CHESTNUT HILL COLLEGE

School of Graduate Studies Catalog

2026-2027 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, 2026. 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 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
Philadelphia, PA 19118.
Phone: 215.248.7170
Fax: 215.248.7161
Email: gradschool@chc.edu

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

Helpful Contact Information

Helpdesk	helpdesk@chc.edu
Accelerated Adult Degree Program/Undergraduate	215.248.7063
Admissions and Application questions	gradadmissions@chc.edu
Bookstore	215.248.7150 http://chc.bncollege.com
Canvas questions	helpdesk@chc.edu
Catalog	https://www.chc.edu/academics/graduate
MyCHC (CHC Portal) (support available at all times)	helpdesk@chc.edu
Counseling Services	215.248.7104 ext.1
Course Evaluations	registrar@chc.edu

Disability Resource Center	215.753.3655 disabilities@chc.edu
E-mail Account Setup & Forwarding Instructions (For Students & Instructors)	helpdesk@chc.edu
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 (For Students & Instructors)	215.248.6168 Security Desk at Fournier Hall
International Students Services	215.242.7989
Logue Library	215.248.7050 librarians@chc.edu
Lost & Found (Located at Fournier Security Desk)	215.248.7090
Parking Permits	parking@chc.edu
Registration Related Issues (For Students)	gradschool@chc.edu
Security: **EMERGENCY** All other inquiries	**215.242.7777** 215.242.7976 (Front Desk Fournier)
Shuttle Service	215.242.7777
Student Accounts	215.248.7116 accounts@chc.edu
Technology Related	helpdesk@chc.edu
Transcripts	registrar@chc.edu
Writing Lab	215.248.7114 tutoring@chc.edu

ACCREDITATION AND MEMBERSHIPS

Chestnut Hill College is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE or the Commission) www.msche.org. Chestnut Hill College's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the institution's accreditation status on June 27, 2024 was to reaffirm accreditation. MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States. The Middle States Commission on Higher Education can be reached at 1007 North Orange Street, 4th Floor, MB#166, Wilmington, DE 19801-3624; Telephone: 267.284.5000.

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 credential program is accredited by the Montessori Accreditation Council for Teacher Education (MACTE) and affiliated by the American Montessori Society (AMS).

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 human services management, organizational leadership, cybersecurity, counseling psychology, school counseling, 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.

ACADEMIC CALENDAR

All academic calendar information for the School of Graduate Studies is subject to change. Announcements of calendar changes will be made via email. 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.

2026-2027

Academic Calendar - School of Graduate Studies

Fall 2026

Fall 2026 Graduate Education Programs (August 31 - December 19)

Last day to add courses on myCHC	30-Aug
Classes begin	**31-Aug**
Last day to drop courses on myCHC (100% tuition refund)	5-Sep
Withdrawal period begins (student receives 'W')	6-Sep
Labor Day / No Classes	7-Sep
Last day to withdraw from courses with 80% tuition refund	11-Sep
Last day to withdraw from courses with 60% tuition refund	18-Sep
Last day to withdraw from courses with 40% tuition refund	25-Sep
Application due to request December graduation	2-Oct
Deadline for Master's-level assistantship applications	7-Oct
Last day to withdraw without failure (student receives no tuition refund)	**9-Oct**
Fall Break / No Classes	12-13 Oct
Spring course registration begins on myCHC at 8:00 a.m.	26-Oct
Spring course registration begins--new and non-matriculated students	28-Oct
Thanksgiving / No Classes	25-28 Nov
Course Evaluations Open on myCHC	29-Nov
Classes end	**19-Dec**
Final Grades due at 4:00 P.M.	**21-Dec**
Degree conferral	23-Dec

Fall 2026 Graduate Psychology Programs, including Doctoral (Aug 31 - Dec 12)

Late registration fee goes into effect at the close of the business day	14-Aug
Last day to add courses on myCHC	30-Aug

Classes begin	**31-Aug**
Last day to drop courses on myCHC (100% tuition refund for Master's level courses, no refund for Doctoral courses)	5-Sep
Withdrawal period begins (student receives 'W')	6-Sep
Labor Day / No Classes	7-Sep
Last day to withdraw from courses (80% tuition refund for Master's level courses, no refund for doctoral courses)	11-Sep
Last day to withdraw from courses (60% tuition refund for Master's level courses, no refund for doctoral courses)	18-Sep
Last day to withdraw from courses (40% tuition refund for Master's level courses, no refund for doctoral courses)	25-Sep
Application due to request December graduation	2-Oct
Deadline for Master's-level assistantship applications	7-Oct
Last day to withdraw without failure (student receives no tuition refund)	**9-Oct**
Fall Break / No Classes	12-13 Oct
Spring course registration begins on myCHC at 8:00 a.m.	26-Oct
Spring course registration begins--new and non-matriculated students	28-Oct
Course Evaluations Open on myCHC	22-Nov
Thanksgiving / No Classes	25-28 Nov
Classes end	**12-Dec**
Final Grades due at 4:00 P.M.	**14-Dec**
Degree conferral	23-Dec

Fall 2026 Accelerated Online Programs

Accelerated Fall I (August 31 - October 24)

Late registration fee goes into effect at the close of the business day	14-Aug
Last day to add courses on myCHC	30-Aug
Classes begin	**31-Aug**
Last day to drop courses on myCHC (100% tuition refund)	5-Sep
Withdrawal period begins (student receives a 'W')	6-Sep
Labor Day / No Classes	7-Sep
Last day to withdraw from courses on myCHC with 80% tuition refund	11-Sep
Last day to withdraw from courses on myCHC with 60% tuition refund	18-Sep
Last day to withdraw from courses on myCHC with 40% tuition refund	25-Sep
Last day to withdraw without failure (student receives no tuition refund)	**25-Sep**
Application due to request December graduation	2-Oct
Course Evaluations Open on myCHC	4-Oct
Deadline for Master's-level assistantship applications	7-Oct
Classes end	**24-Oct**
Final Grades due at 4:00 P.M.	**26-Oct**

Accelerated Fall II (October 26 - December 19)

Last day to add courses on myCHC	25-Oct
Last day to drop courses on myCHC with 100% tuition refund	25-Oct

Classes begin	**26-Oct**
Spring course registration begins on myCHC at 8:00 a.m.	26-Oct
Spring course registration begins--new and non-matriculated students	28-Oct
Last day to drop courses on myCHC (100% tuition refund)	31-Oct
Withdrawal period begins (student receives a 'W')	1-Nov
Last day to withdraw from courses with 80% tuition refund	6-Nov
Last day to withdraw from courses with 60% tuition refund	13-Nov
Last day to withdraw from courses with 40% tuition refund	20-Nov
Last day to withdraw without failure (student receives no tuition refund)	**20-Nov**
Thanksgiving / No Classes	25-28 Nov
Course Evaluations Open on myCHC	29-Nov
Classes end	**19-Dec**
Final Grades due at 4:00 P.M.	**21-Dec**
Degree conferral	23-Dec

Winter Intersession 2026-2027

Add period on myCHC ends at 11:59 PM	20-Dec
Classes Begin	**21-Dec**
Drop period on myCHC ends at 11:59 PM	**27-Dec**
Withdraw Without Failure Period Ends at 5:00 PM	**8-Jan**
Classes End	**15-Jan**
Final Grades Due at 4:00 PM	**18-Jan**

Spring 2027

Spring 2027 Graduate Education Programs (January 19 - May 12)

Late registration fee goes into effect at the close of the business day	1-Jan
Last day to add courses on myCHC	18-Jan
Martin Luther King Day / No Classes	18-Jan
Classes begin	**19-Jan**
Last day to drop courses on myCHC (100% tuition refund)	23-Jan
Withdrawal period begins (student receives 'W')	24-Jan
Last day to withdraw from courses with 80% tuition refund	29-Jan
Last day to withdraw from courses with 60% tuition refund	5-Feb
Last day to withdraw from courses with 40% tuition refund	12-Feb
Deadline for Master's-level assistantship applications	5-Feb
Application due to request May graduation	26-Feb
Last day to withdraw without failure (student receives no tuition refund)	**26-Feb**
Spring Break / No Classes	1-6 Mar
Summer course registration begins on myCHC at 8:00 a.m.	15-Mar
Summer course registration begins--new and non-matriculated students	17-Mar
Easter Break / No Classes	25-29 Mar

Course Evaluations Open on myCHC	22-Apr
Classes end	**12-May**
Commencement Ceremony	13-May
Final Grades due at 4:00 P.M.	**14-May**
Degree conferral	15-May

Spring 2027 Master's Level Psychology Programs (January 19 - May 1)

Late registration fee goes into effect at the close of the business day	1-Jan
Last day to add courses on myCHC	18-Jan
Martin Luther King Day / No Classes	18-Jan
Classes begin	**19-Jan**
Last day to drop courses on myCHC (100% tuition refund for Master's Level courses)	23-Jan
Withdrawal period begins (student receives 'W')	24-Jan
Last day to withdraw from Master's Level courses with 80% tuition refund	29-Jan
Last day to withdraw from Master's Level courses with 60% tuition refund	5-Feb
Last day to withdraw from Master's Level courses with 40% tuition refund	12-Feb
Deadline for Master's-level assistantship applications	5-Feb
Application due to request May graduation	26-Feb
Last day to withdraw without failure (student receives no tuition refund)	**26-Feb**
Spring Break / No Classes	1-5 Mar
Summer course registration begins on myCHC at 8:00 a.m.	15-Mar
Summer course registration begins--new and non-matriculated students	17-Mar
Easter Break / No Classes	25-29 Mar
Course Evaluations Open on myCHC	12-Apr
Classes end	**1-May**
Final Grades due at 4:00 P.M.	**7-May**
Commencement Ceremony	13-May
Degree conferral	15-May

Spring 2027 Doctoral Psychology Programs (January 4 - April 7)

Late registration fee goes into effect at the close of the business day	18-Dec
Last day to add courses on myCHC	3-Jan
Last day to drop courses on myCHC with 100% tuition refund	3-Jan
Classes begin	**4-Jan**
Last day to drop courses on myCHC (student receives no tuition refund)	9-Jan
Withdrawal period begins (student receives 'W')	10-Jan
Martin Luther King Day / No Classes	18-Jan
Deadline for Master's-level assistantship applications	5-Feb
Last day to withdraw without failure (student receives no tuition refund)	**12-Feb**
Application due to request May graduation	26-Feb
Spring Break / No Classes	1-6 Mar
Summer course registration begins on myCHC at 8:00 a.m.	15-Mar
Summer course registration begins--new and non-matriculated students	17-Mar
Course Evaluations Open on myCHC	18-Mar

Easter Break / No Classes	25-29 Mar
Classes end	**7-Apr**
Final Grades due at 4:00 P.M.	**21-Apr**
Commencement Ceremony	13-May
Degree conferral	15-May

Spring 2027 Accelerated Online Programs

Accelerated Online Spring I (January 11 - March 6)

Late registration fee goes into effect at the close of the business day	25-Dec
Last day to add courses on myCHC	10-Jan
Classes begin	**11-Jan**
Last day to drop courses on myCHC (100% tuition refund)	16-Jan
Withdrawal period begins (student receives 'W')	17-Jan
Last day to withdraw from courses with 80% tuition refund	22-Jan
Martin Luther King Day / No Classes	18-Jan
Last day to withdraw from courses with 60% tuition refund	29-Jan
Last day to withdraw from courses with 40% tuition refund	5-Feb
Last day to withdraw without failure (student receives no tuition refund)	**5-Feb**
Deadline for Master's-level assistantship applications	5-Feb
Course Evaluations Open on myCHC	14-Feb
Application due to request May graduation	26-Feb
Classes end	**6-Mar**
Final Grades due at 4:00 P.M.	**8-Mar**

Accelerated Online Spring II (March 8 - May 1)

Last day to add courses on myCHC	7-Mar
Classes begin	**8-Mar**
Last day to drop courses on myCHC (100% tuition refund)	13-Mar
Withdrawal period begins (student receives 'W')	14-Mar
Last day to withdraw from courses with 80% tuition refund	15-Mar
Summer course registration begins on myCHC at 8:00 a.m.	17-Mar
Summer course registration begins--new and non-matriculated students	19-Mar
Last day to withdraw from courses with 60% tuition refund	26-Mar
Last day to withdraw from courses with 40% tuition refund	2-Apr
Last day to withdraw without failure (student receives no tuition refund)	**2-Apr**
Easter Break / No Classes	2-6 Apr
Course Evaluations Open on myCHC	11-Apr
Classes end	**1-May**
Final Grades due at 4:00 P.M.	**3-May**
Commencement Ceremony	13-May
Degree conferral	15-May

Summer 2027

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

Summer 2027 Doctoral Psychology Programs (May 3 - July 7)

Late registration fee goes into effect at the close of the business day	30-Apr
Last day to add courses on myCHC	2-May
Last day to drop courses on myCHC with 100% tuition refund	2-May
Classes begin	**3-May**
Last day to drop courses on myCHC (student receives no tuition refund)	8-May
Withdrawal period begins (student receives 'W')	9-May
Fall course registration begins on myCHC at 8:00 a.m.	18-May
Fall course registration begins--new and non-matriculated students	19-May
Memorial Day / No Classes	31-May
Last day to withdraw without failure (student receives no tuition refund)	**4-Jun**
Deadline for Master's-level assistantship applications	4-Jun
Course Evaluations Open on myCHC	17-Jun
Juneteenth / No Classes	19-Jun
Independence Day / No Classes	4-Jul
Classes end	**7-Jul**
Final Grades due at 4:00 P.M.	**21-Jul**
Degree conferral for PSYD degrees	31-Aug

Summer 1 -- Master's Level Psychology and Graduate Education Programs

Ten (10) week session: Classes meet once a week from May 17 - July 24

Late registration fee goes into effect at the close of the business day	7-May
Last day to add courses on myCHC	16-May
Classes begin	**17-May**
Fall course registration begins on myCHC at 8:00 a.m.	18-May
Fall course registration begins--new and non-matriculated students	19-May
Last day to drop courses on myCHC (100% tuition refund)	22-May
Withdrawal period begins (student receives 'W')	23-May
Last day to withdraw from courses with 80% tuition refund	28-May
Memorial Day / No Classes	31-May
Last day to withdraw from courses with 60% tuition refund	4-Jun
Last day to withdraw from courses with 40% tuition refund	11-Jun
Last day to withdraw without failure (student receives no tuition refund)	**11-Jun**
Deadline for Master's-level assistantship applications	11-Jun
Juneteenth / No Classes	19-Jun
Application due to request August graduation	25-Jun
Independence Day / No Classes	4-Jul
Course Evaluations Open on myCHC	4-Jul
Classes end	**24-Jul**

Final Grades due at 4:00 P.M.	**26-Jul**
Degree conferral	24-Aug

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

Summer 2027 Accelerated Online Programs

Accelerated Summer I (May 3 - June 26)

Late registration fee for Accelerated program goes into effect at the close of the business day	16-Apr
Last day to add courses on myCHC	2-May
Classes begin	**3-May**
Last day to drop courses on myCHC (100% tuition refund)	8-May
Withdrawal period begins (student receives 'W')	9-May
Last day to withdraw from courses with 80% tuition refund	14-May
Last day to withdraw from courses with 60% tuition refund	21-May
Last day to withdraw from courses with 40% tuition refund	28-May
Fall course registration begins on myCHC at 8:00 a.m.	25-May
Fall course registration begins--new and non-matriculated students	26-May
Last day to withdraw without failure (student receives no tuition refund)	28-May
Memorial Day / No Classes	31-May
Course Evaluations Open on myCHC	6-Jun
Deadline for Master's-level assistantship applications	18-Jun
Juneteenth / No Classes	19-Jun
Classes end	**26-Jun**
Final Grades due at 4:00 P.M.	**28-Jun**
Degree conferral	24-Aug

Accelerated Summer II (June 28 - August 21)

Late registration fee for Accelerated program goes into effect at the close of the business day	11-Jun
Last day to add courses on myCHC	27-Jun
Classes begin	**28-Jun**
Application due to request August graduation	2-Jul
Last day to drop courses on myCHC (100% tuition refund)	3-Jul
Withdrawal period begins (student receives 'W')	4-Jul
Independence Day / No Classes	4-Jul
Last day to withdraw from courses with 80% tuition refund	9-Jul
Last day to withdraw from courses with 60% tuition refund	16-Jul
Last day to withdraw from courses with 40% tuition refund	23-Jul
Last day to withdraw without failure (student receives no tuition refund)	23-Jul
Course Evaluations Open on myCHC	1-Aug
Classes end	**21-Aug**
Final Grades due at 4:00 P.M.	**23-Aug**
Degree conferral	24-Aug

GRADUATE ADMISSONS

Executive Director, Graduate Admissions: Denise Saurennann, M.A.
Saurennannd@chc.edu
215-248-7170
Admissions Counselor, Maya Reiser
Reiserm@chc.edu
215.248.7165
Admissions Counselor, Ryan Everleth
Everlethr@chc.edu
215-248-7193

Office of Graduate Admissions
GradAdmissions@chc.edu

The following admissions policies apply to all master's degree, certificate, certification, and post-master's certificate and certification programs. **For Psy.D. admissions 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 complete intent to enroll form located in their application portal. Accepted students may choose to defer from 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, the Vice President of Academic Affairs, 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 7-14 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 Human Services Management Combined program will be ineligible for admission consideration.

For information on the Human Services Management and Clinical and Counseling Combined Program, please see 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 (as it is obtained internally).

Candidates for admission to master's-level programs can utilize their application portal to monitor real-time application progress. Please contact apply@chc.edu if you are having issues logging in and/or unable to create an account.

MATRICULATING APPLICANTS (Degree and Non-Degree)
For **all programs** the following items are required for submission in order to be considered for acceptance:

1. **Completed application** form and fee ($55)
2. **Official transcripts** for all universities and institutions attended
    - Unofficial transcripts will be accepted during the application process and will not delay a decision, but official, sealed transcripts will eventually be required to maintain enrollment
3. **Professional résumé** or **CV**

For those applying to either the **Clinical and Counseling Psychology** or **School Counseling** programs, submission of these additional items is required:

1. **Two Letters of Recommendation**
    - If you graduated with your bachelor's degree less than 5 years ago, at least 1 of the 2 letters must be an academic reference. The second may be academic or professional; no personal references are accepted
2. **Professional Goals Essay**
3. **Interviews** will be held for qualified applicants following submission of all materials

For those applying to the **Human Services Management** program, submission of this additional item is required:

1. **Professional Goals Essay**

For those applying to the **Organizational Leadership** program:

1. **Interviews** will be held for qualified applicants following submission of all materials

Applicants are welcome to submit **Letters of Recommendation**, **Professional Goals Essay**, and/or **Standardized Test Scores even if they are not required for your program**. Test scores are recommended if your GPA is below 3.0.

- Graduate Record Examination: School Code: 2082 www.ets.org/gre

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

NON-MATRICULATING

For students not seeking to matriculate into a CHC program (typically for those looking to transfer credit to another institution), the following items are required for submission:

1. **Completed application form** and fee ($55)
2. **Official transcript** from an accredited institution

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). Application fee will not be waived for doctoral applicants. Checks and money orders should be made out to Chestnut Hill College. Please use this address for mailing application materials: **CHC Graduate Admissions, 9601 Germantown Avenue, Philadelphia, PA 19118. Applicants may also email materials to** GradAdmissions@chc.edu**.**

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: academic (preferred) or professional (no personal references accepted). All letters of recommendation must be submitted directly from the recommender. Any recommendations provided by the student will not be accepted.

- Clinical and Counseling Psychology: Two letters of recommendations are required
- All other programs: Letters of recommendation are not required; submission is optional.
- Non-matriculating: Letters of recommendation are not required; submission is optional.

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

Additionally, applicants may be asked to answer program specific questions per the directions provided in the online application

Applicants may also be asked to provide a writing sample, if requested by the Graduate Admissions Committee or faculty reviewer.

Standardized Test Requirements – Test scores are recommended if your GPA is below 3.0.

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

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, ECE or another NACES member organization).

The Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Duolingo scores are required for all international students whose first language is not English unless they have successfully completed an approved ESL/ELC 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.

**Interviews for the MBA program are required only when the GPA is under 3.0 or upon request of the Director*

Evaluation of Application Materials
Upon receipt of all application materials, the Executive Director of Graduate Admissions, Department Chair, The Vice President of Academic Affairs, 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 upon completing an admissions interview.

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 with 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 Vice President of Academic Affairs. The Vice President of Academic Affairs 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 to 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 School of Graduate Studies 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.

STUDENT FINANCIAL SERVICES INFORMATION

St. Joseph Hall, 147
Telephone: 215.248.7182. Fax: 215.242.7705. Email: finaid@chc.edu

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 5:00pm
Tuesday: 9:00am to 5:00pm
Wednesday: 9:00am to 5:00pm
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: Closed most Fridays

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 or within a week of registration. 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 monthly payment plans. More information can be found at www.mycollegepaymentplan.com/chestnut. Students are encouraged to enroll in a semester based plan. There is a $85 enrollment fee due at time of enrollment.

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, obtaining transcripts, and participating in Commencement. Students with a business hold should contact Student Financial Services directly at Accounts@chc.edu or 215.248.7116.

Student Financial Responsibility Agreement

Chestnut Hill College is required by federal debt collection and consumer protection laws to be transparent with our billing and payment policies/procedures and collection requirements. For that reason, CHC will require all students to accept the College's Student Financial Responsibility Agreement (SFRA) each academic year they are enrolled in. The SFRA outlines students' financial obligations and

the terms and conditions associated with course registration, living in on-campus housing, collection fees, etc.

Tuition, Fees and Miscellaneous Charges

Tuition Charges

- Clinical & Counseling Psychology $785 per credit
- Cybersecurity $670 per credit
- Education $675 per credit
- Educational Leadership $500 per credit
- Human Services Management $675 per credit
- Organizational Leadership $675 per credit
- Psy.D. Program $1,150 per credit
- Psy.D. Internship Courses* $575. per credit
- School Counseling $715 per credit
- Strategic Management $325 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* $175
  **Clinical & Counseling Psychology program*
- New Student Application Fee (Master's level) $55 (one time only)
- New Student Application Fee (Psy.D. level) $60 (one time only)
- Workshop / Non-Credit Course $240
- Withdrawal Fee (after drop/add period) $50
- Fee for checks returned by bank (per occurrence) $35
- Montessori non-credit options[1] $200/$400/$600
- Montessori Practicum Internship $250
- Parking Permit[4] $159 (paid on-line)
- Enrollment Fee[5] $250
- Parking Permit [4]
  - Main Campus
    - Full Year: $159
  - Sugarloaf
    - Full Year: $79.50

1 The cost of Montessori non-credit options varies according to the length of the course. A 14-hour course costs $200; a 28-hour course, $400; a 42-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.

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 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 an 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. The only applicable discounts for the MBA program are the CHC alumni discount, the Don Guanella discount, and 10% discount for Veterans and dependents/spouses of Veterans. Please note, the Don Guanella discount cannot be applied to the MBA Foundation courses.
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 18, 2026
- Spring Semester forms due by February 12, 2027
- Summer Semester forms due by May 21, 2027

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.

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.

Prior to the first day of session	100% refund
Within the first calendar week	100% refund
Within the second calendar week	80% refund
Within the third calendar week	60% refund
Within the fourth calendar week	40%
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.studentaid.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 Summer semester, and includes a minimum of 30 weeks of instruction. Therefore, the 2026-2027 Standard Academic Year begins on August 31, 2026, and ends August 21, 2027.

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.

Private Educational Loans

Private Loans are managed through private lenders, issued in the student's name, and may require a credit-worthy co-signer. Eligibility, rates, terms, and conditions vary. Approval and interest rates are based on the borrower's and/or co-signer's credit ratings. You have the right to select the alternative lender of your choice. Your bank, credit union, or other financial institution can be a good place to start your search for a reputable alternative loan lender. For more information on Private Loans please visit ELMSelect - Chestnut Hill College

Graduate Assistantships

Graduate Assistants (GAs) at Chestnut Hill College

Each year, Chestnut Hill College offers a limited number of assistantships to students accepted into a master's level graduate program. Any student interested in obtaining a position as a graduate assistant is encouraged to apply if they meet the minimum qualifications.

Graduate students hired as a GA for the 2026-267academic year will hold their position for the fall 2026, spring 2027, and summer 2027 sessions unless otherwise specified.

Graduate Assistant Placement Timeline

Graduate Assistant positions are established yearly, final decisions on placement are based on institutional funding, need, and whether the applicant meets the position's requirements.

Graduate Assistants are primarily placed in roles during July and August for the upcoming academic year. There is a smaller hiring session in January if any roles need to be filled due to unexpected departures.

Resident Coordinator roles (RCs) are placed in April/early May.

If you are hired as a GA, you must reapply annually. GA placements do not automatically renew year to year.

Who can be a graduate assistant Qualifications and Requirements

1. Accepted into a master's program at Chestnut Hill College
    a. MBA students are not eligible to hold GA positions
2. Registered for at least

    a. 2 courses (6 credits) for Tier 1 position
    b. 3 courses (9 credits) for Tier 2 position
3. In some cases, eligibility may be limited for students who have tuition discounts.
    a. Eligibility will be decided after a student has applied for a Graduate Assistantship.
4. Maintain at least a 3.25 GPA while enrolled in course work

Graduate Assistantship tuition grant , Tier 1, and Tier 2.

Tier 1

These positions require approximately 120 hours of work per 15-week semester (8 hours per week) in exchange for a 3-credit tuition grant for a fall, spring, and summer semester.

Tier 2

These positions require approximately 240 hours of work per 15-week semester (16 hours per week) in exchange for a 6-credit tuition grant for a fall, spring, and summer semester.

Graduate Assistant Grants

Graduate Assistant Grant (GA Grant) amounts are determined by the Tier level of the role and the cost per credit of the GA's program of study.

GA Grants are applied, in full, directly to the GA's account. This full application is done in good faith with the understanding that the GA will satisfy the required hours for their role over the course of the semester. Every effort should be made by a GA and their supervisor to meet the hour requirements for a GA role each semester.

However, a GA, with the approval of their supervisor and the Graduate Assistant Coordinator, may roll over no more than 5% of their required hours into the next semester if they are unable to meet the hourly requirements for the current semester.

Maximum hours to roll-over by Tier:

- Tier 1: approx. 6 hours
- Tier 2: approx. 12 hours

The GA must complete the standard hour requirement for their GA role and the missed hours from the prior semester in the term after the roll-over.

Repeated hour roll overs will:

- Impact a student's eligibility to be rehired to their role
- Result in GA grant being prorated to reflect hours worked throughout the year

Graduate Assistant Grant Proration

If a GA,

- Must take a Leave of Absence (LOA) from their studies at Chestnut Hill College
- Is unable to meet hours requirements after rolling hours over from previous semester
- Elects to voluntarily leave GA role before fulfilling required hours
- Is formally dismissed from their role

Then the student's GA Grant will be prorated to reflect the difference in required vs. achieved hours. Graduate Assistants whose GA Grant is prorated will be responsible for any outstanding balance that results from the adjusted grant.

No GA Grant will be prorated on a student's account before the student is notified of the adjustment and given a summary of the anticipated change.

Graduate Assistant Probation & Dismissal

Pending GA behavioral and/or performance issues, including, but not limited to:

1. Attendance Issues:
    - Chronic tardiness for scheduled hours
    - Unexcused absences
        - a single occurrence of "no-call, no-show" is grounds for immediate dismissal

2. Performance Issues:
    - Lack of timely submission of assigned work
    - Lack of satisfactory completion of submitted work
    - Lack of timely submission of GA Timesheet

3. Misconduct: Please see Chestnut Hill College Student Handbook

A GA Supervisor will meet with their GA to discuss the concerns and seek a solution. The GA Coordinator should be notified that this meeting took place and the general details of what was discussed. If the issue is resolved, no additional steps need to be taken.

If the issue persists, the GA Supervisor will contact the GA Coordinator to develop a remediation plan. The GA Coordinator will share the remediation plan with the GA, request that the student review, sign, and return the plan within three business days. Failure to sign and return the remediation plan may result in immediate dismissal from their GA role.

> The GA must adhere to the remediation plan for the rest of their placement in their GA role. Failure to follow remediation plan will result in dismissal from the GA role and the proration of GA Grant.

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 Monique Melmed at MelmedM@chc.edu.

Graduate Student Athletes
Please note that any graduate students that have been awarded an athletic scholarship at any point in their program will not be eligible for a graduate assistantship. When 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 Vice President of 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)
Marie Scheetz, Associate Registrar – Fournier Hall, Room 124
Telephone: 215-248-7064. Email: scheetzm@chc.edu

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

The Post-9/11 GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs, reimburses your tuition & fees to your school and makes housing and other payments directly to you. Chestnut Hill will receive a percentage, as determined by your length of active duty service.

Through Chestnut Hill's Yellow Ribbon Program, fully qualified veterans/dependents can attend tuition free each year. The Department of Veterans Affairs (VA) matches dollar-for-dollar the contribution a

participating institution (i.e. CHC) makes toward your costs (tuition, mandatory fees). Therefore, qualified college students can attend Chestnut Hill College for little to no cost. You must have 100% eligibility to qualify for the Yellow Ribbon Program. To be considered, qualifying students must be accepted for enrollment to a degree program or be currently enrolled in that degree program at the College as verified in the submitted Certificate of Eligibility provided by the College's SCO. In lieu of a Certificate of Eligibility, students can currently print the eBenefits, page as proof of eligibility. In Vets.gov the user will be able to view and print a "Post-9/11 GI Bill Statement of Benefits." This will contain the same information.

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

Students who are entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill ®benefits, are considered covered individuals. Chestnut Hill College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Students who are entitled to educational assistance under Chapter 31, or chapter 33 will be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.
- 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

STUDENT SERVICES

Academic Advising

Upon acceptance to a graduate program, students are assigned an *Academic Advisor, who is a faculty member in their program*. 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

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 my borrow books directly from member libraries on presentation of a letter of introduction from Logue Library. Access to materials in the SEPCHE libraries is available to all upon presentation of a CHC ID.

Regular library hours are:
8:00 a.m. to Midnight Monday – Thursday
8:00 a.m. to 9:00 p.m. Friday

9:00 a.m. to 5:00 p.m. Saturday
10 a.m. – Midnight Sunday

Library hours during the summer sessions and breaks are subject to change. They are posted on the library door and on the library home page.

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

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

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

In order to use the Fitness and Recreation Facilities at Chestnut Hill College, a signed waiver is required. Upon completion you will receive confirmation from the Fitness and Recreation Office and permission to have your ID card programmed for access by the campus security department.
http://www.griffinathletics.com/sports/2012/1/5/GEN_0105125229.aspx?id=53
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 Academic Affairs Office. 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
Telephone: 215.248.7095. Fax: 215.242.7155.

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, North Wing
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.

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.

Center for Accessibility and Learning Services (CALS)
Interim Director: Saundra Freedman M.Ed
Office: St. Joseph Hall, Room 240
Email: cals@chc.edu
Phone: 215-242-7738 / 215 248 7087
Fax: 215-248-7019
Website: www.chc.edu/disability and www.chc.edu/neurodiversity

Accessibility:
Chestnut Hill celebrates students who learn and think differently and seeks to empower all students to reach their full and unique potential throughout their college journey. In order to fully participate in academic, extracurricular, and campus life activities at Chestnut Hill College, students may require reasonable accommodations for accessibility. Chestnut Hill provides equal opportunities for students with disabilities in accordance with federal, state, and local laws (Section 504 and ADAAA). Students who need accommodations for equitable access to this learning environment, are encouraged to disclose their disability. Disclosure of a disability is voluntary and confidential. In order to disclose and receive accommodations under the law, students can contact the Center for Accessibility and Learning Services via email, phone, or in person. (See contact information above).
Students can apply for accommodations at any time of the semester, but please be aware that some accommodations may require time to implement and accommodations are typically not retroactive. Chestnut Hill College neither imposes accommodations on students nor pre-empts their responsibility, as a legal and social adult, to disclose disabilities and request reasonable accommodations.

Learning Services:
All students at Chestnut Hill College are encouraged to access Learning Services Supports. Available supports include:

- Academic Coaching in:
    - executive function
    - time management / prioritization
    - organization
    - test preparation
    - note taking
    - self-advocacy
- Peer Tutoring
- Referrals to Specialized Staff
- Literacy Specialist

Dining and Vending Locations
Dining Services, Fournier Hall, 1st floor
Telephone: 215.248.7015.

The Dining Hall is located on the 1st Floor of Fournier Hall and meals may be purchased on a cash basis.
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 9pm, 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
Christopher Callas, Director of Global Education Office
Telephone: 215.242.7989. Email: CallasC@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 363
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 5:00pm
Wednesday - 8:30am to 5:00pm
Thursday - 8:30am to 5:00pm
Friday - 8:30am to 5:00pm

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 may prevent the student from viewing some academic information on myCHC.

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 online transcript request form available at http://www.chc.edu/registrar . A student accounts, health services, library, or athletic hold may prevent the release of all or portions of official transcripts.

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. 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. 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 is CHC's Learning Management System (LMS) and is the universal LMS tool for Chestnut Hill College. 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)

Daytime Operations

At Chestnut Hill College, if weather conditions are unfavorable, classes and offices may move to remote delivery or be canceled/closed for the day.

Announcement of Weather Delays

Weather-related delays will be announced using the College's Emergency Notification System. In order to sign up for notifications please sign up: https://www.chc.edu/safety-and-security/emergency-and-closing-notifications. Information will also be announced on the College's website, and on the KYW School Closing website. The KYW number for daytime classes (before 5 p.m.) is 126.

Delays will be coordinated with the day class schedule. Classes scheduled to begin at or after the delayed opening time will meet as scheduled. Faculty teaching classes that extend over more than one block in the schedule should take care to announce these guidelines at the beginning of a semester and if and when there is advance warning of a storm. 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 check announcements frequently, prior to departing for school or work and while in transit. Should a weather event occur in the middle of a work day and class sessions, early closings will be announced using the same notification procedures. Faculty are advised to dismiss their classes no later than the closing time announced.

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.

Students should consult their faculty members and/or review the announcements on their course site on Canvas for information regarding any in-person class that has been canceled.

Evening Classes (after 5 p.m.)

When adverse weather conditions develop during the day, the College will make a decision to move to remote delivery or cancel in-person evening classes no later than 3 p.m. This information will be made available through the College's Emergency Notification System, via e-mail, and will also be announced on the College's website, and on the KYW School Closing website. The KYW number for evening classes is 1094. Closing information for Saturday classes will be reported in a similar manner.

Evening classes scheduled in-person at off-site locations will be canceled if CHC and/or the off-site locations close. 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.

Evening Classes (after 5 p.m.)

When adverse weather conditions develop during the day, the College will make a decision to move to remote delivery or cancel in-person evening classes no later than 3 p.m. This information will be made available through the College's Emergency Notification System, via e-mail, and will also be announced on the College's website, and on the KYW School Closing website. The KYW number for evening classes is 1094. Closing information for Saturday classes will be reported in a similar manner.

Evening classes scheduled in-person at off-site locations will be canceled if CHC and/or the off-site locations close. 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

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

discrimination prohibited by Title IX. In addition to sexual violence, this policy addresses any discrimination or harassment based on gender, sexual orientation, gender identity, or gender expression. This policy was subsequently modified in August 2014 and August 2015 to ensure that Chestnut Hill College is in compliance with the VAWA amendments, Campus SaVE Act, the April 2014 Questions and Answers on Title IX and Sexual Violence from the Office for Civil Rights, and guidance issued under The White House Document, Not Alone. This policy is reviewed and updated annually in order to ensure compliance with federal guidance and to best support members of our College community.

The policy was substantially reviewed and edited to be compliant with new regulations released by DOE and OCR in 2020. The policy below is effective on August 14, 2020 and will apply to formal complaints of sexual harassment brought on or after August 14, 2020. Complaints brought prior to August 14, 2020 will be investigated and adjudicated according to previous College policies. The College continues to monitor the order from the Biden administration Executive Order for OCR and DOE to initiate a comprehensive review of Title IX. If changes should occur from this comprehensive review the College will update the policy accordingly and distribute it to the campus community. It will also be updated in the Student and Employee Handbooks.
This policy is reviewed annually (or more frequently if required by changing legislation). Please note that it is expected that new rules under Title IX will be released in October 2023. This policy will be updated accordingly, distributed to the campus community, and all relevant Handbooks will be updated to reflect the most recent regulations.

Policy Statement

It is the policy of Chestnut Hill College that while employed or enrolled at Chestnut Hill College no administrator, faculty member, staff member or student shall be subject to discrimination based upon sex, which can include acts of sexual violence, sexual harassment, domestic violence, dating violence and stalking, by another member of the College community. Chestnut Hill College expects all members of the campus community to conduct themselves in a manner that does not infringe upon the rights of others; the College believes in a zero tolerance policy for gender-based or sexual misconduct.
Included within this Policy is the College's commitment to protect all individuals who are involved in an investigation of a potential violation of this Policy against retaliation from any member of the College community. Such retaliation will be deemed a separate basis for violating the College's Policy on Sex Discrimination, Sexual Harassment and Sexual Violence. For the purposes of this policy, sex discrimination, sexual harassment and sexual violence all fall under the category of sexual misconduct. Violations involving sexual misconduct that do not meet the criteria for investigation, adjudication, and resolution under Title IX will be handled under separate policies outlined in the Student Code of Conduct, Staff Manual, and/or Faculty Manual.

Policy Rationale

Chestnut Hill College values appropriate relationships, respect for all, and shared responsibility. Therefore, Chestnut Hill College is committed to fostering an educational and working environment that is free from sexual harassment and 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. This policy directly supports our mission in the areas of shared responsibility, social justice, and communal respect. The last decade has witnessed a heightened awareness in our society of the various forms of sexual misconduct, and a deep and sincere concern for the entire College Community prompts us to form a Policy on Sex Discrimination, Sexual Harassment and Sexual Violence.
The purpose of this policy is:

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

Scope of Policy

- This policy and the procedures set forth herein apply to and cover all members of the College community in all three Schools without exception. The College community includes all administrators, faculty, staff, and students. Title IX protects students from sexual harassment in a school's educational programs and activities.
- The College also contracts a number of vendors on campus. These individuals are also protected from all forms of discrimination and are held accountable to policies and procedures outlined by their respective employers. If a vendor is accused of misconduct against a member of the College community, the College will work collaboratively with the individual's employer. At the request of the College these individuals may also be subject to interim measures (outlined below) while an incident is investigated and resolved.
- Employees are protected from sexual discrimination in all phases of their employment including applications, job performance, salary, and promotions.
- Title IX also prohibits harassment based upon sex or sex-stereotyping.
- Members of the College community are protected from being retaliated against for filing a claim or for cooperating in an investigation
- This policy and the procedures cover all members of the College community in all three Schools for claims of discrimination, harassment or retaliation under any other protected category as outlined in the College's *Non-Discrimination Policy*.

Legal Definition
Discrimination or harassment on the bias of sex is a violation of Section 703 of Title VII of the l964 Civil Rights Action and Title IX of the Educational Amendments of 1972. Unwelcome sexual advancements, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when:

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

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

Title IX Coordinator

Chestnut Hill College designates Krista Bailey Murphy, Ph.D., Vice President for Strategic Innovation, as the Title IX Coordinator. Dr. Murphy can be reached at 215-248-7142 or via email at murphyk@chc.edu. Dr. Murphy's office is located in Saint Joseph Hall, Room 338.

The Title IX Coordinator oversees the College's centralized review, investigation, and resolution of reports of sexual misconduct. The coordinator also coordinates the College's compliance with Title IX. The Title IX coordinator is:

- responsible for oversight of the investigation and resolution of all reports of sexual misconduct;
- knowledgeable and trained in relevant state and federal laws and College policy and procedure;
- available to advise any individual, including a complainant, a respondent, or a third party, about the courses of action available at the College, both informally and formally;
- available to provide assistance to any College community member regarding how to respond appropriately to reports of sexual misconduct;
- responsible for monitoring full compliance with all requirements and timelines specified in the complaint procedures; and
- responsible for compiling annual and semi-annual reports.

SEXUAL MISCONDUCT OFFENSES INCLUDE, BUT ARE NOT LIMITED TO:

- **Sexual Harassment**
- **Sexual Assault**
    - **Non-Consensual Sexual Contact (or attempts to commit same)**
    - **Non-Consensual Sexual Intercourse (or attempts to commit same)**
- **Sexual Exploitation**
- **Stalking**
- **Intimate Partner Violence: Domestic Violence or Dating Violence**
- **Bullying or Intimidation**

Detailed definitions and examples of these forms of misconduct are included in the Supplemental Materials section of this Policy.

Reporting Sexual Misconduct in Any Form

If you have been subjected to an act of sexual misconduct, you are urged to report the incident immediately. You may also want to discuss the event with a close friend, roommate, Resident Assistant, staff, faculty, family member, etc. who can support you through the initial medical treatment (if necessary) and reporting of the events. If you have been the victim of sexual violence you are urged to report the incident to the police immediately.

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

- Get to a place where you feel physically and emotionally safe.
- Contact someone you trust to stay with you for moral support.
- Immediately report the incident to the appropriate College personnel.
    - This could include a Resident Assistant (RA), Campus Safety and Security, the Title IX Coordinator, or another individual whom you trust.
- If you were a victim of sexual violence and wish to contact the police, you may do so by calling 911.
- If you were a victim of sexual violence, it is important to seek medical care so you can be treated for injuries and tested for pregnancy and sexually transmitted diseases.
- Chestnut Hill College has a Memorandum of Understanding with the Women's Center of Montgomery County.
- The Women's Center of Montgomery County has a 24-hour crisis line that can be reached at 800-773-2424.
- You may desire a forensic exam. A forensic exam, completed by a medical practitioner, is the process through which physical evidence is collected. This evidence could be used in a judicial case, if the victim chooses to pursue charges. Physical evidence can include photo documentation of injuries, collection of fluids (blood, semen, urine, saliva) and other identifiable objects (hair, clothing with potential DNA). Forensic exams are free of charge to victims of assault and will not be billed to the victim or the insurance company.
- Avoid showering, bathing, douching or cleaning in any other way to help preserve medical evidence if you choose to prosecute. Any clothes, sheets, or other items that may be considered evidence should be stored in paper (not plastic) bags. If you are still wearing the clothes you had on at the time of the assault be sure to bring a change of clothes with you to the hospital.

To File A Complaint with the College

To make a report of an act of sexual misconduct, we encourage you to seek out another member of the College community with whom you feel comfortable (this may include a friend, coach, advisor, etc.). Campus Security (215-242-7777) can be reached 24 hours a day should you wish to file a complaint or need immediate assistance. Campus Security can also assist you in contacting the police if you would like to file a report with the police. The College does not limit the timeframe for filing a report of misconduct. Reports can be submitted at any time, including during non-business hours, following an incident, although the College's ability to take any action may be negatively affected by the length of time between the alleged incident and the report.

You may choose to pursue the incident through the College's hearing process; you may choose to prosecute through the police; or you may choose to do both. Once the matter is reported to the College, the College may have a responsibility to investigate the situation even if you chose not to cooperate with the College. You should not feel pressured into any option; you may want to consult with your family or a trusted confidant before making a decision.

In compliance with PA Act 16 of 2019 (HB 1615), Chestnut Hill College also provides an online Title IX Reporting and Concern Form as a reporting option that can be access by clicking here. This online form allows for anonymous submissions.

Types of On Campus Reports/Confidentiality of Reports

The College encourages complainants of sexual misconduct to file a Formal Complaint so the College may provide supportive measures and initiate a full investigation and adjudication process (if desired). Different employees on campus have different abilities to maintain a complainant's confidentiality.

- Some individuals are required to maintain complete confidentiality; talking to them is sometimes called a "privileged communication." These individuals have a legal and professional obligation not to reveal information shared with them in the scope of performing their duties.
- Other employees may talk to a complainant in confidence, and generally only report to the College that an incident occurred without revealing any personally identifying information, such as the complainant's name. Disclosures to these employees will not trigger a College investigation into an incident against the complainant's wishes.
- All other College employees are designated as responsible employees and are required to report all the details of an incident (including the identities of both the complainant and alleged respondent) to the Title IX coordinator. A report to these employees constitutes a report to the College – and generally obligates the College to investigate the incident and take appropriate steps to address the situation.
    - By virtue of their responsibilities in the residence halls, Resident Assistants (RAs) are considered responsible employees.

A. Privileged and Confidential Communications

Professional, licensed counselors and pastoral counselors who provide mental-health counseling to members of the school community (and including those who act in that role under the supervision of a licensed counselor) and nurses in the Health Center are not required to report any information about an incident to the Title IX coordinator without a complainant's permission.

Sheila Kennedy, SSJ, Ph.D.	Director, Counseling Center Psychologist	215-248-7104	SJ 345
Nicole Sadler, RN, MHSA	Director, Health Center	215-248-7111	FZ Lobby
Lisa Johnson, Psy.D.	Therapist	215-248-7104	SJ 341

B. Non-Professional Counselors and Advocates

Individuals who work in Campus Ministry can generally talk to a complainant without revealing any personally identifying information about an incident to the College. A complainant can seek assistance and support from these individuals without triggering a College investigation that could reveal the complainant's identity or that the complainant has disclosed the incident. While maintaining a complainant's confidentiality, these individuals or their office should report the nature, date, time, and general location of an incident to the Title IX Coordinator. This limited report – which includes no

information that would directly or indirectly identify the complainant – helps keep the Title IX Coordinator informed of the general extent and nature of sexual violence on and off campus so the coordinator can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. Before reporting any information to the Title IX Coordinator, these individuals will consult with the complainant to ensure that no personally identifying details are shared with the Title IX Coordinator. The Title IX Coordinator will report this information to the Director of Security for inclusion in the Daily Crime Log and Annual Campus Crime Statistics.

Anna Ryan-Bender	Vice President for Mission & Ministry	215-248-7993	SJ 339
Becky McIntyre	Director of Campus Ministry	215-248-7195	SJ 348

A complainant who speaks to a professional or non-professional counselor or advocate must understand that, if the complainant wants to maintain confidentiality, the College may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the respondent. Even so, these counselors and advocates will still assist the complainant in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A complainant who at first requests confidentiality may later decide to file a complaint with the school or report the incident to local law enforcement, and thus have the incident fully investigated.

C. Reporting to Responsible Employees

Unless specifically listed above, all other College employees are considered responsible employees. A responsible employee is a College employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other misconduct, or who is an individual who is reasonably believed to have this authority. Resident Assistants and Resident Coordinators are also considered responsible employees.

When a complainant tells a responsible employee about an incident of sexual violence, the complainant has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. A responsible employee must report to the Title IX coordinator all relevant details about the incident shared by the complainant so that the College can determine what happened – including the names of the complainant and respondent(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College's response to the report. A responsible employee should not share information with law enforcement without the complainant's consent or unless the complainant has also reported the incident to law enforcement. Before a complainant reveals any information to a responsible employee, the employee should ensure that the complainant understands the employee's reporting obligations – and, if the complainant wants to maintain confidentiality, direct the complainant to confidential resources.

If the complainant wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the complainant that the College will consider the request,

but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the responsible employee will also inform the Coordinator of the complainant's request for confidentiality.
Responsible employees will not pressure a complainant to request confidentiality, but will honor and support the complainant's wishes, including that the College investigate an incident fully. By the same token, responsible employees will not pressure a complainant to make a full report if the complainant is not ready to do so.

Requesting Confidentiality From the College: How the College Will Weigh the Request and Respond.
If a complainant discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe, non-discriminatory environment for all individuals, including the complainant.
If the College honors the request for confidentiality, a complainant must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the respondent(s) may be limited.

Although rare, there are times when the College may not be able to honor a complainant's request in order to provide a safe, non-discriminatory environment.
When weighing a complainant's request for confidentiality or determining that no investigation or discipline will be pursued, the Title IX Coordinator will consider a range of factors, including the following:

- The increased risk that the respondent will commit additional acts of sexual or other violence, such as:
    - whether there have been other sexual violence complaints about the same respondent;
    - whether the respondent has a history of arrests or records from a prior school indicating a history of violence;
    - whether the respondent threatened further sexual violence or other violence against the complainant or others;
    - whether the sexual violence was committed by multiple respondents;
    - whether the sexual violence was perpetrated with a weapon;
    - whether the complainant is a minor;
    - whether the College possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
    - whether the complainant's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the College to investigate the alleged incident. If the College determines that it cannot maintain a complainant's confidentiality, the College will inform the complainant prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College's response.

The College will remain ever mindful of the complainant's well-being, and will take ongoing steps to protect the complainant from retaliation or harm and work with the complainant to create a safety plan. Retaliation against the complainant, whether by students or College employees, will not be tolerated. The College will also:

- assist the complainant in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the respondent pending the outcome of an investigation) or adjustments for assignments or tests; and
- inform the complainant of the right to report a crime to campus or local law enforcement – and provide the complainant with assistance if the complainant wishes to do so.

Because the College is under a continuing obligation to address the issue of sexual violence campus-wide, reports of sexual violence (including non-identifying reports) will also prompt the College to consider broader remedial action – such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices. If the College determines that it can respect a complainant's request for confidentiality, the College will also take immediate action as necessary to protect and assist the complainant.

Formal Complaints

A Formal Complaint is a document – including an electronic submission - filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within Chestnut Hill College's education program or activity and requesting initiation of the procedures consistent with the Chestnut Hill College Policy on Sex Discrimination, Sexual Harassment and Sexual Violence to investigate the allegation of sexual harassment.

To file a Formal Complaint, a complainant must provide the Title IX Coordinator a written, signed complaint describing the facts alleged. A report filed through the online Title IX Reporting and Concern Form is not considered a formal complaint if it is filed anonymously. If a complainant does not wish to make a Formal Complaint, the Title IX Coordinator may determine a Formal Complaint is necessary. The Title IX Coordinator will inform the complainant of this decision in writing, and the complainant need not participate in the process further but will receive all notices issued under this Policy.
Once a Formal Complaint has been filed, the College will use its best efforts to process the incident (this includes investigation of facts, hearing notification, the hearing, deliberation, notification of the outcome of the hearing and the appeal process) within 90 business days. Circumstances may arise that require the extension of time frames, including extension beyond 90 days. Such circumstances may include the complexity of the allegations, the number of witnesses involved, the availability of the

parties or witnesses, the effect of a concurrent criminal investigation, any intervening school break or vacation, or other unforeseen circumstances. In the event that the investigation and resolution exceed this time frame, the College will notify all parties of the reason for the delay and the expected adjustment in time frames. Best efforts will be made to complete the process in a timely manner by balancing principles of thoroughness and fundamental fairness with promptness.

Alcohol and Drug Use Amnesty

The health and safety of every student is of utmost importance. The Colleges recognize that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time sexual misconduct occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College strongly encourage students to report incidents of sexual misconduct. A witness to or individual who experience sexual misconduct, acting in good faith, who discloses any incident of sexual misconduct to College officials or law enforcement will not be sanctioned under the College's code of conduct for violations of alcohol and/or drug use policies occurring at or near the time of the incident(s) of sexual harassment or sexual violence. This amnesty provision also applies to student groups making a report of sexual misconduct. Amnesty does not preclude or prevent action by police or other legal authorities pursuant to relevant state or federal criminal statutes.

Supportive Measures

Complainants (as defined above), who report allegations that could constitute sexual misconduct under this policy, have the right to receive supportive measures from the College regardless of whether they desire to file a complaint. Supportive measures are non-disciplinary and non-punitive and may include, as appropriate and as reasonably available:

- referral to counseling or medical services
- extensions of deadlines or other course-related adjustments
- modifications of work or class schedules
- campus escort services
- restrictions on contact between the parties (no contact orders)
- changes in work or housing locations
- leaves of absence
- increased security and monitoring of certain areas of the campus

Supportive measures will remain private to the extent possible. Some College officials will be notified of supportive measures as needed for implementation.

Emergency Removal

As a residential educational institution, the College has a responsibility to protect the community from potential harm. The College retains the authority to remove a respondent from either institution's

program or activity on an emergency basis, where the College (1) undertakes an individualized safety and risk analysis and (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual misconduct or gender-based discrimination justifies a removal.

If a College official determines such removal is necessary, the respondent will be provided notice and an opportunity to challenge the decision immediately following the removal.

If appropriate, the College will work with the respondent to continue his/her course of study online.

Investigation

In order to assure a prompt and equitable resolution to the complaint, complainants will be asked to provide details of the reported incident, either verbally or in writing, detailing the specifics of the incident, names of individuals, date, time, place, specifics which occurred, witnesses to the events described, etc. This complaint will start the College's investigation of the events reported.

- An investigation will be conducted once a complaint is filed.
- The person who makes the report is the complainant and the individual named in the report is the respondent.
- Upon receipt of a formal complaint, the Title IX Coordinator will draft a Notice of Allegations that will be sent to the respondent. The Notice of Allegations will include the identity of the complainant, the alleged conduct violations, and the dates of these allegations. This Notice of Allegations will be received prior to the beginning of an investigation. The Notice of Allegations will also state that the respondent is presumed not responsible and explain the use of an advisor of choice.
    - There may be extenuating circumstances in which a complainant requests that the College investigate allegations confidentially. The College cannot promise complete confidentiality. Information can only be shared within the College if there is a "legitimate educational need." In order for information to be shared outside of the College, a complainant would need to give explicit permission or that information would need to be subpoenaed. It should be noted that the College's ability to thoroughly investigate and resolve incidents of sexual misconduct may by limited should the complainant not want his or her name or any identifiable information shared.
- The College bears the responsibility of conducting the investigation and collecting all evidence. All evidence collected, including copies of statements (as described below) will be shared with both parties.
- The respondent will be given the opportunity to provide his/her version of the reported incident. This can occur either verbally or in writing by the respondent to the investigator; the respondent has the right to decline this option.
- The College will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- The complainant's statement will be shared with the respondent.
- The respondent's statement (if provided) will be shared with the complainant.

- At the conclusion of the investigation, both parties will have an equal opportunity to review all evidence collected.
- The parties will have ten (10) business days to inspect and review the evidence and submit a written response by email to the investigator. The investigator will consider the parties' written responses before completing the Investigative Report. The parties and their advisors must sign an agreement not to photograph, copy or disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the College adjudication process.
- At the conclusion of the investigation, and following the 10 day review period, the investigator(s) will prepare an Investigative Report to be used by the Title IX Coordinator and hearing panel (if applicable).
- The College will use its best efforts to complete its investigation within 21 business days of the date it receives the complaint, to allow 10 days for review of this investigation, to allow 5 days for the completion of the investigative report (upon completion of these 10 days), and to schedule a disciplinary hearing within 14 business days of the completion of the Investigative Report.
    - At times, a thorough investigation may take longer than 21 days. In instances where extra time is needed, both parties will be notified of the reasons and an expected completion date.
- The parties may mutually agree to extend these time periods.

Hearing and Resolution

- Upon completion of the investigation, the College will schedule a hearing. As described above, every effort will be made to schedule a hearing within 14 business days of the completion of the Investigative Report.
- Both parties have the right to an advisor of choice; this advisor may be, but does not need to be, and attorney. If a party does not select an advisor of choice the College may provide one, at no charge, to the party.
- All hearings will be held using a live format. This may occur in person or virtually via the use of a video conferencing platform.
- The College cannot compel anyone to attend or participate in the hearing. However, if any party decides to not participate in the hearing, then the College cannot use any statements made by that individual in determining responsibility.
- The complainant and respondent are both subject to live cross examination by the advisor of choice for the other party (i.e. the advisor of choice for the complainant may cross examine the respondent and vice versa). Cross examination is not permitted directly by the complainant or respondent. Cross examination related to establishing credibility will generally be permitted, but questions regarding a party's previous sexual history will generally not be permitted. If a complainant or respondent refuses to participate in cross examination the College cannot use any statements previously made by that individual in determining responsibility.

- All hearings will be recorded and transcribed.
- Every effort is made to collect all information during the investigation. In the event that additional information is presented, both parties need to submit this additional documentation to the Title IX Coordinator at least 48 hours prior to the hearing; the Title IX Coordinator will share this information with the respective parties. Both parties will be shown a copy of the Statements provided by the other party; this includes Statements from any witnesses of fact.
    - Additional information presented at this point may result in the investigation being reopened.
- At least 72 hours' notice will be given to both complainant and respondent to appear at the hearing.
- In determining a remedy, the College may take into consideration the prior disciplinary history of the respondent.
- The College utilizes a preponderance of evidence as the standard of proof in all disciplinary proceedings; this standard is met if the proposition is more likely to be true than not true. Preponderance of evidence is the acceptable standard for civil cases.
- A written decision, complete with sanctions, if any, will be received within 10 business days after the hearing.
- The written decision will include the allegations, procedural steps that were followed, findings of fact, conclusions drawn based upon findings of fact, conclusions applying the facts to this policy and the Student Code of Conduct, a rationale for the findings for each charge, and appeal procedures.
- The complainant and respondent will be notified of the outcome of the hearing; this notification will be made in writing and will occur as concurrently as possible.
- The process will terminate if the respondent is no longer a student or employee.
    - Please note that the College will still provide appropriate accommodations to the complainant if the respondent is no longer a student or employee. If the respondent is a student, the College reserves the right to place a hold on the account and withhold transcripts.
- The College will cooperate to the extent permitted by law with criminal proceedings.
- The College does not condone retaliation towards the respondent or the complainant.

Any claims of retaliation will be investigated and those individuals will be subject to disciplinary action. Please see the end of this policy for additional information on retaliation.

Sanctions for Students

Individuals found responsible for violating this policy may face one or more of the following sanctions. The severity of the incident, past judicial record, attitude, and willingness to make amends will be taken into consideration when determining sanctioning.

- Disciplinary Warning: notice to the student, orally or in writing, that continuation or repetition of the conduct found wrongful, within a period of time stated in the warning, may be cause for more severe disciplinary action.
- Disciplinary Probation: an official written notice to a student that violation of College policies, regulations, or patterns contrary to College standards or expectations, will not

be tolerated. Repeated offenses or violations of any conditions of probation will result in more severe action, including possible suspension or expulsion. Disciplinary probation lasts for a stated time.

- Educational Sanctions: including counseling, reflection papers, research papers, classes and/or community engagement/service.
- Fines: fines range from $10 to $200 for punitive purposes and/or restitution.
- Restitution: the student or group may be required to make payment to the College, or to other persons, groups or organizations for damages to or misappropriation of property.
- Loss of Residency: a student will be required to leave the College residence community and may forfeit any housing costs. The student will be barred from entering all residence halls during the time of removal from the campus. A student who loses residency may be considered for future on-campus accommodations at the discretion of the Chief Student Life Officer and the Director of Campus Life.
- Disciplinary Residence Hall Room Change: an action that requires a student to vacate his/her current room and relocate to another room because of the disciplinary process.
- Restrictions of Housing Lottery: an action may exclude a student from participation in a particular housing lottery or affect his/her ranking in a particular lottery.
- Suspension: separation of the student/group from the College for a specified period of time. This could include exclusion from classes and other privileges or College activities.
- Expulsion: termination (after due process) of student status for an indefinite period. The conditions of readmission, if permitted, shall be stated in the order of expulsion.

Appeals

- Both parties have the right to appeal. A letter of appeal should be addressed to the Title IX Coordinator within 3 business days of receipt of the decision. Appeals may only be submitted on the following grounds:
    - evidence of improper or inadequate procedure;
    - prejudicial conduct;
    - disproportionate penalty;
    - new evidence, not available at the time of the investigation.
- An appeal based on new evidence, not available at the time of the hearing will be referred back to the investigative process. Following the completion of the new evidence, the original hearing panel will reconvene for a second hearing.
- Upon receipt of an appeal for improper or inadequate procedure, the Title IX Coordinator will review the case from initial complaint to resolution to determine if there was improper or inadequate procedure.
- Upon receipt of an appeal for prejudicial conduct or disproportionate penalty, the Title IX Coordinator will convene a specially trained appeals board
- If an appeal meets none of the above criteria, the complainant and/or respondent will be notified that the appeal does not meet the criteria to move forward.

- The respondent's and/or complainant's letter(s) of appeal, the hearing panel's decision letter, and all other documents used in the hearing will comprise the official file to be used by the Appeal's Board.
- The parties will receive written notice of an appeal decision within 10 business days.
- Appeals will go a specially trained appeals board. While the College Appeals Board consists of faculty, staff, administrators or students as appointed by the President, no students will serve on appeals related to violations of the Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence.
- The non-appealing party will be notified that the appeal has been filed. Once it is formed, the Appeals Board will notify the parties if additional documentation is requested and the time period for its submission. All documentation reviewed by the Board will be made available in advance for both parties to review and submit comments; comments will be shared with one another. If evidence is discovered after the conclusion of the hearing, this new evidence will be reviewed by the Appeals Board. Both parties will be made aware of any new evidence. The Appeals Board will, after reviewing all available evidence and documentation, make a recommendation to the Title IX Coordinator or her designee. In cases involving a recommendation of suspension or expulsion, the recommendation of the Appeals Board will be issued to the President. In cases not involving suspension or expulsion, there is no right for either party to appeal to the President. Both parties will receive written notice of the appeal decisions within 10 business days after the Appeals Board has received any additional documentation it may request. As stated earlier, the review of the Appeals Board is limited to fact based issues, this includes evidence of improper or inadequate procedure, prejudicial conduct and/or disproportionate penalty.
- Sanctions, such as interim suspension from College housing or from the College itself, or from employment may be imposed during the appeals process at the decision of the Chief Student Life Officer or the Assistant to the President for Administration and Special Projects.

Alternative Resolution

Parties who do not wish to participate in the full investigation and hearing process (as described above) may request Alternative Resolution by the College. The Title IX Coordinator will determine if Alternative Resolution is appropriate upon the written submission of a request by either party. Factors in considering the appropriateness of the alternative resolution process include, but are not limited to, the gravity of the allegations, whether there is an ongoing threat of harm or safety to the campus, whether the respondent is a repeat offender, and whether the parties are participating in good faith. This determination is not subject to appeal. In order to proceed, both parties must agree to this resolution. Either party may withdraw from the alternative resolution process at any time and resume the formal grievance process described above; the College, acting in good faith, may also determine, at any point in the process, that the Alternative Resolution process is not appropriate and may resume the formal grievance process. Both parties also agree that the findings reached in the Alternative Resolution process are binding and cannot be appealed. Alternative Resolution is not permitted for allegations that involve sexual misconduct by faculty or staff against students.

Alternative Resolution typically takes the form of either Administrative Resolution or Mediation. In Administrative Resolution, the respondent agrees to and accepts responsibility for the charges (issued in writing through the Notice of Allegations as described above). A hearing panel will then be convened to determine sanctioning. At this hearing, the parties will have the opportunity to speak, including giving an impact statement, but there will be no cross examination and the facts will not be in question. The hearing panel will issue a written determination that includes sanctions, rational for these sanctions, and appeal procedures. Both parties will have the right to appeal the sanctions.

During mediation, any potential investigation will halt. If the mediation results in a resolution, the disciplinary process will be concluded, and the matter will be closed. If a resolution cannot be reached, the matter will be referred back to the Title IX Coordinator to re-evaluate other options for resolution, including investigation. During mediation, a facilitator will guide a discussion between the parties. In circumstances where the parties do not wish to meet face to face, either party can request that the facilitator conduct separate meetings. Whether or not the parties agree to meet face to face, each party will be permitted to bring an advisor of their choice to any meetings. At the conclusion of the mediation, the agreement reached between the parties will be signed by both parties.

Records of the outcomes of Alternative Resolution are maintained by the Title IX Coordinator.

Interim Measures

Upon the filing of a complaint, the Title IX Coordinator will review the allegations and determine the necessity and scope of any interim measures to prevent further acts of harassment, misconduct, or retaliation and to provide a safe educational and work environment. The range of interim measures may include, but not be limited to:

- Adjusting the complainant's or respondent's work schedule, assignment, or location for employment.
- Changing the complainant's or respondent's academic schedule, allowing the complainant to take an incomplete in one or more courses, allowing the complainant to drop (or retake) a course without penalty, or complete course work via alternate delivery methods.
- Providing an escort to ensure safe movement between classes, work sites, and other activities.
- Allowing the complainant to withdraw from or retake a class without penalty, or extending deadlines for examinations or other assignments.
- Providing access to tutoring or other academic support.
- Putting the respondent on paid administrative leave until the conclusion of the investigation.
- Issuing a no contact order.

An individual's failure to comply with restrictions imposed by interim measures is a violation of this policy and a basis for disciplinary action, up to and including termination of employment.

Procedures for Faculty and Staff

Any person who believes he or she has experienced sexual misconduct, as defined in the College's Policy on Sexual Discrimination, Sexual Harassment and Sexual Violence, may file a complaint against the Chestnut Hill College faculty, staff, or administration member (the person filing a complaint is referred to as a "complainant"). The procedures outlined below are designed to create a fair and confidential process for the complainant and respondent, while also ensuring a community built on appropriate relationships and respect for all. As acts of sexual misconduct present a threat to the community, the President is kept apprised of all training and prevention efforts, as well as allegations of sexual misconduct.

Investigation of a Complaint

Investigator

The Title IX Coordinator will designate an Investigator (ordinarily a member of Human Resources, the Office of the President, or when necessary, an outside third party investigator) specifically trained in sexual misconduct investigations to conduct a prompt, thorough, and fair investigation of any sexual misconduct complaint against a College faculty or staff member. Every effort will be made to eliminate any possible or perceived bias in the selection of an investigator.

With the exception of sanctioning (described below), the Investigation, Hearing, and Resolution processes described above will be followed for cases involving faculty or staff. Alternative Resolution is not an option for allegations involving sexual misconduct by a faculty or staff member against a student.

Sanctioning

If there is a finding of responsibility, the hearing panel will submit a report to the Vice President for Academic Affairs (if the respondent is full-time faculty), the Dean of the respective college (if the respondent is adjunct faculty) or the Director of Human Resources (if the respondent is staff) to make a final determination as to the appropriate disciplinary sanction, per policies outlined in the Faculty Manual and Staff Handbook, for the respondent's violation of the Policy. In the event that the respondent is a tenured faculty member, procedures outlined in the Termination of Contract and Dismissal policy (Faculty Manual Policy F301.1) will be followed. If a conflict of interest exists that could create real or perceived bias against either the complainant or the respondent, another Vice President may be appointed. All decisions related to suspension or termination of employment are made by the President.

Imposition of Sanctions

Suspension or Termination of Faculty.

Any disciplinary sanction that involves the suspension or termination of a faculty member will be conducted pursuant to the procedures outlined in the Faculty Handbook.

Disciplinary Actions against Staff.
Disciplinary sanctions involving staff will be consistent with any applicable policies outlined in the Staff Handbook.

Appeals

The respondent has the right to appeal the investigative determination and the sanction imposed. Appeals will be submitted to the Title IX Coordinator and will be handled by a third party contracted service.

The College's determination as to whether the respondent's conduct violated the Policy will be presumed to have been reached reasonably and appropriately, by a preponderance of the evidence. Therefore, an appeal is available only on the following grounds:

- evidence of improper or inadequate procedure;
- prejudicial conduct;
- disproportionate penalty;
- new evidence, not available at the time of the hearing.

Any appeal must be in writing and should be filed with the Title IX Coordinator within ten (10) calendar days of the date of receipt of the relevant Vice President's final decision.

Preservation of Records

A confidential record of all complaints, including their disposition, will be maintained by the Title IX Coordinator.

Retaliation
Chestnut Hill College strictly prohibits retaliation against any individual for reporting, providing information, exercising one's rights or responsibilities, or otherwise being involved in the process of responding to, investigating, or addressing allegations of sex discrimination, sexual harassment, and sexual violence. Therefore, any retaliation, intimidation, threats, coercion, or discrimination against any such individual, undertaken or attempted either directly or by someone acting on behalf of another, will be addressed in the most serious way by the College, and individuals who engage in such actions are subject to discipline up to and including suspension, exclusion, or dismissal. These behaviors will result in subsequent disciplinary proceedings. Anyone who is aware of possible retaliation or has other concerns regarding the response to a complaint of sexual misconduct should report such concerns to the Title IX Coordinator or to any Deputy Coordinator, who shall take appropriate actions to address such conduct in a prompt and equitable manner.

To File a Complaint with the Office of Civil Rights

Anyone who wishes to file a complaint with the Office of Civil Rights (OCR) may do so through the mail, email or online. Prior to filing a complaint with OCR against an institution, a potential complainant may want to find out about the institution's grievance process and use that process to have the complaint resolved. However, a complainant is not required by law to use the institutional grievance process before filing a complaint with OCR. If a complainant uses an institutional grievance

process and also chooses to file the complaint with OCR, the complaint must be filed with OCR within 60 days after completion of the institutional grievance process. For more information on filing a complaint, please visit the OCR website at http://www2.ed.gov/about/offices/list/ocr.

Record Keeping

After a matter is concluded, the individual who conducted the investigation shall prepare a written summary of the matter. The purpose of the summary is (1) to insure the College is aware of repeat incidents by the same individual and (2) for record keeping purposes so the College can evaluate the effectiveness of its anti-harassment policy and procedures. This summary will be kept in a separate file which may be consulted for the two purposes stated.

Supplemental Information

Definitions of Sexual Misconduct

- Sexual Harassment

Sexual Harassment is:

- unwelcome, gender-based verbal or physical conduct that is,
- sufficiently severe, pervasive and objectively offensive that it,
- unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the College's educational program and/or activities, or is
- based on power differentials (quid pro quo, i.e. where an employee or student is informed their job or academic progress is dependent on their providing sexual favors to someone with authority over them), the creation of a hostile environment, or retaliation.

Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to egregious, unwelcome sexual attention; to punish a refusal to comply with a sexual based request; to condition a benefit on submitting to sexual advances; sexual violence; intimate partner violence, stalking; gender-based bullying.

Sexual harassment also includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex/gender or sex/gender-stereotyping, even if the acts do not involve conduct of a sexual nature.

A single, isolated incident of sexual harassment alone may create a hostile environment if the incident is sufficiently severe. The more severe the conduct the less need there is to show a repetitive series of incidents to create a hostile environment, particularly if the harassment is physical.

- Sexual Assault

Sexual assault is defined as having sexual intercourse or sexual contact with another individual without consent, including:

- by the use or threat of force or coercion;
- without effective consent; or
- where that individual is incapacitated.

Sexual contact includes intentional contact with the intimate parts of another, causing another to touch one's intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth, or any other part of the body that is touched in a sexual manner. Sexual contact also includes attempted sexual intercourse.

Sexual intercourse includes vaginal or anal penetration, however slight, with a body part (e.g., penis, tongue, finger, hand, etc.) or object, or oral penetration involving mouth to genital contact.

It is important to note that a person who is incapacitated cannot consent to sexual activity. ***Consent*** to engage in sexual activity must be knowing and voluntary; it must exist from the beginning to end of each instance of sexual activity and for each form of sexual contact. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Consent is active, not passive. Incapacitation may result from the use of alcohol and/or drugs. Incapacitation and consent are further defined at the end of this policy.

Sexual contact and sexual intercourse are defined in additional detail below:

- NON-CONSENSUAL SEXUAL CONTACT

Non-Consensual Sexual Contact is:
- any intentional sexual touching,
- however slight,
- with any object,
- by a man or a woman upon a man or a woman,
- that is without consent and/or by force.

Sexual Contact includes:

- Intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

- NON-CONSENSUAL SEXUAL INTERCOURSE

Non-Consensual Sexual Intercourse is:
- any sexual intercourse
- however slight,
- with any object,

- by a man or woman upon a man or a woman,
- that is without consent and/or by force.

Intercourse includes:

i. vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

- Sexual Exploitation

Occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to the benefit or advantage of anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another individual;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism;
- Knowingly transmitting an STI/D or HIV to another individual;
- Exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals;
- Sexually-based stalking and/or bullying may also be forms of sexual exploitation

- Stalking

Stalking occurs when a person engages in a course of conduct or repeatedly commits acts toward another person, including following the person without proper authority, under circumstances that demonstrate either of the following:

- place the person in reasonable fear of bodily injury; or
- reasonably cause substantial emotional distress to the person.

Stalking includes the concept of cyber-stalking, a particular form of stalking in which electronic media such as the Internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.

Examples of stalking include:

- unwelcome and repeated visual or physical proximity to a person;
- repeated oral or written threats;
- extortion of money or valuables;
- unwelcome/unsolicited written communication, including letters, cards, emails, instant messages, and activity through social media or other online mediums;
- unwelcome/unsolicited communications about a person, their family, friends, or co-workers; or
- sending/posting unwelcome/ unsolicited messages with an assumed identity; or
- implicitly threatening physical contact;
- or any combination of these behaviors directed toward an individual person.

- Intimate Partner Violence: Domestic Violence or Dating Violence

Intimate-partner violence, also referred to as dating violence, domestic violence, and relationship violence, includes any act of violence or threatened act of violence against a person who is, or has been involved in, a sexual, dating, domestic, or other intimate relationship with that person. It may involve one act or an ongoing pattern of behavior. Intimate-partner violence can encompass a broad range of behavior, including, but not limited to, physical violence, sexual violence, emotional violence, and economic abuse. Intimate-partner violence may take the form of threats, assault, property damage, or violence or threat of violence to one's self, one's sexual or romantic partner, or to the family members or friends of the sexual or romantic partner. Intimate-partner violence affects individuals of all genders, gender identities, gender expressions, and sexual orientations and does not discriminate by racial, social, or economic background.

- Bullying or Intimidation

Bullying includes any intentional electronic, written, verbal, or physical act or a series of acts directed at another individual or individuals that is severe, persistent, or pervasive and that has the intended effect of doing any of the following: (i) substantially interfering with a student's education; (ii) creating a threatening environment; or (iii) substantially disrupting the orderly operation of the College. Bullying is prohibited, and participating in such acts will result in disciplinary action. Bullying that is based on gender, sexual orientation, gender identity, or gender expression, or based on any other protected classification as outlined in the College's *Non-Discrimination Policy* will be handled under this policy.

Intimidation is any verbal, written, or electronic threats of violence or other threatening behavior directed toward another person or group that reasonably leads the person(s) in the group to fear for her/his physical well-being. Intimidation is prohibited and will result in disciplinary action.

Anyone who attempts to use bullying or intimidation to retaliate against someone who reports an incident, brings a complaint, or participates in an investigation in an attempt to influence the judicial process will be in violation of retaliation as described within this policy and will be subject to disciplinary action.

ADDITIONAL APPLICABLE DEFINITIONS:

- Consent: Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. The lack of a "no" cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.
    - Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
    - Previous relationships or prior consent cannot imply consent to future sexual acts.
    - The College affirms a "yes means yes" standard for consent; by this standard, consent is an affirmative, conscious and voluntary agreement to engage in sexual activity

- Force: Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent ("Have sex with me or I'll hit you. Okay, don't hit me, I'll do what you want.").
    - Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.
    - NOTE: There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not by definition forced.
    - In order to give effective consent, one must be of legal age.
    - Sexual activity with someone who one should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout), constitutes a violation of this policy.
        - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the "who, what, when, where, why or how" of their sexual interaction).
        - This policy also covers a person whose incapacity results from mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of any of these substances, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to another individual is a violation of this policy. More information on these drugs can be found at http://www.911rape.org/
- Use of alcohol or other drugs will never function as a defense for any behavior that violates this policy.

- The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy.
- For reference to the pertinent state statutes on sex offenses, please see http://www.legis.state.pa.us/WU01/LI/LI/CT/HTM/18/00.031..HTM.

External Resources
The Women's Center of Montgomery County
Several offices in the surrounding area
Click here for direct contact information: https://wcmontco.org/contact-us/
Medical Care for Sexual Assault:
Philadelphia Sexual Assault Response Center (PSARC)
300 E. Hunting Park Avenue
Philadelphia, PA 19124
215-685-3251
Hotline: 215-425-1625
24 Hour Hotlines:
The Women's Center of Montgomery County: 800.773.2424*
Women Organized Against Rape: 215.985-3333*
National Sexual Assault Hotline: 800-656-HOPE*
Philadelphia Domestic Violence Hotline: 866-SAFE-041
Sexual Harassment:
Women's Law Project: 215.928.9801
Philadelphia Commission on Human Relations: 215.686.4692
Prosecution:
Special Victims Unit: 215.685.3251
Police Sex Crimes Unit: 215.685.1180/81/82 Rape Prosecution Unit 215.686.8083
Please note that these resources are in Philadelphia. For locations outside of Philadelphia please call 911.
*These resources are confidential

Campus Wide Prevention Efforts

Prevention efforts focus not only on education, but also primary prevention techniques such as bystander intervention, as well as providing alternative programming for individuals. Alternative programming sometimes has an educational component, but sometimes it is purely designed to provide an alcohol and drug free environment for individuals, thus helping to minimize their own risk. Examples of programs are included in the chart below:

Type of Program	Examples
Lectures & Workshops	Escalation Workshop "DUI: A Powerful Lesson" – Mark Sterner Women Organized Against Rape Workshop

	Healthy Choices Orientation Session
Awareness Programs	It's On Us Week of Action Alcohol 101 (in first year seminars and for policy violators) Denim Day Sobriety/Safe Drinking Pledge It's On Us Pledge DUI Simulator Virtual Bar Various Residence Hall Programs National Collegiate Alcohol Awareness Week Day of Silence
Alcohol Free Programming	Fridays After Dark (Fridays after 9 pm), Midnight Madness (funded by an NCAA CHOICES grant, Alternative programming on high risk days (Super Bowl, World Series, Halloween, St. Patrick's Day, etc.)
Training	Step UP to be a Dear Neighbor (bystander intervention training) Responsible Employee/Campus Security Authority Training with Faculty, Staff, Resident Assistants and other paraprofessional staff Sexual Harassment Training
Electronic	Social Media campaigns It's On Us Campaign Use of campus wide TVs

Educational Resources

Our goal is to always prevent an incident from occurring. With this goal in mind, the remaining section includes examples of policy violations and risk reduction tips.

Risk Reduction Tips

Risk reduction tips can often take a victim-blaming tone, even unintentionally. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk of experiencing a non-consensual sexual act. Below, suggestions to avoid committing a non-consensual sexual act are also offered:

- If you have limits, make them known as early as possible.
- Tell a sexual aggressor "NO" clearly and firmly.
- Try to remove yourself from the physical presence of a sexual aggressor.
- Find someone nearby and ask for help.

- Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
- Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

1. Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
2. Understand and respect personal boundaries.
3. DON'T MAKE ASSUMPTIONS about consent; about someone's sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you DO NOT have consent.
4. Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not have figured out how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable.
5. Don't take advantage of someone's drunkenness or drugged state, even if they did it to themselves.
6. Realize that your potential partner could be intimidated by you, or fearful. You may have a power advantage simply because of your gender or size. Don't abuse that power.
7. Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
8. Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

Examples

- Amanda and Bill meet at a party. They spend the evening dancing and getting to know each other. Bill convinces Amanda to come up to his room. From 11:00 pm until 3:00 am, Bill uses every line he can think of to convince Amanda to have sex with him, but she adamantly refuses. He keeps at her, and begins to question her religious convictions, and accuses her of being "a prude." Finally, it seems to Bill that her resolve is weakening, and he convinces her to give him a "hand job" (hand to genital contact). Amanda would never had done it but for Bill's incessant advances. He feels that he successfully seduced her, and that she wanted to do it all along, but was playing shy and hard to get. Why else would she have come up to his room alone after the party? If she really didn't want it, she could have left.

  Bill is responsible for violating the Non-Consensual or Forced Sexual Contact section of this policy. It is likely that a College hearing would find that the degree and duration of the

pressure Bill applied to Amanda are unreasonable. Bill coerced Amanda into performing unwanted sexual touching upon him. Where sexual activity is coerced, it is forced. Consent is not effective when forced. Sex without effective consent is sexual misconduct.

- Jiang is a junior and Beth is a sophomore. Jiang comes to Beth's dorm room with some mutual friends to watch a movie. Jiang and Beth, who have never met before, are attracted to each other. After the movie, everyone leaves, and Jiang and Beth are alone. They hit it off, and are soon becoming more intimate. They start to make out. Jiang verbally expresses the desire to have sex with Beth. Beth, who was abused by a baby-sitter when she was five, and has not had any sexual relations since, is shocked at how quickly things are progressing. As Jiang takes her by the wrist over to the bed, lays her down, undresses her, and begins to have intercourse with her, Beth has a severe flashback to her childhood trauma. She wants to tell Jiang to stop, but cannot. Beth is stiff and unresponsive during the intercourse. Is this a policy violation?

  Jiang would be held responsible in this scenario for Non Consensual Sexual Intercourse. It is the duty of the sexual initiator, Jiang, to make sure that he has mutually understandable consent to engage in sex. Though consent need not be verbal, it is the clearest form of consent. Here, Jiang had no verbal or non-verbal mutually understandable indication from Beth that she consented to sexual intercourse. Of course, wherever possible, students should attempt to be as clear as possible as to whether or not sexual contact is desired, but students must be aware that for psychological reasons, or because of alcohol or drug use, one's partner may not be in a position to provide as clear an indication as the policy requires. As the policy makes clear, consent must be actively, not passively, given.

- Sam and Chris are at a party. Sam is not sure how much Chris has been drinking, but is pretty sure it's a lot. After the party, Sam walks Chris to Chris' room, and Chris comes on to Sam, initiating sexual activity. Sam asks if Chris is really up to this, and Chris says yes. Clothes go flying, and they end up in Chris' bed. Suddenly, Chris runs for the bathroom. When Chris returns, Chris' face is pale, and Sam thinks Chris may have thrown up. Chris gets back into bed, and they begin to have sexual intercourse. Sam is having a good time, though Sam can't help but notice that Chris seems pretty groggy and passive, and Sam thinks Chris may have even passed out briefly during the sex, but Sam does not let that stop him. When Sam runs into Chris the next day, Sam thanks Chris for the wild night. Chris remembers nothing, and decides to make a complaint to the Dean.

  This is a violation of the Non-Consensual Sexual Intercourse Policy. Sam should have known that Chris was incapable of making a rational, reasonable decision about sex. Even if Chris seemed to consent, Sam was well aware that Chris had consumed a large amount of alcohol, and Sam thought Chris was physically ill, and that Chris passed out during sex. Sam should be held accountable for taking advantage of Chris in that intoxicated condition. This is not the level of respectful conduct expected of students.

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 Vice President of Academic Affairs.

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 Vice President of Academic Affairs 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 Vice President of Academic Affairs. 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 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 the Vice President of Academic Affairs, 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 Vice President of Academic Affairs 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 students 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, and the 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 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. 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.

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 should be sent to gradschool@chc.edu.

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.

Grade	Numeric Value	Quality Points	Description
A	93-100	4.0	**Outstanding:** 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
A-	90-92	3.70	**Superior:** 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.

B+	87-89	3.30	**Very Good:** 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.
B	83-86	3.00	**Good/Acceptable:** 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.
B-	80-82	2.70	**Marginally Acceptable:** 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 extra support.
C+	77-79	2.30	**Unacceptable Work for Graduate School:** 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.
C	73-76	2.00	
F	72-below	0.00	**Failure/Automatic Academic Dismissal:** In the School of Graduate Studies, a grade of F results in dismissal from the graduate program.
I		NA	**Incomplete** (See Incomplete Policy)
AU		NA	**Audit** (See Auditing Classes Policy)
W		NA	**Withdrawal** • Granted after drop/add period and before the withdrawal deadline

			• After the withdrawal deadline when student is granted permission by the Program Chair/Director
WF		0.00	**Withdrawal/Failure:** Given when students withdraw without permission after the approved time period. Automatic Academic Dismissal
NR		NA	**Not Recorded**

*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

**Please note that there is a limited time to file a grade appeal before the next semester begins.*

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 Vice President of Academic Affairs.
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 the Vice President of Academic Affairs.
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 the Vice President of Academic Affairs in writing via email**. Students have 10 business days following the receipt of Chair or Program Director's decision to contact the Vice President of Academic Affairs.
2) **The Vice President of Academic Affairs contacts student in writing.** The Vice President of Academic Affairs 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.

The roles of the Chair, Program Director, 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.

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

Application to Request for Graduation - Master's Degree

In addition to meeting all of the stated program requirements, students must complete the Application to Request Graduation form located online and in the Graduate Studies Front Office and pay all

applicable fees. The 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.

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, 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 academic honor cords.

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.

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:

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

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

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

Incomplete Grades

If necessary, because of serious reasons, unanticipated circumstances, or illness requiring medical intervention or care, a student 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 the Vice President of Academic Affairs. If the Chair and the Vice President of Academic Affairs 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, First Floor, Fournier Hall) and submits it to the Graduate Studies Office. The request will then be reviewed by the Program Chair and the Vice President of Academic Affairs for approval. If the Chair and the Vice President of Academic Affairs 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 Vice President of Academic Affairs. 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 on myCHC), 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 Vice President of Academic Affairs 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 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 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 respective 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 Vice President of Academic Affairs, 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 Academic Affairs 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 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs 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 Academic Affairs 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 place 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 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 Vice President of Academic Affairs 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 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 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 Academic Affairs 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 Academic Affairs Office 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. 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 Office of Academic Affairs, 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.

Academic 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 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 Vice President of Academic Affairs. 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 faculty advisor. 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 Registrar’s office places a hold on the student’s registration for the next term. After conferring with the Program Director and/or Center Chair, the Vice President of Academic Affairs informs the student of dismissal in writing. The letter will be emailed 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 Registrar’s Office informs the Office of the School of Graduate Studies . After conferring with the Program Director and/or Center Chair, the Vice President of Academic Affairs 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 Registrar’s Office informs the Office of the School of Graduate Studies. After conferring with the Program Director or Center Chair, the Vice President of Academic Affairs 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 Vice President of Academic Affairs and copy to the Program Director or Center Chair. Additional materials may be requested at the discretion of the VPAA and Program Director or Center Chair. The Vice President of Academic Affairs consults with the Program Director and/or Center Chair and decides whether to approve the request.

If the request is approved, the Vice President of Academic Affairs 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 polices 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*** Vice President of Academic Affairs ***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 Vice President of Academic Affairs. 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 Vice President of Academic Affairs 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 Vice President of Academic Affairs, in consultation with the Program Director/Center Chair. Any request for an extension must be made in writing to the Vice President of Academic Affairs and copied to the Director/Chair. The letter should state the reasons for the request. The Vice President of Academic Affairs 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.

HUMAN SERVICES MANAGEMENT

Center for Education, Advocacy & Social Justice

Program Contact Information
Graduate Program Director: Lauren Barrow, PhD., Associate Professor, Center Chair
Barrowl@chc.edu

Combined B.S./M.S. Program: Lauren Barrow, PhD., Associate Professor, Center Chair
Barrowl@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
Graduate Certificate of Professional Development in Leadership Development
Graduate 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.

Program Format

Courses in this program are conducted in an online format. Classes meet one evening per week synchronously for approximately three (3) hours utilizing the CANVAS learning management system, unless otherwise indicated in the course listing. Attendance and well-informed participation in all class sessions are essential elements of this program. The schedule for the master's degree in Human Services Management follows an accelerated format adapted to the three-term schema (fall, spring, summer) of the School of Graduate Studies.

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 (8 week terms, 2 terms/semester) 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 HSMG-510-Organization Management in Human Services at the first available opportunity. Other core courses to be taken at the earliest opportunity are HSMG 550 and 570. The remaining core courses and electives may be taken in any order except for HSMG 598-Professional Project – Literature Review and HSMG 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

	Course Code	Course Name
Core	**HSMG 510**	Organization Management in Human Services
	HSMG 520	Principles and Concepts in Human Resources
	HSMG 530	Leadership Development in Group Relations
	HSMG 540	Legal and Ethical Issues in Human Services

Complete all courses	**HSMG 550**	Public Policy
	HSMG 560	Principles of Finance
	HSMG 570	Human Diversity in Human Services
	HSMG 580	Assessment and Evaluation
	HSMG 598	Professional Project – Literature Review
	HSMG 599	Professional Project

	Course Code	Course Name
Electives (Based upon offering and availability)	**HSMG 515**	Conflict Resolution
	HSMG 525	Criminal Justice Systems
	HSMG 528	Working with Adults
	HSMG 535	Promoting Healthy Lifestyle Practices
Complete two courses	**HSMG 545**	Drug and Alcohol Addiction
	HSMG 555	Eldercare Management
	HSMG 565	Family Services
	HSMG 574	Administration of Higher Education
	HSMG 575	End of Life Care
	HSMG 581	Special Topic in Human Services (topics vary)
	HSMG 585	Volunteer Administration
	HSMG 595	Working with Children and Youth
	HSMG 597	Internship in Human Services

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 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 (or a course that is being offered in the semester that the student will begin the program with advisor and program director approval). 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, spring, or summer semesters until they complete their undergraduate degree.

When enrolled in graduate courses before completing their undergraduate degrees, students must meet the academic standards and policies of 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 give college graduates 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 *Graduate Certificate of Professional Development in Leadership Development* students must earn a total of **12 credits** by completing four courses:

	Course Code	Course Name
Complete four courses.	**HSMG 510**	Organization Management in Human Services*
	HSMG 520	Principles and Concepts in Human Resources*
	HSMG 530	Leadership Development in Group Relations*
	HSMG 570	Human Diversity in Human Services**
	HSMG 515	Conflict Resolution**

**Required Course **Elective Course*

Adult and Aging Services

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

	Course Code	Course Name
Complete four courses.	**HSMG 528**	Working with Adults*
	HSMG 555	Eldercare Management*
	HSMG 570	Human Diversity in Human Services*
	HSMG 535	Promoting Healthy Lifestyle Practices**
	HSMG 585	Volunteer Administration**

**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.

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 – Professional Project – Literature Review **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 – Professional 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
(Electives will be offered based on program needs and instructor availability)

HSMG 515 – Conflict Resolution 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.

HSMG535 - 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.

Center for Education, Advocacy and Social Justice

Program Contact Information
Graduate Program Director:
Certification Questions: Sr. Marie Leahy, SSJ, Ed.D.
Act 48 Verification:

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 Outcomes
- Graduate programs in education lead to one of three outcomes: Master's Degree (M.Ed.) in Education
- PDE-approved certification
- M.Ed. with PDE-approved certification(s)

Master of Education Degree

EDUCATIONAL STUDIES – non-certification

EARLY EDUCATION
- PreK-4 Education (transitioning to PreK-6)
- Dual: PreK-4 Education (transitioning to PreK-6) & Special Education PreK-12
- Early Education with Montessori Early Childhood Credential (MACTE accredited, AMS affiliated)

SECONDARY EDUCATION
- Secondary Education (Students select content area), 7-12
    - Biology

- Chemistry
- English
- Mathematics
- Social Studies

- World Languages (Spanish or French), Prek-12
- Dual: Secondary Education 7-12 & Special Education, PreK-12

SPECIAL EDUCATION

- Special Education PreK-12

EDUCATIONAL LEADERSHIP

- K-12 School Principal Certification Preparation—Accelerated, online format

M.Ed.

Certification Preparation Programs

- PreK-4 Education (transitioning to PreK-6)
- Dual: PreK-4 Education (transitioning to PreK-6) & Special Education PreK- 12
- Educational Leadership/Principal Certification
- Secondary Education (Students select content area) 7-12
  - Biology
  - Chemistry
  - English
  - Mathematics
  - Social Studies

World Languages (Spanish or French) Pre-K-12

- Dual: Secondary Education & Special Education PreK-12
- 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.

- 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.

- 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 Principal Certification Program at 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, PDE has additional requirements for applicants seeking teacher certification. Applicants seeking certification

must meet these additional requirements which are subject to change by PDE. (Commonwealth of PA, Administrative, Supervisory Certification)

- **Holds a baccalaureate degree from a regionally or nationally accredited college/university.**
- **Satisfies the requirements set forth in section 24 P.S. § 12-1209 relating to good moral character.**
- **Provides verification of three years of relevant professional experience. For the purpose of this section, relevant professional experience is "professional experience in an educational setting that is related to the instructional process."**
- **Completes a Pennsylvania-approved, graduate-level principal certification program that includes an internship/practicum or an equivalent out-of-state program. A 3.0 program Grade Point Average (GPA) is required.**
- **Provides evidence of satisfactory achievement on the Pennsylvania required test.**

Additional PDE Information

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

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.

Needed Clearance	**Link for Electronic Submission** (Copy and paste if link does not connect.)	**Cost**	**Addl. Info.**
PA Child Abuse Hist. Clearance Act 151 Valid for 60 months*	Can be submitted online with a credit card. This is the quickest method. Create an account at this site: **Create a "Keystone ID"** 1. On the Child Welfare Portal, click on **"Create a New Account.** 2. Click Next in the lower right corner. 3. Complete the form and click **"Finish."** 4. You will receive an email with a temporary password. Copy the password from the email and return to the Child Welfare Portal, click on **"Login,"** and select **"Access my Clearances, "** then **"CONTINUE."** 5. After you login with the temporary password, it will prompt you to change your password. Create new password and click **"Submit."** You will be automatically logged out. 6. You should now be at the "Keystone Key" login, Enter your username and password. 7. Click on **"Create Clearance Application."** 8. You should now be able to complete the application process. 9. Select **School Employee** when asked for reason.	$13.00	Use credit card or mail w/money order. Obtain form at website listed above. Cost is $13.00
FBI Criminal Background Check Act 114 Valid for 60 months*	The fingerprint-based background check is a multiple-step process: You must first register online by following the directions at https://uenroll.identogo.com/workflows/1KG6RT Then you must go to a fingerprinting site.	$26.20 for money order. There is a $1.00 processing	Major Credit Cards as well as Money

*Note: This process has changed as of December 2017.	Enter your zip code to find sites locations. Parcel Plus in Andorra Shopping Center on E. Cathedral Rd offer fingerprinting services It is suggested you make an appointment for faster service. Walk-ins must pre-register. 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. Out-of-state residents can find info on submitting fingerprint cards on the website.	charge for credit cards	orders or cashier's checks payable to **Morpho Trust** will be accepted on site.
PA Criminal Record Check Act 34 Valid for 60 months*	Can be submitted online with a credit card. (Quickest method!) Follow these instructions. Select submit new record check. (NOT the new volunteer) Then Select Individual Request Reason for request: Employment Must click on **Certificate Form** and print it. https://epatch.pa.gov/home	$22.00 online or by mail	Can be mailed with a money order. Obtain form at website .
TB test results (PPD) Most schools require this to be updated yearly.	Get a TB test through your own doctor or an urgent care center or clinic It is a 2-step process. Be sure results include the medical facility and doctor's information. Submit the form you received from your doctor/clinic with your name and results	Varies- May be paid by some insurances.	You must return between 24 and 48 hours to have your results read.

*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, 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
Completed in the following methods courses in each certification area:
- EDP4 525 Emerging Literacy and Language Arts
EDSC 517-521 Special Methods in English, Social Studies, Biology/Chemistry, Mathematics, or Foreign Language for Secondary Education
- - EDSP 621 Classroom Management for Students with Disabilities
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, and Special Education. In addition to the general SGS admissions and graduate education requirements noted above, these additional PDE requirements must provide:

- Evidence of initial certification for Educational Leadership
- 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.

Experience Based Certification (Formally called "Intern Certification")
Chestnut Hill College offers the Work Experience Certification 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. (https://www.pa.gov/agencies/education/programs-and-services/educators/certification/help/certification-faqs/instructional-intern-certification)

- Unless applying to teach a world language, be a U.S. citizen, or legally authorized to work in the U.S.. A permanent resident immigrant visa holder is legally authorized to work in the U.S.
- Hold a minimum of a bachelor's degree
- Enroll in a Pennsylvania Department of Education (PDE) approved Intern program; a minimum 3.0 GPA is required to enter the program
- Secure a full-time or long-term substitute position in your content area(s)
- Meet all testing requirements
- Submit an online application through the Teacher Information Management System (TIMS)
- The PDE approved Intern program provider must verify program enrollment through TIMS

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.

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 and are not seeking teacher certification. This 30-credit course of study is relevant for working professionals who are seeking a master's degree but not teacher certification in the Commonwealth of Pennsylvania, international students who wish to teach outside the United States, and private sector teachers.

Course Code	Course Name

Core Courses (15 credits) Electives 15 credits	EDUC 520	Educational Research and Evaluation
	EDSP 522	Literacy Across the Prek-12 Continuum
	EDSP 530	Theory, Pedagogy, and Transitions in Special Education
	EDSP 532	The English Language Learner
	EDSP 535	Evaluation/Assessment and the Law in Special Education
	Electives	Select any five graduate education courses as electives. Student teaching, seminar, practicum and internship courses may not count as electives.

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

TOTAL CREDITS: 30

M.Ed. in EARLY EDUCATION

- PreK-4 Education (transitioning to PreK-6)
- Dual: PreK-4 Education (transitioning to PreK-6) & Special Education PreK-12
- Early Education with Montessori Early Childhood Credential

PreK-4 Education (transitioning to PreK-6)

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

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (33 credits) Complete all	**EDUC 520**	Educational Research and Evaluation
	EDUC 620 +	EDUC 620 Child and Adolescent Development and Theory- Birth through Adulthood
	EDP4 525 +	Emerging Literacy and Language Arts
	EDP4 527	Early Childhood Math and Science Methods
	EDP4 528	Early Childhood Integrated Methods: Social Studies, Humanities, and the Arts
	EDSP 522	Literacy Across the PreK-12 Continuum
	EDSP 530	Theory, Pedagogy, and Transitions in Special Education
	EDSP 535	Evaluation/Assessment and the Law for Students with Disabilities
	EDSP 532	The English Language Learner
	EDP4 533	Early Childhood Student Teaching
	EDP4 534	Early Childhood Student Teaching Seminar

TOTAL CREDITS: 33

Dual: PreK-4 Education (transitioning to PreK-6) & Special Education PreK-12

Chestnut Hill College's dual master's program in Early Education (Pre/K-4) and 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.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (36credits) ***Complete all***	**EDUC 520**	Educational Research and Evaluation
	EDUC 620 +	Child and Adolescent Development and Theory- Birth through Adulthood
	EDP4 525 +	Emerging Literacy and Language Arts
	EDUC 630	STEAM Methods PreK-12
	EDSP 522	Literacy Across the PreK-12 Continuum
	EDSP 530	Theory, Pedagogy, and Transitions in Special Education
	EDSP 535	Evaluation/Assessment and the Law for Students with Disabilities
	EDSP 532	The English Language Learner
	EDSP 621 +	Classroom Management for Students with Disabilities
	EDSP 623	Educational Practice and Assistive Technology for Students with Disabilities
	EDSP 657	Special Education Student Teaching
	EDSP 658	Special Education Student Teaching Seminar

TOTAL CREDITS: 36

Early Education with Montessori Early Childhood Credential

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 with Montessori Early Childhood Credential
- Graduate course credit with Montessori Early Childhood Credential
- Montessori Early Childhood Credential 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 Early Childhood Credential

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 with a Montessori Early Childhood Credential 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.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (38-41 credits) ***Complete all***	**EDUC 620 Child and Adolescent Development and Theory-Birth through Adulthood**	Early Childhood Development and Learning (graduate credit) or a child development course taken with prior or subsequent approval (if taken before enrolling in the Montessori Program) by the Montessori Director
	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 Early Childhood Credential (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.

	Course Code	Course Name
Core Courses (29-32 credits) *Complete all*	**EDUC 620**	Early Childhood Development and Learning (graduate credit) or a child development course taken with prior or subsequent approval (if taken before enrolling in the Montessori Program) by the Montessori Director
	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: 29-32

Option III: Montessori Early Childhood Credential (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. Applicants 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.

	Course Code	Course Name
Core Courses *Complete all*	**EDUC 620**	Early Childhood Development and Learning (graduate credit) or a child development course taken with prior or subsequent approval (if taken before enrolling in the Montessori Program) by the Montessori Director
	MONC 020	Montessori: Philosophy & Educational Theory (45 hrs)
	MONC 021	Montessori: Everyday Living (45 hrs)
	MONC 022	Montessori: Sensorial (45 hrs)
	MONC 023	Montessori: Math (45 hrs)
	MONC 024	Montessori: Language (45 hrs)

	MONC 025	Montessori: Natural and Social Science (45 hrs)
	MONC 026	Montessori: Education for Peace (15 hrs)
	MONC 030	Montessori Fall Internship (270 hrs)
	MONC 031	Montessori Fall Seminar (30 hrs)
	MONC 032	Montessori Spring Internship (270 hrs)
	MONC 033	Montessori Spring Seminar (30 hrs)

AMS Credential

Students holding a bachelor's degree or higher will be awarded a full Early Education Credential from the American Montessori Society upon successful completion of all program requirements. Students who are high school graduates but do not have a four-year college degree will receive an Associate Early Childhood Credential. If later, these students earn a bachelor's degree, the American Montessori Society will convert their credential to a full Montessori Early Childhood Credential.

M.Ed. in SECONDARY EDUCATION

- Secondary Education (Students select content area) 7-12
  - Biology (7-12)
  - Chemistry7-12)
  - English (7-12)
  - Mathematics (7-12)
  - Social Studies (7-12)
- World Languages (Spanish or French Pre-K-12)
- Dual: Secondary Education 7-12 & Special Education PreK-12

Secondary Education (with content area) 7-12

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.

	Course Code	Course Name	*+ Indicates field experience required*
	EDUC 520	Educational Research and Evaluation	
	EDUC 620 +	Child and Adolescent Development Birth through Adulthood	
	EDSC 526	Secondary Methods and Assessment	

Core Courses (30credits) *Complete all*	**EDSC 517-521 +**	Special Methods in Content Area *(Select One)* 517: English 518: Social Studies 519: Biology/Chemistry 520: Mathematics 521: World Language (Spanish or French PreK-12)
	EDSP 522	Literacy Across the PreK-12 Continuum
	EDSP 530	Theory, Pedagogy, and Transitions in Special Education
	EDSP 535	Evaluation/Assessment and the Law for Students with Disabilities
	EDSP 532	The English Language Learner
	EDSC 533	Secondary Student Teaching
	EDSC 534	Secondary Student Teaching Seminar

TOTAL CREDITS: 30

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 PreK-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.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (42 credits) *Complete all*	**EDUC 520**	Educational Research and Evaluation
	EDUC 620 +	Child and Adolescent Development Birth through Adulthood
	EDSC 526	Secondary Methods and Assessment
	EDSC 517-521 +	Special Methods in Content Area *(Select One)* 517: English 518: Social Studies 519: Biology/Chemistry 520: Mathematics 521: World Language (Spanish or French PreK-12)
	EDSP 522	Literacy Across the PreK-12 Continuum
	EDSP 530	Theory, Pedagogy, and Transitions in Special Education
	EDSP 535	Evaluation /Assessment and the Law for Students with Disabilities

	EDSP 532	The English Language Learner
	EDSP 621 +	Classroom Management for Students with Disabilities
	EDSP 623	Education Practice and Assistive Technology for Students with Disabilities
	EDSP 657	Special Education Secondary Student Teaching
	EDSP 658	Special Education Student Teaching Seminar

TOTAL CREDITS: 36

M.Ed. in 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.

	Course Code	Course Name *+ Indicates field experience required*
Core Courses (33 credits) ***Complete all***	**EDUC 520**	Educational Research and Evaluation
	EDSP 522	Literacy Across the PreK-12 Continuum: Instruction/Assessment and Intervention for Students with Reading and Writing Differences
	EDSP 530	Theory, Pedagogy, and Transitions in Special Education
	EDSP 535	Evaluation/ Assessment and the Law in Special Education
	EDSP 532	The English Language Learner
	EDSP 621 +	Classroom Management for Students with Disabilities
	EDSP 623	Educational Practice and Assistive Technology for Students with High and Low Incidence Disabilities
	EDUC 620+	Child and Adolescent Development and Theory/Birth through Adulthood
	EDUC 630	Science, Technology, Engineering, the Arts and Mathematics (STEAM) in PreK-12
	EDSP 657	Special Education Student Teaching
	EDSP 658	Special Education Student Teaching Seminar

Total Credits: 33 Credits

Graduate Certificate/Certification Preparation Programs
All certification programs (graduate certificate, 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.

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 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. in EDUCATIONAL LEADERSHIP/PRINCIPAL CERTIFICATION PREPARATION
Requirements:

- *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." (Commonwealth of PA website)*
- *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 PreK-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 gaps in attitude, opportunity, and achievement. Curriculum development and assessment as well as staff development will be addressed for all candidates. This program is offered in an accelerated, online 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 certification in one year (three semesters), and the entire M.Ed. in Education Leadership in 18-months. There are a total of 180 hours of embedded practicum experience across three certification courses, and a three-credit internship 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 practicum hours, 180 of which is a supervised internship in a school setting during one semester. The other 180 required hours are embedded in three courses – 60hours each—as practicum projects. For each experience, the candidate, along 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 their school. The candidate's Principal/Supervisor will be an integral part of the internship.

	Course Code		Course Name
Core Courses (30 credits) ***Complete all***	**EDLR**	**600** [c]	Conceptual Foundations for School Leadership
	EDLR	**610** [c p]	Curriculum Theory, Development and Issues
	EDLR	**655**	School Finance
	EDLR	**615** [c p]	The Improvement of Instruction, Staff Development, and Supervision
	EDLR	**620**	The Principal as an Effective Agent of Change
	EDLR	**630** [c p]	School and Community Relations
	EDLR	**635** [c]	School Law [c]
	EDLR	**640**	Leading Talent, Culture, and Success
	EDLR	**701** [c]	Educational Leadership Internship I (3 credits)
	EDUC	**520**	Educational Research and Evaluation (Required for M.Ed.)

TOTAL CREDITS: 30 Credits

p = embedded 60-hour practicum project; c = required for PA principal certification

Note: A prerequisite to the program is a graduate-level course in Special Education (Sp Ed) taken within the five years just before or while taking the EDLR program at CHC. Evidence by official transcipt from another graduate school must be provided. If a course is needed, EDSP 535 Special Education Law and Assessment is recommended.

Graduate Certificate/SPECIAL EDUCATION CERTIFICATION PREPARATION – Bridge Program

This certificate program is designed for students who completed a Special Education K-8 or 7-12 program prior to the Commonwealth moving to a PK-12 certification system and provides students with the necessary coursework to qualify for Special Education PK-12 certification. In addition, any teachers who already possess an Instructional I certificate will be able to qualify for the PK-12 Special Education certificate after completion of the coursework.

	Course Code	Course Name	*+ Indicates field experience required*

(18 credits)	**EDSP 535**	Evaluation /Assessment and the Law for Students with Disabilities
	EDSP 621	Classroom Management for Students with Disabilities
	EDSP 530	Special Ed Theory, Pedagogy, and Transitions
		Students who have the PK-8 Certification take: -Special Methods in Content Area (Select One) EDSC-517: English EDSC-518: Social Studies EDSC-519: Biology/Chemistry EDSC-520: Mathematics EDSC-521: World Language (Spanish or French K-12; -EDSC 526: Secondary Methods and Assessment; and -One EDSC or EDSP elective
		Students who have completed the 7-12 certification take: *-EDP4-525: Emerging Literacy and Language Arts;* *-EDP4-527: Math and Science Methods; and* *-One EDP4 or EDSP elective*

ACT 48 Provider

Chestnut Hill College is an Act 48 provider. To request credit for courses taken at Chestnut Hill College, you must first obtain a PPID number with the Pennsylvania Department of Education. Click here to request Act 48 credit.

COURSE DESCRIPTIONS

General Education Courses

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 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 STEAM Methods in PreK-12 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.

EDUC 704: Independent Study 3 credits

The Independent study format gives students an opportunity to develop critical thinking and individual initiative through planned scholarly endeavors. 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.

Special Education Courses

EDSP 522 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 530: Theory, Pedagogy and Transitions 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 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 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 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.

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 Student Teaching 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 Student Teaching 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.

Early Childhood Education PreK-4 Courses

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. *This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).*

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 3 credits

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 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 Student Teaching I1.5 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 Student Teaching 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.

Secondary Education Courses

EDSC 517 Special Methods in 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. *This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).*

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. *This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).*

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. *This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).*

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 II field experience course and will include assignments that meet PDE identified required competencies (20 hours).*

EDSC 521 Special Methods in World 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. *This course is identified as a Stage II field experience course and will include assignments that meet PDE identified required competencies (20 hours).*

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 Student Teaching 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 Student Teaching 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

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 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. This course includes a 60-hour embedded practicum project.

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. This course includes a 60-hour embedded practicum project.

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. This course includes a 60-hour embedded practicum project.

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 Leading Talent, Culture, and Success 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 655 School Finance 3 credits

This course introduces the tools and techniques education leaders will need to be able to budget and manage school funding to ensure access and equity for students as well as state and federal roles in education financing, school finance and litigation, and finance procedures and practices. Participants will develop an understanding of the fundamental issues of education finance by examining sources of revenue on federal, state, and local levels. Participants will also learn about approaches and procedures for budgeting, forecasting budgets, managing business operations, and the reporting and auditing of funds. Participants will experience the practical application of these concepts through various tasks, discussions, and scenarios addressing budget and finance issues, culminating in a project to develop their own school financial plan and budget.

EDLR 701 Principal Internship 3 credits

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, 180 hours of which includes a supervised internship in a school setting covering one semester. 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. A formal oral presentation of the report is required. 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 Early Childhood Courses

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: UEMN 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 or

corequisite: EDMN-520 or permission from the Montessori Program Director. Cross-listed: UEMN 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, EDMN 521 or permission from the Montessori Program Director. Cross-listed: UEMN 222, 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. Prerequisites: EDMN-520, EDMN 522. Cross-Listed: UEMN 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. Prerequisites: EDMN-520, EDMN 521 or permission from the Montessori Program Director. Cross-Listed: UEMN 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. Prerequisites: EDMN 520, EDMN 521, EDMN 522, EDMN 524. Cross-Listed: UEMN 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: UEMN 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: UEMN 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: UEMN 432/433, MONC 032/033

MS IN ORGANIZATIONAL LEADERSHIP

Center for Business

Program Contact Information
Graduate Program Director: Catherine Gilstein, MBA, Ph.D., Assistant Professor
Phone: 215-248-7028
Email: GilsteinC@chc.edu

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 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, or as soon as one year. Our online program provides 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 to include 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

	Course Code	Course Name
Core Courses (30 credits) *Complete all*	**LEAD 601**	Leading and Managing People
	LEAD 602	Leading Strategic Change
	LEAD 603	Managing a Diverse & Global Workforce
	LEAD 604	Ethics & the Corporate Environment
	LEAD 605	Innovation & Technology
	LEAD 606	Budget & Resource Management
	LEAD 607	Negotiation and Conflict Resolution
	LEAD 608	Data Management
	LEAD 609	Managing Risk in the Global Environment
	LEAD 692	Masters Capstone Project

TOTAL CREDITS: 30 Credits

Program Schedule

Students enroll in two courses/6 credits per semester in the order listed under Course Requirements. Each course runs 8 weeks as per the academic calendar and courses are offered sequentially. For the 1-year track schedule, please contact the Program Director, Dr. Catherine Gilstein at gilsteinc@chc.edu

Certificates of Professional Development

Graduate Certificate in Organizational Leadership

Graduate Certificates of Professional Development provide college graduates with the opportunity to enhance their skills and prepare for leadership roles. Certificate programs are a 12-credit portion of the master's degree program. Each certificate requires the successful completion of 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 MS (Master of Science) degree in Organizational Leadership. 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.

An Organizational Leadership certificate program covers the foundational skills of leading people and strategic change. By providing foundational courses, students will be able to choose what is relevant to their interests and/or careers for their elective courses. The elective courses chosen will provide students with the knowledge and abilities needed to help develop their skillset in DEI, Ethics, Technology, Budgets, Negotiation and Conflict Resolution and/or Data Management.
The target market for the certificate program can vary from students wanting to learn about organizational leadership to those that are interested in moving forward in their current career from an entry level position to a middle-level management position. For those students that wish to proceed and complete their MS Program in Organizational Leadership, the job potential for this industry is growing.

Job potential for organizational leadership certifications can include:

- Business and management consultant.
- Human resources manager.
- Project manager or coordinator.
- Medical and health service manager.
- Sales and marketing manager.
- Leadership coaching or development.
- Business or organization executive.
- Non-profit administrator.

To be awarded the Graduate Certificate of Professional Development in Organizational Leadership students must earn a total of 12 credits by completing four of the following courses:

	Course Code	Course Name
Complete four courses: ***Required Course (2)** ****Elective Course (2)**	**LEAD 601 ***	**Leading & Managing People**
	LEAD 602 *	**Leading Strategic Change**
	LEAD 603 **	Managing a Diverse & Global Workforce
	LEAD 604 **	Ethics & The Corporate Environment
	LEAD 605 **	Innovation & Technology
	LEAD 606 **	Budget & Resource Management
	LEAD 607 **	Negotiation & Conflict Resolution
	LEAD 608 **	Data Management
	LEAD 609 **	Managing Risk in the Global Environment

Combined BA-BS/MS Program

Combined BA-BS and MS in Organizational Leadership

Chestnut Hill College offers a combined BA-BS degree and MS in Organizational Leadership program. The combined program provides an excellent opportunity for qualified students in the School of Undergraduate Studies (SUS) and the School of Continuing and Professional Studies (SCPS) to complete a master's degree in Organizational Leadership in the School of Graduate Studies (SGS). Students who complete the combined BA-BS/MS program may save both time and tuition costs.

Students majoring in any of the majors within SUS or SCPS 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.

To be eligible, undergraduate students must earn an overall 3.2 GPA in undergraduate courses taken at Chestnut Hill College and a 3.35 GPA for all major courses completed, with no major course grade below a B.

Students who wish to enroll in graduate Organizational Leadership courses and be admitted into the Combined BA-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 Chestnut Hill College faculty member and the other recommendation may be either academic or professional. Letters written by family members or friends are not acceptable. Letters written by athletic coaches are not acceptable.
- A Statement of Professional Goals
- A Resume
- 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 MS in Organizational Leadership 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 major GPA of 3.35 or above.

Students who are provisionally admitted into the combined BA-BS/MS program may complete up to 6 credits of graduate course work that can be applied toward their MS degree requirements once students are fully accepted into the MS program. **These credits may not be applied toward their undergraduate degree requirements.** With the Graduate Program Director's permission students provisionally admitted into the combined program are eligible to take two of the following graduate courses: LEAD 601 Leading and Managing People and LEAD 602 Leading Strategic Change. 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 not be charged tuition.

Undergraduate students enrolled in 3-6 graduate credits as part of the Combined program will not be charged graduate tuition for these credits. Once students complete their undergraduate degrees and are formally admitted into the M.S. program, they will be charged graduate tuition rates for this program. Students who participate in this program will receive 3-6 free graduate credits (10-20% discount) but will not be able to receive the alumni discount (10% discount) for the combined program. The 3-6 graduate credits completed prior to the student earning their undergraduate degree may not be counted for undergraduate financial aid purposes. The tuition deposit for new graduate students is waived for students in this program.

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. NOTE: Students who receive a B- or lower in a graduate class while seeking full admission to the Organizational Leadership 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

COURSE DESCRIPTIONS

LEAD 601 Leading & Managing People **Credits: 3**
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 **Credits: 3**
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 **Credits: 3**
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 **Credits: 3**
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 program. Topics include conflicts of interest, employee rights, privacy, ethical decision-making, and emerging issues in business ethics.

LEAD 605 Innovation & Technology **Credits: 3**
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 **Credits: 3**

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. (Online with one synchronous meeting weekly).

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 with 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.

MBA IN STRATEGIC MANAGEMENT

Center for Business

Program Contact Information

Graduate Program Director: Rita Borzillo, J.D., Assistant Professor
Phone: 215-248-7062
Email: borzillor@chc.edu

The Master in Business Administration in Strategic Management program offers a comprehensive understanding of the field, preparing students for strategic decision-making and leadership roles. The program combines core courses and practical application through assessments and case studies. Students will gain an understanding of, and proficiency in, fundamental concepts of business management theory and practice.

In addition to the MBA in Strategic Management curriculum, students can now choose to specialize in one of three optional concentrations: **Accountancy, Healthcare, or Ministry Leadership**.

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 ten 3-credit courses, students can complete this 30 credit MBA degree in 3 semesters. Our online program provides 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:

- Communicate ideas effectively
- Demonstrate qualities of leadership, professionalism, and teamwork in making ethical business decisions
- Provide innovative and credible solutions to organizational problems and opportunities.
- Assess the impact of globalization and social responsibility when making business decisions.
- Utilize critical thinking and decision-making skills as supported using analytical and quantitative techniques

Program Requirements and Courses

Strategic Management

	Course Code	Course Name
Strategic Management ***Complete all***	STMG 610	Ethical and Legal Perspectives in Business
	STMG 620	Strategic Management with an AI Component
	STMG 630	Global Marketing with an AI Component
	STMG 640	Data Analytics
	STMG 650	Supply Chain Management with an AI Component
	STMG 660	Human Resources for Leadership
	STMG 670	Financial Analysis

	STMG 680	Project Management
	STMG 690	Entrepreneurial Economics
	STMG 698	Capstone

TOTAL CREDITS: 30 Credits

Accountancy

	Course Code	Course Name
Accountancy Complete all	ACCT 610	Accounting Regulations & Professional Responsibility
	STMG 620	Strategic Management with an AI Component
	STMG 630	Global Marketing with an AI Component
	STMG 640	Data Analytics
	STMG 650	Supply Chain Management with an AI Component
	ACCT620	Taxes and Business Strategy
	ACCT 630	Financial Statement Analysis and Reporting
	STMG 680	Project Management
	ACCT 640	Advanced Auditing
	STMG 698	Capstone

TOTAL CREDITS: 30 Credits

Healthcare

	Course Code	Course Name
Healthcare ***Complete all***	STMG 610	Ethical and Legal Perspectives in Business
	STMG 620	Strategic Management with an AI Component
	STMG 631	Healthcare Marketing with an AI Component
	STMG 640	Data Analytics
	STMG 650	Supply Chain Management with an AI Component
	STMG 661	Human Resources for Healthcare Leadership
	STMG 671	Healthcare Finance
	STMG 680	Project Management
	STMG 691	Entrepreneurship in Healthcare Economics
	STMG 698	Capstone (Healthcare Related)

TOTAL CREDITS: 30 Credits

Ministry Leadership

	Course Code	Course Name
Ministry Leadership ***Complete all***	STMG 611	Vocational, Ethical and Professional Perspectives for Ministry Leaders
	STMG 620	Strategic Management with an AI Component
	STMG 632	Communication Strategies for Ministry Leaders
	STMG 641	Organizational Assessment for Ministry Leaders

	STMG 651	Change, Conflict and Governance for Ministry Leaders
	STMG 660	Human Resources for Leadership
	STMG 670	Financial Analysis
	STMG 680	Project Management
	STMG 690	Entrepreneurial Economics
	STMG 698	Capstone (Ministry Related)

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 academic calendar and courses are offered sequentially.

COURSE DESCRIPTIONS

ACCT 610 Accounting Regulations and Professional Responsibility Credits:3

This course will review elements of business law, including agency concepts, contracts and contract defenses, and the Uniform Commercial Code as it applies to offer and acceptance. It will examine government regulation of business (employment taxes, worker classification laws, Bankruptcy, and the Foreign Corrupt Practices Act. Additionally, the course will discuss the ethics and professional responsibilities of accountants

ACCT 620 Taxes and Business Strategy Credits: 3

This course discusses the federal income tax system and laws applicable to both individuals and businesses. It reviews the rules that pertain to the federal income taxation of Regular C Corporations, Partnerships (and limited liability companies LLC), S corporations, and not-for-profit organizations. It will analyze tax implications on incomes, gifts, and estates. The course will also review how taxes affect business strategy and financing decisions.

ACCT 630 Financial Statement Analysis and Reporting Credits: 3

Financial Statement Analysis builds upon introductory accounting courses. It will prepare the student to interpret and analyze financial statements for tasks involving credit and security analyses, lending and investment decisions, and other decisions that must rely on financial data. It will examine financial reporting issues in terms of their effect on assessments of a firm's profitability and risk. Emphasis will be placed on the interpretability and understandability of financial and business communications, which includes understanding the major corporate reporting mechanisms.

ACCT 640 Advanced Auditing **Credits: 3**

Advanced Auditing will build an understanding of audit and the required risk assessment, including the review of selected topics in financial statement auditing and assurance services. It will focus on the collection, analysis, and evaluation of audit evidence, auditing procedures and tests, assessment of risks, required disclosures, and reports. The course concentrates on developing professional skepticism and judgment skills as critical thinking skills through the review of auditing inventory, management estimates, and fair value measurements.

STMG 610 Ethical and Legal Perspectives in Business **Credits: 3**

Develops skills for inquiry into the business environment from a legal and ethical perspective. Explores the relationships between the ethical perspectives and the modern business environment. Relevant topics include contracts, commercial law, business organizations, employment law, bankruptcy, negligence and strict liability concepts. The goal of the course will be to examine difficult and complex problems and to be familiar with the dynamics of ethical business practices.

STMG 611 Vocational, Ethical, and Professional Perspectives for Ministry Leaders
Credits: 3

This course, similar in some respects to Ethical and Legal Perspectives in Business, provides ministry leaders tools to define their own vocation for this unique role, the opportunities to be more fully formed and developed within that vocation, and the ethical and professional boundaries within which ministry leaders must operate within an increasingly complex organizational and cultural context.

STMG 620 Strategic Management **Credits: 3**

Introduces the key concepts, tools, and principles of strategy formulation and competitive advantage. It reviews managerial decisions and actions that affect the performance and survival of business enterprises. The course takes a general management perspective that views the business as a whole and examines policies in each functional area as they are integrated into an overall competitive strategy. Additionally, this course will provide the student with a set of strategy and management frameworks that firms utilize when assessing how to implement AI in their own organizations, how to use AI as a competitive tool in the marketplace, and how to interact with government regulators and other stakeholders.

STMG 630 Global Marketing **Credits: 3**

Highlights how global marketing can reach and impact customers around the globe. Examines how global marketing concepts support marketing decision making through artificial intelligence. Students will learn the importance of marketing strategies and plans that include advertising,

social media marketing, digital marketing and digital robotic technologies. Upon completion of this course students will understand how marketing research can affect global marketing decision making and strategic plans.

STMG 631 Healthcare Marketing with an AI Component

Healthcare Marketing provides the healthcare professional with the fundamentals of marketing healthcare services. It discusses industry and environmental factors that affect the healthcare sector (growth rate, shifting demographics, globalization, technology, and customer demand). It connects marketing principles to innovation, operations, and strategy in the healthcare industry.

STMG 632 Communication Strategies for Ministry Leaders

This course provides ministry leaders with tools to create and lead effective strategies of external and internal communication in the unique context of a ministry organization, where public communication is often considered a core function of organizational leaders. This course supports a strategic assessment of the place of one's ministry within one's community and the means of communicating that mission to stakeholders, both external and internal.

STMG 640 Data Analytics **Credits: 3**

Discusses the fundamental techniques of data analysis, emphasizing complex and/or large data sets. Students learn to gather, analyze, and interpret data to drive strategic and operational success in technology-based companies. Upon completion of this course students will have the ability to apply data and analytic principles to real-world problems and understand the data analytics lifecycle from problem definition to solution development.

STMG 641 Organizational Assessment for Ministry Leaders **Credits: 3**

This course provides ministry leaders with tools to do comprehensive, multi-directional assessments of one's own ministry organization or others, as well as the skills to assess or create specific programs within those organizations as a result. It provides students with guidance regarding the kind of leadership most needed in different organizational contexts and the opportunity to assess their own preferred organizational settings.

STMG 650 Supply Chain Management **Credits: 3**

Students will learn the components of supply chain management while examining the importance of artificial intelligence. This course discusses the importance of managing operations efficiently and effectively through LEAN Manufacturing and Six Sigma. Supply Chain management looks to provide students with tools to manage highly effective operations divisions while maintaining quality management oversight and driving performance metrics.

STMG 651 Change, Conflict and Governance for Ministry Leaders
Credits: 3 This course provides ministry leaders tools by which to lead strategic change initiatives within an organization and to navigate the creative conflicts that often arise from such. It also addresses the role of governing bodies in ministry organizations and the considerations that require an ongoing distinction between management and government, management and leadership, and leadership and followership.

STMG 660 Human Resources for Leadership **Credits: 3**

Develop skills for an understanding of how human resource decisions contribute to organizational effectiveness and a firm's competitive advantage. This knowledge can be applied in small, medium, and large firms, as well as non-profits. Examines the techniques, policies, processes, strategies, and practices used by companies and managers to leverage their human capital effectively and efficiently.

STMG 661 Human Resources for Healthcare Leadership
Credits: 3

Explores the strategic role of human resources in healthcare organizations. Focus is on workforce management, employee relations and legal compliance within the healthcare industry. Additionally, it will develop skills for an understanding of how human resource decisions contribute to organizational effectiveness and a firm's competitive advantage.

STMG 670 Financial Analysis **Credits: 3**

Within this course, students will learn how to analyze financial documents and information for evaluating companies within a real-world perspective. This course will also cover an analysis of operating budgets, an introduction to capital budgeting, capital structure analysis, and financial statement analysis. Students will understand the importance of evaluating short- and long-term financial strategies.

STMG 671 Healthcare Finance **Credits: 3**

Healthcare Finance equips healthcare leaders with the ability to understand the application of financial theories, concepts, and models to health services systems with an emphasis on the role of financial principles and analysis to decision-making. It reviews the art of negotiation that promotes the integration of finance and managed care structures, such as health maintenance organizations (HMOs), preferred provider organizations (PPOs), and independent practice associations (IPAs).

STMG 680 Project Management **Credits: 3**

Examines strategies used to effectively complete projects through people and stakeholder groups and the role of the project manager as leader in the agile and predictive approaches. Students will develop strategies to address and manage the project team's expectations and other stakeholder groups.

STMG 690 Entrepreneurial Economics **Credits: 3**

Discusses the application of economic theory to practice managing new businesses by combining elements of strategy, marketing, and entrepreneurial finance courses. Includes an examination of both strategic decisions of entrepreneurs (pricing, advertising, deterring entry) and the practical issues (funding, business plans, patents).

STMG 691 Entrepreneurship in Healthcare Economics **Credits: 3**

This course examines sources of healthcare innovation, the many different types of healthcare customers (patients, doctors, hospitals, insurers, regulators), and the "investing" community. The course will also review the challenges of healthcare entrepreneurship.

STMG 698 Capstone **Credits: 3**

Students must complete a pre-approved original project focusing on a specific problem within an organization. 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.

Artificial Intelligence

STMG 612 – AI Governance, Ethics, and Policy
STMG 620 – Strategic Management with AI Component
STMG 630 – Global Marketing with AI Component
STMG 64? – Artificial Intelligence for Data Analytics
STMG 650 – Supply Chain Management with an AI Component
STMG 662 – Managing Talent in an Artificial Intelligence-Enabled Workplace
STMG 670 – Financial Analysis
STMG 680 – Project Management
STMG 689 – Artificial Intelligence, Innovation, and Entrepreneurial Strategy
STMG 698 – Capstone

Artificial Intelligence

AI Governance, Law, and Policy

This course examines the legal frameworks, regulatory environments, and governance structures that shape the development and deployment of artificial intelligence in business and society. Students analyze key issues including data privacy, algorithmic accountability, intellectual property, liability, and

emerging global regulations such as the EU AI Act and U.S. policy guidance. The course emphases how organizations design and implement governance systems to manage AI-related risks while ensuring compliance, ethical integrity, and stakeholder trust. Through case studies and applied projects, students develop strategies to align AI innovation with legal requirements and public policy expectations, preparing them to lead responsibly in complex, technology-driven environments.

Strategic Management in the Age of Artificial Intelligence.

Students analyze how firms leverage AI to create strategic advantages through data assets, algorithmic decision systems, and digital platforms s. Topics include AI-enabled business models, data-driven strategy, competitive dynamics in technology-intensive industries, and strategic risk associated with AI adoption. Through case studies and applied analysis, students evaluate how executives integrate AI into long-term strategy and how organizations build the capabilities required to sustain AI-driven competitive advantage.

Managing Talent in an Artificial Intelligence-Enabled Workplace

Students explore how AI technologies influence talent acquisition, performance management, workforce analytics, and job design. The course also addresses organizational change associated with automation and human–AI collaboration. The course emphasizes leadership strategies that help organizations integrate AI technologies while supporting employee development, ethical governance, and responsible use of workforce data.

Artificial Intelligence, Innovation, and Entrepreneurial Strategy

Students analyze how startups leverage AI tools to identify market opportunities, scale operations, and develop data-driven platforms. Topics include AI-enabled product development, venture financing in AI markets, platform ecosystems, and competitive positioning of technology ventures. Through venture analysis and project-based work, students develop strategies for launching or leading innovative organizations built around AI technologies.

Aviation

STMG 610 – Ethical & Legal Perspectives in Business
STMG 620 – Strategic Management with AI Component
STMG 630 – Global Marketing with AI Component
STMG 642 – Analytics for Aviation Business
STMG 652 – Air Cargo & Aviation Logistics Management
STMG 663 – Aviation Labor Relations
STMG 670 – Financial Analysis
STMG 680 – Project Management
STMG 688 – Airport Operations & Management
STMG 698 – Capstone

Aviation Concertation:
Data Analytics for Aviation Business

Introduction to methods, techniques, and analytical tools to manage large datasets with applications on aviation and aerospace data. Topics include the pipeline of handling large data such as data collection, cleaning, standardization, mining, analysis, visualization and reporting, and diverse types of data analytics techniques such as descriptive, inferential, predictive, and prescriptive analytics.

Air Cargo & Aviation Logistics Management

This course examines the management of air cargo systems and global aviation logistics networks. Topics include cargo operations, supply chain integration within airline systems, freight economics, international regulations, and the role of airports in global trade. Students analyze logistics strategies, capacity planning, and the coordination of multimodal transportation systems to improve efficiency and competitiveness in aviation supply chains.

Aviation Labor Relations

A study of the union movement, labor legislation, representation in elections, the collective bargaining process, contract administration, and conflict resolution. The focus of the course will be on current issues in labor relations, and the evolution of private and public sector bargaining practices in the aviation industry. Students will analyze the impact of human resource management in aviation.

Airport Operations & Management

This course provides an in-depth study of airport management, including regulatory compliance, airfield operations, safety systems, infrastructure planning, and stakeholder coordination. Students explore FAA regulations, airport certification standards, capacity management, environmental considerations, and emergency planning. The course prepares students for leadership roles in airport administration and operations.

Construction Management

STMG 610 – Ethical & Legal Perspectives in Business
STMG 620 – Strategic Management with AI Component
STMG 630 – Global Marketing with AI Component
STMG 640 – Data Analytics
STMG 653 – Supply Chain & Operations Management in Construction
STMG 664 – Leadership and Human Resource Management in Construction
STMG 670 – Financial Analysis
STMG 681 – Construction Project Management
STMG 687 – Construction Technology and Innovation
STMG 698 – Capstone

Construction Management

Supply Chain and Operations Management in Construction

This course examines supply chain integration and operational efficiency in construction projects. Topics include procurement strategies, subcontractor management, materials logistics, lean construction principles, and performance measurement. The course emphasizes improving productivity and reducing waste across the construction value chain.

Leadership and Human Resource Management in Construction

This course focuses on managing people in construction organizations. Students examine workforce planning, labor relations, talent development, team leadership, and organizational culture. The course places special emphasis on leadership in project-based environments and managing diverse, multidisciplinary teams.

Construction Technology and Innovation

This course explores emerging technologies and innovation in the construction industry. Topics may include Building Information Modeling (BIM), project management information systems, automation, sustainability technologies, and data analytics. Students assess how technology supports strategic decision-making and competitive advantage. Airport Operations & Management

Construction Project Management

This course introduces the student to basic construction management concepts as applied to the intersecting roles of construction manager, architect and owner. The principles and techniques of construction project management, use of systems analysis, internal and external procedures, planning, programming, budgeting and staffing, controlling major projects with an emphasis on construction scheduling techniques.

CLINICAL AND COUNSELING PSYCHOLOGY (MASTER'S LEVEL)

Center for Professional Psychology

Program Contact Information
Jade Logan, Psy.D., ABPP, Chair of the Center for Professional Psychology and Doctoral Program Chair, loganj@chc.edu, Beverly Gordon, Psy.D., Master's Program Co-Director (Main campus), Susan Featro, Ed.D., (Co-Director, Main Campus; Director, DeSales University Center Valley campus),

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

Program Overview
The School of Graduate Studies of Chestnut Hill College, through the Department of Professional Psychology, offers the Master of Science (M.S.) degree in Clinical and Counseling Psychology. This degree may be earned in one of 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 Center for 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 Master's of Clinical and Counseling Psychology program is responsible for ensuring that its graduates are adequately prepared for professional practice. The student is required not only to demonstrate competence in 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 that violates 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 program instructors to ensure 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), and the AAMFT Code of Ethics (2012).

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 a 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:

	Course Code	Course Name
Core Courses *Complete All*	**PSYG 500**	Theories of Counseling and Psychotherapy
	PSYG 503	Psychopathology (500, may be taken concurrently with 500)
	PSYG 506	Techniques of Counseling and Psychotherapy I (503)
	PSYG 508	Techniques of Counseling and Psychotherapy II (506)
	PSYG 510	Research Design and Methodology
	PSYG 512	Legal and Ethical Issues in Counseling and Psychotherapy (500503)
	PSYG 514	Development Across the Lifespan: Individual & Family
	PSYG 532	The Role of Culture & Gender in Counseling in Psychotherapy
	PSYG 608	Couple and Family Therapy

These courses are required for LPC track students only

	Course Code	Course Name
Courses Complete All	**PSYG 530**	Group Therapy (506)
	PSYG 536	Psychological Assessment (500,503)
	PSYG 542	Career Development and Counseling

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

	Course Code	Course Name
Concentration Courses *Complete Six courses*	**PSYG 657**	Working With Ethnically Diverse Couples and Families (608) (required)
	PSYG 614	Couple and Family Therapy Techniques (608,)
	PSYG 616	Advanced Couple and Family Therapy Techniques (608,,614)
	PSYG 618	Human Sexuality and Marriage
	PSYG 604	A Systemic Approach to the Problems of Adolescents (514, 608)**
	PSYG 638	Systemic Treatment of Addictions (608)**
	PSYG 682	Working with Latino Families (608)**

***Students choose two of these three courses*

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

	Course Code	Course Name
Concentration Courses *Complete all courses*	**PSYG 602**	Play Therapy (500, 514)
	PSYG 604	A Systemic Approach to the Problems of Adolescents (514, 608)
	PSYG 622	Intro to the Assessment and Treatment of Psychological Trauma
	PSYG 662	Assessment and Treatment of Children and Adolescents (514)

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

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

**Note: Available at Main Campus Only*

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

	Course Code	Course Name
Concentration Courses *Complete all courses*	**PSYG 622**	Introduction to the Assessment and Treatment of Psychological Trauma
	PSYG 630	Foundations of Addictive Behaviors
	PSYG 638	Systemic Treatment of Addictions (608, 630)
	PSYG 672	Assessment and Treatment of Co-Occurring disorders (630)

Diverse and Underserved Communities (6 required credits, 9 diversity elective credits)

	Course Code	Course Name
Concentration Courses	*Required Courses*	
	PSYG 622	Introduction to the Assessment & Treatment of Psychological Trauma
	PSYG 630	Foundations of Addictive Behavior
	Diversity Elective Courses (select 3 courses)	
	PSYG 652	Introduction to Autism Spectrum Disorders
	PSYG 640	Competencies for LGBTQ Counseling
	PSYG 684	Mindfulness and Psychotherapy
	PSYG 682	Working with Latino Families
	PSYG 680	Introduction to Geropsychology
	PSYG 561/562	Independent Research in Clinical and Counseling Psychology
	PSYG 657	Working with Ethnically Diverse Couples and Families
	PSYG 628	Working Effectively in Trauma- Intensive Communities
	PSYG 635	Special Topics in Diversity (e.g. Working with African American communities, Working with Asian American Communities, Counseling Multiracial Populations)

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

	Course Code	Course Name
Concentration Courses *Complete all courses*	**PSYG 622**	Introduction to the Assessment and Treatment of Psychological Trauma
	PSYG 624	Treatment of Complex Chronic Trauma Responses (622)
	PSYG 628	Working Effectively in Trauma-Intensive Communities (622)
	PSYG 675	Advanced Techniques in Trauma Intervention (622)

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

	Course Code	Course Name
Electives	**PSYG 544**	Eating Disorders
	PSYG 546	Bereavement Counseling
	PSYG 645	Special Topics
	PSYG 561	Independent Study I (510)
	PSYG 562	Independent Study II (561)

Field Experience (see below for prerequisites)

	Course Code	Course Name
Field Experience	**PSYG 705**	Practicum (except for MFT students)
	PSYG 710	MFT Internship I
	PSYG 715	Internship I (LPC Students)
	PSYG 725	Internship II
	PSYG 735	Internship III (optional except for MFT students)

Students in the MFT concentration take 710, 725, and 735 and do not take 705.
All other students must take 705 first and then 715 and 725.
Students may also opt to take 735 if needed.

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, on average, 6-7 hours per week at the practicum site, plus 1.5 hours of classroom supervision weekly (2 hours weekly in summer term). 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 II after Internship I 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 both their practicum and internship site. A detailed procedure for this process is presented at the pre-practicum 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 and tracking platform is available for purchase to students after attending an information session. The Coordinator of Field Placements maintains a listing of previously used sites and associated information. Students may also seek new practicum/internship placements. However, the Coordinator of Master's Field Placements,

consistent with program policies, must approve all sites. Please allow sufficient time to secure a site as many sites are quite competitive and take only a few students per term.

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 Coordinator 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 internship is completed. Students are required to submit verification of coverage to both the Coordinator of Master's Field Placements and the field site supervisor.**
5. A practicum or internship may **not** be completed at a site where the student is or has been employed 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 internship course at the College. The course 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 course performance at the internship site and in the course, as well as the timely submission of required paperwork. A site supervisor's written evaluation comprises 20% of a student's grade.
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 Coordinator of Field Placements if the student's performance is considered

inadequate, unethical, or in violation of the program policies as stated in the catalog and/or the Practicum/Internship Handbook. Termination of a practicum or internship based on student performance constitutes grounds for dismissal from the program. The Co-Directors of the Master's Program must recommend dismissal to the Chair of the Center for Professional Psychology and the Vice President of Academic Affairs. Supporting documentation stating the reason(s) for dismissal is to be provided, in writing, to the student, the Chair, and the VPAA.

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 Vice President of Academic Affairs, stating the reasons for disagreement with termination from the College and presenting evidence in support of the appeal. After appropriate consultation, the Vice President of Academic Affairs will provide the student with a final decision.

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 Coordinator 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 Vice President of Academic Affairs within 10 days of the faculty's decision.

Identified Grounds for Dismissal

Professional Standards Problems

The Master of Clinical and Counseling Psychology program (MCCP) is responsible for assuring that its graduates are adequately prepared for professional practice. Students are required to not only demonstrate competence in the areas of academic study and clinical training but to also:

- Demonstrate familiarity with the ethics of professional practice as outlined by:
    - The American Counseling Association
    - The American Association for Marriage and Family Therapists (AAMFT)
    - The American Psychological Association (APA)
- Always behave ethically and professionally

Behavior in violation of ethical or professional standards of conduct may constitute grounds for immediate dismissal from the program.

Professional Behavioral Problems

If a student's behavior:

- Poses a serious threat to clients, client care, or other students
- Significantly disrupts the learning process for other students
- Interferes with progress in the program

Then, the student will be suspended or dismissed from the program.

Practicum/Internship Termination

If a student is dismissed from a Practicum or Internship site by the Site Supervisor, the student will receive a failing grade for the Practicum or Internship course. This 'F' will result in immediate dismissal from Chestnut Hill College, and the student will be subject to the Academic Dismissal Policy described on pages 102-103 of the SGS Catalog. An 'F' that is the result of a Practicum or Internship site dismissal is permanent. This grade may not be appealed via the SGS Grade Appeal Policy. In these circumstances, post academic dismissal, a student may appeal for reinstatement to the college via the Reinstatement Policy described on pages 103- 104 of the SGS Catalogue.

Dismissal Protocol for Professional Standards and Behavioral Problems

Faculty advisors will be responsible for keeping records of formal grievances and for documenting the outcomes of the grievance for the student's file. The following steps will be taken in cases of student dismissal related to issues with professional standards and behavior. Throughout this process faculty has the right, and professional responsibility, to gather information from other faculty, adjunct faculty, or site supervisors relating to a student's conduct.

Every effort will be made to stay within the timeframe described below. If campus closures, holidays, or the need for additional investigation interfere with the prescribed timeline, meetings will be scheduled on the next available business day the campus is open.

1. Student Meeting:

At least two relevant program faculty members will meet with the student. This meeting will provide an opportunity for the student to share their perspective on the circumstances surrounding the grievance. Before this meeting, the faculty will communicate that a decision about the grievance will not be rendered at this meeting.

Meetings may not be recorded. No additional persons beyond the student and faculty members will be permitted to attend the meeting.

This meeting will take place within five business days of the grievance filing.

2. Faculty Consensus:

Within three business days following a 'Student Meeting' MCCP Faculty will meet and discuss any student issue related to dismissal. Criteria to be considered in cases of dismissal include:

- Student adherence to MCCP ethics of professional practice
- Documentation of the grievance from faculty
- Information gathered from the faculty student meeting

If a consensus is met, MCCP faculty will communicate their recommendation, in writing, the Vice President of Academic Affairs (VPAA) about the student's status. The Chair and VPAA will review the recommendation and issue a letter to the student within five business days of receiving the MCCP Faculty's findings.

Faculty Consensus Outcomes:
Potential faculty recommendations following faculty consensus are listed below:

- Dismissal of grievance
- Dismissal of student
- Academic Probation and/or suspension with accompanying remediation plan, see section on "CCP Student Remediation Plans"
    a. Please share a copy of the prescribed remediation plan with the VPAA

CCP Student Remediation Plans

Faculty has the right, if deemed appropriate, to require a student to undergo a psychological evaluation or participate in psychotherapy as a remediation requirement. 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 the release of information from the evaluating or treating mental health professional, constitutes grounds for immediate suspension or dismissal from the program. Two weeks before a student's return to the program, the department will provide the student and the evaluator with a list of questions to be reviewed and completed. The completed questions must be returned one week before the student's anticipated return.

Non- Consensus

If a faculty consensus cannot be reached, the Chair for Professional Psychology should be informed directly after the faculty meeting adjourns. The Chair and VPAA will meet within one week of being notified of the lack of consensus to review findings and render a decision regarding the student's status. The VPAA will issue a letter to the student within five business days following their meeting with the Chair.

3. Appeal(s):

Students will have two appeal opportunities

- Appeal to the Chair for Professional Psychology
- Appeal to the Vice President of Academic Affairs

Center Chair Appeal:
Following notification of dismissal, the student may appeal the program's decision in writing to the Center Chair within five business days of receiving the notification. The student should provide specific information regarding the applicable policies and procedures of the Master's program, or the specific dismissal criteria.

The Center Chair will consult with MCCP faculty, meet with the student (if applicable), review the student's materials and MCCP faculty documentation, and any other applicable program policies and procedures. The Center Chair will render a decision within 10 business days of receipt of the student's appeal.

VPAA Appeal:
The student may make a final appeal, in writing, to the VPAA within 5 days of being informed of the Center Chair's decision. The student should provide specific information regarding the applicable policies and procedures of the Master's program were not followed in the review of the grievance.

The VPAA will consult with MCCP faculty, meet with the student (if applicable), review the student's materials and MCCP faculty documentation, and any other applicable program policies and procedures. The VPAA will also confer with the Center Chair regarding the basis of the student's appeal. The VPAA will render a decision within 10 business days of receipt of the student's appeal.

All decisions of the VPAA are final.
Students who do not submit their appeals within the specified time frames waive their right to appeal.

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 completing the 60-credit degree. Hours accumulated through practicum and internship do NOT count towards post-degree licensure hours. 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 School of graduate Studies 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

	Course Code	Course Name
Concentration Requirements	**PSYG 622**	Introduction to the Assessment and Treatment of Psychological Trauma
	PSYG 630	Foundations of Addictive Behaviors
	PSYG 638	Systemic Treatment of Addictions (608, 630)
	PSYG 672	Assessment and Treatment of Co-Occurring Disorders (630)

Child and Adolescent Therapy

	Course Code	Course Name
Concentration Requirements	**PSYG 602**	Play Therapy (500, 514)
	PSYG 604	A Systemic Approach to the Problems of Adolescents (514, 608)
	PSYG 622	Introduction to the Assessment and Treatment of Psychological Trauma
	PSYG 662	Assessment and Treatment of Children and Adolescents (514)

Child and Adolescent Therapy with Autism Spectrum Disorder Specialization (all required)

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

**Note: Available at Main Campus Only*

Couple and Family Therapy

	Course Code	Course Name
Concentration Courses *Complete*	**PSYG 657**	Working with Ethnically Diverse Couples and Families (608) (required)
	PSYG 614	Couple and Family Therapy Techniques (608,)
	PSYG 616	Advanced Couple and Family Therapy Techniques (608,614)

Six courses	**PSYG 618**	Human Sexuality and Marriage
	PSYG 604	A Systemic Approach to the Problems of Adolescents (514, 608)**
	PSYG 638	Systemic Treatment of Addictions (608)**
	PSYG 682	Working with Latino Families (608)**

***Students choose two of these three courses*

Diverse and Underserved Communities

	Course Code	Course Name
Concentration Courses	*Required Courses*	
	PSYG 532	The Role of Culture and Gender in Counseling & Psychotherapy
	PSYG 622	Introduction to the Assessment & Treatment of Psychological Trauma
	PSYG 630	Foundations of Addictive Behavior
	Electives Courses (select 2 courses)	
	PSYG 652	Introduction to Autism Spectrum Disorders*
	PSYG 640	Competencies for LGBTQ Counseling
	PSYG 684	Mindfulness and Psychotherapy
	PSYG 682	Working with Latino Families
	PSYG 680	Introduction to Geropsychology
	PSYG 561/562	Independent Research in Clinical and Counseling Psychology
	PSYG 628	Working Effectively in Trauma- Intensive Communities
	PSYG 657	Working with Ethnically Diverse Couples and Families
	PSYG 635	Special Topics in Diversity (e.g. Working with African American communities, Working with Asian American Communities, Counseling Multiracial Populations)

**Note: Available at Main Campus Only*

Trauma Studies

	Course Code	Course Name
Concentration Requirements	**PSYG 622**	Introduction to the Assessment and Treatment of Psychological Trauma
	PSYG 624	Treatment of Complex Chronic Trauma Responses (622)
	PSYG 675	Advanced Techniques in Trauma Intervention (622)
	PSYG 628	Working Effectively in Trauma-Intensive Communities (622)

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 Approval from Academic Affairs 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
Susan Featro, Ed.D, LPC
Phone: 484-265-1544
Email: featros1@chc.edu

Bill DeBuono, M.S., Administrative Coordinator
Phone: 215-242-7735
Email: debuonob@chc.edu

Office Location and Hours
DeSales University
Dooling Hall, Room 219
2755 Station Avenue
Center Valley, PA 18034

Monday	12:00 p.m. to 7:00 p.m.
Tuesday	12:00 p.m. to 7:00 p.m.
Wednesday	9:00 a.m. to 4:00 p.m.
Thursday	12:00 p.m. to 7:00 p.m.
Friday	9:00 a.m. to 4:00 p.m.

Appointments also available by request.
Hours may vary slightly from term to term and are posted at the Program Office.

Closing information pertaining to classes held at the DeSales Campus is available at:

- www.desales.edu
- www.WFMZ.com
- or by calling the DeSales University Campus Police 610-282-1100 x 1250

Driving Directions to DeSales Campus

- FROM PHILADELPHIA AND SOUTH: Take I-476, the Northeast Extension of the Pennsylvania Turnpike, to Exit 44, Quakertown. Turn left onto Route 663 North toward Quakertown, turn left onto Route 309 North, and proceed 6.4 miles to the intersection of Route 309 and Route 378 North. At this intersection, make a right onto Route 378. Follow Route 378 North for about 1/2

mile and turn right at the light onto Preston Lane. Follow Preston Lane to DeSales University entrance.

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

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

Course Descriptions

Please note: All courses are graded according to the standard grading scale except when otherwise noted.

PSYG 500 - Theories of Counseling and Psychotherapy 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 DSM-5-TR 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 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 561 - Independent Research in Clinical and Counseling Psychology I 3 credits
This course is for students who wish to advance their research experience under the supervision of a mentor. Any research must meet criteria for exemption by the IRB (See IRB Guidelines). All students will make a presentation of their project at the end of the semester. The course will promote an integrative understanding of the subject by a) exposing students to relevant literature, and b) may promote opportunities for them to interact with key stakeholders. Students have two options: 1) Students will complete a comprehensive Literature Review and 2) Students will complete a full proposal. Only those who choose option 2 and successfully complete these requirements (A- or higher) will be eligible to continue to Independent Study II. (Pre-requisite: PSYG 510 with a grade of A or A-).

PSYG 562 - Independent Research in Clinical and Counseling Psychology II 3 credits
This course is a continuation of Independent Study I . Students 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 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 536 - Psychological Assessment 3 credits
This course introduces the student to the theory and practice in psychological assessment. Students will learn the history and theoretical foundation of psychological assessment. 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 <u>not</u> 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 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, trouble-shooting at the site, supervision of cases and other site-related issues. Students should be sure to attain at least one-third of their site and contact hours during this time.

PSYG 715, 725, 735 - Internship **3 credits (each term)**

This is a field placement designed to provide students with supervised experience conducting counseling and psychotherapy. There are four options for completion of internship based upon a student's needs and goals. Students who want to obtain LPC licensure have two choices. These students can complete the minimum 600 hours of internship in either two or three consecutive terms. Students who want to obtain MFT licensure need to complete the minimum 300 hours of direct client contact over a period of a full calendar year, which would be three consecutive terms of internship which includes PSYG 710. Students are required to attend a weekly group supervision seminar on campus throughout each term in which they are enrolled in Internship. Prerequisites: Thirty (30) total credits including: PSYG 500, 503, 506, 508, 512, 705 (except for MFT students) and two concentration courses.

PSYG 740 - Internship IV (MFT Only) **3 credits**

Under extenuating circumstances, MFT students may apply for an additional semester of Internship in order to complete the required number of hours. The request must be made to the Director of Master's Field Placement and approved by the Co-Directors of the Master's Program prior to registration.

M.S. in School Counseling

Center for Professional Psychology

Program Contact Information

Program Director: Carol Corbett, PH.D., LPC, Assistant Professor of Psychology/ Field Placement Coordinator
Email: Corbettc@chc.edu
(Lehigh Valley Campus)

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 ages, 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.

CHC Alumni 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. This option is not available to transfer students.

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

	Course Code	Course Name
Core *Complete all courses*	**PSYG 500**	Theories of Counseling and Psychotherapy
	PSYG 503	Psychopathology
	PSYG 506	Techniques of Counseling and Psychotherapy I (prerequisite: 503)
	PSYG 510	Research Design and Methodology
	PSYG 512	Legal & Ethical Issues in Counseling and Psychotherapy
	PSYG 514	Development across the Lifespan: Individual and Family
	PSYG 530	Group Therapy
	PSYG 532	The Role of Culture & Gender in Counseling and Psychotherapy
	PSYG 542	Career Development and Counseling
	PSYG 662	Assessment and Treatment of Children and Adolescents (prerequisite: 514)

School Counseling Courses (12 credits)

	Course Code	Course Name
Core *Complete all courses*	**SCHC 501**	Foundations of School Counseling I
	SCHC 502	Foundations of School Counseling II
	EDSP 530	Theory and Pedagogy in Special Education
	EDSP 535	Evaluation/Assessment and the Law for Students with Disabilities

Clinical Training (7 credits)

	Course Code	Course Name
Core *Complete all courses*	**SCHC 704**	Pre-Practicum
	SCHC 705	Practicum
	SCHC 715	Internship

* 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.

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 (#5422).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. 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. 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, 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, with approval from the Program Director.

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 a student's 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.

Combined BA in Psychology and MS in School Counseling

Chestnut Hill College offers a combined BA in Psychology and MS in School Counseling 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 School Counseling 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 205 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 School Counseling 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 (i.e., submit a completed application, transcripts, statement of professional goals, a resume, two professional or academic letters of recommendation, complete an on-site writing sample and an interview with a graduate faculty member) prior to enrollment in graduate courses. The GRE is not required of combined program applicants. Applicants are required to have one letter of recommendation from a full-time faculty member in their psychology program. In addition, international students must interview with the Director of Global Education and submit acceptable TOEFL scores.

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 School Counseling 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 or BS/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 or BS/MS program these graduate credits may also be applied to their MS degree requirements. With their undergraduate advisor's and the Graduate Program Director's permissions, students provisionally admitted into the combined program are eligible to take four of the following graduate courses:

SCHC 501 Foundations of School Counseling I
PSYG 500 Theories of Counseling and Psychotherapy
PSYG 510 Research Design and Methodology
PSYG 514 Development Across the Lifespan: Individual & Family
PSYG 532 The Role of Culture and Gender in Counseling and Psychotherapy

Undergraduate students enrolled in these courses as part of the Combined program will pay undergraduate tuition for graduate courses until they complete their undergraduate degree.

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 School Counseling combined program will be ineligible for admission consideration.

As the Masters of Science in School Counseling program prepares students for professional school counseling practice, all students enrolled in courses in the MS-MSC 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

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**

Introduces 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

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Program Overview
The Department of Professional Psychology joins with the other programs of Chestnut Hill College (CHC) in providing students with a holistic education marked by academic excellence, shared responsibility, personal and professional growth, service to one another and to the global community, and concern for the earth.

Chestnut Hill College offers the Doctor of Psychology (Psy.D.) degree in clinical psychology with optional concentrations in Couple, Family, and Child Psychology or Psychological Assessment (with the additional option of a Neuropsychology Focus). 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, enabling 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 personality formation and the individual's inner psychological world; psychodynamic-interpersonal theory recognizes the value of a trusting relationship between the therapist and client to accomplish therapeutic goals. Systems theory asserts that individuals are inseparable from their network of relationships. The program's systems-focused approach provides students with an understanding of how 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 that 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/graduate/aims-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 9 am and 9 pm on Tuesdays and Wednesdays. Year I and some incoming Year II students may also have classes on Friday mornings. Optional 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, Written Comprehensive and the Integrated Science and Practice examinations, Student and Faculty Development Day(s), and Grand Rounds require additional hours and require the student to be available during the day and/or evening 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 can maintain a part-time work schedule while enrolled in the program, it is important to remember 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 per week to 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 and the Integrated Science and Practice examinations and must complete a dissertation and oral defense. Beginning in the summer semester of Year III, 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 three 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 709	Individual and Systemic Approaches to the Treatment of Children and Adolescents
PSYG 712	Research Design and Methodology
PSYG 713	Legal and Ethical Issues in Psychotherapy
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
PSYG 745	Clinical Experience I
PSYG 755	Clinical Experience II
PSYG 765	Clinical Experience III
PSYG 775	Clinical Experience IV

Required Upper-Level Doctoral Courses (66 credits):

PSYG 800	Psychological Assessment I (2 credits)
PSYG 801	Personality & AffectPSYG 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 816L	Advanced Topics in Human Diversity Lab (1 credit)
PSYG 818	Statistical Applications
PSYG 820	Methods of Psychotherapy Integration
PSYG 824	Ethics and Professional Practice Issues
PSYG 828	Cognitive Bases of Behavior
PSYG 830	Supervision (1.5 credits)
PSYG 831	Consultation & Outreach (1.5 credits)
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 851 Internship Preparation (1 credit)

Following completion of PSYG 846, students must register for PSYG 918 Dissertation Advising – Continuation (2 credits) each semester until the 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 Couples and Family Psychology

Students pursuing the Psychological Assessment Concentration:

PSYG 863 Advanced Personality Assessment
PSYG 866 Advanced Assessment of Neurodiversity
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
One of the criteria for internship readiness is successful completion of both the Integrated Science and Practice and Written Comprehensive examinations.

The Integrated Science and Practice Examination is scheduled for late May or early June of Year IV. The Integrated Science and Practice Examination is an evaluated educational experience during the final semester of Practicum II. Its purpose is to allow students to demonstrate and integrate the breadth of their psychological knowledge in an application of their work with a client. The Written Comprehensive examination is administered in August at the start of Year V. There are two parts to the examination. Part One consists of 200 multiple-choice items with 20 items from each of the following topic areas: Theories of Human Behavior, Psychopathology, Research Design and Statistics, Ethics, Diversity, Biological Bases and Psychopharmacology, Testing and Measurement, Cognitive/Affective Bases of Behavior, Social Bases of Behavior, and Human Development. Part Two consists of essay questions that

require the student to apply and integrate knowledge obtained from coursework and practicum experiences.

If either examination is not passed on the first attempt, the student has one opportunity to retake the Integrated Science and Practice Examination and two opportunities to retake the Comprehensive Examination.

Policy for Students Who Fail One Category of the Integrated Science and Practice Examination:

Students who fail one category of the examination, held in May and June, 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.

Policy For Students Who Fail Two or More Categories or Who Fail a Category of the Integrated Science and Practice Examination for a Second Time:

Students who fail two or more categories of the examination 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, which will be developed by the examining committee and approved by the faculty. The remediation plan could require additional field experience. Students may not apply for an internship unless they have passed. Students who do not receive a grade of Pass on the retest may be dismissed from the program.

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 exam by the second administration, 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. 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.

Practica and Internships

In addition to 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).

Students have the option of completing an additional two-semester assessment or psychotherapy practicum in Year V (PSYG 908 & 909; 3 credits total). Students may request to complete an additional 3-credit elective course in lieu of the Year V practicum, with the permission of the faculty. This request should be made to the Chair of the Department of Professional Psychology 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. Some students will be able to complete part of their practicum requirements at the PSC; the PSC is also part of the CHC Internship Consortium.

The Director of Clinical Training provides support for students seeking practicum placements, but it is the student's responsibility to secure an approved field placement. Students are required to apply for placements via Pendeldot or via the process outlined in the Practicum Information Session, held in the Fall semester. Failure to follow the policies and procedures of applying for a field placement, to include compliance with the stated timelines, may result in an inability to secure an approved field placement. Failure to secure an approved field placement by the required deadline is grounds for suspension from the program.

Please consult the *Psy.D. Clinical Experience Manual and the Psy.D. Assessment and Clinical Practicum Manual* for complete information on the clinical experience and practicum components of the program.

Internships

The doctoral internship is an intensive, supervised, 2000-hour work experience completed during the final phase of the doctoral program. The goal of the internship is to help the student develop, practice, and integrate clinical skills. Students are expected to pursue a one-year, full-time internship. Internships generally begin between July and September.

Students are expected to apply for APA-accredited and APPIC-member internships listed in the directory found at www.appic.org. Extensive information will be provided by the Director of Clinical Training at ongoing Information Sessions held during Year IV and Year V. The APPIC application and further information about APA-accredited and APPIC-member sites can be found on the APPIC website and in the Internship Manual.

Students on internship must register for 2 credits each semester for 3 consecutive semesters, or for 1.5 credits each semester for 4 consecutive semesters. The internship fee is $550 per credit (total $ 3,300), waived for interns in the Chestnut Hill College Internship Consortium. All internship placements provide stipends to students.

Students must pass the Integrated Science and Practice and Written Comprehensive examinations before they are 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 should be finalized with the Dissertation Chair and Dissertation Committee by the date noted in the Psy.D. Dissertation Manual 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 (or within the timeline requested by the committee). The student's signed Proposal Approval form should be submitted within two weeks of the final draft due date for the student to be eligible to apply for internship during the following Fall semester. For more information, see the Psy.D. Dissertation Manual.

The 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 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 (CHC) Internship Consortium, an APA-accredited internship site, is administered by the Chestnut Hill College School of Graduate Studies' Department of Professional Psychology. The Consortium provides paid doctoral internships in clinical psychology to Psy.D. students. The Consortium offers 2,000-hour minimum one-year internships, beginning on or around July 1, and ending on or around June 30. Students in the Psy.D. program at Chestnut Hill College are given preference in selection for internship positions in Match I. Students from other programs may apply to the Consortium in Match II.

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, as well as the didactic component of interns' training. (Didactic training is usually held at the College, one day each week. On-site supervision of clinical work is provided by qualified clinical site supervisors at each member site of the Consortium.

The Chestnut Hill College (CHC) Internship Consortium was developed in response to the needs of many CHC graduate psychology students who require a local internship and are faced with a shortage of appropriate training sites in the Pennsylvania, New Jersey and Delaware regions. The CHC Internship Consortium Training Manual can be accessed at: 2026-2027-Training-Manual.pdf

Dissertation

Each student must complete a dissertation, which may consist of an original empirical research study, theoretical monograph, or systematic literature review. The student must successfully defend the dissertation before a designated committee.

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: Students meet individually with their Dissertation Chair to complete a full draft of the dissertation proposal and related requirements, to incorporate feedback from the Committee, and to complete the formal dissertation proposal. Following completion of the formal dissertation proposal and formal committee approval, students continue to meet individually with their Dissertation Chair to complete and submit the IRB application and related requirements, and to secure IRB approval to conduct the dissertation research. Students complete the dissertation project under the guidance of the Dissertation Chair, in collaboration with committee members.

For more information, see the Psy.D. Dissertation Manual.

Sample Psy.D. Program Course Schedule

See below for a sample course schedule for students who enter Year 1 in fall 2022. 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.

YEAR	FALL	SPRING	SUMMER
Year I:	PSYG 702 Theories of Psychotherapy (3) PSYG 703 Psychopathology (3) PSYG 704 Development Across the Lifespan (3) PSYG 708 Intro to Couple & Family Therapy (3)	PSYG 709 Individual and Systemic Approaches to the Treatment of Children and Adolescents (3) PSYG 711 Techniques of Psychotherapy (3) PSYG 712 Research Design and Methodology (3) PSYG 713 Legal and Ethical Issues (3)	PSYG 716 The Role of Culture and Gender in Counseling and Psychotherapy (3) PSYG 717 Group Therapy (3) PSYG 745 Clinical Experience I – Field Placement Preparation (3)
Year II	*PSYG 755 Clinical Experience II (3)* PSYG 800 Assessment I (2) PSYG 805 Psychometric Theory (2) PSYG 804 Historical Foundations of Psychology (3) See Note 1	PSYG 801 Affect and Motivation (3) *PSYG 765 Clinical Experience III (3)* PSYG 802 Assessment II (3) See Note 1	*PSYG 775 Clinical Experience IV (3)* PSYG 803 Assessment III (3) PSYG 806 Psychodynamic Theory & Therapy (3) PSYG 806L Psychodynamic Lab (1) PSYG 844 Dissertation Mentoring I (1) See Note 1
Year III: Residency	PSYG 901 Practicum IA (1.5) PSYG 818 Statistical Applications (3) PSYG 845 Dissertation Mentoring II (1) PSYG 808 Advanced Couple and Family Psychology (3) PSYG 808L Advanced Couple and Family Psychology Lab (1)	PSYG 903 Practicum IB (1.5) PSYG 810 Biological Bases of Behavior (3) PSYG 815 Evidence-Based Practice (3) PSYG 815L Evidence-Based Practice Lab (1) PSYG 846 Dissertation Mentoring III (1)	PSYG 904 Practicum IC (1.5) PSYG 828 Cognitive Bases of Behavior (3) PSYG 838 Social Bases of Behavior (3) See Note 2

Year IV	PSYG 905 Practicum IIA (1.5) PSYG 814 Integrated Healthcare (3) PSYG 816 Advanced Topics in Human Diversity (3) PSYG 816L Advanced Topics in Human Diversity Lab (1) See Note 2	PSYG 906 Practicum IIB (1.5) PSYG 820 Methods of Psychotherapy Integration (3) PSYG 824 Ethics and Professional Practice Issues (3) See Note 2	Clinical Competency Exam PSYG 907 Practicum IIC (1.5) Elective #1 (3) See Note 2
Year V	Comprehensive Exam Elective #2 (3) PSYG 908 Practicum IIIA (1.5; optional) PSYG 851 Internship Preparation See Notes 2 and 3	Elective #3 (3) PSYG 830 Supervision (1.5) PSYG 831 Consultation & Outreach (1.5) PSYG 909 Practicum IIIB (1.5; optional See Notes 2 and 3	See Note 2
Year VI	PSYI 991 Internship I (2) See Notes 2 and 4	PSYI 992 Internship II (2) See Notes 2 and 4	PSYI 993 Internship IC (2) See Notes 2 and 4

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 (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 may be 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 and will be reviewed during the application process. Syllabi will not be reviewed until the full application is submitted. Courses in theories and techniques of psychotherapy are considered prerequisites 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, Family, and Child 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. The 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 course instructor explaining in detail how the required content was covered.

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.

Important Information Regarding the Admissions Process

The College website and Graduate Catalog provide comprehensive information about the PsyD program and its admissions process and requirements. Additionally, the Graduate Division of Chestnut Hill College conducts Open House Admissions Sessions (virtual and in-person) to provide extensive information about its programs and admissions requirements, as well as to answer questions from prospective applicants. Campus tours are also provided. Please note that we have the discretion to manage inquiries and individual applicant requests, and we do not guarantee that all requests will be honored. If an applicant is invited to an interview, they will meet the Director of Psy.D. Admissions, interview with two members of the doctoral faculty, and have an opportunity to speak with current students and take a campus tour.

Prospective applicants and applicants should discourage individuals who are not providing letters of recommendation for them from contacting the department, unless it is required (e.g., a letter of good standing from a prior doctoral program) or when the Admissions Director explicitly requests them to do so (e.g., a request for further information from a past or current field placement or clinical position). Unsolicited endorsements of prospective applicants or applicants will not be considered in the application process.

All aspects of an applicant's application are considered during the admissions process, including transcripts, letters of recommendation, CV, essay, and interviews, as well as communications and interactions with program faculty and staff. The program does not provide specific feedback to applicants who are not accepted.

Professionalism is a hallmark of the field of Clinical Psychology and of the CHC PsyD program. Written or verbal communication or behavior by a prospective applicant or applicant that is unprofessional, disrespectful, or otherwise inappropriate may render the individual ineligible for consideration for the doctoral program.

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.
- 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. 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 (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 the 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 involve taxing workloads and the 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 Center for Accessibility and Learning Services (CALS) to apply for ADA status, and to submit appropriate supporting documentation from licensed medical providers. The Center will determine a student's eligibility 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.

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. The Early Consideration deadline for both Year I and Year II applications is December 1. 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 1st. 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. 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.

Program Position of Student's Right to Privacy
The Program believes that students should have the right to privacy of personal information, experiences, and communications in all instances that are not in public forums nor have a relation to the profession or practice of psychology nor have the likelihood for harm to the safety of others.

Expectations of Student Expression and Behaviors
The Program will not actively monitor students' self-expression or behaviors in public or private forums. However, if it comes to the attention of the Program that a student has violated the *APA Ethical Principles of Psychologists or Code of Conduct* or the *Commonwealth of Pennsylvania Title 49 Chapter 41*, or demonstrated a serious lack of competence in the practice of psychology, or has or has the imminent potential to harm a client or others, a remedial or disciplinary process requiring additional information about the student may be triggered. Such material will constitute evidence in a proceeding and will be recorded in the formal remediation plan or write-up of any meeting.

If necessary, the Program may ask for or seek other information about the student of concern in order to determine a pattern of behavior of the student, mitigate any continuing harm due to a student's actions, or assess completion of a remedial requirement. Any attempt to gather or to release further information about the student's behavior will be in response to a specific stated objective in the remediation or disciplinary document (e.g., identifying persons who may need to be informed in the case of a student improperly disclosing clinical material; establishing the history and extent of a student's posting behavior on a public forum). This objective will be bounded and limited in the timeframe and scope of the information required and the parties needing to be involved. The student

will be able to participate in the development of these objectives, will be made aware of the request or need for this material, and will receive and sign a copy of any remediation plan or disciplinary outcome.

Evaluation or Treatment for Problems of Competency or Safety
Students may be mandated to undergo a psychological evaluation or participate in psychotherapy when there is evidence that they are unable to perform training or professional requirements competently or when they pose a threat of harm to themselves or others. Students will work with faculty on a remediation or disciplinary committee to decide the specific questions or behaviors that must be demonstrated through the evaluation or treatment (e.g., a written answer to a direct and relevant referral question in a remediation plan; a number of psychotherapy sessions). Ultimate responsibility resides with the faculty to determine what outcomes need to be satisfied for the student to return to capacity.

Students may select a licensed provider of these services (a) who has knowledge of the requirements of the profession, and (b) who does not share a multiple relationship with the student or the program. If the student is uncertain whether the provider will meet these criteria, they may seek the opinion of the faculty committee for the remediation or discipline plan. The student is responsible for all fees associated with the evaluation or treatment. A HIPAA release for the specific information in the remediation or disciplinary document will be sought before contact is initiated between the Program and the provider. The provider will provide a written response to the question(s) put to them by the Program about the student's competence and safety that will be stored in the student's file. The student is not required to waive their right to see the written findings of the evaluation or treatment. No further information will be requested of the provider by the Program.

Refusal or failure to participate in the evaluation or treatment will constitute a vacation of competency or safety to perform the professional duties of a psychologist on the part of the student and a voluntary withdrawal from the program.

Disclosure of Criminal and Ethical Proceedings
Students must be aware that past, current, or future criminal or ethical proceedings and their results 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.

The Program wishes to support individuals regardless of involvement in such proceedings in so far as the incidents leading to such proceedings and their outcome did or does not violate the *APA Ethical Principles of Psychologists and Code of Conduct* or the *Commonwealth of Pennsylvania Title 49 Chapter 41*, or demonstrate a serious lack of competence in the practice of psychology, or have the imminent potential to harm a client or others; or prevent completion the technical standards and degree requirements.

The Program will take no steps to discriminate in admissions and academic programming at the College against persons with past, ongoing, or upcoming criminal or ethical proceedings, nor those with results that have been rehabilitated or expunged.

Expectations of Students Around Disclosure of Criminal or Ethical Proceedings

Disclosure of past, current, or future criminal or ethical proceedings and their results is essential for continued training purposes, for the practice of psychology, and for protection of the public and others. Charges, rehabilitations, and expungements may still appear on certain background records. The Program will not discriminate in admissions or academic programming based on these disclosures but must in good faith have the knowledge to be able to endorse individuals in the practice of psychology and continued training purposes (e.g., verification for a practicum or internship site). Therefore, all students are required to request federal, state and ChildLine background checks prior to: (a) the first clinical placement and submit the results of the checks to the Department, (b) application to the pre-doctoral internship. Students may not begin their first field placement or receive a letter of good standing from the Chair or DCT until these documents have been submitted to the Department.

Each year, students will verify in writing whether they have been convicted of a summary offense, misdemeanor, felony, or other crime, have been subject to proceedings of ethical violations, and have such charges pending. If a student answers yes, they must submit to the Chair a statement documenting facts of the situation, providing details, including the date(s), location, specific charges or conviction, and the specific consequences or outcome of the charges or conviction. The student is not required nor encouraged to make any statements about admission or acknowledgement of perpetration of an offense. 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 in writing this information to the Chair at the time or application to the program or at the annual review. The Program considers any such material offered by the student involved criminal or ethical proceedings as part of the protected educational record of the student and will not release the information without consent of the student or as required by law. If the student chooses to apply to a training site or experience requesting this information, the student will be advised of this need for release and the student's permission will be sought first.

The full faculty will meet with the information from the student in an ad hoc global review to provide feedback and advisement to the student about their continued training and their likelihood of being able to practice in the field of psychology. If at this time, or through subsequent requested information, it is determined that the incident: violated the *APA Ethical Principles of Psychologists and Code of Conduct* or the *Commonwealth of Pennsylvania Title 49 Chapter 41*, or demonstrated a serious lack of competence in the practice of psychology, or has or has the imminent potential to harm a client or others; or prevents the completion the technical standards and degree requirements; was represented in an untruthful or dishonest manner; there may be remediation or disciplinary action as outlined in this handbook, the SGS Graduate Student Manual, and other relevant program documents.

Personal Conduct

Every student is expected to take full advantage of the learning experiences provided by the program. Further, every student has an obligation to successfully complete all course requirements and

demonstrate the expected level of competency in all program standards and aims; measured, in part, by class assignments and examinations. Therefore, students should not share content from their examinations or written assignments with students from their own or other cohorts, nor should students ask their colleagues to share such information. The sharing or receiving of content from examinations or written assignments constitutes cheating and is grounds for dismissal from the PsyD program. Additional information can be found under the Academic Integrity Policy of the School of Graduate Studies.

Global Review

The Department of Professional Psychology conducts a global evaluation for each doctoral student every nine months of their tenure in the program. Additionally, ad hoc global reviews are conducted when specific concerns arise regarding a student's behavior or performance. Areas addressed in the Global Review include academic performance, professional and ethical behavior and thinking, clinical skills, participation in the program and profession, compliance with program policies, procedures, and deadlines, awareness of and sensitivity to diversity issues, interpersonal skills, ability to accept supervision, and awareness and acceptance of responsibilities of doctoral studies. The purpose of the Global Review is to give students timely feedback so that any issues that are identified can be addressed early.

In general, the faculty will attempt to address a concern with a student as soon as it comes up. In most of these cases, the student will address the concern and the matter will be closed. In some cases, however, the concern persists and so it will be noted in the Global Review and the student will be required to take the necessary steps to resolve the concern. Depending upon the number and nature of the concerns, failure to resolve the problem, demonstrate improvement, and/or comply with a remediation plan could result in probation, suspension, or dismissal from the program. 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.

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, Psy.D. Clinical Experience Manual, Psy.D. Assessment and Clinical Practicum Manual, Psy.D. Doctoral Internship Manual, and 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.
- Academic or 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, practicum, or internship site, as outlined in the Clinical Experience, Practicum, and Internship 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, practicum, or internship site; or noncompliance with clinical experience, practicum, internship, 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 a 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. Unless otherwise stated, probationary periods begin on the date of notification. Students who are placed on probation may appeal this decision by following the procedure below (Other Appeals and Grievances).

Suspension

Suspension may be recommended in the following situations:

1. When a student's behavior poses a risk to themselves or others
2. When the severity of a student's behavior renders probation an inadequate disciplinary response
3. Performance problems at a clinical experience or practicum site, as outlined in the Clinical Experience and Practicum Manuals
4. When the performance or behavior that warrants a remediation plan entails a mandated leave of absence from the program
5. During Dismissal Procedures, when the hearing committee does not recommend dismissal but instead recommends suspension from the program

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 all field placements; 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. 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 think 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.

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 clinical experience, practicum, or internship, or withdrawal from a clinical experience, practicum, or internship without following appropriate procedure
- Consistent evidence that a student's emotional stability, judgment, bias, 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; other academic integrity violation
- 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 Integrated Science and Practice 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 of the Department of Professional Psychology 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 of the Department of Professional Psychology, 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 of the Department of Professional Psychology, three faculty representatives selected by the Psy.D. 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 of the Department of Professional Psychology will notify the Vice President of Academic Affairs in writing within 48 hours of the hearing. The committee may recommend alternate disciplinary action, which could include probation or 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 thinks 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 Vice President of Academic Affairs within five business 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 they think were not followed. The Vice President of Academic Affairs will review the student's materials, the staff designee's notes and related materials, and all applicable program policies and procedures. The Vice President of Academic Affairs will also confer with the dismissal hearing committee regarding the basis of the student's appeal. The Vice President of Academic Affairs will render a decision within ten business days of receipt of the student's appeal. All decisions of the VPAA are final.

   Every effort will be made to follow the timelines outlined above. School closings and program breaks may affect timelines. Also, if, for any reason, the committee 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 or internship, the Chair, on behalf of the hearing committee, will consult with the student's site/internship supervisor(s) to determine whether the student will be allowed to continue at the field placement/internship 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.

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 the student believes this would place them 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, they may appeal the decision by filing a written appeal to the Vice President of Academic Affairs within five business days of the Chair's decision. The Vice President of Academic Affairs 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 Psy.D. 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 this same 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.

Use of Artificial Intelligence (AI) Policy
The PsyD program requirements mandate a comprehensive evaluation of students' competencies across academic and practice areas, including writing skills, organization, presentation skills, and critical thinking. Therefore, the use of *generative artificial intelligence (AI)* is not permitted for program assignments unless the course instructor/faculty member authorizes its use. Without prior permission, the use or suspicion of use will be considered a violation of the School of Graduate Studies Academic Integrity Policy and subject to pertinent sanctions. When using corrective AI tools, such as grammar programs, for writing tasks, students must indicate in writing that they used AI when submitting the assignment, specifying the tools used. Students must discuss with and obtain approval from the relevant faculty member(s) and/or supervisor(s) before considering the use of generative and/or corrective AI when completing other professional submissions, such as internship application essays, practicum cover letters, clinical documents, or scholarship applications.

Concentrations and Electives
Students may pursue a concentration in Psychotherapy or Psychological Assessment. See 'Doctoral Electives' section for Concentration criteria.
Students must declare their intention to complete the requirements for a concentration 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). 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 at least three 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.

Dissertation Advising
Students must enroll in PSYG 918 (Dissertation Advising: Continuation) beginning in Summer of Year 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
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, cultural, 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
As psychologists-in-training, students are expected to be familiar with and to conduct themselves according to the *APA Ethical Principles of Psychologists and Code of Conduct* and the *Commonwealth of Pennsylvania Title 49 Chapter 41* (and subsequent updates and additions to these documents) in public and professional settings. Failure or unwillingness to do so will result in remediation or disciplinary action as outlined in the Psy.D. Student Handbook or this catalog.

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 to participate in Directed Teaching (1 credit). These students teach an undergraduate or graduate course under the supervision of a faculty member in exchange for a tuition waiver.

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. Psychotherapy may be mandated for students when there is evidence that the student is unable to perform training or professional requirements competently or when they pose a threat of harm to themselves or others.

Readmissions to the Psy.D. Program
The following policy applies to:

1.1. 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.
3.3. 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, or who withdraw and are not in good standing in the program at the time of withdrawal, are not eligible for consideration 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 clinical experience, 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, Cognitive Behavioral, and Gestalt. Students will learn to distinguish among different approaches and acquire a working knowledge of the terminology and concepts identified with each approach. In addition, students will demonstrate understanding of case conceptualizations and ethically and multiculturally appropriate application of theories with diverse populations, contexts and issues.

PSYG 703 Psychopathology 3 credits
Designed to provide an overview of the types of psychological problems that humans experience and a foundation in the most diagnostic system used in practice and research. For each of the major diagnostic categories, we will review the a) signs and symptoms, b) estimates of frequency in the population, c) expected course over the lifetime and in response to treatment, and d) theory and research suggestion of the mechanisms behind the disorder. We will pay special attention to the influence of gender and culture on the expression and experience of each disorder. Finally, we will

practice ways to determine a diagnosis and make discriminations between similar disorders. Prerequisite: PSYG 702 or may be taken concurrently with PSYG 702.

PSYG 704 Development Across the Lifespan: Individual and Family 3 credits
Designed to provide an overview of human development across the lifespan. We will examine key features of each of the developmental periods from conception until death. For each stage, we will review the research evidence of that addresses two questions: a) what are our physical and cognitive capabilities at that stage of life and b) what are the social and emotional tasks we need to accomplish at each stage for successful development to take place? We will examine several influential developmental theories that help us organize our thinking about human development, and will evaluate how well these theories explain the data about which we have been learning. We will place special emphasis on how this knowledge helps us identify potential problems that individuals and systems might experience and how these theories and evidence might guide interventions.

PSYG 708 Introduction to Couple and Family Therapy 3 credits
This course will introduce 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 709 Individual and Systemic Approaches to the Treatment of Children & Adolescents 3 credits
This course provides an introduction to the psychological treatment of youth. The fundamental ideas of child and adolescent therapy will be reviewed, including developmental considerations, developing therapeutic rapport with youth and their families, and theoretical and empirical approaches to treatment based on commonly presenting concerns. The course includes didactic and experiential learning to promote conceptual and practical knowledge to therapeutically address youth's social, emotional, behavioral, systemic, and psychological needs.

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

PSYG 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**

The first semester of this 3-semester 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**

Continuation of PSYG 755. This course requires at least 700 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. Prerequisite: PSYG 755

PSYG 775 Clinical Experience IV **3 credits**

Continuation of PSYG 765. This course requires at least 700 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. Prerequisite: PSYG 755 and 765

PSYG 800 Psychological Assessment I **3 credits**

This course aims to familiarize students with current measures of intelligence and achievement testing and to develop competence in administering, scoring, and interpreting the Wechsler Instruments for children, adolescents, and adults. In particular, the Wechsler Adult Intelligence Scale Fourth Edition (WAIS-IV), the Wechsler Intelligence Test for Children-Fifth Edition (WISC-V), Wechsler Individual Achievement Test-Fourth Edition (WIAT-IV), Beery-Buktenica Test of Visual-Motor Integration-Sixth Edition. Ethical test usage and culturally competent assessment practices will also be discussed.

PSYG 801 Affect and Motivation **3 credits**

People tend to think, feel, and behave in typical ways. Personality theories attempt to predict and explain why people are the way they are. This course will help you to know the origins of each of several different personality theories, the history of the theorist and how this influenced their thinking, the key concepts of each theory, how these concepts relate to the development of a person, how culture moderates the experience of personality, and the implication of these concepts for personhood.

PSYG 802 Psychological Assessment II

This course will prepare students to administer and interpret nomothetic inventories (objective tests) as well as ideographic 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 Revised Comprehensive System. Students will also be introduced to the MMPI family of instruments (MMPI-2, RF, and 3), the Thematic Apperception Test (TAT), Rotter Sentence Blanks and projective drawings. *Prerequisites: PSYG 800*

PSYG 803 Psychological Assessment III **3 credits**

Focuses on the assessment of neurodiversity in children and adults, including the assessment of autism, intellectual disability, and attention-deficit/hyperactivity disorder. Formal behavioral, observational, adaptive behavior, and rating scales appropriate for neurodiversity assessment will be examined. Prerequisites: PSYG 800, PSYG 802 and PSYG 805.

PSYG 804 Historical Foundations of Psychology 3 credits
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
Psychodynamics is a diverse tradition of developmental, personality, and clinical approaches to understanding and treating individuals. This course will present a modern, pragmatic, and evidence-based version of psychodynamic therapy that focuses on patients' experiences, samples theories as they can be best applied to specific problems, pays note to the interactions that occur between patients and therapists, and incorporates the evolving evidence base for dynamic practice. Techniques appropriate for patients with a higher level of functioning will be emphasized, as well as methods to determine for whom this type of work might be appropriate. We will also introduce three other evidence-based psychodynamic treatments. We will read and discuss several articles relevant to clinical practice or about current controversies in psychodynamic theory and practice. The laboratory component of this course will involve watching clinical material, using psychodynamic interventions, and processing and receiving feedback on these interventions.

PSYG 806L Psychodynamic Theory and Therapy Lab 1 credit
One hour per week lab to be taken in conjunction with PSYG 806. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 806.

PSYG 808 Advanced Couple and Family Psychology 3 credits
This is an examination of Couple and Family Psychology. The course is primarily theoretical, but the lab section of this class (PSYG 808L) will be aimed at specifically addressing the clinical skills necessary to practice systemically-based therapy. As with any complex clinical expertise, students interested in becoming more skilled in family therapy need additional courses and clinical supervision. This class will however assist the student in beginning that road to becoming a family therapist. One will have learned about family therapy, will practice skills through the lab, and will have observed enough examples to be capable of working clinically with families and couples under supervision. However, to be considered a Couple and Family Psychologist, at least four graduate classes in this topic are required by ABPP.

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**

Focuses on the biological and physiological processes underlying human behavior that are particularly relevant to the professional psychologist. Emphasis will be placed on fundamental aspects of brain development, human neuroanatomy, brain-behavior relationships, and neuropathology. In addition, genetic determinants of behavior, the biological basis of memory and learning, as well as the biological basis of various forms of psychopathology will be reviewed. The biological basis of emotion and the physiological response to stress will also be presented along with cultural influences on cognition.

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**

Designed to help students to understand the principles, issues, and controversies of the field of Evidence Based Practice in Psychology (EBPP). The history of the field, research methodology, statistical variables, therapist and client variables, and clinical practice will be covered. It will be a combination didactic/lecture, seminar, and class participation course. This course is taken in conjunction with PSYG 815L.

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. This course is taken in conjunction with PSYG 816L.

PSYG 816L Advanced Topics in Human Diversity Lab 1 credit

One-hour per week lab to be taken in conjunction with PSYG 816. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 816. Students will be required to complete one intake and one first session with a fictitious client. The goal is to begin to practice techniques that are taught in PSYG 816.

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. The conceptual, practical and investigative tools gained should enhance ability to act as a decision-maker and to use data to make decisions intelligently. The course focuses upon key concepts and principles of statistical applications related to behavioral science problems and computer simulations of those problems. In addition, students will be introduced to the use of database software, SPSS, for data analysis. Upon completion of this course, you should be able to identify major theories, terminology, principles, and methods in the above areas, and apply them to individual research problems.

PSYG 820 Methods of Psychotherapy Integration 3 credits

This course is designed to introduce methods and principles of psychotherapy integration. The ideas of theory, psychological science, specific and common interventions, mechanisms of change, and models of their integration will be elaborated. A broad definition of integration will be used, including how we use cognitive, affective, biological, and social psychology to inform our work with clients as well as how we incorporate research practices, diversity, and systemic thinking into our professional service. From this course, students are expected to acquire knowledge from the psychotherapy integration literature as well as have greater awareness of how they themselves think about psychological change and how they will integrate differing perspectives and views into their future professional contact.

PSYG 824 Ethics and Professional Practice Issues 3 credits

This course will focus on developing sophisticated competence in integrating ethical and legal standards in clinical work. Students will build advanced skills in applying ethical standards and resolving ethical dilemmas. The course will also explore the ethical and legal issues relevant to the business of psychology, including practice development, and risk management Students gain advanced knowledge of the professional practice of psychology, paradigms of professional development, the philosophical foundations of the ethical principles for psychologists and how these are distinguished from moral principles, the Pennsylvania licensure law, and specific legal issues and legal precedents germane to practicing psychology in Pennsylvania. Specific topics include confidentiality, informed consent, competence, and respect for others. Students will also be exposed to resolving various problems associated with practice development. Through class discussion/activities, students will be tasked to resolve various problems associated with developing a professional practice, the inter-connectedness of all professional activities, ethical and professional conduct, licensure, record keeping, third-party reimbursements, HIPAA regulations, and telehealth. Another task will be to create a simulated private group practice in assessment and/or psychotherapy. Working on this task will expose further expose students to the problems listed above. Students will also be exposed to marketing and business

planning. Students are expected to be able to think about and communicate difficult ethical concepts in the form of class participation, quizzes, exams, and a group project.

PSYG 828 Cognitive Bases of Behavior **3 credits**

Examines cognitive psychological processes, such as learning, attention, memory, perception, information processing, problem-solving, and decision-making in everyday behavior and thought processes. This study of cognitive science research is reviewed to better understand cognitive-affective-behavioral-personality interactions.

PSYG 830 Supervision **1.5 credits**

This course is designed to help students become knowledgeable about the role of supervision in the training of clinical psychologists. Specifically, the course examines definitions of supervision, the supervisory relationship, models of supervision, the function of evaluation, supervision teaching formats and interventions, current research, legal and ethical issues, and the impact of the following issues on supervision: gender, sexual orientation, ethnicity, social class, and other cultural issues.

PSYG 831 Consultation and Outreach **1.5 credits**

This course is designed to help students become knowledgeable about how psychologists engage in consultation and outreach to individuals and organizations, populations and systems. Distinctions among supervision, consultation, and outreach are made. Although similar psychological and research methods and skills are involved, the differences in function, role, and responsibility are discussed. Students will be exposed to models of consultation and outreach, current research, legal and ethical issues, and the need for consideration of culture in consultation and outreach. Finally, the concept of program evaluation will be introduced for future professional endeavors of the student.

PSYG 837 Setting- and Population-Based Assessment 3 credits

Explores the role of psychological assessment in various professional settings, such as forensics, Veterans Affairs, schools, residential treatment, and private practice. Referral question(s) and determination of appropriate assessment measures and report writing formats will be explored in the context of cultural and ethical considerations and implications for each population served. Additionally, the neurocognitive and psychosocial effects of low-incidence medical conditions will be examined.

PSYG 838 Social Bases of Behavior **3 credits**

This course presents students with the study of factors that influence the behavior of individuals and groups in predictable ways. It provides a strong grounding in the traditional and emerging concerns of social psychology, including: 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 Dissertation Mentoring I **1 credit**

The purpose of this course is to help students identify a dissertation topic and begin preparation of the dissertation proposal.

PSYG 845 Dissertation Mentoring II **1 credit**

This course is the second of a three-course sequence. The overarching aim is to continue developing skills necessary to complete the doctoral dissertation. The role of the doctoral dissertation in the development of professional psychologists as well as the importance of empirical research and scholarship in the field of psychology will be emphasized. Moreover, best practice with respect to conducting culturally competent and ethical research will be discussed throughout this course. This course will culminate with: 1) presenting a poster summarizing your proposed dissertation topic at the Psy.D. Student Poster Session and 2) an annotated bibliography relevant to your dissertation topic. Prerequisite: PSYG 844

PSYG 846 Dissertation Mentoring III **1 credit**

This course is the third of a three-course sequence. The overarching aim is to continue developing skills necessary to complete the doctoral dissertation. The role of the doctoral dissertation in the development of professional psychologists as well as the importance of empirical research and scholarship in the field of psychology will be emphasized. Moreover, best practice with respect to conducting culturally competent and ethical research will be discussed throughout this course. This course will culminate with 1) presenting a poster summarizing your proposed dissertation topic at the Psy.D. Student Poster Session, 2) approximately 25-30 pages of a literature review, 3) a completed draft of the method section, 4) a draft of the appendices, and 5) a reference list. Prerequisite: PSYG 844 and PSYG 845

PSYG 850 Advanced Topics in Psychodynamic Thinking **1 credit**

This course aims to aid students in developing a richer understanding of the history and thinking that has given rise to contemporary psychoanalytic theory and practice. Students will read ten articles and/or book chapters from prominent psychoanalytic thinkers and come to class prepared to discuss themes such as the historical implications of these ideas, distinctions along theoretical lines, and ways work from under-represented groups has been ignored or otherwise misattributed.

PSYG 851 Internship Preparation

This one-credit course addresses all facets of internship preparation, including, but not limited to: establishing training and professional goals; selecting sites to apply to that align with those goals; understanding the application process; writing essays, cover letters, and other materials; and interviewing. Students will attend bi-weekly information sessions during the semester. This is a required course for all students applying for their doctoral internship.

PSYG 852 Treating the Contemporary Family **3 credits**

This course examines family therapy as it applies to a variety of family types and structures. The student is expected to learn the clinical interventions that are useful with these various families. In addition, this class touches on the aspect of our field that consorts with sociology. In other words, the class will help you have a fuller understanding of a variety of families that do not match your own. Of course, our own experience is always present, to some degree, and this class will work to be sure that the character that you play in role will be separated from you in many pivotal ways. You will be learning about divorce, adoption, LGBT families, stepfamilies, cultural diversity, families with medical illness, and addiction. For psychologists and therapists to be able to assist families, it is best if the ways in which these children present individual differences is made clear to the parents. In order to

understand and support children with special needs, it is important to recognize that while diagnostic categories (e.g. ADHD, Autistic Spectrum Disorder, learning disabled or bipolar) offer some clarification to parents, the preferred approach is to recognize that these children have a range of biological and emotional strengths and weaknesses. The works and writings of Greenspan and Wieder, and Ross Greene are included in order to assist the student in understanding differences in sensitivity, social skills, temperament, executive skills, language processing and emotional regulation. In working from this perspective, the student learns how to convey the subtlety of a child's particular needs, rather than simply overwhelming a parent with labels that seem intractable.

PSYG 853 Serious Mental Illness: Individual and Family Approaches to Treatment 3 credits
In this course, students will increase their knowledge about individuals with serious mental illness (SMI), including defining, assessing, and treating SMI in an ethical and culturally-informed manner. Students will learn how to apply already-developed knowledge of psychotherapy interventions to work with this population and will learn additional individual, family, and community-based approaches to treatment. There will be a specific emphasis in understanding family systems and SMI, as well as family involvement in treatment. This course will emphasize the recovery model in mental healthcare and teach specific evidence-based practices consistent with this model, as well as expose students to services available for support, employment, and housing that are commonly implemented in collaborative interdisciplinary treatment settings.

PSYG 855 Family Therapy with Young Children 3 credits
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 schools and mental health agencies will also be examined. This course should serve as a foundational review of child development; systems effect on development and behavior and specifically family-based treatment for children. Students may be required to offer a workshop to a local agency. The creation of clinical cases, including therapy and supervision will occur in this class.

PSYG 859 Seminar in Couple and Family Psychology 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 will examine specific evidence-based practices, particularly in regard to couples therapy. Students will practice conceptualization and application of a model of their choice utilizing the Creating Family Protocol to engage in practice. Finally, the course will address specialization in couples and family therapy and supervising others in the practice of family therapy.

PSYG 863 Advanced Personality Assessment 3 credits
This course assumes a working knowledge of the Rorschach (Comprehensive System), MMPI-2, MMPI-3, 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 866 Advanced Assessment of Neurodiversity 3 credits
Focuses on the assessment of neurodiversity across the lifespan, including autism, intellectual disability, and other low-incidence disorders. Building on previous courses, relevant cognitive, academic achievement, adaptive behavior, and rating scales will be examined. Students will be exposed to current research, models, and the need for the consideration of culture and other identity factors in the assessment of neurodiversity.

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 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 with background information (e.g. educational, developmental), medical history, client characteristics (e.g. personality), and socio-cultural factors will be emphasized. Neuropsychological assessment of common neurological conditions across the lifespan will be reviewed. Finally, the use of neuropsychological assessment data to assist in treatment and disposition planning will be discussed.

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 Practicum IA 1.5 credits
This three-term course is designed to provide supervised Assessment Practicum. Students are expected to spend at least 15 hours per week at an assessment practicum site and to attend class weekly. The purpose of the class is to ensure that the practicum experience is meeting the stated goals and objectives and to focus on case presentations to provide a broader experience amongst the cohort.

PSYG 903 Practicum IB 1.5 credits
Continuation of PSYG 901. This three-term course is designed to provide supervised Assessment Practicum. Students are expected to spend at least 15 hours at an assessment practicum site and to attend class weekly. The purpose of the class is to ensure that the practicum experience is meeting the stated goals and objectives and to focus on case presentations to provide a broader experience amongst the cohort. Prerequisite: PSYG 901

PSYG 904 Practicum IC 1.5 credits
Continuation of PSYG 903. This three-term course is designed to provide supervised Assessment Practicum. Students are expected to spend at least 15 hours at an assessment practicum site and to attend class weekly. The purpose of the class is to ensure that the practicum experience is meeting the stated goals and objectives and to focus on case presentations to provide a broader experience amongst the cohort. Prerequisite: PSYG 903

PSYG 905 Practicum IIA 1.5 credits

This three-term field placement is designed to provide supervised clinical Practicum. 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 approximately 15-20 hours per week at the field site, students are required to attend a weekly seminar on campus. We will 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 906 Practicum IIB **1.5 credits**

This three-term field placement is designed to provide supervised clinical Practicum. 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 15 hours per week at the field site, students are required to attend a weekly seminar on campus. We will 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. Prerequisite: PSYG 905

PSYG 907 Practicum IIC **1.5 credits**

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 training a minimum of two days per week at the field site, students are required to attend a weekly seminar on campus. The seminar's purpose is to provide didactic training and support related to the practicum. The third semester of the seminar will focus on termination, guest presentations, and an overview of the internship application process. Prerequisite: PSYG 906

PSYG 908-909 Practicum III **1.5 credits each term**

This two-term field placement course is an elective for students who wish to complete additional clinical or assessment practicum experience in Year V. The aim of the practicum is to help students gain additional supervised experience in preparation for internship, either refining their assessment and report writing skills (minimum of twelve hours per week at the site), or developing more advanced clinical competencies (minimum of twelve hours per week at the site). The year V Practicum also provides students with the opportunity to engage in training opportunities they might not have received in prior practicum experiences, such as supervising less advanced students and working with different diagnoses and populations. Students are expected to participate in a weekly practicum class on campus, the purpose of which is to ensure that the practicum experience is meeting the stated aims and competencies established in the Assessment and Clinical Practicum Manual. Weekly classes will focus on clinical and/or assessment discussions, case conceptualization, and case presentations, with an emphasis on the provision of ethical, culturally informed mental health services to diverse clients in a variety of settings.

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 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.