within an educational setting that is related to the instructional process."

- Review of professional experience is conducted by Program Director, additional prerequisite course work may be required for candidates who do not possess Instructional I certification

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

Accelerated and Intensive Summer Program Format

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

Internship

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

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<thead>
<tr>
<th>Core Courses (33 credits)</th>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td></td>
<td>EDLR 600</td>
<td>Conceptual Foundations for School Leadership</td>
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<td></td>
<td>EDLR 610</td>
<td>Curriculum Theory, Development and Issues, Part 1</td>
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<td></td>
<td>EDLR 611</td>
<td>Curriculum Theory, Development and Issues, Part 2</td>
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<td></td>
<td>EDLR 615</td>
<td>The Improvement of Instruction, Staff Development, and Supervision</td>
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</tbody>
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Certificate/Certification Preparation Programs
All certification programs (no M.Ed.) in any of the above areas require the completion of listed course work with the exception of EDUC 520: Educational Research and Evaluation. Students are required to meet with their assigned advisor in order to review prior transcripts to determine necessary coursework. In order to be certified through PDE, students must pass PDE required tests in their area of concentration and complete the teacher preparation program coursework.

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

COURSE DESCRIPTIONS

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

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

EDUC 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDLR 620</td>
<td>The Principal as an Effective Agent of Change</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 701</td>
<td>Educational Leadership Internship I (3 credits)</td>
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<tr>
<td>EDLR 702</td>
<td>Educational Leadership Internship II (3 credits)</td>
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<tr>
<td>EDUC 520</td>
<td>Educational Research and Evaluation (Required for M.Ed.)</td>
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</tbody>
</table>

TOTAL CREDITS: 33 Credits
Core Special Education Courses

These courses fulfill requirements in more than one program.

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

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

EDSP 522 Balanced Literacy Across the PreK-12 Continuum: Instruction/Assessment and Intervention of Students with Reading and Writing Differences 3 Credits
This course is designed to develop expertise in the areas of evaluation and diagnosis of students who are struggling with reading and writing. Students will gain an in-depth understanding of how to select and administer a variety of diagnostic, formal and informal assessments, as well as interpret and communicate those results to school personnel and the child’s family. Application of knowledge includes hands-on exposure to a variety of assessments and investigation of clinical case studies diagnosing the strengths and needs of a struggling learner. Course will provide students with a strong foundation in the theory, pedagogies, methods, and activities related to reading, writing, and literacy instruction for all children. Literacy acquisition of both typical and atypical learners across the PreK-12 continuum will be explored, including children who have learning differences or are acquiring English as a second language. Narrative and expository text will be used to demonstrate how the rich language and artwork of books can be used across the curriculum to enhance literacy instruction.
EDSP 535 Special Education: Evaluation/Assessment and the Law 3 Credits
This course is designed to examine relevant and current practices in assessment and evaluation of students with disabilities. Participants will study the impact of informal as well as standardized testing requirements and their effect on students with disabilities. Legal ramifications as aligned with state and federal regulations and policies related to special education, Americans with Disabilities Act (ADA) and civil rights will be reviewed and discussed. In addition, adaptations and accommodations including alternate assessment for students with disabilities being tested in a variety (i.e. classroom assessment, mandated state tests, IEP specially designed instruction, and others) of school related circumstances will be examined from different perspectives.

EDSP 631 Aspects of PreK-12 Transition: Early Intervention and Transition for Students with Disabilities 3 Credits
In this course students identify resources and techniques used across all transition points to allow for the effective programming for students with disabilities. Students will investigate the characteristics of young children with disabilities in how to determine early diagnosis and how to access appropriate services while working with families, local community agencies and resources. Course will include analysis and interpretation of assessment data in order to develop and implement an Individual Family Service Plan (IFSP). In addition, students examine key aspects associated with Indicator 13 Secondary Transition Services. Course study includes examination of factors associated with implementation of activities and services for students ages 14-21 and writing coordinated, measurable, annual Individualized Education Program (IEP) goals that will enable students ages 14 and above to meet their postsecondary outcomes.

EDUC 620 Child and Adolescent Development and Theory/Birth through Adulthood (Stage 1 Field Experience) 3 Credits
The focus of this course is on the study of development from birth to young adulthood. Students explore current theory and research in the areas of physical, emotional, language, social, cognitive, and cultural behaviors. The interaction of biological and environmental factors influencing growth and development is stressed. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community. This course is identified as a Stage I field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDUC 621 Foundations of Education Pre-K-12/Organization and Structure of Schools (Stage II Field Experience) 3 Credits
In this course students explore the historical, philosophical, and social foundations of education from PreK-12 and their relationship to the present day. The course provides a framework and tools to analyze, synthesize, and evaluate current issues. This course places the structure and organization of schools in historical perspective and relates both the roles of teacher and school organization to society. The differences between education and schooling are examined, and current educational reform movements are explored within the context of critical educational theory. This course is
identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).

EDUC 630
Integrated Methods Across the PreK-12 Classroom: Science, Technology, Engineering, the Arts and Mathematics (STEAM) 3 Credits
This course addresses the analysis and application of methodology and instructional techniques in the content area of PreK-12 Science and Math Methods with an emphasis on the integration of technology and the arts. Developmental, constructive, and process skills approaches will be emphasized. Students will experience a hands-on, inquiry-based format with direct application for teaching PreK-12 science. This course provides an overview of the teaching techniques and materials used in contemporary math and science programs with a focus on inquiry skills and inductive and deductive reasoning through hands-on and minds-on investigations. This course includes the major strands of science including life science, physical science, earth and space science, and crosses curricula to integrate literacy learning, social sciences, and the arts. Students will develop age-appropriate lesson plans linked to PA Academic Standards/PA Alternate Academic Standards/Anchors for Science, Technology, and Engineering as well as Environment and Ecology along with Next Generation Science Standards (NGSS). Math methods will focus on the mastery of PA Academic Standards and PA Alternate Academic Standards/Anchors for Math moving from concrete to abstract understanding.

EDSP 657 Student Teaching-7 weeks elementary/7 weeks secondary 3 Credits
Specific information and details regarding student teaching are found in the Student Teaching Manual provided to students prior to the beginning of their placements. All regulations outlined in the Student Teaching Manual are required to be followed. Students must have current PA clearances for field experience and student teaching. Incidents must be disclosed and reviewed to determine eligibility. Incidents must be disclosed and reviewed to determine eligibility. Candidates must take certification tests prior to student teaching.

Student Teaching provides qualified candidates with a semester of practical special education teaching experience in a PreK-Secondary classroom across the special education service continuum. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Special Education and Education courses to the design and implementation of effective instruction and assessment. Student Teaching placements are 14 weeks. Candidates may have two 7-week placements or one 14-week placement. Candidates will spend each day of the 14-week semester at the school site. The student teaching placement will be within different grade span than field experience Stage 3 and at least one placement will be inclusive. Performance-based assignments are linked to PDE field competencies and evidenced in students’ portfolio completion. Students must have current PA clearances to begin the student teaching experience. Prerequisites: Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

EDSP 658 Special Education Student Teaching Seminar 3 Credits
The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students’
portfolio will be finalized and evaluated. **Prerequisites:** Completion of coursework in Education: approval of the Department: an overall GPA of 3.0 or higher is required.

**Early Education PreK-4 Courses**

**EDUC 620 Child and Adolescent Development and Theory/Birth through Adulthood (Stage 1 Field Experience)**
The focus of this course is on the study of development from birth to young adulthood. Students explore current theory and research in the areas of physical, emotional, language, social, cognitive, and cultural behaviors. The interaction of biological and environmental factors influencing growth and development is stressed. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community. *This course is identified as a Stage I field experience course and will include assignments that meet PDE identified required competencies (20 hours).*

**EDUC 621 Foundations of Education Pre-K-12/Organization and Structure of Schools (Stage II Field Experience)**
In this course students explore the historical, philosophical, and social foundations of education from PreK-12 and their relationship to the present day. The course provides a framework and tools to analyze, synthesize, and evaluate current issues. This course places the structure and organization of schools in historical perspective and relates both the roles of teacher and school organization to society. The differences between education and schooling are examined, and current educational reform movements are explored within the context of critical educational theory. *This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).*

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

**EDP4 527: Early Childhood Math and Science Methods**
3 credits
The students in this course will explore theoretical and conceptual fundamental content and pedagogy in science and mathematics for young children in Pre-School and Primary School settings. Use of state and professional standards and competencies are used to teach key mathematical and science concepts to support students in planning lessons, units and projects. An inquiry-based, child-centered focus is used to actively involve students in a variety of manipulative materials and representations that can be applied to teaching science and mathematics to diverse PreK-4 learners.

**EDP4 528: Early Childhood Integrated Methods: Social Studies, Humanities, and the Arts**
This course presents an analysis of the content, methods, and materials in the design and implementation of PreK-4 Social Studies, Humanities, and the Arts. An emphasis will be placed on a thematic approach to developing curricular units and lesson plans. Hands-on, interactive learning for inclusive classrooms is emphasized which will culminate in an inquiry based integrated content and pedagogy. A variety of research-based teaching and assessment methods and strategies are examined and applied in lesson planning.

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

EDP4 533: Early Childhood Student Teaching 3 credits
Specific information and details regarding student teaching are found in the Student Teaching Manual provided to students prior to the beginning of their placements. All regulations outlined in the Student Teaching Manual are required to be followed. Students must have current PA clearances for field experience and student teaching Incidents must be disclosed and reviewed to determine eligibility. Incidents must be disclosed and reviewed to determine eligibility. Candidates must take certification tests prior to student teaching.

Student Teaching provides qualified students with a semester of practical teaching experience in a PreK-4 classroom. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 15 week semester at the school site. The first three weeks of the placement are considered field experience, after which candidates move into the student teaching phase of their clinical student teaching requirements. Performance-based assignments are linked to PDE field competencies and evidenced in students’ portfolio completion. Students must have current PA clearances to begin the student teaching experience. Co-Requisites: EDP4 534. Prerequisites: Completion of coursework in Education; approval of the Department; and an overall GPA of 3.0 or higher is required.

EDP4 534: Early Childhood Student Teaching Seminar 3 credits
The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students’ portfolio will be finalized and evaluated.
Co-Requisites: EDP4 533. Prerequisites: Completion of coursework in Education; approval of the Department; and an overall GPA of 3.0 or higher is required.
EDP4 590: Intern Field Experience I 1.5 credits
This semester long course is the first half of a required mentoring component of all students teaching on an Intern certificate in the Early Education program. Students are visited at least once per month by a student teaching supervisor to observe, mentor and support interns in meeting beginning teaching competencies.

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

Reading Specialist Courses

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

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

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

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

**EDRG 620 Literacy in the Secondary Classroom**  
*3 credits*

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

**EDRG 630 Assessment and Diagnosis for Students with Reading and Writing Differences**  
*3 credits*

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

**EDRG 632 Critical Approaches to Children’s Literature**  
*3 credits*

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

**EDRG 634 Literacies of Families, Communities, and Cultures**  
*3 credits*

This course will provide reading specialist candidates with a comprehensive background in the family, community, and cultural aspects that affect literacy acquisition from birth through high school. Emphasis will be placed on outreach to families and the forming of relationships that support student learners. Other topics will include: creating or supporting community literacy programs for children and adults; assessing family literacy programs; grant writing and funding; educational literacy policy; and literacy acquisition as it supports social justice, promotes social change, and builds strong
communities. The course is held at a local community based clinic on Saturday mornings that serves students, children and adults, from low socio-economic and diverse cultural backgrounds in acquiring basic literacy skills in reading and writing. Students accrue thirty (30) hours of invaluable clinical diagnostic and tutoring experience, while providing an important service and outreach to a vulnerable population and fulfilling the mission of the College to serve our “dear neighbor”. This course is required for reading specialist certification and should be taken toward the end of the candidate’s program for maximum benefit for both the candidate and the community.

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

Secondary Education Courses

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

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

EDSC 519  Special Methods in Biology/Chemistry for Secondary Education 3 credits
This advanced special methods course contains special content and methods of instruction for secondary certification in Biology or Chemistry. Students will understand the criteria and techniques for selecting, organizing, and presenting science subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area.
EDSC 520  Special Methods in Mathematics for Secondary Education  3 credits
This advanced special methods course contains special content and methods of instruction for secondary certification in Mathematics. Students will understand the criteria and techniques for selecting, organizing, and presenting Mathematics subject matter. Students will become familiar with Pennsylvania and Common Core (if applicable) subject area standards and effective teaching strategies as well as techniques for classroom assessment and evaluation. Emphasis will be placed on student presentations and the use of technology appropriate for the subject area. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (30 hours).

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

EDSC 526  Secondary Methods & Assessment  3 credits
This course provides secondary students across disciplinary areas with foundational knowledge of applicable national standards, content-specific PA Academic and PA Core Standards, and secondary curricula. Research-based pedagogical practices will be used to address lesson planning and unit preparation, grading, tracking, inclusion and physical and mental health of adolescents, as well as assessment of learning in diverse secondary classrooms.

EDSC 533  Secondary Student Teaching  3 credits
Student Teaching provides qualified students with a semester of practical teaching experience in a 7-12 classroom. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 15 week semester at the school site. The first three weeks of the placement are considered field experience, after which candidates move into the student teaching phase of their clinical student teaching requirements. Performance-based assignments are linked to PDE field competencies and evidenced in students’ portfolio completion. Students must have current PA clearances to begin the student teaching experience. Incidents must be disclosed and reviewed to determine eligibility. Co-Requisites: EDSC 534. Prerequisites: Completion of coursework in Education; approval of the Department; and an overall GPA of 3.0 or higher is required.

EDSC 534  Secondary Student Teaching Seminar  3 credits
The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in
actual practice. Students will make critical judgements about theory application into practice. Students’ portfolio will be finalized and evaluated.

Co-Requisites: EDSC 533. Prerequisites: Completion of coursework in Education; approval of the Department; and an overall GPA of 3.0 or higher is required.

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

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

**Special Education Courses**

**EDSP 657  Special Education Student Teaching**  3 credits
Student Teaching provides qualified students with a semester of practical teaching experience in a PreK-4-12 special education classroom. The student teacher will work under the guidance of a mentor teacher and the college supervisor. It is expected that students will integrate and apply the knowledge, skills, and dispositions gained in Education courses to the design and implementation of effective instruction and assessment. Students will spend each day of the 15 week semester at the school site. The first three weeks of the placement are considered field experience, after which candidates move into the student teaching phase of their clinical student teaching requirements. Performance-based assignments are linked to PDE field competencies and evidenced in students’ portfolio completion. Students must have current PA clearances to begin the student teaching experience. Incidents must be disclosed and reviewed to determine eligibility. Prerequisites: Completion of coursework in Education; approval of the Department; and an overall GPA of 3.0 or higher is required.

**EDSP 658  Special Education Student Teaching Seminar**  3 Credits
The seminar experience affords students the opportunity to share teaching insights, concerns, and research with peers and supervisors. Students will synthesize theories learned with what is occurring in actual practice. Students will make critical judgements about theory application into practice. Students’ portfolio will be finalized and evaluated. Prerequisites: Completion of coursework in Education; approval of the Department; and an overall GPA of 3.0 or higher is required.

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

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

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

**EDSP 621 Classroom Management for Students with Disabilities**  
3 credits

The content and practice knowledge needed to create an effective learning environment for students with disabilities in inclusive and/or separate learning environments are examined in this course. Course content includes the selection, evaluation, and interpretation of specific behavioral assessments (including informal, functional, ecological and behavioral assessments). There is a focus on utilizing appropriate management strategies in the classroom from a theoretical and pedagogical perspective. Students will be exposed to the process of developing behavioral intervention plans for diverse learners.

**EDSP 631 Aspects of PreK-12 Transition: Early Intervention and Transition for Students with Disabilities**  
3 Credits

In this course students identify resources and techniques used across all transition points to allow for the effective programming for students with disabilities. Students will investigate the characteristics of young children with disabilities in to determine early diagnosis and how to access appropriate services while working with families, local agencies and resources. Course will include analysis and interpretation of assessment data in order to develop and implement an Individual Family Service Plan. In addition, students examine key aspects associated with Indicator 13 Secondary Transition Services. Course study includes examination of factors associated with implementation of activities and services for students ages 14-21 and writing coordinated, measurable annual IEP goals that will enable student ages 14 and above to meet their postsecondary outcomes.

**EDSP 623: Education Practice and Assistive Technology for Students w/LD and/or ED (High Incidence) and (Low Incidence) Disabilities**  
3 credits

This course examines research, current practice and historical retrospective regarding the education of students with high and low disabilities. Analysis of learning, emotional/social disorders and physical and cognitive disabilities will be required. Inclusive classroom methodologies, assistive technology applications and modifications and adaptations to the curriculum, including behavioral assessments and management techniques will be addressed. Candidates will be afforded the opportunity to apply learned pedagogy in a 40-hour Extended School Year Program field placement under the mentorship of a certified teacher. This placement will encompass both high, low incidence students, and be at either the PreK-6 or 7-12 grade level. Candidates will prepare lessons and learning materials for classroom instruction. A faculty member will supervise candidates at their placement site. The faculty
supervisor in conjunction with the cooperating teacher will mentor candidates. The faculty supervisor will observe and provide feedback oral and written to candidates a minimum of two times. Course assignments include a time log (see Attachment B), weekly journals, lesson plans, and teaching reflections. Course time will be set aside each week to link field experience to course content and practices in their field experience placements. This course is identified as a Stage III field experience course and will include assignments that meet PDE identified required competencies (40 hours).

**EDSP 535: Evaluation/Assessment and the Law in Special Education**

3 credits

This course is designed to examine relevant and current practices in assessment and evaluation of students with disabilities. Participants will study the impact of informal as well as standardized testing requirements and their effect on students with disabilities. Legal ramifications as aligned with state and federal regulations and policies related to special education, Americans with Disabilities Act (ADA) and civil rights will be reviewed and discussed. In addition, adaptations and accommodations including alternate assessment for students with disabilities being tested in a variety (i.e. classroom assessment, mandated state tests, IEP specially designed instruction, and others) of school related circumstances will be examined from different perspectives.

**Educational Leadership/Principal Certification Courses**

**EDLR 600  Conceptual Foundations for School Leadership**

3 credits

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

**EDLR 610  Curriculum Theory, Development and Issues. Part 1**

3 credits

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

**EDLR 611  Curriculum Theory, Development and Issues, Part 2**

3 credits

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

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

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

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

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

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

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

Montessori Specialization

EDMN 520  Montessori Philosophy and Educational Theory  3 credits
Students explore the educational philosophy 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. Cross-listed: EDMN-220, MONC 020

EDMN 521  Montessori: Everyday Living/Art  3 credits
A study of the child’s environment and culture dictates the exercises that aid inner discipline, self-esteem, a sense of order, and muscular control. Montessori pedagogical principles provide the rationale for demonstration of techniques appropriate for the very young child. Prerequisite: EDMN-520 or permission from the Montessori Program Director. Cross-listed: EDMN-221, MONC 021

EDMN 522  Montessori: Sensorial/Music  3 credits
Provides 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. Cross-listed: EDMN-522, MONC 022
EDMN 523  Montessori: Mathematics  3 credits
Enables 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 provides preparation for the intern experience. Prerequisite: EDMN-520. Cross-Listed: EDMN-223, MONC 023

EDMN 524  Montessori: Language  3 credits
Students learn how to design language programs 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 adaptations to specific language needs of children with special emphasis on the urban minority child. Prerequisite: EDMN-520. Cross-Listed: EDMN-224, MONC 024

EDMN 525  Montessori: Natural & Social Sciences/Parent Education  3 credits
This course provides the student with material for the natural and social sciences used in the Montessori classroom. Presentations are programmed to the age and development of the child. Insights for the student about the wonders of nature, the interaction of human beings and nature are explored. Parent education discussion includes suggestions for developing parent-teacher partnerships and mutual responsibilities. Prerequisite: EDMN 520. Cross-Listed: EDMN-225, MONC 025

EDMN 526  Montessori Education for Peace  1 credit
Focuses 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. Cross-listed: EDMN-226, MONC 026

EDMN 630/631 Montessori: FALL Practicum/Internship & Seminar  5 credits
A year’s internship taken in the student's senior year which brings together the theory, practice and curriculum of Montessori Education. Corequisite: EDMN-630/631. Cross-Listed: EDMN-430/431, MONC 030/031

EDMN 632/633 Montessori: SPRING Practicum/Internship & Seminar  5 credits
A year’s internship taken in the student's senior year which brings together the theory, practice and curriculum of Montessori Education. Corequisite: EDMN-632/633. Cross-Listed: EDMN-432/433, MONC 032/033
The Master of Science (MS) in Organizational Leadership prepares graduates to succeed in leading people and organizations in the Philadelphia region’s largest industries and employers including healthcare, biomedical and pharmaceutical companies, higher education, government, banking and financial services, technology and research, communication and entertainment, corporate, general business, and retail organizations.

The MS in Organizational Leadership focuses on the critical soft skills of managing people and change in organizations while providing solid foundations in managing data, technology, budgets, and resources for organizational success.

Program Format
This is a fully online program offered in an accelerated eight-week format with two eight-week sessions each fall, spring, and summer semester. Comprised of 10 three credit courses, students are able to complete this 30 credit M.S. degree in five semesters or 20 months. Our online program provide convenient flexibility for busy working adult students who desire to advance their careers while continuing to work full-time.

Program Outcomes
Upon completing the program, graduates will be able to:

- Create a shared vision to effectively lead and manage staff in an organization while identifying the challenges of working with diverse groups
- Understand the role and strategies of an effective leader and apply them in a variety of situations including leading in a challenging and turbulent environment.
- Leverage technology including retrieving and analyzing data in making effective decisions to optimize organizational resources.
- Understand how organizational culture can influence ethical conduct within an organization.
- Analyze an organization’s financial strengths and weaknesses. Develop a comprehensive budget that effectively utilizes an organization’s resources.
- Apply negotiation and conflict resolution skills to effectively address interpersonal and organizational conflicts to improve team performance, retention, and morale.
- The above learning outcomes will culminate in a final capstone project completed at the end of the program.
Program Requirements and Courses

REQUIRED COURSES

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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>LEAD 601</td>
<td>Leading and Managing People</td>
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<td>LEAD 602</td>
<td>Leading and Strategic Change</td>
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<tr>
<td>LEAD 603</td>
<td>Managing a Diverse &amp; Global Workforce</td>
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<td>LEAD 604</td>
<td>Ethics &amp; the Corporate Environment</td>
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<td>LEAD 605</td>
<td>Innovation &amp; Technology</td>
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<td>LEAD 606</td>
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<td>LEAD 607</td>
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<td>LEAD 608</td>
<td>Data Management</td>
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<td>LEAD 609</td>
<td>Managing Risk in the Global Environment</td>
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<tr>
<td>LEAD 692</td>
<td>Masters Capstone Project</td>
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TOTAL CREDITS: 30 Credits

Program Schedule

Students enroll in two courses/6 credits per semester in the order listed below under Course Requirements. Each course runs 8 weeks as per the calendar below and courses are offered sequentially.

**2020 – 2021 Academic Year**

Accelerated Online Fall I (August 31 – October 24)

Accelerated Online Fall II (October 26 - December 19)

*Winter Break December 20-January 3*

Accelerated Online Spring I (January 4 - February 27)

Accelerated Online Spring II (March 1 - April 24)

*Spring Break April 2 - May 2*

Accelerated Online Summer I (May 3 - June 26)

Accelerated Online Summer II (June 28 - August 21)

*Summer Break August 22 - August 29*

**2021-2022 Academic Year**

Accelerated Online Fall I (August 30 - October 23)
COURSE DESCRIPTIONS

LEAD 601 Leading & Managing People
An introduction to organizational leadership from theoretical and applied perspectives. This course will help students to understand the importance of effectively communicating mission and shared vision in an organizational setting. Topics explored are the importance of innovation, integrity, creativity, collaboration and the critical role of leading a motivated and engaged employee in an inclusive workforce.

LEAD 602 Leading Strategic Change
An organization’s effectiveness depends on its ability to respond to changing business conditions. In this course students identify the financial, political, social, and cultural environment for change and its impact on the organizational environment. This course will address why organizations fail at implementing change. Through case samples and projects, students will identify organizations that succeeded and failed in managing change.

LEAD 603 Managing a Diverse & Global Workforce
Cross-cultural competence is a critical skill for those wanting to lead and manage effectively in successful organizations. Students will learn how to work more effectively in organizational cultures that embrace the opportunities and benefits of diversity. Concepts include global workforce issues, recruitment, and employee retention practices.

LEAD 604 Ethics & the Corporate Environment
This course applies ethical theory and practice to the corporate environment. This course reviews different ethical systems, cultural differences, and ways organizations develop an effective ethics programs. Topics include conflicts of interest, employee rights, privacy, ethical decision-making, and emerging issues in business ethics.

LEAD 605 Innovation & Technology
Introduces key change management strategies necessary to drive innovation in a rapid and changing global environment. Includes theory and practice in relation to technology and innovation. Student projects will focus on strategies to design, implement, communicate and embrace innovation as well as techniques for mapping and assessing how to best leverage technology within an organization. The course will also address patterns and emerging issues of technological and market innovation.

LEAD 606 Budget & Resource Management
Managing critical organizational resources is essential for effective leadership. Leaders are required to assess organizational needs and develop a financial plan to achieve desired goals. The objectives of this course are to understand key financial terms and concepts, analyze financial statements, prepare and manage budgets, and understand the legal and regulatory aspects of financial reporting. This course is designed to include students without a background in finance.
LEAD 607 Negotiation and Conflict Resolution  
Credits: 3
Conflict is a natural part of organizational life. Effective negotiation and conflict resolution skills are necessary to foster productive organizational environments and success in leadership positions. Students will learn how to analyze conflicting interests and resolve them through negotiation and mediation processes. Students will practice negotiation and conflict resolution skills in exercises and role-plays.

LEAD 608 Data Management  
Credits: 3
This course prepares students to collect and analyze data to support effective decisions. Data analysis can provide a competitive analysis in making critical decisions regarding the direction of an organization. High performance organizations rely on data to help drive strategy and respond to changing business conditions. Topics include descriptive and predictive analytics, and provide students with project-based opportunities to apply their analytical thinking.

LEAD 609 Managing Risk in the Global Environment  
Credits: 3
The goal of this course is to provide students an overview of the risks that organizations face in the global environment. Students will identify strategies for assessing and mitigating potential risks that include health and safety, reputational risks, financial risk management and embracing issues of compliance. Students will be prepared to function in a business environment with the knowledge and tools to design and implement an effective risk management program.

LEAD 692: Masters Capstone Project  
Credits: 3
Students are required to complete a pre-approved original project that focuses on a specific problem within an organizational leadership setting. The capstone project involves identifying and investigating a problem or innovation, researching and identifying “best practices” and other strategies and innovations, preferably in their current or intended area of practice. The capstone is an integrative project that draws on core learning outcomes of the program.
Program Contact Information
Cheryll Rothery, Psy.D., ABPP, Graduate Program Chair and Director of Clinical Training, RotheryC@chc.edu
Claudia Garcia-Leeds, Ph.D., Master’s Program Co-Director (Main campus), GarciaLeedsC@chc.edu
Leslie Shralow, Ph.D., Master’s Program Co-Director (Main campus), ShralowL@chc.edu
Mark Kenney, M.Ed., N.C.C., L.P.C., Master’s Program Director (DeSales University Center Valley campus), KenneyM@chc.edu

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

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

The department also offers Post-Master’s Certificates of Advanced Graduate Study in Professional Counseling for Licensure Preparation, and Post-Master’s Certificates of Advanced Graduate Academic Study in each of the six concentration areas. Applicants for these certificate programs must have already earned a master’s degree in psychology or a related discipline. Applicants for the Post-Master’s Certificate of Advanced Graduate Study in Professional Counseling for Licensure Preparation may be required to submit verification of a letter from their state licensing board confirming the specific courses the applicant requires to be eligible for state licensure.

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 Commonwealth 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.

**Transfer Students**
Current or former students seeking to transfer from another graduate level clinical counseling or psychology program will be required to submit a letter of good standing from their program director or department chair along with their other required admissions materials. The CCP program reserves the right to request additional information regarding the student’s performance in their current or former program as necessary in order to complete the admissions review.

**Other Program Guidelines and Standards**

**Professional Standards**
The Masters of Clinical and Counseling Psychology program has the responsibility to assure that its graduates are adequately prepared for professional practice. The student is required not only to demonstrate competence in the areas of academic study and clinical training but also to demonstrate familiarity with the ethics of professional practice and to behave in an ethical and professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program. Students are evaluated regularly in academic, professional and clinical areas and are notified if any problems are observed. Class attendance is closely monitored by all instructors in the program to assure that students are fully prepared for professional practice. In recognition of the essential importance of the interpersonal context of the counseling relationship, classes are experiential in nature and require consistent class attendance from students. Students are expected to attend all of the hours of the accelerated classes (e.g. 5 days) in the program.

**Student Disclosure of Personal Information**
The following policies about student disclosure of personal information comply with the ACA Code of Ethics (2014) and the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2002).

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

**Disclosure in Supervision**
Students are required to share personal information with their supervisors germane to understanding self-growth, developing insight into counter-transference dynamics, or conducting effective treatment. This may include family of origin issues, history of abuse or trauma, psychological treatment and other personal information that could affect clinical and professional development.
Professional Competence Problems
The faculty is responsible for determining whether each student’s emotional stability and interpersonal behavior are suitable for a career in counseling and clinical psychology. If the student’s behavior warrants, it may be necessary for the faculty to take more immediate action. In most instances, the faculty will endeavor to discuss the issue with the student before taking further action. If the student’s behavior constitutes a breach of professional ethics, or the student’s behavior poses a serious threat to clients or to other students, or the student’s behavior significantly disrupts the learning process for other students, or the student’s behavior interferes with their progress in the program, the student will be suspended or dismissed from the program.

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

Program Completion Information
Master of Science (M.S.) students must complete 60 graduate credits for graduation. Of these 60 credits, 27 credits (9 courses) come from the Core Curriculum, and at least 9 credits come from the field placement for all students. LPC track students take the 3 required Pennsylvania licensing courses. CFT students take an additional 6 elective credits (2 courses) beyond the credits required for the CFT concentration. Students without an undergraduate degree in psychology or closely related field are evaluated on an individual basis. It is recommended that the non-psychology applicant has taken at least four undergraduate psychology courses including: General Psychology, Abnormal Psychology, Statistics or Research Methods, and any other psychology course.

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

- Co-Occurring Disorders: 12 concentration credits and 3 elective credits
- Child and Adolescent Therapy: 12 concentration credits and 3 elective credits
- Child and Adolescent Therapy with Autism Spectrum Disorder Specialization: 15 credits
- Couple and Family Therapy: 18 concentration credits and 6 elective credits
- Diverse and Underserved Communities: 15 concentration credits
- Trauma Studies: 12 concentration credits and 3 elective credits
- Generalist Curriculum: 15 credits selected from among any of the concentration or elective courses

Students who need to take a third term of internship may do so in place of 3 elective credits.
These courses are required for all students. Prerequisites are in parentheses:

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<th>Course Code</th>
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<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 532</td>
<td>The Role of Culture &amp; Gender in Counseling in Psychotherapy</td>
</tr>
<tr>
<td>PSYG 608</td>
<td>Couple and Family Therapy</td>
</tr>
</tbody>
</table>

These courses are required for LPC track students only

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 530</td>
<td>Group Therapy (506)</td>
</tr>
<tr>
<td>PSYG 536</td>
<td>Psychological Assessment (500,503)</td>
</tr>
<tr>
<td>PSYG 542</td>
<td>Career Development and Counseling</td>
</tr>
</tbody>
</table>

Couple and Family Therapy (18 CFT credits required, plus choice of 6 elective credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYG 657</td>
<td>Working With Ethnically Diverse Couples and Families (608) (required)</td>
</tr>
<tr>
<td>PSYG 614</td>
<td>Couple and Family Therapy Techniques (608,)</td>
</tr>
<tr>
<td>PSYG 616</td>
<td>Advanced Couple and Family Therapy Techniques (608,,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>
<tr>
<td>PSYG 682</td>
<td>Working with Latino Families (608)**</td>
</tr>
</tbody>
</table>
Students choose two of these three courses

### Child and Adolescent Therapy (12 credits required, plus 3 elective credits)

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

### Child and Adolescent Therapy with Autism Spectrum Disorder Specialization (15 credits required)

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete all courses</strong></td>
<td><strong>PSYG 602</strong></td>
<td>Play Therapy (500, 514)</td>
</tr>
<tr>
<td></td>
<td><strong>PSYG 604</strong></td>
<td>A Systemic Approach to the Problems of Adolescents (514, 608)</td>
</tr>
<tr>
<td></td>
<td><strong>PSYG 652</strong></td>
<td>Introduction to Autism Spectrum Disorders*</td>
</tr>
<tr>
<td></td>
<td><strong>PSYG 654</strong></td>
<td>Treatment Approaches to Autism Spectrum Disorders (652)*</td>
</tr>
<tr>
<td></td>
<td><strong>PSYG 662</strong></td>
<td>Assessment and Treatment of Children and Adolescents (514)</td>
</tr>
</tbody>
</table>

*Note: Available at Main Campus Only

### Co-Occurring Disorders (12 credits required, plus choice of 3 elective credits)

<table>
<thead>
<tr>
<th>Concentration Courses</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete all courses</strong></td>
<td><strong>PSYG 622</strong></td>
<td>Introduction to the Assessment and Treatment of Psychological Trauma</td>
</tr>
<tr>
<td></td>
<td><strong>PSYG 630</strong></td>
<td>Foundations of Addictive Behaviors</td>
</tr>
<tr>
<td></td>
<td><strong>PSYG 638</strong></td>
<td>Systemic Treatment of Addictions (608, 630)</td>
</tr>
<tr>
<td></td>
<td><strong>PSYG 672</strong></td>
<td>Assessment and Treatment of Co-Occurring disorders (630)</td>
</tr>
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</table>
Diverse and Underserved Communities (6 required credits, 9 diversity elective credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>PSYG 622</td>
<td>Introduction to the Assessment &amp; Treatment of Psychological Trauma</td>
</tr>
<tr>
<td>PSYG 630</td>
<td>Foundations of Addictive Behavior</td>
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</tbody>
</table>

**Diversity Elective Courses (select 3 courses)**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>PSYG 652</td>
<td>Introduction to Autism Spectrum Disorders</td>
</tr>
<tr>
<td>PSYG 640</td>
<td>Competencies for LGBTQ Counseling</td>
</tr>
<tr>
<td>PSYG 684</td>
<td>Mindfulness and Psychotherapy</td>
</tr>
<tr>
<td>PSYG 682</td>
<td>Working with Latino Families</td>
</tr>
<tr>
<td>PSYG 680</td>
<td>Introduction to Geropsychology</td>
</tr>
<tr>
<td>PSYG 561/562</td>
<td>Independent Research in Clinical and Counseling Psychology</td>
</tr>
<tr>
<td>PSYG 657</td>
<td>Working with Ethnically Diverse Couples and Families</td>
</tr>
<tr>
<td>PSYG 628</td>
<td>Working Effectively in Trauma-Intensive Communities</td>
</tr>
<tr>
<td>PSYG 635</td>
<td>Special Topics in Diversity (e.g. Working with African American communities, Working with Asian American Communities, Counseling Multiracial Populations)</td>
</tr>
</tbody>
</table>

Trauma Studies (12 credits required, plus choice of 3 elective credits)

<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 628</td>
<td>Working Effectively in Trauma-Intensive Communities (622)</td>
</tr>
<tr>
<td>PSYG 675</td>
<td>Advanced Techniques in Trauma Intervention (622)</td>
</tr>
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</table>
Electives (note: students may also use concentration courses to fulfill elective requirements)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<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 561</td>
<td>Independent Study I (510)</td>
</tr>
<tr>
<td>PSYG 562</td>
<td>Independent Study II (561)</td>
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</table>

Field Experience (see below for prerequisites)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<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 (LPC Students)</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.*

Practicum

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

Practicum and CFT Internship 1 Prerequisites

- Theories of Counseling and Psychotherapy
- Psychopathology
- Techniques of Counseling and Psychotherapy I
- Legal & Ethical Issues
LPC students typically continue with internship PSYG 715 immediately after the practicum. CFT students must continue immediately to PSYG 725 Internship 2 after Internship 1 semester. Please be sure you have completed enough coursework to be able to continue on in your field placement.

**Internship**

Students accept the responsibility of applying and interviewing for their internship. A detailed procedure for this process is presented at the internship information sessions that students are required to attend. Please contact the co-Director of Master’s Field Placements, for dates and times of these sessions.

**Internship Prerequisites**

Prior to registering for second semester of field placement (PSYG 715 for LPC; PSYG 725 for CFT), students must have successfully completed a minimum of 30 credits including all of the following courses:

- Theories of Counseling and Psychotherapy
- Psychopathology
- Techniques of Counseling and Psychotherapy I
- Techniques of Counseling and Psychotherapy II (May be taken concurrently with the first semester of field placement)
- Legal and Ethical Issues
- Practicum (PSYG 705) or MFT Internship I (PSYG 710) for Couple and Family Therapy students only
- Two Concentration Courses (students in the generalist curriculum may use any two non-core courses)

**Important Procedures/Policies (in preparation for practicum/internship)**

1. Contact the Director of Master’s Field Placements to attend an information session for practicum/internship. You are required to attend an information session two terms prior to the term you plan to begin. Group information sessions will be held each term. Students may begin the practicum/internship sequence in any semester.

2. A practicum/internship resource list is available to students after attending an information session. The Director of Field Placements has a resource book containing a listing of previously used sites and information regarding the sites. Students may also seek new practicum/internship placements. However, the Director of Master’s Field Placements, consistent with program policies, must approve all sites.

3. Prepare a resume/vita, as you will need it to interview for practicum/internship. All other paperwork necessary for the interview process will be distributed at the practicum/internship information sessions.

4. Once you have decided on a site, you are responsible for arranging for and delivering completed paperwork to the Director of Master’s Field Placements. As part of the practicum/internship process all students are required to procure liability insurance. **Students are not permitted to begin a practicum or internship without liability insurance and must maintain it until the**
The internship is completed. Students are required to submit verification of coverage to both the Director of Master's Field Placements and the field site supervisor.

5. A practicum or internship may not be completed at a site where the student is or has been employed in the previous three years.

6. All students are required to participate in a group supervision class each term of their practicum/internship. You may register at the beginning of each term for one of the practicum or internship classes upon approval by the Director of the Master’s Field Placements.

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

1. Students interested in seeking LPC licensure must train at the field site a minimum of 700 hours over a minimum of three terms, including the practicum semester and two semesters of internship. Of these 700 hours, 240 must be spent in direct-client contact. Students seeking LMFT licensure must complete a total of 300 direct-client contact hours over the course of a full calendar year (3 terms) and a total of 700 hours at the internship site.

2. Students must attend a weekly seminar at the College. The seminar will provide an opportunity for students to discuss cases and their internship experience. (Note: Students must register for the corresponding seminar for each term of Internship: PSYG 705 or 710, PSYG 715, PSYG 725, PSYG 735.)

3. Final grades are globally based on regular attendance and participation in the weekly seminar, performance at the internship site and in the course, the timely submission of required paperwork, and the site supervisor’s written evaluation.

4. All students are expected to comply with the rules and regulations of the internship site and conduct themselves in a professional manner at all times.

Suspension/Termination of Field Experience
In extreme cases, the Internship or Practicum Site Supervisor or the CHC Internship or Practicum Group Supervisor may suspend a student’s internship or practicum, while circumstances are being reviewed by the Director 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 Director 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-Directors of the Master’s Program must recommend dismissal to the Chair of the Department of Professional Psychology and the Dean of the School of Graduate Studies. Supporting documentation stating the reason(s) for dismissal is to be provided, in writing, to the student, the Chair, and the Dean.
If a student is terminated from a practicum or internship and consequently terminated from the College, the student may, within ten days of the College’s termination, appeal to the Dean of the School of Graduate Studies, stating the reasons for disagreement with termination from the College and presenting evidence in support of the appeal. After appropriate consultation, the Dean of the School of Graduate Studies will provide a final decision to the student.

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

**Drug Screening Policy for Field Placements**

Some field placement sites require a drug screening and offers are contingent upon completion of a drug test with a passing result (the drug screen is conducted prior to or upon beginning the field placement). Some field placements may require a random drug testing after placement. The presence of illegal drugs and/or metabolites, and/or the presence of prescription drugs and/or metabolites for which the tested individual did not have a lawful prescription would be considered a failed test. As a condition of their placement, all students agree that their test results will be shared between the site and the Master’s Psychology Program. A failed test may be grounds for probation, suspension or termination from the Master’s Psychology Program.

The site may take action against the individual student pursuant to its own internal procedures. The action taken by the site shall not preclude the Master’s Psychology Program from also taking action against the student. A student who is reprimanded by a site may still be placed on probation or suspended or dismissed from the Master’s Psychology Program. If the student is dismissed by the site but not by the Master’s Psychology Program, the student will be responsible for identifying another placement that meets the program’s requirements, with standard assistance from the Director of Master’s Field Placements. The student will be required to inform the prospective placement of the reason for termination from his or her previous placement.

When the Master’s Psychology Program is made aware of a failed drug test, the Program may take the following action against the student independent of any action taken by the site: The student will be given a copy of the test results and given five days to provide a written explanation, including a medical certification from an independent licensed medical practitioner, that the drug(s) in the student’s system were lawfully prescribed. The information supplied by the student will be reviewed by the faculty. Within 10 days, the student will meet/confer with the faculty to answer any questions they may have and to explain his/her test results. A student’s failure to provide requested information or to meet/confer with the faculty will result in the student’s dismissal from the Program. The faculty’s decision will be sent to the student in writing within ten days.

Students have the right to appeal the decision of the faculty to the Dean of the School of Graduate Studies within 10 days of the faculty’s decision.
Licensure and Credentialing
The master’s program is designed to meet the academic requirements for licensure as a Licensed Professional Counselor (LPC) or Licensed Marriage and Family Therapist (LMFT) in Pennsylvania and other states. Licensure as a psychologist requires a doctoral degree. Licensure as a Professional Counselor or Marriage and Family Therapist in the Commonwealth of Pennsylvania requires a graduate degree in a field closely related to the practice of professional counseling. Licensure also requires 3,000 hours of supervised experience earned after the completion of the 60-credit degree. After earning the academic credentials and completing the supervised clinical experience, applicants must pass a licensure exam. Students are encouraged to become familiar with the licensure regulations in Pennsylvania, or any other state where they are considering obtaining licensure.

Field Experience Requirements for Licensure
Students seeking to become Licensed Professional Counselors must complete a practicum of at least 100 hours and an internship of at least 600 hours for 700 total hours. Of these, 240 hours must be direct contact hours with clients. The practicum is completed in one semester and the internship may be completed over two or three terms. Students seeking to become Licensed Marriage and Family Therapists will need an internship which lasts one full calendar year (3 terms) and includes at least 300 direct-contact hours and 700 total hours at a site.

Licensure in Other States
The Master of Science (M.S.) degree meets licensure requirements in PA and many other states. Please contact your state licensing board for academic and clinical requirements. The master’s program in Clinical and Counseling Psychology at Chestnut Hill College is currently accredited by the Master’s in Psychology and Counseling Accreditation Council (MPCAC)

Post-Master’s Certificates
The Chestnut Hill College Master of Science (M.S.) degree meets licensure requirements in PA and many other states. Please contact your state licensing board for academic and clinical requirements. Students seeking licensure as a professional counselor or marriage and family therapist in Pennsylvania who hold graduate degrees of less than 60 credits may apply for The Post-Master’s Certificate in Professional Counseling for Licensure Preparation. The Post-Masters Certificate of Advanced Academic Study is available in areas of concentration (see below for details).

Post-Master’s Certificates of Professional Counseling for Licensure Preparation
Overview
This certificate is designed for the applicant who already has a Master’s degree in a field closely related to the practice of professional counseling. It is not open to applicants from other disciplines who wish to be licensed as professional counselors or marriage and family therapists. Applicants to this certificate program may be required to submit documentation from the state licensing board regarding eligibility for the license and/or specific courses required for the license

Program Design
Students who wish to complete a Certificate of Advanced Graduate Study in Professional Counseling for Licensure Preparation will need to complete a minimum of 12 graduate credits beyond the master’s
degree. Applicants are expected to contact the PA State Board of Social Workers, Marriage and Family Therapists and Professional Counselors, or other applicable State Board before enrolling in any courses at Chestnut Hill College to ensure that the courses they take are in compliance with the requirements for licensure.

Admissions
Graduates of Chestnut Hill College’s Master’s Program in Clinical and Counseling Psychology are expected to complete a new application. No additional application fee is required, and no additional paperwork is required. The student receives a letter of admission from the Graduate Dean and is listed in the computer as matriculating in a certificate program. Other applicants must follow the existing procedures for admission to Post-Master’s certificate programs. (See Admissions).

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

Post-Master’s Certificates of Advanced Graduate Academic Study
Certificate of Advanced Graduate Academic Study in Co-Occurring Disorders
Certificate of Advanced Graduate Academic Study in Child and Adolescent Therapy
Certificate of Advanced Graduate Academic Study in Child and Adolescent Therapy with Autism Spectrum Disorder Specialization
Certificate of Advanced Graduate Academic Study in Couple and Family Therapy
Certificate of Advanced Graduate Academic Study in Diverse and Underserved Communities
Certificate of Advanced Graduate Academic Study in Trauma Studies

These certificate programs are designed for those who have already earned a master’s degree in clinical or counseling psychology or a closely related field and who are seeking additional classroom education in an area of specialization. Students in this program should have some post-master’s work experience and not require any further internship experience for their professional goals. If an applicant does not have graduate course work in certain areas, the Department of Professional Psychology may require certain core courses to be taken as part of the Academic Certificate.

These requirements include courses in:
- Theories of Counseling and Psychotherapy
- Psychopathology
- Techniques of Counseling and Psychotherapy I
- Techniques of Counseling and Psychotherapy II
- Legal and Ethical Issues
- Couple and Family Therapy

Co-Occurring Disorders

<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>
</tbody>
</table>
### Concentration Requirements

<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 638</td>
<td>Systemic Treatment of Addictions (608, 630)</td>
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<tr>
<td>PSYG 672</td>
<td>Assessment and Treatment of Co-Occurring Disorders (630)</td>
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### Child and Adolescent Therapy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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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 (514, 608)</td>
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<tr>
<td>PSYG 622</td>
<td>Introduction to the Assessment and Treatment of Psychological Trauma</td>
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<td>Assessment and Treatment of Children and Adolescents (514)</td>
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### Child and Adolescent Therapy with Autism Spectrum Disorder Specialization (all required)

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<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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<td>PSYG 602</td>
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<td>PSYG 657</td>
<td>Working with Ethnically Diverse Couples and Families (608) (required)</td>
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<tr>
<td>PSYG 614</td>
<td>Couple and Family Therapy Techniques (608,)</td>
</tr>
<tr>
<td>PSYG 616</td>
<td>Advanced Couple and Family Therapy Techniques (608,614)</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>
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</tbody>
</table>
**Students choose two of these three courses**

### Diverse and Underserved Communities

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Required Courses</em></td>
<td></td>
</tr>
<tr>
<td>PSYG 532</td>
<td>The Role of Culture and Gender in Counseling &amp; Psychotherapy</td>
</tr>
<tr>
<td>PSYG 622</td>
<td>Introduction to the Assessment &amp; Treatment of Psychological Trauma</td>
</tr>
<tr>
<td>PSYG 630</td>
<td>Foundations of Addictive Behavior</td>
</tr>
<tr>
<td><em>Electives Courses (select 2 courses)</em></td>
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<tr>
<td>PSYG 652</td>
<td>Introduction to Autism Spectrum Disorders*</td>
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<tr>
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<tr>
<td>PSYG 561/562</td>
<td>Independent Research in Clinical and Counseling Psychology</td>
</tr>
<tr>
<td>PSYG 628</td>
<td>Working Effectively in Trauma-Intensive Communities</td>
</tr>
<tr>
<td>PSYG 657</td>
<td>Working with Ethnically Diverse Couples and Families</td>
</tr>
<tr>
<td>PSYG 635</td>
<td>Special Topics in Diversity (e.g. Working with African American communities, Working with Asian American Communities, Counseling Multiracial Populations)</td>
</tr>
</tbody>
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*Note: Available at Main Campus Only*

### Trauma Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td><em>Concentration Requirements</em></td>
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<tr>
<td>PSYG 622</td>
<td>Introduction to the Assessment and Treatment of Psychological Trauma</td>
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<tr>
<td>PSYG 624</td>
<td>Treatment of Complex Chronic Trauma Responses (622)</td>
</tr>
<tr>
<td>PSYG 675</td>
<td>Advanced Techniques in Trauma Intervention (622)</td>
</tr>
</tbody>
</table>
Combined BA in Psychology and MS in Clinical & Counseling Psychology

Chestnut Hill College offers a combined BA in Psychology and MS in Clinical and Counseling Psychology program. The combined program provides an excellent opportunity for qualified psychology majors in the School of Undergraduate Studies to complete a master’s degree in Clinical and Counseling Psychology in the School of Graduate Studies. Students who complete the combined BA/MS program may save both time and tuition costs.

Students majoring in psychology at Chestnut Hill College and DeSales University are eligible to apply to this program during their junior year but they will not be provisionally admitted until they have achieved senior status (completion of 84 credits). Transfer students must take a minimum of 15 credits at Chestnut Hill College or DeSales University and meet all other requirements in order to be eligible to apply to the combined program.

In order to be eligible to apply undergraduate students must earn an overall 3.2 GPA in undergraduate courses taken at Chestnut Hill College or DeSales University and have a 3.5 GPA for all psychology courses completed, with no psychology course grade below a B. CHC students must have completed at least 24 credits in psychology courses including PSYC 101 General Psychology, PSYC 206 Theories of Personality, PSYC 217 Abnormal Psychology, and either PSYC 216 Quantitative Methods in Psychology or PSYC 313 Research Design in Psychology. DeSales students must have completed at least 24 credits in psychology courses including PS 109 Introduction to Psychology, PS-260 Personality: Theory and Research, PS-290 Psychopathology, and PS-205 Research Design and Analysis.

Students who wish to enroll in graduate Clinical and Counseling Psychology courses and be admitted into the Combined Program must complete all admissions requirements of the School of Graduate Studies as listed in the admissions section of the SGS catalog. The following items must be submitted or completed:

- A Combined Program Application (application fee waived)
- All official college transcripts
- Two letters of recommendation with one letter of recommendation required from a full time faculty member in their Psychology program and the other recommendation may be either academic or professional. Letters written by family members of friends are not acceptable.
- A Statement of Professional Goals
- A Resume
- Complete an on-site writing sample
- Complete an interview with the graduate Program Director
- International students must interview with the Director of Global Education and submit acceptable TOEFL scores.
The GRE and MAT are not required of combined program applicants.

Upon submission of the complete admissions requirements, the Admissions Committee will determine if applicants are provisionally accepted into the Combined Program. Applicants who meet all eligibility requirements are not guaranteed admission into the Combined Program. Formal acceptance into the Clinical and Counseling Psychology Master’s Program will be granted to provisionally accepted students upon receipt of a transcript verifying successful completion of the undergraduate degree program with at least a 3.2 overall GPA and a psychology GPA of 3.5 or above.

Students who are provisionally admitted into the combined BA/MS program may take a maximum of 12 credits of graduate course work that can be applied toward their BA degree requirements. Once students are fully accepted into the Combined BA/MS program these graduate credits may also be applied to their MS degree requirements. With the undergraduate Dean’s and the Graduate Program Director’s permissions, students provisionally admitted into the combined program are eligible to take four of the following five graduate courses: PSYG 500 Theories of Counseling and Psychotherapy, PSYG 514 Development Across the Lifespan: Individual & Family, PSYG 510 Research Design and Methodology, PSYG 532 The Role of Culture and Gender in Counseling and Psychotherapy, PSYG 608 Couple and Family Therapy. Undergraduate students enrolled in these courses as part of the Combined program will pay undergraduate tuition for graduate courses during fall or spring semesters until they complete their undergraduate degree. Students who enroll in graduate courses during the summer will pay graduate tuition costs.

When enrolled in graduate courses prior to the completion of their undergraduate degrees, students are required to meet the academic standards and policies of both the undergraduate and graduate programs. Successful completion of courses taken as a provisionally accepted student does not guarantee full acceptance into the Combined Program. If a student is not accepted into the Combined Program at the end of their senior year, graduate coursework will count toward their undergraduate degree only. NOTE: Students who receive a B- or lower in a graduate level class while seeking full admission to the Clinical and Counseling Psychology combined program will be ineligible for admission consideration.

As the Masters of Science in Clinical and Counseling Psychology program prepares students for professional counseling practice, all students enrolled in courses in the MS-CCP program are evaluated by the instructor of each graduate course on performance in 15 areas found on the Course Global Review. Some examples of items on the Course Global Review include respectful professional behavior toward instructor and class participants, ethical behavior and thinking, punctuality and attendance, clinical sensitivity, openness to feedback, and appropriate use of technology. Provisionally accepted undergraduate students to the Combined Program are expected to score no lower than a 3 (“usually demonstrates”; “no significant concerns”) on all items in the Course Global Review in each graduate course in order to be eligible for full admission to the graduate program. Students with passing grades (B and above) in all graduate level courses who also achieve a Course Global Review score of less than 3 in any course may be ineligible for full admission to the graduate program.
For more information about this combined program, please contact Graduate Admissions, 215.248.7170, GradAdmissions@chc.edu

**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 Director**
Mark E. Kenney, M.Ed., N.C.C., LPC  
Phone: 610-282-0397  
Email: kenneym@chc.edu

Gretchen M. Tillitt, M.Ed., Administrative Director  
Phone: 610-282-1100 x 1490  
Email: tillittg@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:  
Website www.desales.edu  
Website 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 for a Diverse World
3 credits
This course will introduce students to a variety of models. Each model will be discussed from a multicultural perspective, focusing on the model's strengths and shortcomings when working with culturally diverse clients. This semester's theories will include psychoanalysis, existential, humanistic, behavioral, cognitive, reality therapy, gestalt, and family systems. The assumptions, goals, and techniques of each model will be highlighted and contrasted. Students will become familiar with each theory's concepts, terminology, strengths, and weaknesses and will begin to apply theories to hypothetical case studies.

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 videotaping and live in-class 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 (Mental Status Examination), formulation of questions, and empathic responses. Additional focus is on the saliency of neuroscience, multicultural competence and social justice advocacy within these basic skills. Prerequisites: PSYG 500 and 503

PSYG 508 - Techniques of Counseling and Psychotherapy II
3 credits
Focuses on advanced contemporary psychodynamic methods of using the therapeutic relationship for long-term change. Emphasis is placed on the unconscious, the therapeutic alliance, transference and counter-transference, defenses and resistance, treating personality disorders, and case conceptualization. This course incorporates experiential training which includes videotaping or live observation of role-plays. Prerequisites: PSYG 500, 503 and 506.

PSYG 510 - Research Design and Methodology
3 credits
This course provides 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.
This course covers research methods in counseling in order to prepare students for the National Counselors Exam (NCE). An overview of general research issues will be provided along with an examination of specific research skills and strategies. Research with diverse and underserved populations, along with both ethical and social justice considerations, will be addressed throughout the course. In addition, this course will provide the groundwork for students to be active and thoughtful consumers of research in their own clinical practice. This course emphasizes practical aspects of conducting research as well as collaborative learning through applied in-class assignments.

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 Pennsylvania laws and statutes. Prerequisites: PSYG 500 and 503.
PSYG 514 - Development Across the Lifespan: Individual and Family  
This course covers human development from a lifespan perspective, with in-depth exploration of selected topics relevant to different periods of the life cycle for individuals and families. Utilizes theoretical and empirical approaches to illuminating key developmental issues and empirical approaches to understanding key developmental issues as well as the role of family and social context in human development, and integrates concepts related to treating people with multiple identities and emphasizes understanding individual development as embedded in context. This course will examine development from a neuroscientific, multicultural and social justice framework.

PSYG 561 - Independent Research in Clinical and Counseling Psychology I  
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  
This course is a continuation of Independent Study I. Students may conduct the research, and report on the results and write an article that would be suitable for submission to a peer-reviewed journal in professional psychology (Pre-requisite: Independent Study I with a complete full proposal).

PSYG 530 - Group Therapy  
 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. Prerequisite: PSYG 506

PSYG 532 - The Role of Culture & Gender in Counseling and Psychotherapy  
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  
This course introduces the student to the theory and practice in psychological assessment. Students will learn the history and theoretical foundation of psychological assessment. Students will also acquire an understanding of basic statistical concepts in relation to psychological testing and explore various instruments. The course will increase the students’ awareness of ethical/legal assessment issues with culturally diverse populations. Prerequisite: PSYG 503
This course is not intended to prepare the student for proficiency or qualification in the independent administration, scoring and interpretation of psychological tests at the doctoral level.

**PSYG 542 - Career Development and Counseling**  3 credits
This course will provide an overview of career development theory with a focus on clinical application. This course is designed to help students develop an understanding of career development through the lifespan, apply career counseling techniques, gain exposure to career assessment inventories; identify career information resources, implement career education programs, and address legal and ethical issues related to employment. This course will examine career development from a multicultural and social justice framework.

**PSYG 544 - Eating Disorders**  3 credits
This course surveys various theories of the etiology, clinical perspectives, and integrated treatment approaches for eating disorders. Developmental, biopsychosocial, and cultural considerations will be discussed.

**PSYG 546 - Bereavement Counseling**  3 credits
Introduces the student to the theory and practice of therapeutic interventions for bereavement and grieving. Developmental issues will be discussed as they relate to the bereavement process.

**PSYG 602 - Play Therapy**  3 credits
This course provides an introduction to the major theories and techniques of play therapy as it is used to address a wide variety of clinical problems, in both individual and family settings. Classes include: lecture, class discussion, exploration of materials, practice of techniques, and viewing of videotape presentations by current leaders in the field. Prerequisites: PSYG 500, PSYG 514.

**PSYG 604 - A Systemic Approach to the Problems of Adolescents**  3 credits
Reviews normal adolescent development and the psychological and psychosocial problems commonly experienced during this phase of life. Problems to be discussed will include: delinquency, drug abuse, violence, eating disorders, depression, and suicide. Though a variety of approaches will be considered, the family systems model will be emphasized. Prerequisites: PSYG 514, PSYG 608.

**PSYG 608 – Couple and Family Therapy**  3 credits
Introduces the student to the field of family therapy and systems thinking. Material covered will span the entire history of family therapy, from the early movement in Palo Alto and Philadelphia, to Bowen, Satir, the Milan Team, strategic, and narrative models. Although this course is primarily oriented to studying theory, some basic practice issues are discussed. Video used.

**PSYG 612 - Advanced Theories of Couple and Family Therapy**  3 credits
In-depth analysis of major family theories selected from those reviewed in PSYG 608 (Couple and Family Therapy). Models will be selected from the following: Bowenian, Structural, Strategic, Milan and Narrative. Students will read original texts and critically examine the views taken by proponents of each theory. Prerequisite: PSYG 608.
PSYG 614 - Couple and Family Therapy Techniques  
3 credits
Introduces the skills necessary to begin clinical work with a family or couple. All aspects of treatment will be explored and practiced by the students. Videotapes will be produced by the student. Prerequisites: PSYG 608 and 612.

PSYG 615 - Special Topics in Child and Adolescent Therapy  
3 credits
(Title of the course will be included on transcript).

PSYG 616 - Advanced Couple and Family Therapy Techniques  
3 credits
Uses family role-play to examine the therapeutic techniques best suited to the situations presented by that family. Each student will be videotaped in the role of therapist for a role-play family. The student’s therapeutic style and skill will be critiqued by the class and instructor. Students will also role-play a family member for an extended period in order to understand the experience of being a client. Didactic lectures will cover advanced techniques with stepfamilies, child-problem families, and families with addiction. Prerequisites: PSYG 608, 612, and 614.

PSYG 618 - Human Sexuality and Marriage  
3 credits
Introduction to a theoretical understanding of the physiological and developmental stages of human sexuality. Taking a thorough sex history and addressing some sexual dysfunctions will be included. Working with couples in conjoint therapy will also be emphasized.

PSYG 622 - Introduction to the Assessment & Treatment of Psychological Trauma  
3 credits
This course covers: the history of the study of trauma; current knowledge regarding the physiological, biochemical, neurological, psychological and interpersonal sequelae of trauma; trauma and memory; incidence and prevalence of trauma in various populations; protective factors; and specialized treatment techniques.

PSYG 624 - Treatment of Complex Chronic Trauma Responses  
3 credits
This course develops skills in assessing and treating complex trauma responses arising from repeated and/or long-term toxic experience. Course content includes: the effects of chronic trauma on development; diagnostic dilemmas; establishing safety in and out of the therapeutic relationship; responding to self-injurious attempts at self-soothing; working with dissociative states; pacing the processing of traumatic material; challenges to the therapeutic relationship; and therapist self-care and self-awareness. Prerequisite: PSYG 622.

PSYG 628 - Working Effectively in Trauma-Intensive Communities  
3 credits
This course focuses on the assessment, intervention, consulting, and collaboration skills needed to work effectively both in environments that tend to engender trauma responses (e.g., drug or gang-infested neighborhoods, war zones, prisons) and in environments in which a large portion of the population is suffering from trauma responses (e.g., shelters, prisons, refugee camps, the foster care system, residential treatment settings). Prerequisite: PSYG 622.
PSYG 630 - Foundations of Addictive Behaviors 3 credits
Surveys theories and research in the field of addiction. Covers substance abuse as well as models of addiction applied to eating disorders, gambling, and sexual promiscuity.

PSYG 635 - Special Topics in Diversity 3 credits
Topics will vary and will be noted on the course syllabus. Title of the course will be included on transcript.

PSYG 636 - Special Topics in Addictions 3 credits
Topics will vary and will be noted on the course syllabus. Title of the course will be included on transcript.

PSYG 638 - Systemic Treatment of Addictions 3 credits
Covers the topic of understanding and treating the family affected by the presence of addicted members. Research and treatment options will be discussed. Prerequisite: PSYG 608.

PSYG 640 - Competencies for LGBTQ Counseling 3 credits
This course is designed to introduce students to and build competencies for clinical work and counseling with members of the Lesbian, Gay, Bisexual, Transgender, and Queer communities. It includes discussion and immersive exercises to better understand these communities and opportunities for developing specific skills to assist in working with these communities.

PSYG 645 - Special Topics (General) 3 credits
Topics will vary and will be noted on the course syllabus. Title of the course will be included on transcript.

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

PSYG 654 - Treatment Approaches to Autism Spectrum Disorders 3 credits
This course focuses on various, evidence-based treatment approaches to Autism Spectrum Disorders. Applied Behavior Analysis is taught, as well as cognitive therapies, coaching and relationship-based approaches. The class includes practice sessions and other experiential ways of learning. Prerequisite: PSYG 652

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 657 – Working with Ethnically Diverse Couples and Families  3 credits
Students will explore current theories, models, and techniques relevant to working with the following ethnic minority couples and families: African Americans, Latinx, Asian/Pacific Americans, and First Nations People. In addition, pertinent cultural values, guidelines, and strategies will be explored. Role-plays and videotapes will be produced by the students to facilitate the attainment of specific skills. Prerequisite: PSYG 608

PSYG 658 - Treating Families with an Autistic Member over the Lifespan  3 credits
This course examines marriages, siblings, extended families and adult relationships for people on the autism spectrum over their lifespan. Family therapy with these clients and their families will be observed and discussed. Specific family therapy approaches and techniques will be examined, learned and practiced.

PSYG 660 - Functional Behavior Assessment and Crisis Intervention  3 credits
This course is designed for students to learn basic concepts and techniques in functional behavior assessment (FBA) and crisis intervention, with a particular emphasis on working with individuals with autism spectrum disorders and other serious emotional and behavioral disorders. By the end of this course, students will demonstrate competence in conducting FBAs, developing positive behavior support plans based on FBA data, measuring behavioral progress, data collection and analysis, identifying potential crisis situations that may occur, and proactively developing crisis intervention plans. This course is required for students in the autism spectrum disorders concentration within the Master’s program in clinical and counseling psychology (Prerequisite: PSYG 652).

PSYG 662 - Assessment and Treatment of Children and Adolescents  3 credits
This course introduces students to the skills necessary in the assessment and treatment of children and adolescents. Students will develop an awareness of the unique challenges that are involved in working with children and adolescents, and review relevant interview strategies and treatment techniques. Prerequisite: PSYG 514.

PSYG 672 - Assessment and Treatment of Co-Occurring Disorders  3 credits
This course provides students with an understanding of co-occurring mental illness and substance abuse disorders and their impact on the individual, family, and community. It includes an integrated approach to address the issues accompanying the disorder. Students will have the opportunity to practice these skills, and receive feedback from the instructor, and their peers (Prerequisite: PSYG 630).

PSYG 675 – Advanced Techniques in Trauma Intervention  3 credits
This course focuses on the review and practice of skills in advanced techniques of trauma work with individuals and groups, including intervention in large scale traumatic events that have broad impact. Prerequisite: PSYG 622.

PSYG 680 - Introduction to Geropsychology  3 credits
This course provides an overview of theories and concepts related to the practice of counseling and psychotherapy with older adults. Students will be introduced to relevant theories of aging and models of treatment. In addition, students will explore society’s views on aging as they relate to
countertransference issues in work with elders. Students will gain understanding of specific cultural and gender issues related to aging and how to approach diversity issues in older adults from a social justice perspective. Students will be informed about neurological and physical changes associated with aging and their impact on treatment. Finally, through exercises and in-person interviews, students will gain the ability to develop rapport with older adults and focus on issues of importance to this population.

**PSYG 682 - Working with Latino Families**  
3 credits
The purpose of this course is helping students become better equipped in understanding the factors that influence the psychological experiences of Latino families in the U.S. Students will be introduced to the skills necessary to provide clinical work to Latino families and couples. To this end, a number of relevant topics will be examined, including immigration, acculturation, ethnic identity, stereotypes and discrimination. The readings encompass many Latino ethnic groups, but they are not representative of all Latino families residing in the U.S. Students will explore and practice all aspects of treatment. Students will produce videotapes.

**PSYG 684 – Mindfulness and Psychotherapy**  
3 credits
This course is an overview of the application of mindfulness practice to psychology and counseling. The course begins with the history of spiritual and wisdom-based traditions of meditation and contemplative practice. Research on the relationship of mindfulness to well-being and brain functioning is reviewed. The application of mindfulness to current treatment approaches in counseling, including specific challenges such as depression, anxiety, co-occurring disorders and trauma, is presented. Given the importance of a subjective understanding of the foundations of mindfulness, experiential practice in mindfulness techniques is a core aspect of the course.

**PSYG 705 - Practicum**  
3 credits
This course requires at least 100 hours of on-site experience. It will provide the opportunity for students to develop proficiency in diagnosing various mental disorders on the basis of a comprehensive diagnostic interview. Students will also be trained in developing treatment plans and strategies appropriate to particular diagnoses. Opportunities will also be provided for students to gain exposure in different therapeutic environments in which they will observe and assist in various therapeutic modalities. Students are also required to attend a weekly group supervision seminar. Prerequisites: PSYG 500, 503, 506 and 512.

**PSYG 710 - MFT Internship I**  
3 credits
This is the first course of field experience for students in the Couple and Family Psychology 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, troubleshooting 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 Director of Master’s Field Placement and approved by the Co-Directors of the Master’s Program prior to registration.
Program Objectives
Chestnut Hill College’s Master of Science in School Counseling program is guided by the following Mission Statement:

*The M.S. in School Counseling program supports a collaborative learning environment that prepares a culturally diverse student body to become competent, responsible, and ethical professional school counselors in both public or private school settings. The school counseling curriculum prepares graduates to plan, develop, implement, and evaluate comprehensive school counseling programs that are culturally sensitive and that promote the career, personal, social, and academic development of all students.*

The program consists of core counseling courses, specialty area courses, and 520 hours of field experience. Our school counselor preparation program is structured around several core tenets:

- Development of personal awareness of the “self” as a counselor;
- Gaining knowledge of the school counseling profession and relevant educational concepts; and
- Skills in counseling and support of students at a variety of age, ability, and developmental levels.

Program Overview
The MASTER OF SCIENCE (M.S.) IN SCHOOL COUNSELING CERTIFICATION PROGRAM (49 CREDITS)
The Master of Science (M.S.) degree in School Counseling is a 49-credit program that prepares students to become an Elementary & Secondary School Counselor Pre K-12 (Educational Specialist Type Code 31) in Pennsylvania. Students will learn how to effectively serve, counsel, lead, and advocate for all students in Pre K-12 settings. Graduates will be competent in delivering counseling services that foster the social, emotional, career, and academic development of students and will utilize evidence-based interventions when creating and/or delivering comprehensive school counseling programs.
Students wishing to become a Licensed Professional Counselor (LPC) in Pennsylvania can become eligible by completing an additional four courses (12 credits). With the completion of two counseling courses and a 600-hour field placement in a mental health setting, students will be license eligible.

**Shared Core Courses with M.S. in Clinical & Counseling Psychology (30 credits) ***

<table>
<thead>
<tr>
<th>Core Complete all courses</th>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>PSYG 500</td>
<td>Foundations of School Counseling</td>
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<tr>
<td>PSYG 503</td>
<td>Psychopathology</td>
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<tr>
<td>PSYG 506</td>
<td>Techniques of Counseling and Psychotherapy I (prerequisite: 503)</td>
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<tr>
<td>PSYG 510</td>
<td>Research Design and Methodology</td>
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<tr>
<td>PSYG 512</td>
<td>Legal &amp; Ethical Issues in Counseling and Psychotherapy</td>
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<tr>
<td>PSYG 514</td>
<td>Development across the Lifespan: Individual and Family</td>
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<tr>
<td>PSYG 530</td>
<td>Group Therapy</td>
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<tr>
<td>PSYG 532</td>
<td>The Role of Culture &amp; Gender in Counseling and Psychotherapy</td>
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<tr>
<td>PSYG 542</td>
<td>Career Development and Counseling</td>
<td></td>
</tr>
<tr>
<td>PSYG 662</td>
<td>Assessment and Treatment of Children and Adolescents (prerequisite: 514)</td>
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**School Counseling Courses (12 credits)**

<table>
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<tr>
<th>Core Complete all courses</th>
<th>Course Code</th>
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<tr>
<td>SCHC 501</td>
<td>Foundations of School Counseling</td>
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<tr>
<td>SCHC 502</td>
<td>Foundations of School Counseling II</td>
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<td>EDSP 530</td>
<td>Theory and Pedagogy in Special Education</td>
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<tr>
<td>EDSP 535</td>
<td>Evaluation/Assessment and the Law for Students with Disabilities</td>
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**Clinical Training (7 credits)**

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<th>Core Complete all courses</th>
<th>Course Code</th>
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<tr>
<td>SCHC 704</td>
<td>Pre-Practicum</td>
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<tr>
<td>SCHC 705</td>
<td>Practicum</td>
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<tr>
<td>SCHC 715</td>
<td>Internship</td>
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</table>
* PSYG 608 Couple & Family Therapy, a core requirement for the M.S. in Clinical & Counseling Psychology, will be waived for School Counseling students.

**American School Counseling Association (ASCA) Model of Programming**

The M.S. in School Counseling was developed based on the guidelines of the ASCA model. Applying this national framework, students in our program will graduate with an in-depth understanding of the four components of the ASCA model of school counseling programs - Define, Manage, Deliver and Assess, as follows:

- Students will understand the three sets of school counseling standards that define the school counseling profession.
- Students will learn how to effectively and efficiently manage a school counseling program to address the academic, career planning, and personal-social development of each student.
- Students will learn how to deliver developmentally appropriate activities and services, either directly or indirectly to students across grade and ability levels;
- Students will learn how to regularly assess a school counseling program for effectiveness and to demonstrate how students are different as a result of the school counseling program.

[Learn more about the American School Counseling Association](#)

**How to Become a Certified School Counselor**

In order to ensure exposure, understanding, and competencies regarding the practice and delivery of academic, career, and personal/social interventions, students will participate in a supervised counseling practicum and internship experience, typically in their second year of the program.

Upon graduation, and prior to Certification as a School Counselor by the PA Department of Education, graduates will be required to successfully complete and pass the School Counseling PRAXIS Exam (#0420). [Information on the PRAXIS Exam](#).

Finally, Pennsylvania School Law requires that all applicants for employment in public and private schools, employees of independent contractors seeking business with public and private schools, and student teacher candidates undergo background checks if they will have direct contact with students. In addition, employment history reviews must be completed for all applicants seeking employment.

The following three background checks are required:

- Department of Human Services Child Abuse History Clearance
- Pennsylvania State Police Request for Criminal Records Check
- Federal Criminal History Record Information (CHRI)

[How to Become a Certified Counselor with Licensure](#)
For students who have completed the Master of Science in School Counseling and who wish to seek counseling licensure in Pennsylvania, the following additional courses will be offered and are required by the PA State Board of Social Workers, Marriage and Family Therapists and Professional Counselors (“State Board”):

- PSYG 508 (3) Techniques of Counseling and Psychotherapy II (prerequisite 506)
- PSYG 536 (3) Psychological Assessment
- PSYG 715 (3) Counseling Internship I (300 total hours)
- PSYG 725 (3) Counseling Internship II (300 total hours)

Once students complete the additional twelve (12) credits, they will become licensure eligible. This means that they have met the necessary academic requirements for licensure. The following information is provided so that individuals understand the process and requirements, post-degree, to become a licensed professional counselor.

Graduates must successfully pass a licensure exam. There are several exams recognized by the State Board, but one of the most common is the National Counselor Examination for Licensure and Certification (NCE) given by the NBCC. For more information, visit the NBCC website.

The next step in the process of licensure is to accrue 3,000 supervised hours of counseling work. Practicum and Internship hours cannot be counted towards the 3,000 supervised hours. The “clock starts” for these hours only once an individual has been conferred his or her degree.

Graduates will participate in supervised clinical experience at either their place of employment or by contracting with a qualified supervisor (rates for supervision vary, so shop around). The 3,000-hour, supervised clinical experience shall be completed in no less than two years and no more than six years, except that no less than 500 hours and no more than 1,800 hours may be credited in any 12-month period.

Once you have accrued 3,000 supervised hours, you are eligible to apply for licensure through the State Board’s website. It typically takes 4-6 weeks for the State Board to process applications and for licenses to be mailed out. For specific information on the application process and requirements, visit the State Board’s website.

The above is a brief summary of the pathway to becoming a licensed professional counselor in Pennsylvania. Because licensure is a lengthy process that can involve considerable time and a financial commitment, it is imperative that individuals seeking licensure fully understand the process and guidelines.

Field Experience

Field experience for the M.S. in School Counseling includes a 100-hour practicum experience that exposes students primarily to the counseling aspects of the school counseling profession. During practicum, students will learn assessment, case formulation, and school-based interventions, and will participate in a variety of individual and group counseling experiences. Most students will begin their
practicum experience in either the fall or spring semesters, as that is when school is in session; however, there may be opportunities for students to begin practicum during the summer in alternative school settings.

Following successful completion of practicum, students will complete a 420-hour internship in the same district where they had their practicum experience. During internship, students will engage in all aspects of the school counseling profession, including, but not limited to individual counseling and planning, small group counseling, classroom guidance, consulting and systemic advocacy interventions, and any other types of educational training experiences offered by the district.

Though not required, it is recommended that students complete internship hours at different grade levels within their selected district (e.g., 100 hours at an elementary school, 320 hours at a high school). Students will work with site supervisors to determine this scheduling depending on students preferred educational level.

Program Outcomes/What Can Graduates Do With This Degree?
Graduates with an M.S. in School Counseling may obtain employment as/in:

- School counselors in public, charter, cyber, and alternative schools as well as in intermediate units
- School-based therapists
- Work in College/University Career Centers, Academic Advising, Student Support Centers, and Admissions offices.

According to the Bureau of Labor Statistics, the job outlook for school counselors is projected to grow 8-12 percent from 2018 to 2028, faster than the average for all occupations. Rising student enrollments in elementary, middle, and high schools is expected to increase the demand for school counselors. As enrollments grow, schools will likely require more counselors to respond to the developmental and academic needs of their students.

Graduates who opt to complete 61 credit hours will also be eligible to become a Licensed Professional Counselor (LPC) in Pennsylvania. With this credential, students may obtain employment in mental health counseling positions (e.g., outpatient, in-home, family-based, private practice, etc.).

Our program prepares graduates for school counseling certification in Pennsylvania as well as licensure as a professional counselor (LPC), which is essential for employment in the mental health field and private practice. Students may complete the Master of Science in School Counseling program within two years but have the option of completing the program on a part-time basis. Classes are offered in the late afternoon, early evening and, occasionally, on Saturdays and are mostly in-person classes with a few being taught in a hybrid or fully on-line format.

Special notification
School counselors do not require CACREP accreditation to practice in schools in the United States. CACREP accreditation is not required for a license as a professional counselor in many jurisdictions within the U.S.

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 for a Diverse World**
3 credits
This course will introduce students to a variety of models. Each model will be discussed from a multicultural perspective, focusing on the model’s strengths and shortcomings when working with culturally diverse clients. This semester's theories will include psychoanalysis, existential, humanistic, behavioral, cognitive, reality therapy, gestalt, and family systems. The assumptions, goals, and techniques of each model will be highlighted and contrasted. Students will become familiar with each theory's concepts, terminology, strengths, and weaknesses and will begin to apply theories to hypothetical case studies.

**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 videotaping and live in-class 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 (Mental Status Examination), formulation of questions, and empathic responses. Additional focus is on the saliency of neuroscience, multicultural competence and social justice advocacy within these basic skills. Prerequisites: PSYG 500 and 503

**PSYG 510 - Research Design and Methodology**
3 credits
This course provides 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.

This course covers research methods in counseling in order to prepare students for the National Counselors Exam (NCE). An overview of general research issues will be provided along with an examination of specific research skills and strategies. Research with diverse and underserved populations, along with both ethical and social justice considerations, will be addressed throughout the course. In addition, this course will provide the groundwork for students to be active and thoughtful consumers of research in their own clinical practice. This course emphasizes practical aspects of conducting research as well as collaborative learning through applied in-class assignments.

**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 Pennsylvania laws and statutes. Prerequisites: PSYG 500 and 503.

**PSYG 514 - Development Across the Lifespan: Individual and Family**  
3 credits
This course covers human development from a lifespan perspective, with in-depth exploration of selected topics relevant to different periods of the life cycle for individuals and families. Utilizes theoretical and empirical approaches to illuminating key developmental issues and empirical approaches to understanding key developmental issues as well as the role of family and social context in human development, and integrates concepts related to treating people with multiple identities and emphasizes understanding individual development as embedded in context. This course will examine development from a neuroscientific, multicultural and social justice framework.

**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. Prerequisite: PSYG 506

**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 542 - Career Development and Counseling**  
3 credits
This course will provide an overview of career development theory with a focus on clinical application. This course is designed to help students develop an understanding of career development through the lifespan, apply career counseling techniques, gain exposure to career assessment inventories; identify
career information resources, implement career education programs, and address legal and ethical issues related to employment. This course will examine career development from a multicultural and social justice framework.

**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.

**SCHC 501 - FOUNDATIONS OF SCHOOL COUNSELING I** 3 credits
This course is designed to familiarize students with the history, philosophy, and current trends in school counseling as it relates to the role, function, and identity of the school counselor. This course will also provide developmental approaches to assist students at points of educational and personal transition. Prerequisite: Admission to the school counseling program or instructor’s permission.

**SCHC 502 - FOUNDATIONS OF SCHOOL COUNSELING II** 3 credits
This course is designed to teach students to implement the concepts presented in Foundations of School Counseling I into an ASCA-based school counseling program. It is further designed to enhance the students understanding of the comprehensive developmental guidance and counseling process and program. Students will learn to critically evaluate school counseling programs as well as learn to develop programs by using data to drive their focus and interventions within a K-12 school setting. Prerequisite: Foundations of School Counseling I.

**SCHC 704 - PRE-PRACTICUM** 1 credit
The pre-practicum experience includes participation of no less than 20 cumulative hours in a range of school and/or community activities with on-site supervision by a certified school counselor. Pre-practicum will also include four three-hour meetings with course faculty over the course of the semester with a presentation required at semester’s end.

**SCHC 705 – PRACTICUM** 3 credits
This course is a weekly group supervision on campus conducted in conjunction with the Practicum/Internship field experience, as required for the Masters in School Counseling Degree. This course is designed to provide additional training and support for students working in the school setting. Students will begin to develop their professional identities, ASCA-related competencies, and overall counseling skills.

**SCHC 715 – INTERNSHIP** 3 credits
This course is a weekly group supervision on campus conducted in conjunction with the Practicum/Internship field experience, as required for the Master’s Degree. This course is designed to provide additional training and support for students working in their various clinical settings. Students
will continue to develop and grow their professional identities, ASCA-related competencies, and overall counseling skills.

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

**EDSP 535 - Special Education Evaluation/Assessment and the Law**  
3 Credits
This course is designed to examine relevant and current practices in assessment and evaluation of students with disabilities. Participants will study the impact of informal as well as standardized testing requirements and their effect on students with disabilities. Legal ramifications as aligned with state and federal regulations and policies related to special education, Americans with Disabilities Act (ADA) and civil rights will be reviewed and discussed. In addition, adaptations and accommodations including alternate assessment for students with disabilities being tested in a variety (i.e. classroom assessment, mandated state tests, IEP specially designed instruction, and others) of school related circumstances will be examined from different perspectives.
CLINICAL PSYCHOLOGY (PSY.D./DOCTORAL LEVEL)

Department of Professional Psychology

Program Contact Information
Cheryll Rothery, Psy.D., ABPP, Graduate Program Chair and Director of Clinical Training, RotheryC@chc.edu

Program Overview
Chestnut Hill College offers the Doctor of Psychology (Psy.D.) degree in clinical psychology with optional concentrations in Couple, Family, and Child Psychology 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 health service 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 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-interpersonal and systems theories. Psychodynamic theory serves as a method for understanding the personality formation and inner psychological world of the individual; psychodynamic-interpersonal theory recognizes the value of a trusting relationship between the therapist and client in order to accomplish therapeutic goals. Systems theory asserts that individuals are inseparable from their network of relationships. The program’s systems focus provides students with the understanding of the ways in which individuals, families, and communities influence one another.

Program Aims and Competencies
The aims 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 aims has specific competencies associated with it. A complete list may be found on the program website at www.chc.edu/psyd/gaims-and-competencies.

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 mid-July. Doctoral classes are normally scheduled between the hours of 9AM and 9PM on Tuesdays and Wednesdays. Year I and some incoming Year II students also have classes on Friday mornings. Optional 1 credit elective courses are periodically offered outside of the regular schedule. A 1.5 credit research writing enhancement course may be required for students with limited experience in this area. Practicum and internship require additional hours and require the student to be available during the day when classes are not scheduled. 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. In Year V, students need to allocate time to complete their internship applications and interviews.

For detailed information on completion time, attrition rates, internship placement rates, and program costs, see www.chc.edu/psyd/outcome_data.

Accreditation

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

Office of Program Consultation and Accreditation (OPCA)
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 Fax: (202) 336-5978
E-mail: apaaccred@apa.org
Web: http://www.apa.org/ed/accreditation
Chestnut Hill College is accredited by the Middle States Association of Colleges and Secondary Schools. Please consult the School of Graduate Studies catalog for additional accreditation information.

Psy.D. Degree Requirements
Psy.D. degree requires successful completion of 117 graduate credits:
- 99 credits from coursework that includes 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 117 graduate credits required for the Psy.D. degree.

Psy.D. Program Curriculum
All courses are 3 graduate credits unless otherwise indicated
Foundational Core Courses (24 credits):
- PSYG 703 Psychopathology
- PSYG 704 Development Across the Lifespan: Individual and Family
- PSYG 708 Introduction to Couple and Family Psychology
- 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 117 credits required for the Psy.D. degree but are required for the M.S. in Clinical Psychology):
- PSYG 702 Theories of Psychotherapy
- PSYG 711 Introduction to Techniques of Psychotherapy
Required Upper-Level Doctoral Courses (66 credits):

- PSYG 800 Psychological Assessment I (2 credits)
- PSYG 801 Personality and Individual Differences
- PSYG 802 Psychological Assessment II
- PSYG 803 Psychological Assessment III
- PSYG 804 Historical Foundations of Psychology
- PSYG 805 Psychometric Theory (2 credits)
- PSYG 806 Psychodynamic Theory and Therapy
- PSYG 806L Psychodynamic Theory and Therapy Lab (1 credit)
- PSYG 808 Advanced Couple and Family Psychology
- PSYG 808L Advanced Couple and Family Psychology Lab (1 credit)
- PSYG 810 Biological Bases of Behavior
- PSYG 814 Integrated Healthcare
- PSYG 815 Evidence-Based Practice
- PSYG 815L Evidence-Based Practice Lab (1 credit)
- PSYG 816 Advanced Topics in Human Diversity
- PSYG 818 Statistical Applications
- PSYG 820 Methods of Psychotherapy Integration
- PSYG 820L Methods of Psychotherapy Integration Lab (1 credit)
- PSYG 824 Ethics and Professional Practice Issues
- PSYG 828 Cognitive/Affective Bases of Behavior
- PSYG 829 Supervision and Consultation
- PSYG 838 Social Bases of Behavior
- PSYG 844 Dissertation Mentoring I (1 credit)
- PSYG 845 Dissertation Mentoring II (1 credit)
- PSYG 846 Dissertation Mentoring III (1 credit)
- PSYG 848 The Role of the Health Service Psychologist (1 credit)
- PSYG 913 Dissertation Advising I: Proposal Development Phase I (2 credits)
- PSYG 914 Dissertation Advising II: Proposal Development Phase II (2 credits)
- PSYG 915 Dissertation Advising III: Proposal Development Phase III (2 credits)

Following completion of PSYG 915, students must register for PSYG 918 Dissertation Advising – Continuation (2 credits) each semester until dissertation is defended.

Practicum and Internship (15 credits):

- PSYG 901, 903, & 904 Practicum I (1.5 credits each semester)
- PSYG 905, 906, & 907 Practicum II (1.5 credits each semester)
- PSYI 991, 992, 993 Internship I, II, and III (2 credits each semester)
Internship Option: PSYI 994, 995, 996, and 997 for those who carry 1.5 credits for 4 consecutive terms)

Doctoral Electives (9 credits):
Required for Couple & Family Therapy Concentration:
- PSYG 852 Treating the Contemporary Family
- PSYG 855 Family Therapy with Young Children
- PSYG 859 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 complete either an additional practicum in Year V (PSYG 908-909, 3 credits) or an additional elective course selected from the list above.

Examinations/Policies Regarding Failure
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.

Policy for Students Who Fail One Section of the Written Comprehensive Exam

Students who pass one but not both parts of the examination (i.e., multiple choice or essay), which is given in August, must retake only the part that they did not pass. The retake takes place in mid-to-late October. Students who do not pass the examination on the second attempt must take the examination a third time in January.

Students who fail the October re-administration may remain in the internship match pending their third attempt at passing the examination in January. If a student does not pass the Multiple-Choice section of the exam, the student must indicate on their APPIC application that they have not completed their Comprehensive Examination and indicate the January date on which they will retake the test. If a student passes the Multiple Choice but not the Essay section of the exam, they may indicate that they have passed their Comprehensive Examination on the APPIC application and provide the August or October date that they met this requirement. As of the January administration, all students must pass the section of the exam they failed in order to remain in the program. Failure to pass the Multiple Choice or the Essay section of the Comprehensive Examination by the third attempt will result in dismissal from the program.

Policy for Students Who Fail Both Sections of the Written Comprehensive Exam
Students who fail both the Multiple Choice and Essay sections of the Written Comprehensive examination on the first attempt (August) are permitted two more opportunities to pass this examination.

If a student fails one or both sections of the Written Comprehensive examination on the second attempt (administered in October) the student will not be permitted to apply for internship until the following year. The student will retake the Written Comprehensive examination in August of the following year and will be required to complete a remediation plan prior to retaking the examination. Students who fail one or both sections of the Written Comprehensive on the third attempt will be dismissed from the program.

**Clinical Competency Examination:**

If the Student receives a grade of Fail in One category:

- The student must retake that category. The same case will be utilized. A revised write-up of the category must be submitted, according to the instructions of the examining committee. The examining committee for the retake of the failed category will be the original examining committee.
- The retest or rewrite of the failed category will be scheduled by the committee and held or due within one month following the original examination.

If the Student receives a grade of Fail in Two or more categories or a second grade of Fail in One category:

- The student must retake the examination. A new case must be utilized, and a set of entirely new materials must be submitted. The examining committee may or may not be identical to the original examining committee.
- The retest will be scheduled by the committee and must be at least one month after the failed examination.
- In some cases, the student may be required to complete a remediation plan before being permitted to retake the examination. The remediation plan could require additional field experience. The remediation plan will be developed by the examining committee and approved by the faculty.
- Students may not go on internship until the Clinical Competency Exam is passed.
- Students who do not receive a grade of Pass on the retest may be dismissed from the program.

**Practica and Internships**

In addition to the Clinical Experience I, II, III, and IV at the foundational level, the doctoral program requires a minimum of two practica and one internship:
Practica
The program requires two practica:
- Practicum I involves psychological assessment, including testing and report writing. A minimum of 15 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 15 hours per week over three semesters is required (PSYG 905, 906, & 907; 4.5 credits total).

In Year V, students are required to complete an additional practicum focused primarily on assessment or psychotherapy. A minimum of 12 hours per week over two semesters is required (PSYG 908 & 909; 3 credits total). Students may request to complete an additional 3-credit course selected from the elective course offerings in lieu of the Year V practicum with the permission of the faculty. This request should be made to the Chair by September 15th of Year IV.

The Chestnut Hill College Psychological Services Clinic is a training clinic for Psy.D. students to obtain supervised experience providing psychological assessments and psychotherapy services. The supervision is provided by CHC faculty. Students may apply to complete part of their practicum requirements at the Clinic.

Internships
The internship is an intensive, supervised, 2000-hour experience completed during the final phase of the doctoral program. The internship is a one-year, full-time commitment that requires daytime hours. Students on internship must register for two credits each semester for three consecutive semesters or register for 1.5 credits each semester for four consecutive semesters. The fee for internship is $500 per credit (total $3000), waived for interns in the Chestnut Hill College Internship Consortium. All internship placements provide 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 accept 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 the full committee. A complete, revised, and well-edited draft of the Dissertation Proposal (Abstract, Literature Review, Methods, and all Appendices) should be finalized with the Dissertation Chair and forwarded to the Dissertation Committee by the end of week 4 of the summer semester of the calendar year in which the student intends to submit internship applications. Revisions requested by the committee and accepted by the Dissertation Chair should be completed by the student, reviewed and approved by the Dissertation Chair, and sent back to the committee (if requested) within two weeks of receipt. The student’s signed Proposal Approval form should be submitted by the end of week 9 of the summer semester for the student to be eligible to apply for internship.
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. Doctoral Internship Manual.

Students are strongly 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 strongly encouraged to apply to sites within the Chestnut Hill College Doctoral Internship Consortium, which is APA-accredited.

**CHC Doctoral Internship Consortium**
The Chestnut Hill College Doctoral Internship Consortium provides paid 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 each year. The Consortium is APA-accredited. Students in the Psy.D. program at Chestnut Hill College are given preference in Match I of the APPIC Internship Match, and students from other programs may apply in Match II of this process if any unfilled slots remain.

The Consortium is a cooperative training program that includes clinical service agencies across the greater Philadelphia region. Each agency is independent and maintains sole clinical and financial responsibility and liability for its clients and interns. The Consortium provides oversight of the integration and integrity of the educational and training aspects of the interns’ experiences.

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

The Dissertation Process.
- **Statistical Applications (Year III).** This course reviews the basic methods of statistical analysis for quantitative data and introduces the student to computer software used for data analysis.
- **Dissertation Mentoring I, II, III.** Starting with the summer semester of Year II, students begin a course sequence that is designed to assist them in determining a dissertation topic and developing the dissertation proposal.
- **Dissertation Advising I: Proposal Development Phase I.** Following the third semester of Dissertation Mentoring, students meet individually with the Dissertation Chair to complete a full draft of the 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 formal dissertation proposal and formal committee approval, 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 Year 1 in fall 2019. Students who enter with advanced standing assume the course sequence of the cohort they join. 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>
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</thead>
<tbody>
<tr>
<td>Year I: Foundational Courses</td>
<td>PSYG 702 Theories of Psychotherapy (3)</td>
<td>PSYG 711 Techniques of Psychotherapy (3)</td>
<td>PSYG 717 Group Therapy (3)</td>
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<tr>
<td></td>
<td>PSYG 703 Psychopathology (3)</td>
<td>PSYG 712 Research Design and Methodology (3)</td>
<td>PSYG 716 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 Intro to Couple &amp; Family Therapy (3)</td>
<td>PSYG 714 Systemic Approach to Problems of Adolescents (3)</td>
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<tr>
<td>Year II</td>
<td><strong>PSYG 755 Clinical Experience II</strong> (3)</td>
<td><strong>PSYG 765 Clinical Experience III</strong> (3)</td>
<td><strong>PSYG 775 Clinical Experience IV</strong> (3)</td>
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<tr>
<td></td>
<td><strong>PSYG 800 Assessment I</strong> (2)</td>
<td><strong>PSYG 802 Assessment II</strong> (3)</td>
<td><strong>PSYG 803 Assessment III</strong> (3)</td>
</tr>
<tr>
<td></td>
<td><strong>PSYG 805 Psychometric Theory</strong> (2)</td>
<td><strong>PSYG 801 Personality and Individual Differences</strong> (3)</td>
<td><strong>PSYG 806 Psychodynamic Theory &amp; Therapy</strong> (3)</td>
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<td></td>
<td><strong>PSYG 804 Historical Foundations of Psychology</strong> (3)</td>
<td>See Note 1</td>
<td><strong>PSYG 806 L Psychodynamic Lab</strong> (1)</td>
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<tr>
<td></td>
<td>See Note 1</td>
<td></td>
<td><strong>PSYG 844 Dissertation Mentoring I</strong> (1)</td>
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<td></td>
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<td>See Note 1</td>
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<tr>
<td>Year III: Residency</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></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 Health Service Psychologist (1)</td>
</tr>
<tr>
<td></td>
<td>PSYG 808 Advanced Couple and Family Psychology (3)</td>
<td>PSYG 815L Evidence-Based Practice Lab (1)</td>
<td>PSYG 838 Social Bases of Behavior (3)</td>
</tr>
<tr>
<td></td>
<td>PSYG 808L Advanced Couple and Family Psychology Lab (1)</td>
<td>PSYG 846 Dissertation Mentoring III (1)</td>
<td>PSYG 913 Dissertation Advising I: Proposal Development (2)</td>
</tr>
<tr>
<td>Year IV</td>
<td>PSYG 905 Practicum IIA (1.5)</td>
<td>PSYG 906 Practicum IIB (1.5)</td>
<td>Clinical Competency Exam</td>
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<td>PSYG 814 Integrated Healthcare (3)</td>
<td>PSYG 820 Methods of Psychotherapy Integration (3)</td>
<td>PSYG 907 Practicum IIC (1.5)</td>
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<td></td>
<td>PSYG 816 Advanced Topics in Human Diversity (3)</td>
<td>PSYG 820L Integration Lab (1)</td>
<td>Elective #1 (3)</td>
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<tr>
<td></td>
<td>PSYG 914 Dissertation Advising II: Proposal Development Phase II (2)</td>
<td>PSYG 824 Ethics and Professional Practice Issues (3)</td>
<td>See Note 2</td>
</tr>
<tr>
<td></td>
<td>PSYG 915: Dissertation Advising III: Proposal Development Phase III (2)</td>
<td>PSYG 918 Dissertation Advising - continuation (2 cr.) each semester until the Dissertation is successfully defended.</td>
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<thead>
<tr>
<th>Year V</th>
<th>Comprehensive Exam</th>
<th>Elective #3 (3)</th>
<th>See Note 2</th>
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<tr>
<td></td>
<td>Elective #2 (3)</td>
<td>PSYG 829 Supervision &amp; Consultation (3)</td>
<td>See Note 2</td>
</tr>
<tr>
<td></td>
<td>PSYG 908 Practicum IIIA (1.5; optional)</td>
<td>PSYG 909 Practicum IIIB (1.5; optional)</td>
<td>See Notes 2 and 3</td>
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<td>See Notes 2 and 3</td>
<td>See Notes 2 and 3</td>
<td>See Note 2</td>
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<tr>
<th>Year VI</th>
<th>PSYI 991 Internship I (2)</th>
<th>PSYI 992 Internship II (2)</th>
<th>PSYI 993 Internship IC (2)</th>
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<tbody>
<tr>
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<td>See Notes 2 and 4</td>
<td>See Notes 2 and 4</td>
<td>See Notes 2 and 4</td>
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Note 1: Students admitted to Year II with Advanced Standing must also complete PSYG 703, 704, 708, 712, 713, 714, 716, and 717 (limit 3 courses) unless they are granted transfer credit for these courses.

Note 2: Plus PSYG 918 Dissertation Advising - continuation (2 cr.) each semester until the Dissertation is successfully defended.

Note 3: In Year V, students take 3 credits of practicum or complete an additional 3-credit elective course.

Note 4: Full-time internship alternate schedule: Internship may also be scheduled as 1.5 credits for four terms (PSYI 994, 995, 996, 997) based on the start and end dates of the internship relative to the academic calendar.

Note 5: Optional 1 credit elective courses are periodically offered outside of the regular schedule.

Note 6: A 1.5 credit research writing enhancement course maybe required for students with limited experience in this area.

**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 three semesters for a total of 700 hours.
- Three 3-credit graduate-level courses that cover theories and techniques of psychotherapy, all completed with a grade of B or higher. Course syllabi must be submitted with the application. These courses are considered pre-requisites for Year II doctoral courses and are not counted towards the credit requirements for the Psy.D. degree.
- Each of the following completed with a grade of B or higher:
  - One 3-credit graduate-level course in group therapy equivalent to PSYG 717 Group Therapy,
  - One 3-credit graduate-level course in multicultural issues in psychotherapy equivalent to PSYG 716 Culture and Gender in Psychotherapy,
  - One 3-credit graduate-level course in Psychopathology equivalent to PSYG 703,
  - One 3-credit graduate-level course in Human Development equivalent to PSYG 704,
  - Two 3-credit graduate courses in Couple and Family Therapy where a systemic focus is the treatment approach,
  - 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.

Applicants who cannot transfer more than five courses are not eligible for admission with Advanced Standing but may apply to enter at Year I, with the possible transfer of twelve credits. Applicants who are missing up to three courses from the list above may still be considered for advanced standing if the remaining courses can be completed within the first year of the PsyD Program.

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.
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, as outlined above. 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. While courses from online programs will not be considered, it is recognized that on-site accredited programs may include online courses in their course of study. In such instances, a maximum of three online courses may be considered for transfer in the following subject areas: Psychopathology, Development, Ethics, and Research.

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.

For the following courses, transfer credit will be granted only if the student passes the corresponding Challenge Examination:
   a. PSYG 703 Psychopathology
   b. PSYG 704 Development Across the Lifespan: Individual and Family
   c. PSYG 713 Legal and Ethical Issues in Psychotherapy
   d. PSYG 712 Research Design and Methodology

   **Waivers:** The challenge exam provision is waived if the applicant completed the corresponding courses at Chestnut Hill College within the previous three years and received a grade of A or A-.

   The challenge exam for Research Design and Methodology is also waived for applicants from other programs who completed two courses in Research Design with a grade of B or better, or if the applicant completed a single course in Research Design with a grade of B or better and completed a master’s thesis.

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.

Challenge Examinations are administered at Chestnut Hill College in June and July on dates to be announced. They are typically 2-3 hours in length. Applicants have one opportunity to pass each Challenge Examination. Applicants who do not pass the Challenge Examination on the first attempt will not be granted transfer credit for that course and must complete the course at Chestnut Hill College within their first year of enrollment.

Applicants are eligible to take a Challenge Examination only if they can transfer in an equivalent course or courses as determined by the criteria above. Eligibility for a Challenge Examination is decided by the admissions committee. Students who are deemed ineligible for a Challenge Examination must take the course at Chestnut Hill College. Passing grade on a Challenge Examination is a grade of 80%.

Following the challenge examinations, if the applicant does not qualify for advanced standing and then declines the opportunity to enter the program at Year 1, 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.
  - Electronic Official transcripts are also accepted.
- GRE General Test Scores
  - Test scores should be sent directly to Chestnut Hill College from the testing agency. Tests must have been taken within five years of the date of application.
- Three letters of recommendation
  - Letters of recommendation should be from core 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: Applicants currently enrolled in a master’s program or who have completed degree requirements in the past academic year must have at least one letter from a core faculty member of the master’s program and at least one letter from a current or recent internship clinical supervisor. Graduates who are one or more years post-masters may submit a letter from a supervisor at a work placement in a mental health setting in lieu of an internship supervisor.

- Personal essay: The essay of approximately 1200 words (5 double-spaced pages) addresses 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 must address the above areas and will be evaluated both for content and for writing style.

- TOEFL, TSE (Test of Spoken English), and TWE (Test of Written English) may be required of all applicants for whom English is not the first language.

- Personal Interview: A personal interview with members of the faculty is required. Invitation to the personal interview is extended to selected applicants after review of the submitted materials. At the interview applicants will be required to disclose any past criminal history. In some cases, an applicant may be required to undergo a criminal background check.

- Transfer Credits: A catalog course description and syllabus are required for any course for which the applicant wishes to request transfer credits. These materials must be submitted with the application if the applicant wishes to be considered for admission directly to Year II. Syllabi and course descriptions are not necessary for graduate courses completed at Chestnut Hill College. See the policy on Transfer Credits (above) for more information.

**Applicants Currently Enrolled in other Doctoral Programs**

Applicants who currently attend or who previously attended another doctoral program must submit a letter from the Chair of the program indicating that the student either is in good standing or left the program in good standing. The Psy.D. Program reserves the right to contact the applicant’s program for further information regarding the applicant. A full application packet is required.
Admissions Selection Criteria
Each of the above criteria (test scores, undergraduate GPA, master’s GPA, recommendations and writing) is assigned a point value. Applicants whose overall total points meet the standards set by the program faculty are invited for an interview. Admissions decisions are made after the interviews are completed. Prior clinical experience, professional presentations, publications, and other indicators of achievement in the field of psychology will also be taken into consideration when evaluating applicants. Following the interview, applicants may be offered a space in the entering class or a decision regarding acceptance or rejection may be deferred until a later date. Applicants may also be placed on a waiting list, referred to the master’s program, or rejected.

Technical Standards
Earning a degree from the Clinical Psychology Doctoral Program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals. Combinations of cognitive, behavioral, emotional, operational, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the Clinical Psychology Doctoral Program, but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

In addition to required academic achievement and proficiency, the Technical Standards described below set forth necessary qualifications the Clinical Psychology Doctoral Program considers essential for successful completion of its curriculum. Therefore, in order to be admitted to, to successfully progress through, to be approved for field placements, and subsequent graduation from the Clinical Psychology Doctoral Program, applicants for admission and current students in the Clinical Psychology Doctoral Program must satisfy these Technical Standards. Students who are registered under the ADA may request reasonable accommodations to meet these Technical Standards.

1. Attitudinal, Behavioral, Interpersonal, and Emotional Attributes
Doctoral students must be able to relate to clients/patients, fellow students, faculty and staff members, and other health care providers with honesty, integrity, and dedication and in a nondiscriminatory manner. They must demonstrate tolerance and acceptance of human difference. They must be able to understand and use the power, special privileges, and trust inherent in the psychologist-client/patient relationship for the client/patient’s benefit and to know and avoid the behaviors that constitute misuse of this power. Doctoral students must demonstrate the capacity to examine and deliberate effectively about the social and ethical questions that define psychologists’ roles and to reason critically about these questions. They must be able to identify personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision making. When conducting research, doctoral students must conduct research in a manner consistent with APA standards and must demonstrate the ability to interact appropriately with research participants. Doctoral students must be able to collaborate well with others on joint projects (e.g., effectively accept and provide input).
A clinical psychology student must be of sufficient emotional health to fully utilize their intellectual ability, to exercise good judgment, to complete client/patient care responsibilities promptly, and to relate to clients/patients, families, fellow students, faculty and staff members, and other health care providers with courtesy, compassion, maturity, safety, and respect for dignity. The ability to participate collaboratively and flexibly as a member of an inter-professional team is essential. Doctoral students must display this emotional health in spite of multiple and varied academic responsibilities and clinical training expectations. Doctoral students must be able to modify behavior in response to constructive criticism. They must be open to examining personal attitudes, perceptions, and stereotypes (especially those that may negatively impact client/patient care and professional relationships). Doctoral students must be able to take responsibility for their behavior, which includes being open to feedback from their academic instructors and supervisors. Doctoral students must be open and empathic with others and show respect for different viewpoints, perspectives, and opinions. They must strive to work collaboratively with others in the classroom, clinic, and in all other academic or professional settings. They must convey genuine interest in other people and demonstrate affect tolerance (i.e., appropriately manage and contain emotions in academic and professional settings). As an essential part of conducting clinical practice, doctoral students effectively tolerate uncertainty and ambiguity. They must be emotionally mature (e.g., intellectually and emotionally open to and appropriate when receiving feedback). Doctoral students must be able to advocate for their own needs without being inappropriately aggressive. They must also seek the resources and build the relationships needed to advance in their academic or professional career.

The study and ongoing practice of clinical psychology often involves taxing workloads and appropriate management of stressful situations. A doctoral student must have the physical and emotional stamina to maintain a high level of functioning in the face of multiple demands on their time and energy. Further, they must be able to prioritize academic, field placement, and related program requirements to meet performance expectations at the doctoral level.

2. Operational Skills
An essential element of the Psy.D. program is the administration, scoring, and interpretation of psychological tests such as the Wechsler scales, MMPI-2/A/RF, Rorschach, and TAT. In order to perform these tasks in a valid and standardized manner, a clinical psychology students must be able to observe and physically manipulate small objects, such as plastic blocks measuring approximately 2cm on each side, must be able to manipulate a pencil without noticeable tremor, and must be able to see inkblots measuring approximately 16cm x 24 cm and miniature reproductions of each blot measuring approximately 4cm x 6 cm. A clinical psychology student must have hearing adequate for exchanges at a typical conversational volume, must be able to record responses in handwriting on an answer sheet verbatim, and must be able to read the test manual during administration to ensure proper directions are given and to ensure that responses can be scored in real time to honor the discontinue rule. A clinical psychology student must be able to operate an iPad, which will require visualization of the stimuli, reading text displayed on the iPad and operating the keyboard.

3. Intellectual Skills
Doctoral students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises clinical psychology education.
Doctoral students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussion, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology.

Doctoral students must be able to use theory to inform the conceptualization, design, and interpretation of research. Additionally, doctoral students must be able to effectively understand the theoretical literature in their identified substantive research area, to appropriately discuss this literature in dissertation mentoring and advising, and to integrate their understanding into scientific writing. They must be able to critically evaluate their own research, including the ability to identify limitations in the research literature or design of a specific study, and to “make psychological sense” of their own data.

Because the practice of psychology is governed by the ethical principles set forth in the current APA Ethics Code and by current state and federal laws, including the Pennsylvania Psychology Practice Act, a clinical psychology doctoral student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student in the Clinical Psychology Doctoral Program.

4. Communication Skills
Doctoral students must be able to ask effective questions, to receive answers perceptively, to record information about clients/patients, and to provide effective psychoeducation to clients/patients. They must be able to communicate effectively and efficiently with clients/patients, their families, fellow students, faculty and staff members, clinical supervisors in varied field placement settings, and with other members of the health care team. This includes verbal and non-verbal communication (e.g., interpretation of facial expressions, affects, and body language). Mastery of both written and spoken English is required.

Americans with Disabilities Act (ADA)
A doctoral student with a diagnosed psychiatric disorder or other physical, mental, or emotional disability may participate in the Clinical Psychology Doctoral Program so long as the condition is managed sufficiently with or without reasonable accommodation to permit the student to satisfy the requirements of the Clinical Psychology Doctoral Program, including its Technical Standards. Students who seek reasonable accommodations for disabilities must contact the College’s Disability Resource Center to apply for ADA status, and to submit appropriate supporting documentation from licensed medical providers. The Center will determine a student’s eligibility for and recommend appropriate accommodations and services.

In the event of deteriorating function, it is essential that a doctoral student be willing and able to acknowledge the need for and to accept professional help before the condition poses a danger to the student, clients/patients, other students, faculty and staff members, or research participants. Students who are unable to meet these standards may be recommended for remediation, suspension, or may be
terminated from the program, consistent with policies articulated in the Psy.D. Student Handbook and the Chestnut Hill College Graduate Catalog.

Criminal Background Reporting
Program applicants are required to disclose a criminal record (misdemeanor, felony, or other crime) or any pending legal charges at the time of application. If an applicant is accepted and desires to matriculate, they are required to submit state and federal criminal background checks, a child abuse clearance, a personal statement of explanation, any other relevant documents, and to schedule a meeting with the Chair of the program to discuss the potential implications for securing practicum placements, internship, and licensure in the profession. Failure to disclose pending charges, a criminal record, submit all requested documentation, and meet with the program Chair prior to matriculation may 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. A follow-up meeting with the Chair will be scheduled and the student will be required to submit documentation related to the charge(s) or offense(s). Students must be aware that a criminal record might prevent them from obtaining a practicum, an internship, a psychology license, or employment in the field. The program cannot guarantee a successful outcome in these or other areas of professional activity. Students who are allowed to and choose to remain in the program do so with full knowledge and acceptance of these risks. All students are required to request Federal, State and ChildLine background checks prior to the first clinical placement and submit the results of the check to the Department. Students may not begin their first field placement until these documents have been submitted to the Department. Students are required to complete a Criminal Background Form at the beginning of each academic year.

Applicants should be aware that federal law may require disclosure of a pending expungement or expungement of a criminal record. It is the applicant’s responsibility to consult with their legal counsel to ensure that they know their status, have supporting documentation, and disclose accordingly.

Application Deadline
The Psy.D. program accepts applicants for the fall semester only. The program accepts applicants to Year I on a rolling admission basis until the entering class is filled. Candidates applying to Year I are encouraged to submit their applications by January 15th. The application deadline for Year II is January 15th. All candidates whose applications are completed by January 15th will be notified of their status by April 1st. Applicants who do not meet the application deadlines will be considered on a case-by-case basis for any remaining open slots

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 program can be found in the Psy.D. Student Handbook.
- Additional information, policies and procedures relevant to the Clinical Experience field placement 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 internship can be found in the Psy.D. Doctoral Internship Manual.
- Additional policies and procedures relevant to the CHC Doctoral Internship Consortium can be found in the Psy.D. Doctoral Internship Consortium Manual.
- Additional policies and procedures relevant to the dissertation can be found in the Psy.D. Dissertation Manual.

**Academic Standards**

**Grades**

The minimum acceptable grade in an academic course is "B-." If a doctoral student receives a "C+" or lower in any doctoral course, the student is placed on academic probation. A second grade of “C” or “C+” in any course will result in dismissal from the program. After receiving a single grade of “C” or “C+”, the student will be required to repeat the course, but the original grade of “C” or “C+” remains on the transcript. After satisfactory completion of the retake of the course within the designated timeframe, probation will be terminated. Unsatisfactory completion of the retake within the designated timeframe is grounds for a grade of "F" in the class.

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

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

Drug Screening Policy for Field Placements
Some field placement sites require a drug screening and offers of placement are contingent upon completion of a drug test with a passing result (the drug screen is conducted prior to or upon beginning the field placement). Some field placements may require a random drug testing after placement. The presence of illegal drugs and/or metabolites, and/or the presence of prescription drugs and/or metabolites for which the tested individual did not have a lawful prescription would be considered a failed test. The site may take action against the individual student pursuant to its own internal procedures. As a condition of their placement, all students agree that their test results will be shared between the site and the Psy.D. Program. The action taken by the site shall not preclude the Psy.D. Program from also taking action to support the student’s health, protect patients in their care, and/or take disciplinary actions against the student up to and including dismissal from the PsyD program.

Any student who fails a drug test or students who are identified by the faculty as impaired or in need of evaluation and/or treatment for a Substance Use Disorder will be required to be evaluated by a qualified third-party licensed professional who is approved by the Chair of the Professional Psychology program. Students are responsible for the costs of evaluation and/or treatment. Students who are required to complete an evaluation and/or treatment will be required to provide a written assessment from their provider that indicates that they have been properly evaluated for SUDs.

If the student is diagnosed with a Substance Use Disorder and treatment is recommended the student will:

1. Enter a treatment program without delay
2. Complete the treatment program
3. Participate in an aftercare program
4. Before returning to their doctoral studies the student’s treating clinician will submit a written report to the Chair attesting that the student is healthy and safe to return to a clinical doctoral program in which students are responsible for patient care.
5. Following receipt of the treating clinician’s written report, a follow-up meeting with the program chair and the student’s advisor will be scheduled to discuss steps the student has taken to support their healthy functioning going forward and the terms of the student’s return to the program (Remediation Plan).

Any student who fails a drug test and/or who is identified by the faculty as in need of an evaluation for a Substance Use Disorder and who refuses to participate in an evaluation and/or required treatment will be dismissed from the Psy.D. program. Students have the right to appeal the decision of the faculty to the Dean of the School of Graduate Studies within 10 days of the faculty’s decision.

Professional Competence Problems

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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 evaluator with a list of questions relative to the areas of concern regarding the student’s performance in the program. The evaluator will be asked to provide responses to these questions, and they will be considered in the faculty’s determination of the student’s disposition in the program. It should be noted that, while professional evaluations and treatment progress will be considered, the doctoral faculty (and/or Dean and VPAA in cases of appeal) maintain sole authority over the student’s disposition in the program.

**Personal Conduct**

Mutual courtesy and mutual respect are minimum expectations of all members of our community. Appropriate, professional and ethical behavior is required in all relevant contexts, including those beyond classes, program-related meetings and activities, and field placement settings.

Content posted online by students in any form of social media may be a factor in determining appropriateness for the profession. Any comments or postings about clients, any use of technology or other means to make derogatory comments or postings directed at or about supervisors, students, faculty, staff, guest presenters, programs or sites; and any comments or postings which present the student or the profession in an inappropriate or unprofessional light may be grounds for probation, suspension, or termination from a field placement or from the program.

Students are required to promptly 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 or any pending charges or pending expungements at the time of application, and the “Criminal Background Disclosure” form must be updated annually. 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 every nine months of their time in the program. Ad hoc global reviews are conducted, as indicated. 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. Significant areas of concern will be grounds for probation or other disciplinary action. More information on the Global Review may be found in the Psy.D. Student Handbook. All students are expected to be familiar with this evaluation process.

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. Clinical Experience Manual, the Psy.D. Assessment and Clinical Practicum Manual, the Psy.D. Doctoral Internship Manual, and the CHC Doctoral Internship Consortium Manual. These handbooks and manuals are uploaded on the PsyD Teams site and are also available upon request. Students retain the right to appeal according to the procedures outlined below.

Probation
A student will be placed on Probation if any of the following occur:

- A grade of C or C+ in one course. Probation is terminated if the student successfully completes the retake of the course within the designated timeframe.
• Professional Competence Problems as identified on the Global Review and warranting a Remediation Plan in accordance with the Global Review policy.
• Performance problems at a clinical experience or practicum site, as outlined in the Clinical Experience and Practicum Manuals. A student may be placed on probation as a result of a pattern of inadequate response to supervision; a single incident or series of incidents involving inappropriate or unprofessional behavior; any formal evaluation ratings of Unsatisfactory; multiple ratings of Needs Improvement; failure to follow policies at the clinical experience or practicum site; or noncompliance with clinical experience, practicum, or CHC group supervision paperwork requirements. A decision regarding probation based on multiple ratings of Needs Improvement depends on the nature of the areas of concern.

When the student on probation is required to complete a Remediation Plan, probation may terminate when the student successfully completes the Remediation Plan within the specified time frame, contingent upon the nature of the concern(s). Refusal to agree to the Remediation Plan or failure to satisfactorily 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, judgment, 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 the requirements of a Remediation Plan
• 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
• Repeated failure to make timely progress on the dissertation, repeated failure to produce dissertation drafts 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. If a student meets criteria for dismissal from the doctoral program, the student will be notified in writing of the intent to dismiss and the reason(s) for the program’s decision. The student will be invited to a hearing that will occur within 10 business days of the date of the notification. Any relevant documentation the student wishes to have considered at the dismissal hearing must be submitted to the Chair five business days prior to the hearing. This documentation must be related to the grounds for the initiation of the dismissal proceedings.

2. **Hearing.** The purpose of the dismissal hearing is to provide the student with an opportunity to show cause as to why they should not be dismissed from the doctoral program. The order of the hearing will be as follows:
   a. The Chair of the Department of Professional Psychology will manage the overall hearing process and facilitate the dismissal hearing.
   b. The student will have up to 30 minutes to respond to the basis for the hearing and to explain why they should not be dismissed, highlighting any relevant data they have submitted to the committee prior to the hearing.
   c. The committee will ask clarifying questions, as needed.
   d. The student will be excused from the hearing. The hearing committee will confer, in consultation with the Chair, as needed, and render a final decision on the disposition of the student.
   e. The decision of the hearing committee will be one of the following: 1) a recommendation of dismissal; 2) a recommendation of an alternative disciplinary action; or 3) a referral of the matter back to the full department for a final decision.
   f. The student will be invited to return to the room and informed of the committee’s decision. If the committee’s decision is to refer the matter back to the full department, the student will be notified of the outcome within ten business days.

The hearing will be a closed meeting to be attended by the student, the Chair, three faculty representatives selected by the department and a staff designee who will document the proceedings of the meeting. No one other than the student, the Chair, the faculty members and the staff designee may attend the hearing. The staff designee will take notes of the content of the meeting. No recording or transcript will be made. If the student does not attend the hearing, the hearing will proceed without the student. The decision of the hearing committee
will be made by consensus. If the committee recommends dismissal of the student, the Chair will notify the Dean in writing within 48 hours of the hearing. The committee may recommend alternate disciplinary action, which could include suspension from the program while the student completes a remediation plan. If the committee decides to refer the matter back to the full department, the department will meet and render a decision within ten business days.

3. **Appeal. If a student feels that the program has not followed applicable policies and procedures of the doctoral program, or the specific dismissal criteria or notification and hearing process outlined above,** the student may appeal the program’s decision by writing to the Dean within five days of being informed of the committee’s decision. The student should provide specific information regarding the applicable policies and procedures of the doctoral program or the specific dismissal criteria or notification and hearing process that he or she feels were not followed. The Dean will review the student’s materials, the staff designee’s notes, and all applicable program policies and procedures. The Dean will also confer with the dismissal hearing committee regarding the basis of the student’s appeal. The Dean will render a decision within ten business days of receipt of the student’s appeal.

4. **If the appeal is denied and the student maintains the position that the program did not follow applicable policies and procedures of the doctoral program or the specific dismissal criteria or notification and hearing process,** the student may appeal the Dean’s decision by writing to the Vice President for Academic Affairs (VPAA) within five business days of notification of the Dean’s decision. The VPAA will review the student’s materials, the staff designee’s notes, the Dean’s review materials, and all applicable program policies and procedures. The VPAA will also confer with the dismissal hearing committee and the Dean regarding the basis of the student’s appeal. The VPAA will render a decision within ten business days of receipt of the student’s appeal. The decision of the VPAA is final.

Every effort will be made to follow the timelines outlined above. School closings and program breaks will affect timelines. Also, if, for any reason, the committee, Dean or VPAA needs more time to confer, or needs to gather additional information from the student, a faculty member, a site supervisor or the hearing committee based on the content of the dismissal hearing or the appeal request, the final decision may be postponed for up to five business days.

If classes are in session or are about to begin when a student receives notification of a dismissal hearing or has decided to appeal a dismissal decision, the student will be informed by the Chair, on behalf of the hearing committee, as to whether he or she is allowed to continue attending classes until the hearing or appeal process is complete. If the student is on a field placement, the Chair, on behalf of the hearing committee, will consult with the student’s site supervisor to determine whether the student will be allowed to continue at the field placement until the hearing process is complete.

Students who have been dismissed from the program are not eligible for reinstatement or readmission into the Doctor of Psychology program.
5. **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.

Due to the sequential nature of the program, if a student is suspended while they are still completing the coursework component of the program, the suspension will be for a three-semester period. Students who are suspended from the program may not attend classes or field placements and may not continue working on their dissertations. If a suspension occurs during an academic semester, all classes in which the student was enrolled at the time of suspension must be retaken if the student meets criteria for reinstatement the following year. Doctoral tuition, fees and deposits are non-refundable. Students in the Psy.D Program who are suspended from the program after registration are liable for the full tuition and fees for the semester. If reinstated, students are required to register for, pay for, and repeat these courses. This same policy applies to practica; however, under most circumstances, the student will be required to secure a new placement.

Students who are suspended from the program will be given a Remediation Plan, which will include the criteria for reinstatement, timelines for any requested tasks and documentation, and requirements that must be met upon their return to the program. Students who believe they have met the criteria for reinstatement should notify the Chair according to the timeframe outlined in the Remediation Plan. The student’s request for reinstatement will be considered at a hearing that will be conducted on a specified date during the semester prior to the student’s anticipated reinstatement semester, in accordance with the hearing procedure outlined under Dismissal Procedures above. The student must meet the criteria outlined in their Remediation Plan, and there must be no new relevant concerns, in order to be reinstated in the doctoral program. Further, the student must be eligible for reinstatement to the same semester from which they were suspended (Fall, Spring, or Summer), one year following their suspension. If the hearing committee does not feel that the student has met Remediation Plan criteria for reinstatement, or significant new and relevant concerns have arisen, the committee will recommend 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. The Dean will render a decision within ten business days. 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 VPAA will render a decision within ten business days. The decision of the VPAA is final.

Students who do not submit their appeals within the specified time frames will waive their right to appeal.

**Attendance**

Since the material presented in class is important for achieving course objectives, *consistent class attendance is an essential requirement* of the PsyD program. Students are expected to arrange their schedules so that they can attend 100% of classes, arrive on time, and stay for the class duration of every course they take. Absences should occur rarely and only under highly unusual circumstances. Certain classes may require an even more restrictive attendance policy, limiting the number of absences a student is allowed (even under extenuating circumstances) in order to receive a passing grade for the class. Instructors reserve the right to request that relevant documentation be submitted to support a student’s request for absence from an upcoming class session, as well as any unplanned absence. If the class includes a Lab or group presentations, any predictable absences, such as religious holidays, must be clarified to the professor at the first class meeting in order to not disrupt the experiential instruction. Students should adopt a similar mindset with regard to attendance at their field placements.

Regardless of the reason for the absence, students are personally responsible for any material they have missed and must turn in assignments on time. If a student is absent, it is the student’s responsibility to obtain the missed information from another student. Students who need clarification
of specific points discussed in missed class sections may consult with the instructor, but instructors are not required to go over in detail material that the student has missed due to a class absence. Assignments that are late because of a class absence will generally be considered late and subject to the instructor’s penalty for lateness unless specific arrangements have been made with the instructor in advance.

**Cheating**
See the School of Graduate Studies Academic Integrity Policy.

**Concentrations and Electives**
Students must declare their intention to complete the requirements for a concentration in either Psychological Assessment or Couple, Family, and Child Psychology 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, clinical experience, 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 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, clinical experience, practica, and internship. It is also not possible to take a leave of absence for more than one full year. 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.

**Diversity Statement**

*Psy.D. Program Statement Regarding Diversity and Diversity Competency Requirements*

Students must comply with all of the Program’s competency requirements. Students in the Psy.D. program are required to develop competency working with individuals of diverse backgrounds. It is the ethical obligation of students to develop the competency to work with individuals of diverse racial, ethnic and social backgrounds. The Program adopts the APA definition of “diversity,” which includes, but is not limited to, the following characteristics: age, disabilities, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socio-economic status. Students must be prepared to develop competency working with individuals in each category and may not, for example, decline to work with a client because of a client’s characteristic(s). In keeping with the ethical standards of the profession, a client cannot be refused treatment based solely on their diversity status. While all students are encouraged to be aware of their own values, these values should not be used as a justification for refusing service to a client seeking treatment. Further, the APA has published recommendations and/or guidelines for working with clients who represent diverse racial, ethnic, and social backgrounds. Students are expected to develop competency working in conformity with the published recommendations or guidelines of the APA. Students who fail or refuse to meet the competency requirements of the Program face dismissal from the Psy.D. program.

**Ethical Standards**

All students are required to be familiar with the APA Ethical Principles of Psychologists and Code of Conduct (APA, 2010) and to abide by these principles at all times. A copy of these principles may be found online at [www.apa.org](http://www.apa.org).

The student is required not only to demonstrate competence in the areas of academic study and clinical training, but also to demonstrate familiarity with the ethics of professional practice and to behave in an ethical and professional manner at all times. Behavior in violation of ethical or professional standards of conduct constitutes grounds for immediate dismissal from the program.
Financial Aid
See Financial Aid section of this catalog for information on procedures for applying for financial aid. The Psy.D. program awards a limited number of assistantships to qualified students. Assistantships are awarded at the discretion of the program based on need, student qualifications, previous achievement, and potential. More information on assistantships may be found in the Psy.D. Student Handbook.

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

Full Time and Half Time Students
All doctoral students who are not on a leave of absence are considered either “full time” or “part time” according to the following definitions:

Full Time Students
All doctoral students are considered “full time” as long as they are taking the required course load each semester, OR if they are taking at least 9 graduate credits during a semester. All doctoral students who are on full-time internship are considered to have full-time status in the doctoral program.

Half Time Students
A half-time student is any doctoral student who is taking fewer than 9 graduate credits and is not considered “full time” according to the definitions above. A doctoral student who is registered only for PSYG 918 (Dissertation Advising) is considered a half-time student.

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. A student may also be required to complete an Independent Study as part of a Remediation Plan or failure to meet a minimum competency.

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; Canvas or Teams-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, clinical experience, 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 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 Academic Integrity 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 admitted but who decline the offer.
3. Matriculated students who voluntarily withdraw from the program.

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

Students who are dismissed from the program are not eligible for readmission.
Waiver of Doctoral Courses
No portion of the doctoral coursework may be waived. All coursework must be completed at Chestnut Hill College, unless transfer credit has been granted (see Transfer Credits).

Withdrawal Policy
The Psy.D. program follows the Withdrawal Policy of the School of Graduate Studies with the following exceptions:

1. Withdrawal from a course at any time requires written approval of the Chair. Permission to withdraw from a course is granted only under unusual circumstances, such as a serious illness or other emergency. Additional documentation, such as a statement from a physician, may be required to process the request for withdrawal. Students who withdraw from a course without the written approval of the Chair are considered to have withdrawn from the program and must petition for reinstatement if they desire to resume their studies. In these circumstances, reinstatement will generally be denied.
2. Doctoral tuition, fees and deposits are non-refundable. Students in the Psy.D. Program who withdraw from a course after registration are liable for the full tuition and fees for the course.
3. Withdrawal from a course will usually entail a leave of absence from the program. See the policies on Continuous Enrollment in the Program and Leave of Absence.
4. Withdrawal from practicum or internship requires the written approval of the Director of Clinical Training and Chair of the Department of Professional Psychology.

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 701 Writing for Doctoral Research** 1.5 credits
Scholarly writing at the doctoral level requires competence along several domains: grammar, organization, research skills, citation, and cohesive and logical presentation. This course is optional for Psy.D. students but mandated if the faculty determines a student needs writing and research skills in order to successfully progress through the program. Further, the faculty may determine the course is repeated until the student develops competence.

**PSYG 702 Theories of Psychotherapy** 3 credits
Familiarizes the student with the major theoretical schools of psychotherapy, including: Psychoanalytic, Existential, Humanistic, Behavioral, Gestalt, Cognitive, and Family Systems. Students will learn to distinguish among different approaches and acquire a working knowledge of the terminology and concepts identified with each approach.

**PSYG 703 Psychopathology** 3 credits
This course explores the emotional, cognitive, somatic, and behavioral symptoms of mental disturbance. Students will become acquainted with the subjective experience of various symptoms and symptom clusters, patterns of family and community responses to afflicted individuals, and research and evolving theories pertaining to the etiology of symptoms. Students will use the DSM-5 as a format for the classification of disorders and the choice of appropriate treatment. Students will acquire a working knowledge of the DSM-5, including its multiaxial classification system, and will develop the ability to diagnose various mental disorders. Prerequisite: PSYG 702 or may be taken concurrently with PSYG 702.

**PSYG 704 Development Across the Lifespan: Individual and Family** 3 credits
Covers human development from a lifespan perspective, with in-depth exploration of selected topics relevant to different periods in the life cycle for individuals and families. Students will be introduced to theoretical and empirical approaches to understanding key developmental issues as well as the role of the family and social context in human development.

**PSYG 708 Introduction to Couple and Family Therapy** 3 credits
This course introduces students to the field of couple and family therapy and systems thinking. The major models of family therapy will be reviewed, including Psychodynamic, Experiential, Structural, Strategic, and Narrative. The course emphasizes theory and the relationship between theory and technique. Videotapes will illustrate models and principles.

**PSYG 711 Techniques of Psychotherapy** 3 credits
This course fosters the development of basic psychotherapy skills through a combination of didactic instruction and role-plays (including required videotaped role-plays). Focus is on establishing a therapeutic rapport, formulating appropriate directions for therapy, and conceptualizing strategies for intervention. Specific skills include listening, suicide intervention, assessment, formulation of questions, and empathic responses. Prerequisites: PSYG 702 and 703

**PSYG 712 Research Design and Methodology** 3 credits
An overview of many frequently used research designs in psychology. Through a study of research methodology, students learn how to select an appropriate research design and how to employ valid procedures in collecting data. The course will foster analytical and critical thinking skills through a combination of theory and practical experience, prepare students to read relevant research in their field and to write a research proposal, and provide background for future work in the area of research.

**PSYG 713 Legal and Ethical Issues in Psychotherapy** 3 credits
The course familiarizes students with the history and development of professional ethics and standards and their legal implications in psychotherapy. Students will be required to become familiar with the APA
Ethical Principles of Psychologists and Code of Conduct. Topics covered include privileged communication, confidentiality, rights of client and agency, civil commitment, licensure, and mental health laws. Prerequisites: PSYG 702 and 703.

**PSYG 714 A Systemic Approach to the Problems of Adolescents** 3 credits
This course will review normal adolescent development and the psychological and psychosocial problems commonly associated with this phase of life. Problems to be discussed will include eating disorders, depression, suicide, anxiety, disruptive behavior, and academic difficulties. Although a variety of treatment approaches will be considered, the family systems model will be emphasized. Prior completion of PSYG 708 is required.

**PSYG 716 The Role of Culture & Gender in Counseling and Psychotherapy** 3 credits
This course examines how ethnicity, gender, sexual orientation, and other cultural factors influence psychological experience, expectations for therapy and the therapeutic relationship. Emphasis will be on developing a fuller appreciation for the complexities of cultural factors both in students’ own lives and those of persons from different backgrounds.

**PSYG 717 Group Therapy** 3 credits
This course will provide students with theoretical and experiential understanding of group psychotherapy. Students will gain a better understanding of interpersonal group processes, ethical practice of group therapy, and effective group interventions. The course will include a didactic component, as well as the opportunity to critique group processes, and practice interventions.

**PSYG 745 Clinical Experience I – Field Placement Preparation** 3 credits
This course introduces students to the practice of evidence-based psychodynamic psychotherapy. The fundamental ideas behind psychodynamic theory will be reviewed, including personality development and mechanisms of change. Basic psychodynamic formulation will be accomplished through a relationally focused, experiential method. Supportive and expressive techniques will be presented with respect to the presenting problem of the patient. Intervention use will be practiced in class and through videotaped role-plays. Finally, the therapeutic relationship and its use in therapy will be emphasized, building on students’ existing skills to create an alliance with clients.
Prerequisites: PSYG 702, 703 and 711

**PSYG 755 Clinical Experience II** 3 credits
This course requires at least 100 hours of on-site experience. It will provide the opportunity for students to develop proficiency in diagnosing various mental disorders on the basis of a comprehensive diagnostic interview. Students will also be trained in developing treatment plans and strategies appropriate to particular diagnoses. Opportunities will also be provided for students to gain exposure in different therapeutic environments in which they will observe and assist in various therapeutic modalities. Students are also required to attend a weekly group supervision seminar.
PSYG 765 Clinical Experience III  3 credits
This is a field placement designed to provide students with supervised experience conducting counseling and psychotherapy. Students must complete a minimum of 600 hours over two terms. Students are required to attend a weekly group supervision seminar on campus.

PSYG 775 Clinical Experience IV  3 credits
Continuation of PSYG 765

PSYG 800 Psychological Assessment I  2 credits
This course will prepare students to administer and interpret the current edition of the Wechsler Adult Intelligence Scale, the MMPI-2, and MMPI-A, and MMPI-2-RF.

PSYG 801 Personality and Individual Differences  3 credits
This course reviews and analyzes the major theories of personality including psychoanalytic, neoanalytic, humanistic, behavioral, social-cognitive, trait and evolutionary approaches. In addition to learning the major theories, students will read original works from each theorist. The course also establishes a foundation for the assessment of personality. Individual differences will be further explored through a series of narrative studies of lives in transition.

PSYG 802 Psychological Assessment II  3 credits
The purpose of this course is to develop beginning competence in the administration, scoring, and interpretation of a comprehensive psychological battery for children and adolescents. In particular, the Wechsler Intelligence Test for Children-Fifth Edition (WISC-V), Wechsler Individual Achievement Test-Third Edition (WIAT-III), Beery-Buktenica Test of Visual-Motor Integration-Sixth Edition, Behavior Assessment System for Children, Third Edition (BASC-3) and the Behavior Rating Inventory of Executive Function, Second Edition (BRIEF-2) will be covered. The use of these instruments in the assessment of children and adolescents with high incidence conditions (e.g. learning disabilities, Attention-Deficit Hyperactivity Disorder, Anxiety Disorders) will be examined. Ethical test usage and culturally competent assessment practices will also be discussed. Prerequisite: PSYG 800 and PSYG 805.

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 805, PSYG 802.

PSYG 804 Historical Foundations of Psychology  3 credits
This course provides an historical overview of the history and systems of psychology from ancient to modern times. Antecedents to the field of psychology as well as psychology’s contributions to understanding psychopathology, psychological intervention, and biological bases of behavior will be discussed. The influence of seminal individuals and schools of psychology on professional psychology will also be reviewed. Moreover, a historical context will be used to discuss diversity and ethics. Finally,
this course will emphasize the relationship between historical developments in psychology and the current landscape of the field of psychology in general and professional psychology in particular.

**PSYG 805 Psychometric Theory**
2 credits
Basic principles of the theory behind psychological measurement (scaling, standardization, reliability, validity, item analysis, test bias) will be reviewed.

**PSYG 806 Psychodynamic Theory and Therapy**
3 credits
This course examines the principles of psychoanalytic and psychodynamic thought and therapy from Freud to the present. Classic psychoanalytic approaches through modern object relations, ego-psychology, and self-psychology paradigms will be presented. Emphasis will be placed on applying the principles to the actual practice of psychodynamic psychotherapy: Freud, neo-Freudians, object-relations, ego-psychology and self-psychology, and the implications for the therapeutic relationship. An in-depth critique of how psychodynamic principles coexist amid the modern clinical milieu will be accomplished.

**PSYG 806 L 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 Couple and Family Psychology**
3 credits
This course reviews the theories and techniques associated with the major models of contemporary family therapy, including Structural, Strategic, Bowenian, Contextual and Narrative Models, as well as those integrations that are acknowledged as Evidence Based Approaches. Taped illustrations of family therapy interventions will be shown. Students will learn how to conduct an assessment of a family and develop treatment plans based on their assessment. Methods of working with distressed couples are also covered.

**PSYG 808L Advanced Couple and Family Psychology 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 processes underlying human behavior. Emphasis will be placed on fundamental principles of brain development, human neuroanatomy, brain-behavior relationships, and neuropathology. In addition, the biological basis of various forms of psychopathology will be highlighted. Genetic determinants of behavior and genetic disorders will be reviewed. The biological basis of emotion and the physiological response to stress will be examined. Finally, cultural influences on development and cognition will be discussed.
PSYG 814 Integrated Healthcare 3 credits
Emphasizing the emerging role of behavioral interventions in the primary care health system, this course focuses on the competencies needed to provide psychological services in primary care and other medical settings, as members of collaborative interdisciplinary treatment teams. Students will develop skills in behavioral healthcare intervention strategies, including motivational interviewing and pain management. This course examines how health behaviors are developed, influenced and changed, within a social and cultural context. In addition, students will gain current knowledge of psychopharmacology and its application to clinical problems commonly seen in a variety of settings. Prerequisite: PSYG 810

PSYG 815 Evidence-Based Practice 3 credits
This course introduces students to Evidence-Based Therapies (EBT) and addresses the importance of EBT’s to the practice of psychology. The course examines the research process used to determine what constitutes an evidence-based treatment. In addition to examining specific models, the course also examines those aspects of the therapist/client relationship that have been supported by research. EBT’s addressed in this course include Psychodynamic Therapy, Cognitive-Behavioral Therapy, parent-child interaction therapy, Family Therapy, Emotionally-Focused Couple Therapy, Dialectical Behavioral Therapy, and interpersonal therapy. Particular attention is paid to evidence-based brief therapy models.

PSYG 815L Evidence-Based Practice Lab 1 credit
One-hour per week lab to be taken in conjunction with PSYG 815. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 815. Students will engage in role-plays that will provide practice in evidence-based treatments.

PSYG 816 Advanced Topics in Human Diversity 3 credits
This course continues to explore issues of culture and gender in psychology and psychotherapy introduced in PSYG 716 (The Role of Culture and Gender in Counseling and Psychotherapy). Topics addressed include: Theories of social identity, impacts of oppression, multicultural empathy, cross-cultural norms on emotional expression, ethical dimensions of diversity competence, and awareness and management of personal bias. Diversity is examined from a broad perspective consistent with APA Ethical Code.

PSYG 818 Statistical Applications 3 credits
This course takes an applied approach to the use of statistics in conducting empirical research. Fundamentals of research design, statistical analysis and computer software will be taught. Specific areas include: 1) research design; 2) data collection formats; 3) statistical analysis; and 4) statistics software packages.

PSYG 820 Methods of Psychotherapy Integration 3 credits
This course familiarized students with methods of psychotherapy integration. An integrated approach to psychotherapy case formulation and treatment using the psychodynamic and systemic perspectives
is discussed. Effective integration of other modalities, especially third wave behavioral therapies, are also reviewed. Application to composite, fictional cases is emphasized.

**PSYG 820L Methods of Psychotherapy Integration Lab**

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**

This course will focus on developing sophisticated competence in integrating ethical and legal standards in clinical work. Students will build advanced skills in applying ethical standards and resolving ethical dilemmas. The course will also explore the ethical and legal issues relevant to the business of psychology, including practice development, and risk management.

**PSYG 828 Cognitive/Affective Bases of Behavior**

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**

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

**PSYG 838 Social Bases of Behavior**

This course presents students with the study of factors that influence the behavior of individuals and groups in predictable ways. It provides a strong grounding in the traditional and emerging concerns of social psychology, including: Theories of the Social Self, group dynamics, social cognitions, social influence, and social processes. Students will also be presented with ways in which these social psychology factors influence and can serve as resources for their clinical work.

**PSYG 844-846 Dissertation Mentoring I, II, III**

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 Health Service Psychologist**

The purpose of this course is to develop an understanding of the multifaceted role of the health service psychologist. This course will discuss the role of the health service psychologist on inter-professional treatment teams, in primary health care settings, forensic settings and when responding to disasters or crises. Culturally competent practice across the various roles of the health service psychologist will also
be discussed. The integration of psychological assessment and intervention as well as strategies for integrating scholarship into professional practice will also be discussed.

**PSYG 852 Treating the Contemporary Family**  
3 credits  
This course examines the clinical issues that confront "diverse" families, such as divorced and/or remarried families, gay and lesbian couples and families, inter-racial families, families with adopted children, grandparent-headed families, and foster families. This course will prepare students to work effectively with non-traditional families and will encourage the student to examine how his/her own personal values might affect his/her clinical work with these groups. Live supervision and videotaping will be used for training purposes.

**PSYG 855 Family Therapy with Young Children**  
3 credits  
This course examines the treatment of children seen in family therapy. In order to treat young children, it is necessary for the psychologist to function as assessor, therapist, and network consultant. An understanding of how to proceed with a variety of childhood disorders will be covered. Consultations with school districts, physicians, occupational therapists, speech therapists, and teachers will serve as an adjunct to the specific clinical interventions that are recommended for this population. Developmental issues will be explored, as will basic principles of working with children and parents.

**PSYG 859 Seminar in Family Therapy**  
3 credits  
This course is where students evolve into theorists. It is crucial in psychotherapy to determine the intersection of established clinical theory, and what each student practices in the field. This course accomplishes this by deeply understanding four crucial positions in family therapy (by way of original writings) and using the Creating Family Protocol to engage in practice.

**PSYG 863 Advanced Personality Assessment**  
3 credits  
This course assumes a working knowledge of the Rorschach (Comprehensive System), MMPI-2, MMPI-2-RF, and MMPI-A, and will cover advanced topics in interpreting and integrating these tests and other tests of personality, including the Millon inventories, Personality Assessment Inventory (PAI), and NEO-PI-R/3. Students will also be trained in the use of the Rorschach Performance Assessment System (R-PAS).

**PSYG 865 Assessment of Neurodevelopmental and Related Disabilities**  
3 credits  
This course focuses on the psychological assessment of children and adults with neurodevelopmental and related disabilities, including but not limited to autism spectrum disorders, intellectual disabilities, and other low incidence disorders. The etiology of common neurodevelopmental disabilities will be reviewed. Formal cognitive, academic achievement, adaptive behavior, and rating scales appropriate for assessing individuals with neurodevelopmental disabilities will be examined. 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 graduate 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. These practica focus on case conceptualization and formal case presentation with an emphasis on the provision of ethical, multiculturally competent mental health services to diverse clients in a variety of settings.

PSYG 908-909 Practicum III  
1.5 credits each term
This is an optional two-term field placement designed to provide additional supervised clinical and/or psychological assessment experience. A wide variety of clinical sites are available to allow the student a choice of the clinical population to be served. In addition to working a minimum of 12 hours per week at the field site, students are required to attend a weekly seminar on campus.

PSYG 911 Independent Study  
1.5 credits
Students complete an Independent Study for desired or required further development in an academic/professional area or areas.

PSYG 913 Dissertation Advising I: Proposal Development Phase  
2 credits
Following the third semester of Dissertation Mentoring, students meet individually with the Dissertation Chair to complete a full draft of the 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 and related requirements.

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 continue the dissertation project under the guidance of the Dissertation Chair, in collaboration with Committee Members. Students must register for PSYG 918 each semester until the dissertation has been completed and defended.

PSYI 991, 992, 993 Internship  2 credits each term
Full-time placement at an APA-accredited or APPIC-member internship site for one full calendar year.

- OR -

PSYI 994, 995, 996, and 997 Internship Alternate Schedule  1.5 credits each term
Full-time placement at an APA-accredited or APPIC-member internship site for one full calendar year. This alternate registration sequence is based on the internship start date and weekly hours variability at the start or end of the internship year.