



CHESTNUT
HILL
COLLEGE

School of Graduate Studies

2011-2012 Catalog



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GENERAL INFORMATION

Chestnut Hill College endeavors to present an accurate overview of its curricular and co-curricular programs, facilities and fees in this publication. The information contained herein is current as of July 1, 2011. As growth and changes are inevitable, Chestnut Hill College reserves the right to alter regulations, programs, fees, or provisions described in this publication without notice or obligation. Failure to read this catalog and other sources of regulations governing academics and student life at Chestnut Hill College does not excuse the student from the requirements and regulations discussed herein. In all of its policies and operations, the College complies with applicable federal and state laws.

ACCREDITATION AND MEMBERSHIPS

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

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

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

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

The Doctoral program in Clinical Psychology (Psy.D.) is accredited by the American Psychological Association (APA). For general information about APA accreditation or specific information on the accreditation status of Chestnut Hill College, please contact: Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 or 202-336-5979.

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

NONDISCRIMINATION STATEMENT

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

CHESTNUT HILL COLLEGE MISSION

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

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

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

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

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

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

SCHOOL OF GRADUATE STUDIES MISSION AND PHILOSOPHY

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

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

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

The School of Graduate Studies welcomes women and men of all backgrounds into its graduate programs and into a dialogue informed by the principles of lifelong learning. The faculty provides graduate students the opportunity to acquire advanced knowledge and professional skills in order to meet today's career challenges.

The programs within the School of Graduate Studies prepare adult students for professions in administration of human services, instructional technology, counseling psychology, education, holistic spirituality, spiritual direction and clinical psychology. The aim of these programs is to graduate professionals who will be skilled, ethical, knowledgeable and confident practitioners.

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

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

<u>Contact Person</u>	<u>Area of Responsibility</u>
<p>Steve Guerriero, Ph. D.Dean School of Graduate Studies</p>	
<p>MaryBeth O'Neill Assistant to the Dean School of Graduate Studies SJH Room 75 215.248.7171 oneillmb@chc.edu</p>	<p>Communications Assessment & Evaluation Special Events</p>
<p>Jayne Mashett Director of Admissions School of Graduate Studies SJH Room 73 215.248.7020 mashettj@chc.edu</p>	<p>Admissions</p>
<p>Andrew McCarthy Assistant Director of Graduate Admissions School of Graduate Studies 215-248-7193 mccarthy@chc.edu</p>	<p>Admissions Process</p>
<p>Amy Boorse Application Manager School of Graduate Studies SJH Room 78 215.248.7097 boorsea@chc.edu</p>	<p>Application Management Applicant Communications</p>
<p>Courtney Adams Administrative Assistant School of Graduate Studies SJH Room 70 215.753.3610 AdamsC@chc.edu</p>	<p>Registration Adjunct Contracts Technology for Students and Faculty</p>

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Registration
 Grade Collection

CHESTNUT HILL COLLEGE TELEPHONE DIRECTORY

Chestnut Hill College Main Number	215-248-7000
School of Graduate Studies (SGS)	215-248-7170
Fax Number School of Graduate Studies	215-248-7161
Assistant to the Dean, SGS	215-248-7171
Director of Admissions, SGS	215-248-7020
Graduate Associate Registrar	215-248-7018
Financial Aid Office	215-248-7101
Student Financial Services	215-248-7116
Bookstore	215-248-7150
Career Services	215-248-7109
Academic Resource/Writing Center	215-248-7114
Computer Center	215-248-7165
Logue Library	215-248-7052
Security/Parking Permits	215-248-7777
Counseling Center	215-248-7104
Health Services	215-248-7111
International Student Advisor	215-248-7166
Director for Mission and Ministry	215-248-7031

Graduate Departments

Instructional Technology, Coordinator	215-248-7008
Administration of Human Services	215-248-7012
Education Department	215-248-7127
Administrative Assistant, Education	215-248-7126
Holistic Spirituality, Graduate Chair	215-248-7044
Professional Psychology, Graduate Chair	215-248-7162
Assistant to the Chair, Dept of Professional Psychology	215-248-7077
Autism Spectrum Disorder Coordinator	215-242-7734

CHC at De SALES University

Graduate Counseling Psychology Program at De Sales University in Center Valley PA	610-282-0397
FAX Number CHC @ De Sales University	610-282-1161

**SCHOOL OF GRADUATE STUDIES ACADEMIC CALENDAR
2011-2012 FOR STUDENTS**

FALL TERM 2011

Late Registration Fee goes into effect close of business	August 12
Last Day to Drop with 100% Refund	August 26
Classes begin for Accelerated Programs	August 22
Classes Begin	August 29- Sept. 2
Last Day to Change Registration w/80% Refund	September 2
Holiday-Labor Day No Classes	September 5
Last Day to Change Registration w/60% refund Last Day	September 9
to Change Registration w/40% Refund Application Due	September 16
to Request December 2011 Graduation Last Day to	September 30
Withdraw without Failure-No refund Deadline for	October 7
Master Level Assistantship Applications Fall Break**	October 7
	October 10-14
Classes End Accelerated Programs	October 15
Classes begin for Accelerated Programs	October 17
Spring Registration Begins	November 7
Thanksgiving Break No Classes	November 22-25
Classes End for all Programs	December 5-10
Infra-session	December 12-16
Grades Due	December 14
Grades Available for Viewing on Portal	December 15
Degree Conferral	December 29

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

SPRING TERM 2012

Late Registration Fee goes into effect close of business	December 16
Classes begin for Accelerated Programs	January 3
Last Day to Change Registration -100% Refund	January 13
Classes Begin for all other programs	January 16
Last Day to Change Registration w 80% refund	January 20
Last Day to Change Registration w/60% refund	January 27
Last day to Change registration w/40% Refund	February 3
Deadline for Master Level Assistantship Applications	February 3
Application Due to Request May 2012 Graduation	February 17
Classes End for Accelerated Programs	February 25
Classes Begin for Accelerated Programs	February 27
Last Day to Withdraw without failure No Refund	March 9
Spring Break**	March 12-16
Summer Registration Begins	March 19
Holiday-Easter No Classes	April 5-9
Classes End for Accelerated Programs	April 21
Classes End for All Other Programs	April 23-27
Infra-Session	April 30-May 4
Late Fee for Summer Applies	May 4

Grades Due	May4
Commencement	May 12
Degree Conferral	May 12

SUMMER TERM 2012

Summer I consists of a five week semester. Classes meet twice a week from May 14, 2012-June 15, 2012.

Last Day to Change Registration w/100% Refund	May 11
Classes Begin Summer I	May 14-18
Last Day to Change Registration w/80% Refund	May 18
Last Day to Withdraw	May25
Holiday-Memorial Day-No Classes	May28
Deadline for Fall Master Level Assistantship	June 15
Classes End	June 11-15

Summer II consists of a ten week semester. Classes meet once a week from May 14, 2012-July 23, 2012.

Last Day to Change Registration w/100% Refund	May 11
Classes Begin Summer II	May 14-18
Last Day to Change Registration w/80% Refund	May 18
Last Day to Change Registration w/60% Refund	May25
Holiday -Memorial Day-No Classes	May28
Last Day to Withdraw w/40% Refund	June 8
Deadline for Master Level Assistantship Application	June 15
Application Due to Request August 2012 Graduation	July 1
Holiday-Independence Day-No Classes	July 4
Fall registration Begins	July 11
Classes End	July 23
August Degree Conferral Date	TBD

Summer III consists of a five week semester. Classes meet twice a week from June 18, 2012 until July 23, 2012.

Last Day to Change Registration w/100% Refund	June 15
Classes Begin Summer III	June 18-22
Last Day to Change Registration w/80 % Refund	June 24
Last Day to Withdraw w/ 60% Refund	July 1
Application Due to Request August 2012 Graduation	July 1
Holiday-Independence Day-No Classes	July 4
Fall Registration Begins	July 11
Classes End Summer III	July 23

ADMISSIONS

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

These admissions policies apply to the following programs: Master's Degrees, Graduate Certificates, Certifications, and Post-Master's Certificates. For Psy.D. admission information, see Catalog Section 12. For Professional Certificate in Autism Spectrum Disorders admission information, see Catalog Section 15.

ADMISSION GUIDELINES

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

ADMISSION PROCESS

- CONTACT with the Graduate Office Staff who will provide the prospective student with application materials, program information, and answers to general questions. Consultation with the staff about admissions requirements and/or attendance at an Information Session are recommended, but not required.

- SUBMISSION OF MATERIALS AND REQUIRED CRITERIA
NOTE: Submitted materials become property of Chestnut Hill College.
 1. **Application form with fee** (see website for current fees)
 2. **Official transcripts** of all previous college and university study
 3. **Three letters of recommendation**
Sources should be academic and professional; letters written by family or friends are not acceptable.
 4. **Professional Goals Essay**
A substantive academic essay of 400-600 words (typed and double-spaced), which adheres to the following instructions:
Explain academic and professional goals in relationship to life experiences and career plans. Describe the specific reasons the Chestnut Hill College program for which you are applying meets your goals and needs. Include your name, program of interest, and date on your essay. Both a writing specialist and department chair or coordinator will grade your essay on proficiency and writing style (overall writing ability, motivation, grammar, mechanics, punctuation, structure, punctuation, logic, development, etc) and content (goals' compatibility with CHC program, coherence, and

connection between educational goals, life experiences and career plans).
Please, proof read your essay carefully.

5. Standardized Test Scores

- For Education applicants: PPST (Praxis I) or proof of teaching certification is mandatory for ALL education department applicants.
- For departments other than Education: MAT or GRE scores (waived for those with a previous graduate degree)

6. Interview with Department Chair/Program Coordinator

Qualified applicants may schedule an interview with the Department Chair/Program Coordinator when requirements have been received. (Exception: Education and Instructional Technology applicants may schedule an initial interview and transcript evaluation.)

NOTE: Informational meetings with a department representative may be possible prior to or during the application process. (Please check the online Information Session Calendar for upcoming dates since individual meetings are dependent on the availability of the department chairs and coordinators.)

Additional Requirements:

- For International Students: Contact the Director of International Student Services, James McLaughlin, M.S., at mclaughlinja@chc.edu or 215-248-7989. For ESL students, acceptable TOEFL scores are required.
- To satisfy the POE state GPA requirement, education applicants with a cumulative undergraduate GPA under 3.0 are required to take pre-matriculated courses as follows:
 - o 2.8 to 2.99: Two graduate-level courses (six credits) or three post-bachelor's undergraduate courses (nine credits or more) with grades of "B" or better
 - o Below 2.8: Three graduate-level courses (nine credits) or four post-bachelor's undergraduate courses (12 credits or more) with grades of "B" or better
 - o Applicable courses can be used toward the degree/certification.
 - o Courses from other accredited universities will satisfy this requirement.
- Individual programs in the Holistic Spirituality department may have additional requirements listed in the program section of the catalog.

NOTE: Graduates of any CHC program and applicants with previous graduate degrees are asked to contact the Graduate Admissions Director to see if they qualify for waivers of certain criteria.

EVALUATION OF APPLICATION MATERIALS

Upon receipt of all application materials and interview verification, the Director of Graduate Admissions, Department Chair, Graduate Dean, and, if applicable, the Director of International Student Services, review the file. Unless an extension is requested, all application materials must be received within one calendar year from date on first criterion received. It is the applicant's responsibility to ensure that all materials have been received. Praxis results are sent to the education department and not reported to Graduate Admissions. Please notify the Graduate Office when the Praxis results have been sent. The applicant is notified of a decision regarding acceptance or non-acceptance in writing, typically within one week.

GUIDELINES FOR EVALUATION OF APPLICATION MATERIALS

The following guidelines are used for evaluation of materials:

- Compatibility of student's credentials and goals with program objectives
- Record of previous coursework
- Ability to successfully complete graduate-level coursework as evidenced by standardized test scores
- Written and oral communication skills
- Academic/Professional recommendations

CHANGE IN PROGRAM OF STUDY

After admission into a graduate program, a student is not permitted to change programs without first consulting with the Program Chair/Coordinator of the program they are exiting from and the Program Chair/Coordinator of the new program. This consultation will provide the student and Program Chair/Coordinator of the new program an opportunity to determine what application components will be needed for submission for the Change of Program decision. Application components are determined on a program-by-program basis. After this consultation, the student will submit a written request to the Dean of the School of Graduate Studies. The Dean will consult with the Program Chair/Coordinator, and the student will be advised of the Change of Program decision.

Please note: Transfers from the master's program to the doctoral program are not permitted. Students in the master's program who wish to enter the doctoral program must first complete the requirements for the master's degree and then apply to the doctoral program.

GRADUATE STATUS

NON-MATRICULATING/PRE-MATRICULATING

Students who are considered **non-matriculating** are those students taking courses for transfer of credits to another institution or for professional development (six-credit limit). Non-matriculated students must submit the application and an official transcript from their degree-granting institutions. Proof of any pre-requisite coursework is required. If further coursework is

desired, the student must apply to the program of choice and submit all outstanding admissions requirements. Acceptance is not guaranteed.

Pre-matriculating students are those intending to matriculate into a program and are able to take up to 25% of their intended degree's credits by submitting an application, fee, and undergraduate transcript (official transcript must be received before the completion of the course. Grades will not be issued until the official transcript is received). Transfer courses count toward these credits. Pre-matriculated courses may be used toward program requirements provided the student is accepted. While pre-matriculating students are not guaranteed acceptance and do not qualify for federal financial aid, this option may be used to start coursework while compiling criteria for matriculation. NOTE: If a pre-matriculating student receives a grade of "C+" or below, the student will automatically be discontinued from the admissions process.

- **MATRICULATING**

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

Non-Degree: Students applying for certificates, certifications, licensure preparation, and professional development in excess of six credits.

Applicants must complete the entire admissions process in order to be considered for acceptance. It is the responsibility of the applicant to ensure all requirements have been received.

Once accepted, students must confirm the term they plan to matriculate by contacting gradadmissions@chc.edu or 215-248-7097. After matriculating, students who find it necessary to interrupt their course of study for more than two consecutive terms must request a Leave of Absence (see Academic Policies and Procedures: *Leave of Absence* and *Time Limitation*). Students who do not request a *Leave of Absence* will be designated as inactive and must request Reinstatement (see policy for details).

REGISTRATION

School of Graduate Studies Front Office Hours

Monday through Thursday 9:00a.m. to 6:00p.m.
Friday 9:00a.m. to 4:30p.m.

During the summer term the office closes at 1:00 p.m. on Fridays. Please call the Front Office at 215.248.7170 to confirm office hours.

ADVISING

Upon acceptance into the School of Graduate Studies, students are assigned an academic advisor. Advisor assignments can be viewed on the My.CHC Portal. The School of Graduate Studies staff cannot provide advising assistance to students. Department Chairs and Coordinators are available for this purpose; they may assist in planning a course of study compatible with the student's background, experience, and needs. The student is responsible for ascertaining whether all prerequisites are fulfilled and if the course selected is appropriate for his/her degree program.

COURSE REGISTRATION-PAPER PROCESS

All new students for their first registration cycle and students in certain academic programs are required to register via a paper process. Online course registration instructions-for those students applicable-are listed below.

The School of Graduate Studies registration form is located in the School of Graduate Studies Course Guide, available on line at CHC.edu>>School of Graduate Studies>>Registration & Course Info.

Students may register for courses in the following ways:

- Bringing the form to the School of Graduate Studies Office, third floor of St. Joseph Hall, Room 78, during office hours listed above;
- Mailing the form to the Associate Registrar, School of Graduate Studies, at the address listed on the form;
- Calling 215.248.7018 (if paying by credit card or through financial aid);
- Faxing 215.248.7161 (if paying by credit card or through financial aid).

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

COURSE REGISTRATION-ONLINE PROCESS

Students in certain academic programs are required to register in an online process, via the My.CHC Portal.

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

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

Payment options:

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

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

COURSE SCHEDULES, CLASSROOM LOCATIONS & GRADE REPORTS

The My.CHC Portal is a self service tool utilized by both students and faculty. The student functions include the ability to access course schedules and classroom assignments, grade reports, and unofficial transcripts. The faculty functions include the ability to access class lists and classroom assignments and perform online grading functions. My.CHC Portal Screen Shot Cheat Sheets are available electronically from Courtney Adams (adamsc@chc.edu).

The course schedule with classroom assignments is posted outside the School of Graduate Studies Front Office and at the Security Desk in Fournier Hall, prior to the first day of classes. Students should confirm the accuracy of their schedules by checking My.CHC Portal before the first class and during the first week of class, as classroom re-assignments happen frequently.

ADDING COURSES

This function can be done online (for applicable students) or through the School of Graduate Studies office. Applicable dates are listed in the academic calendar. Please note: for courses running on an accelerated schedule, the dates may vary. Concurrently, students in an accelerated program may add a course before the second class meeting. No fee is charged for adding courses within the appropriate timeframe. You may contact Sister Ann McAdams (215.248.7018) to facilitate this process.

DROPPING COURSES

This function can be done online (for applicable students) or through the School of Graduate Studies office. Please refer to Academic Policy and Procedure section of catalog. Applicable dates are listed in the academic calendar. Fees apply. Please refer to the Refund Policy listed in the Financial Information section in this catalog. You may contact Sister Ann McAdams (215.248.7018) to facilitate this process.

WITHDRAWING FROM COURSES

Please refer to the Academic Policy and Procedure section of the catalog. Applicable dates are listed in the academic calendar. Fees apply. Course Withdrawal Form must be completed by the student; and additional signatures are required. You may contact Sister Ann McAdams (215.248.7018) to facilitate this process.

WITHDRAWING FROM COURSES AFTER DEADLINE

Please refer to the Academic Policy and Procedure section of the catalog. Applicable dates are listed in the academic calendar. Fees apply. Course Withdrawal after Deadline Form must be completed by the student and additional signatures are required.

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.

SCHOOL OF GRADUATE STUDIES REGISTRATION-RELATED FORMS Students and faculty may retrieve all registration-related forms on the website. CHC.edu>>School of Graduate Studies>>Registration & Course Info>>Forms. Forms include, but are not limited to: Application to Request Graduation form, Course Withdrawal form, Tuition Discount form, etc. Please follow the instructions indicated on the top of each form and note the return process on each form.

REQUEST TO APPLY FOR GRADUATION

In addition to meeting all of the stated course requirements, a student must complete The Application to Request Graduation Form located on the website-see above. This form must be returned to the Graduate Registrar and the Graduation Fee must be paid. Please refer to Tuition and Fees section of this catalog for the current Graduation Fee. Fees are also available in the current semester Course Guide. The following deadlines: apply: July 1 for degree completion in the summer terms, October 1 for the fall term; February 15 for the spring term.

DEGREE CONFERRAL

Degrees are conferred three times a year: August, December and May. A student is not considered to be graduated until the Office of the Registrar has recorded a transcript notation and the conferral date is indicated.

There is one Commencement ceremony each year, which is held in May. August and December graduates will receive their diplomas and transcripts at the time of degree conferral and are welcome to participate in the ceremony. No student who has coursework to complete is permitted to participate in the Commencement ceremony.

The Chestnut Hill College diploma is written in Latin and features the signatures of the President, Vice President for Academic Affairs, the Dean of the Graduate School and the Registrar and it bears the official school seal.

TRANSCRIPTS AND DIPLOMAS

The transcript is the official document of a student's educational record. The Office of the Registrar prints official transcripts for students in any division, and diplomas for undergraduate and graduate alumni. Transcripts and diploma reprints or duplicates must be requested in writing and there is a fee associated with either request. The Office of the Registrar does not issue unofficial transcripts. Students can access an unofficial transcript in the My.CHC Portal. See Technology Tools in Facility and Student Services section of this catalog on how to access this information. A business, health services, library, or athletic hold will prevent the release of either document. These obligations must be satisfied before transcripts or a diploma will be issued. To make a request, print the applicable request from www.chc.edu/registrar and either bring it to the office, fax, or mail in with required payment as outlined on the request form. Transcripts usually take 7 -10 days for processing; diplomas take 2-3 weeks. Please call 215-248-7005 with questions.

REQUEST FOR APPROVAL OF CERTIFICATION PROGRAM COMPLETION Students in Education programs may desire to complete a POE-approved certification program. A descriptive transcript note recording the completion date of the certification program in question will be placed on the student's official transcript. In order to have the transcript note be placed on the official transcript, students must complete the Request for Approval of Certification Program Completion form. This form requires a signature(s) from the student's academic advisor and/or Department Chair. The form is available on the website.

CHC does not issue state certifications. Students may contact the Graduate Education Department (215.248.7126) directly with any state certification application questions or concerns.

REQUEST FOR CERTIFICATE OF GRADUATE STUDY

Students seeking CHC-issued certificates must complete the Request for Certificate of Graduate Study upon completion of their certificate program. This form requires a signature(s) from the student's academic advisor and/or Department Chair. A certificate will be generated and distributed to the student on the semester's given conferral date.

FINANCIAL INFORMATION

TUITION AND FEES 2011-2012

Tuition for Master 's Level Courses

Administration of Human Services	\$550.00 per credit
Clinical and Counseling Psychology (CCP)	\$585.00 per credit
Education	\$555.00 per credit
Holistic Spirituality	\$525.00 per credit
Instructional Technology	\$530.00 per credit

Tuition for Doctoral Level Courses

Psy.D. Program	\$855.00 per credit
Psy D Internship Courses	\$500.00 per credit

(Applies to PSYG 950,951,952,960,961,962)

Fees

New Student Application Fee-One time Only Master's Level	\$55.00
Application Fee-One Time Only Doctoral Level	\$85.00
Late Registration Fee –Master's Level	\$110.00 per occurrence
Change of Registration Fee	\$40.00 per occurrence
Practicum Fee CCP	\$125.00 per course (in addition to tuition)
Montessori Supplies	\$50.00 per course (in addition to tuition)
Montessori Workshop Non-Credit Course	\$200.00 plus Supply Fee (in addition to tuition)

Other Charges

Returned Check Charge	\$35.00 per occurrence
Deferred Payment Plan Enrollment Fee	\$65.00 per term
Late Deferred Payment Charge	1.5 % of balance per month

Late Deferred Payment Fee	\$20.00 each payment
Graduation Fee (Charged in last term)	\$250.00 one time only
Transcript Fee	\$5.00 per transcript
Parking Permit	\$110.00 per year/prorated plus processing fee of \$5.95.

***Please note: Tuition and Fees are subject to change.

DEFERRED PAYMENT PLAN

Students in the School of Graduate Studies can participate in the *Deferred Payment Plan*. This is a no-interest payment plan which enables students to pay term charges in three equal installments, rather than upfront. There is a \$65 non-refundable enrollment fee each term.. At the time of course registration, advise the registrar that you have applied for this option. Your first payment and the enrollment fee are due.

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 below. *For purposes of calculating refunds, the calendar week begins as of the first scheduled class time of each term, regardless of the individual student's individual course start date.* For more information on the Refund Policy, contact the Office of Student Accounts at 215.248.7116.

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

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

TUITION DISCOUNTS

The following discounts apply to master's level degree programs or certificate programs currently offered in the School of Graduate Studies. **ONLY ONE DISCOUNT CAN BE APPLIED TO A STUDENT'S TUITION.** Tuition Discount Forms (available on the website) and attached verification letters must be submitted to the Graduate Registrar on an annual basis, every academic year (fall thru summer). Verification letters should be on official company letterhead, signed by the supervisor and specify the position held by the student and whether the student is working in a full or part-time position. No discounts will be given without a current, signed and completed Tuition Discount Form and verification letter on file in the School of Graduate Studies.

Full Time Teachers – 10% Tuition Discount

Full-time teachers refer to those who are currently employed and actively engaged in teaching

in an elementary, middle, junior high or high school. This category includes full-time teachers, substitute teachers, teacher's aides, paraprofessionals, and teaching assistants. This category excludes administrators in the educational system such as superintendents, principals, or assistant principals.

Early Childhood Educators – 10% Tuition Discount

Early childhood educators refer to those professionals who are currently employed by a day care center. Those in a supervisory category, such as an administrative director or program director, are eligible for this discount. This category also includes individuals who work directly with children in a recognized early childhood setting such as day care teachers and teaching assistants.

Chestnut Hill College School of Graduate Studies Alumni – 10% Tuition Discount

Individuals who have received a master's degree from Chestnut Hill College and wish to pursue either a second master's degree or a post-master's certificate of advanced study are eligible for this discount. This category also includes individuals who are taking additional master's level graduate courses for enrichment. The Chestnut Hill College Graduate Office must verify the first master's degree on the Tuition Discount Form. No verification letter is necessary for this discount.

Full-Time Church Affiliated Ministry – 20% Tuition Discount

Individuals who are employed by a church (parish, congregation, synagogue, mosque) on a full-time basis are eligible for this discount. Full-time church affiliated ministry is defined as a salaried or stipend position that entails working at least forty hours per week. This includes parish associates, pastoral ministers, youth ministers, directors of religious education, parish/church nurses, etc. This category also includes those who are engaged in the full time ministry of spiritual direction and those individuals working in a retreat center, parish setting or spirituality center. Not available to doctoral students.

Religious/Clergy in Full-Time Ministry – 40% Tuition Discount

This discount is available only to those students who are registering for courses in the Holistic Spirituality Program. The category of religious/clergy includes individuals who are currently ordained priests, rabbis or ministers in a recognized religious denomination and those who are currently members of a religious congregation or order. The discount may also apply to those individuals from a religious tradition that does not include a hierarchical clerical structure. These individuals must be engaged in full-time ministry. Full-time ministry is defined as a salaried or stipend position, which entails working at least forty-hours per week.

Religious/Clergy in Part-Time Ministry – 20% Tuition Discount

This discount is available only to those students who are registering for courses in the Holistic Spirituality program. The category of religious/clergy includes individuals who are currently ordained priests, rabbis or ministers in a recognized religious denomination and those who are currently members of a religious congregation or order. The discount may also apply to those individuals from a religious tradition that does not include a hierarchical clerical structure. These individuals must be engaged in part-time ministry. Part-time ministry is defined as a salaried or stipend position, which entails working at least twenty-hours per week.

FINANCIAL AID

St. Joseph Hall / 1st Floor 215.248.7182

The Office of Financial Aid can assist in the process of applying for financial aid and all graduate students are encouraged to contact the Financial Aid Office to learn what programs are available and confirm student responsibilities. While Federal, State, and other sources may help to pay tuition and fees, the responsibility for the remaining portion of the unpaid fees remains with the student. Students must be accepted and register for six credits or more per term to be eligible.

Financial Aid Office Hours

Monday	9:00 a.m. to 5:00 p.m.
Tuesday	9:00 a.m. to 7:00 p.m.
Wednesday	9:00 a.m. to 7:00 p.m.
Thursday	9:00 a.m. to 5:00 p.m.
Friday	9:00 a.m. to 4:00 p.m.

Hours may vary during the summer term. Please call the Financial Aid Office to confirm hours.

To schedule an appointment with the Financial Aid Office, please call 215.248.7182 or e-mail finaid@chc.edu.

Sources of Financial Aid

The three main sources of financial aid are:

- **Federal** – Federal financial aid, also known as Federal Title IV Aid, is available to graduate students in the form of Stafford Loans. Students must complete a FAFSA (Free Application for Federal Student Aid) to be eligible for federal aid. Eligibility for federal aid programs is determined by the federal government and based on each student's FAFSA.
- **Private** - Some private and local organizations have grants and scholarships available to students who apply for them. Check with your employer or with local organizations to see if you qualify for this aid.
- **College** – The School of Graduate Studies offers a limited number of **master's level assistantships** each year. Each assistantship requires approximately 100 hours of work per term in exchange for one, three-credit graduate course. To be eligible for master's level assistantships, students must be accepted by the School of Graduate Studies into a degree or certificate program. Additionally, students must have completed 6 credits and attain a GPA of 3.75 to be considered for placement. Additionally, students must register for 6 credits per semester and complete the School of Graduate Studies Application for Master's Level Assistantship, the School of Graduate Studies Confidentiality Agreement and a current resume is to be submitted. The Application for Master's Level Assistantship and the Confidentiality Agreement may be obtained on the website.

For optimal consideration and placement in the Master's Level Assistantship Program the following deadlines apply:

Term:	Deadline for Application:
Fall 2011	June 17, 2011
Spring 2012	October 7, 2011
Summer 2012	February 17, 2012

Additional assistantship information may be obtained by calling the Graduate Office at 215.248.7171.

A limited number of **doctoral assistantships** are available each year. Responsibilities include office work or assisting faculty members. Teaching assistantships are also offered. Please contact Eileen Webb, for information at 215.248.7077, or e-mail profpsyc@chc.edu.

Return of Unearned Federal Financial Aid

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

Please contact the Student Accounts office (215.248.7116) with any questions.

BUSINESS HOLD

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

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

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

CONSEQUENCES OF UNPAID BILLS

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

EXPLANATION OF FEES

Application Fee: Master level and Doctoral applications both have associated fees. For fee rates refer to chart above. Payment methods are cash or check made payable to Chestnut Hill College, money order or credit card.

Late Registration fees are charged to currently matriculated students who have taken a graduate- or doctoral-level course at CHC and who register for courses two weeks prior to the start of the current semester.

Change of Registration Fee is charged to students who alter their registration after first submission. To change a registration, please contact the Graduate Registrar (215.248.7018).

Practicum Fees are charged in some programs and are in addition to tuition. See chart above for current rate and applicable programs.

Returned Check Fee is imposed by college as a result of notification from the student's financial institution that there are insufficient funds for the transaction. The fee is \$35.00 per occurrence.

The **Deferred Payment Plan** is a payment plan which allows students to pay tuition during the semester in two or three payments. A fee is charged to students who request this payment plan.

Late Monthly Payment Plan Charge is assessed to students who are not current on their deferred payments at the completion of a given semester.

Graduation Fee is assessed to students upon successful completion of their Application to Request Graduation and is applied to their account.

Transcript Fee is due at the time of requesting an official transcript from the Chestnut Hill College Registrar. Payment is in the form of cash, check, money order or credit card.

Parking Permits are required for all students and faculty members. Each academic year (fall thru summer) permits are available for purchase. Additional information is available by emailing parking@chc.edu.

ALL OF THE ABOVE MENTIONED FEES MUST BE SATISFIED PRIOR TO COMMENCEMENT. All student accounts must be clear prior to receiving any official

documents (transcripts and or diplomas) from Chestnut Hill College. Failure to clear up any outstanding balances will result in a Business Hold. Refer to the Business Hold-above.

ACADEMIC POLICIES AND PROCEDURES

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

ATTENDANCE

Regular class attendance is necessary for the attainment of satisfactory performance in graduate work and is the responsibility of each student. Attendance and participation in all class sessions are an important part of the learning process. In fact, the educational value of each course is enhanced by the sharing of insights and experiences and through the interactions in the classroom.

Each instructor determines attendance requirements. Instructors who implement a policy of limited number of absences include in their syllabi a clear statement on attendance, specifying the total number of absences permitted for the course.

CHANGE IN PROGRAM OF STUDY

After admission into a graduate program, a student is not permitted to change programs without first consulting with the Program Chair/Coordinator of the program they are exiting from and the Program Chair/Coordinator of the new program. This consultation will provide the student and Program Chair/Coordinator of the new program an opportunity to determine what application components will be needed for submission for the Change of Program decision. Application components are determined on a program by program basis. After this consultation the student will submit a written request to the Dean of the School of Graduate Studies. The Dean will consult with the Program Chair/Coordinator and the student will be advised of the Change of Program decision. **Please note:** Transfers from the master's program to the doctoral program are not permitted. Students in the master's program who wish to enter the doctoral program must first complete the requirements for the master's degree and then apply to the doctoral program.

CHILDCARE

Childcare is not provided on campus. Children may not be left unattended in any college building or anywhere on campus, including Logue Library, the Student Life Center, or other public lounge areas. Children are not permitted in classrooms, even when attended by parent or guardian.

COURSE CANCELLATIONS

Chestnut Hill College will make every effort to meet the academic needs of each graduate student by offering courses outlined in the catalog. However, the college reserves the right to cancel any courses for which there is insufficient enrollment. Cancellation can occur up to and including the first week of class.

COURSE EVALUATIONS AND ASSESSMENT

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

Academic Affairs where applicable. The evaluations and or data are returned to the faculty member **after** grades are filed with the Registrar.

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

COURSE LOAD

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

EMERGENCY CLOSING INFORMATION

Should weather or other circumstances force the cancellation of classes, an announcement will be made on KYW News Radio 1060AM or posted at www.kyw1060.com. The School of Graduate Studies snow number is KYW 2155. In addition to cancellation due to snow, inclement (non-snow) weather and other emergencies may warrant closing. An announcement is also recorded at 215.248.7170 and posted to the college website at www.chc.edu. Each instructor has the responsibility for coordinating any missed work and cancelled class time.

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

Closing information pertaining to classes held at the DeSales Campus is available at www.desales.edu or www.WFMZ.com or by calling 610.282.1100 or 610.282.0397.

GRADES

Grades are recorded and available to students on the CHC portal. Any inaccuracy should be reported in writing to the Graduate Registrar within thirty days of receipt of the grade. Students are graded according to the following scale:

A	Outstanding Work
A-	Superior Work
B+	Very Good Work
B	Acceptable Work
B-	Marginally Acceptable Work

C+/C	Unacceptable Work for Graduate School
F	Failure
I	Incomplete (See below)
AU	Audit (See Auditing Classes)
W	Withdrawal <ul style="list-style-type: none"> • granted after drop/add period before the withdrawal deadline • after the withdrawal deadline when student is granted permission by the Program Chair/Coordinator)
WF	Withdrawal Failure (assigned when student withdraws without permission after the withdraw deadline)
NR	Not Recorded*

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

Undergraduate courses or courses taken for non-credit cannot be changed into graduate credit once the student has registered for the course.

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

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 (see below). 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 below and the student may appeal the outcome of the dismissal hearing as described in those procedures

Please note: If the student's grade is grounds for dismissal (Grade of F or a second grade of C or C+ if the student is currently on academic probation) please refer to the Probation and Dismissal Policies that follow in the SGS Catalog.

Deadlines for grade appeals are January 15th for Fall Term grades, May 15th for Spring Term grades, and September 1st for Summer grades.

Step 1.

Grade appeals should be submitted first to the instructor of the course. The student must explain in writing the reasons for the appeal and provide supporting documentation. A copy of the appeal should be forwarded to the Chair or Coordinator.

Step 2.

The instructor will render a decision within 10 days of receipt of the appeal. This decision will be communicated in writing to the student and copied to the Chair/Coordinator. Students who wish to carry the appeal further may appeal to the Chair or Coordinator in writing within 10 days of receipt of the instructor's decision. In the case of grade appeals in courses for which the Chair was instructor, the next level of appeal is the Dean of the School of Graduate Studies (Step 4).

Step 3.

The Chair/Coordinator will notify the student of his/her decision within 10 days of receipt of the student's appeal (this time frame may be extended if the appeal is received during a period when classes are not in session).

Step 4.

If the student is not satisfied with the decision of the Chair/Coordinator, the student may appeal to the Dean of the School of Graduate Studies within 10 days of the decision.

Step 5.

If the student is not satisfied with the decision of the Dean, the student may appeal to the Vice President for Academic Affairs (VPAA) within 10 days of the decision. The decision of the VPAA is final.

The role of the Chair/Coordinator, Dean, and VPAA is to review whether applicable policies and procedures were followed in assigning the grade, not to review and/or re-grade the student's work.

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

GRIEVANCES AND OTHER APPEALS

If a problem arises at any point during the program, the student is encouraged to seek a resolution at the informal level first, unless she or he believes this would place him or her in a vulnerable or compromised position. It is likely that the majority of students' concerns can be addressed through informal discussion with faculty members.

If a problem arises which cannot be resolved in this informal manner, the student can file a formal grievance by summarizing his or her concerns in a letter to the Department Chair/Coordinator. The Chair/Coordinator reviews the grievance and may request additional written information from the student. After consulting with the student, other members of the faculty, and other involved persons, the Chair 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. During this process, it is expected that the student will work closely and collaboratively with the Chair. The Chair is responsible for keeping records of formal grievances and documenting the outcomes of the grievance in the student's file.

If the student is not satisfied with the resolution, he/she may appeal the decision by filing a written appeal to the Dean of the School of Graduate Studies within 10 days of the Chair's

decision. If the student is not satisfied with the decision of the Dean, the student may appeal the decision by filing a written appeal to the Vice President for Academic Affairs (VPAA) within 10 days of the Dean's decision. The decision of the VPAA is final.

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

INCOMPLETE GRADES

If necessary, because of serious reasons, unanticipated circumstances, or illness requiring medical intervention or care, a student may request a grade of incomplete ("I") from the instructor of a given course. A student requesting an incomplete will follow the procedure outlined in section A below.

In other cases, an instructor may assign a grade of incomplete. An instructor assigning an incomplete will follow the procedure outlined in section B below

Procedure for Student Requesting an Incomplete

The student contacts the instructor and discusses the reasons for the request. Reasons must be serious, due to unpredictable circumstances and cannot be remedied in another way within the time frame of the term.

A request must be made prior to the last week of the class. A request made after the last class or final exam will not be considered.

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

Procedure for Instructor Assigning an Incomplete

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

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

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

receiving all work.

INDEPENDENT STUDY

Although students should plan their courses in advance, circumstances may necessitate that a graduate student use an independent study format to fulfill the requirements for graduation or certification. Only two of the courses used toward the degree may be taken as independent study. The guidelines indicated below must be followed in order to receive credit for independent study:

General Guidelines

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

Procedures for Requesting an Independent Study

1. A student discusses the possibility of an independent study with the Program Coordinator or Department Chair.
 - a. A request for independent study is placed in writing and given to the Program Coordinator or Department Chair.
 - b. The student must contact the Department Chair/Program Coordinator prior to making arrangements with the instructor who will supervise the independent study.

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

INSTRUCTIONAL ACTIVITIES

The School of Graduate Studies implements its mission and philosophy in the educational activities it provides. Graduate education prepares emerging scholars and professionals to become innovators and leaders in their chosen fields. Students are encouraged to develop life-long learning skills that will enhance adaptation to ever-changing workplace demands. The graduate program achieves this outcome by including in each course activities that entail learning experiences outside the classroom whereby the student works independently or in a group on a project designed to address the course objectives. The instructor is available for consultation and assesses whether the student has achieved the objective of the independent study activity. All 3-credit graduate courses consist of 42 hours of instructional time; each program sets the appropriate standards for the balance among classroom activities, technology-infused learning and independent study. Some examples of instructional activities are as follows:

1. Field study.
 - a. Example: Practice test administration with recruited volunteers.
2. Technology-related activities.
3. Library data base or field research on a specific topic with a required paper or presentation.
4. Participation in a professional activity with a required paper or presentation.
 - a. Attendance at a professional meeting or conference.
 - b. Conference presentations.

LEAVE OF ABSENCE

Students who find it necessary to interrupt their course of study for three consecutive terms must request a leave of absence. Doctoral students are to contact their department for Leave of Absence policy specifics. The following policy pertains to Master's level students.

Students initiate the process by submitting the "Leave of Absence Request" form or other indications of authorization (electronic communication) to the Program Coordinator or

Department Chair. On the recommendation of the program/department, the School of Graduate Studies may grant leave up to three consecutive terms. If the request is approved, a letter is sent to the student, with copies to the Program Coordinator or Department Chair, Director of Graduate Admissions, and the Graduate Registrar.

For very serious reasons, leave can be extended two additional terms but the student must make a formal request in writing for each of the two additional terms. An approved leave of absence will not be counted against the time limit for degree completion but students should review the potential impact on program requirements with the department chair or program coordinator. (Note that master's degree time for completion is six years. An academic year consists of 3 terms: Summer, Fall, and Spring.)

A student who does not enroll in a course for three consecutive terms and has not been granted a leave of absence is considered to have withdrawn from the program. To return to the program after an unauthorized absence, the student must reapply and, if accepted again, will be subject to program guidelines and curricula as well as financial policies in place at the time of re-application.

A Leave of Absence Request form is available in the Graduate Studies Office and at www.chc.edu/registrar. Necessary information includes student contact information, term/date when leave begins, anticipated date of return (no more than three semesters/one year later), program of study, and reason for requesting leave of absence. For a leave to be approved, signatures are required from the student, Program Coordinator and the Dean of the School of Graduate Studies.

A request for a Leave of Absence from a program does not replace requirements related to an incomplete course or interruption of a course in which a student is currently enrolled. If, at the time of the request for leave of absence, a student is currently enrolled in any courses, all applicable policies and procedures for dropping/adding courses, withdrawal for courses, and/or requesting incomplete grades must also be followed. All financial matters are handled in the Chestnut Hill College Business Office.

PROBATION OR DISMISSAL FROM A PROGRAM

1. If a matriculated student receives a grade of "C" or "C+" in a course, he/she is placed on academic probation by the Dean of the School of Graduate Studies and advised accordingly by the Program Coordinator or Department Chair. If the course in which a "C" or "C+" is earned is not a core course within the student's program, the student may choose to take the course again. If the course is a core course, the student may be required to retake the course. The repeated course grade must be "B-" or above. The

repeated course grade does not remove the grade of “C” or “C+” from the student’s transcript. Both earned course grades will appear on the transcript and be computed in the GPA. A course may be counted only once toward credit requirements for the degree.

2. If the matriculated student receives another “C” or “C+”, no further opportunity for retaking a course is granted and the student will be dismissed from the college. When grades have been posted, the Graduate Registrar informs the Dean and places a hold on the student’s registration for the next term. After conferring with the Program Coordinator and/or Department Chair, the Dean informs the student of dismissal in writing. The letter will be mailed to the address on file for the student and a copy sent to the Coordinator/Chair.
3. If a non-matriculated student receives a grade of “C+” or below, the student will be discontinued from the admissions process. When grades have been posted, the Graduate Registrar informs the Dean. After conferring with the Program Coordinator and/or Department Chair, the Dean informs the student of discontinuation in writing. The letter will be mailed to the address on file for the student and a copy sent to the Coordinator/Chair.
4. Any matriculated or non-matriculated student receiving a grade of “F” will be dismissed from the college. When grades have been posted, the Graduate Registrar informs the Dean. After conferring with the Program Coordinator or Department Chair, the Dean informs the student of dismissal in writing. The letter will be mailed to the address on file for the student and a copy sent to the Coordinator/Chair.

REINSTATEMENT

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

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

Requests for reinstatement are considered on a case-by-case basis. Students who are requesting reinstatement for any of the above reasons must send a letter of request in writing (email not accepted) to the Dean of the School of Graduate Studies and copy to the Program Coordinator or Department Chair. The Dean consults with the Program Coordinator and/or

Department Chair and decides whether to approve the request. If the request is approved, the Dean communicates the conditions of reinstatement to the student. Conditions may include additional coursework. A letter of reinstatement is sent to the student, with copies to the Program Coordinator or Department Chair, Director of Graduate Admissions, and the Graduate Registrar.

STUDENT RECORDS

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

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

TIME LIMITATION

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

TRANSFER OF CREDITS

Please note: Application of transfer credit is at the discretion of the department. The following apply to degree programs:

Transfer credits must be from a regionally accredited program/school. The syllabus must be consistent with a relevant, extant CHC course.

Transfer credit is evaluated after acceptance and the actual credit transfer occurs after enrollment.

Transfer credit must normally be completed within 5 years of enrollment. Departmental discretion determines the programmatic relevance of this guideline.

Students may be permitted to transfer up 25% of the total credits into a Graduate program. (The Psy.D. program is an exception to this policy).

Only courses with grades of "B" or higher will be evaluated and accepted for transfer credit.

Transfer classes will not be considered in calculating the student's GPA.

1. Non-Matriculating Chestnut Hill College Credits

Non-matriculated students may apply up to 25% to a graduate degree program once they have matriculated and at the discretion of the department. N.B. Taking courses as a non-matriculating student does not guarantee acceptance to any degree program.

CHC courses taken as a non-matriculated student and accepted for transfer credit will be considered in calculating the student's GPA.

Students may choose to take more than 25%, but we advise students if they are planning to matriculate it is better to do it as soon as possible in order to be eligible for financial aid. All CHC courses are recorded on the transcript but only nine credits (25%) can be transferred.

The combined number of transfer and non-matriculating credits cannot exceed 25% of the total program credits. The Transfer of Credits Request Form is available in the School of Graduate Studies office or at www.chc.edu/registrar.

WAIVER OF COURSE WORK

In special circumstances a course may be waived because of previous course work in the same subject area. Students are required to substitute another course for the waived course. The "Request for Waiver of Credit/s" form, available in the Graduate Office, must be used for all requests. A course description and a copy of the official transcript must be submitted along with the Waiver of Credit/s form. The Program Coordinator/Department Chair will review the request and forward it to the Dean of the School of Graduate Studies for final approval. It is the student's responsibility to monitor this process. The Waiver of Course Work Request Form is available in the School of Graduate Studies office or at www.chc.edu/registrar.

WITHDRAW FROM COURSE

A student enrolled in a graduate course may withdraw any time up to four weeks after drop/add, or before the halfway point should the course be less than thirteen weeks. For infra-session courses, withdrawal must be completed before start of the second class.

Applicable dates are indicated in the Academic Calendar and Fees apply. A withdraw form must be completed and signatures are required. Form should be submitted to the School of Graduate Studies Office (Room 78, Third Floor, St Joseph Hall or fax to 215-248-7161). The Withdraw from Course Request Form is available in the School of Graduate Studies office or at www.chc.edu/registrar.

WITHDRAW FROM COURSE AFTER DEADLINE

Due to unforeseen circumstances, such as an illness, family emergency or accident, a student may have to withdraw from a graduate course after the first six weeks. The student must initiate the withdraw process through discussions with the Instructor and the Program

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

ACADEMIC INTEGRITY AND INTERPERSONAL CONDUCT

CHEATING

Cheating violates the deepest convictions of the College community and may be grounds for dismissal. The following acts are examples of cheating, though the list is not exhaustive:

1. Using prepared materials not specifically allowed by the instructor during the taking of an examination, test or quiz, e.g. Use of material written by another student during the taking of an examination, test or quiz, either with or without his or her knowledge; or
 - Use of crib notes; or
 - Use of texts and/or supplementary marginal notations in texts; or
 - Use of notes written on the surface of the desk at which examination is being taken; or
 - Use of unauthorized calculators or any other unauthorized aids.
2. Collaborating during an in-class examination, test or quiz, either in the giving or receiving of information; or, improper collaboration on a take-home examination or laboratory report.
3. Stealing, using or transmitting, verbally or otherwise, actual examinations, tests, quizzes or portions thereof, or other likewise confidential information before or during the time of the exam. Once an exam has been given, however, it becomes part of the public domain.
4. Submitting for a grade in one class any material previously or simultaneously submitted for a grade in another class without documented authorization from both instructors.
5. Taking an examination by proxy.

6. Falsifying of laboratory or research data or results; or falsifying or inventing bibliographical entries for research papers.
7. Willfully aiding or abetting any act of cheating.
8. Willfully aiding or abetting any act of plagiarism.

PLAGIARISM

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

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

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

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

EXPECTATIONS OF STUDENTS

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

1. Demonstrate satisfactory progress in their program. Multiple requests to withdraw do not demonstrate satisfactory progress.
2. Notify the Graduate Office of changes in name, address, home and work phone number, and email.
3. Be familiar with all academic and financial policies, as explained in the School of Graduate Studies catalog.
4. Be aware of all relevant schedules and deadlines as published in the School of Graduate Studies Catalog and Term Course Guides.
5. Know and observe regulations and policies of Chestnut Hill College.
6. Obtain a photo ID card and carry it at all times.
7. Obtain a parking permit and abide by parking regulations.
8. Read email and regular mail correspondence from the School of Graduate Studies office and check the Chestnut Hill College website regularly for announcements, policy changes, and other information.
9. Meet all financial obligations to the college.
10. Keep copies of SGS catalogs and course syllabi for future reference and for obtaining credentials or licensure. Chestnut Hill College does not release syllabi for courses.
11. Submit all requests pertaining to academic policies and procedures in writing.
12. Complete the "Application to Request to Graduate" form and submit it to the Graduate Registrar by the posted deadline.
13. Notify the School of Graduate Studies, in writing, of any leave of absence longer than three terms.

CONFLICT RESOLUTION PROCEDURE

Every attempt should be made to resolve conflicts directly with the individual(s) involved

informally and verbally, before contacting a member of the administration and/or initiating a written report. Effective resolution of conflicts requires that students take the following steps:

Step 1: Speak with the individual directly to express the concern. If the conflict occurs in a classroom or practicum setting, the student should consult with the instructor/supervisor. However, if it is believed this would exacerbate the situation, the student may proceed directly to Step 2.

Step 2: Consult with the Program Coordinator or Department Chair, who may request written documentation.

Step 3: If the attempt to resolve the conflict fails at this level, the Coordinator/Chair will request written documentation from the student.

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

GENERAL GRIEVANCE PROCEDURE

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

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

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

Step 4: The student must submit the grievance to the appropriate Coordinator/Chair.

Step 5: The Coordinator/Chair determines if the grievance falls under the purview of this policy or under one of the other policies listed above. In the latter case, the grievance will be handled according to the appropriate policy.

Step 6: If the grievance falls under the General Grievance Policy, the Dean of the School of Graduate Studies, in consultation with the Coordinator/Chair, meets within 30 days of the date on which the grievance has been submitted and arrives at a response. The Dean of the School of Graduate Studies communicates this response to the student with a copy to the Coordinator/Chair.

Step 7: If the student is not satisfied with the response, the student may submit a written appeal to the Vice president of Academic Affairs within 60 days.

Step 8: The Vice President for Academic Affairs decision is final.

SANCTIONS

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

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

Types of Sanctions

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

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

SEXUAL HARASSMENT POLICY

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

Policy Rationale

Chestnut Hill College values right relationships, respect for all and shared responsibility. Therefore, Chestnut Hill College is committed to fostering an educational and working

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

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

The purpose of this policy is:

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

Legal Definition:

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

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

Scope Of Policy:

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

Reporting A Complaint:

All members of the College community, as defined above under Scope of Policy, who believe

they may have been subject to sexual harassment, herein Complainants, shall submit their complaint to a Designated Complaint Recipient. Designated Complaint Recipients, herein Recipient(s), are:

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

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

Responsibilities:

All members of the College community are responsible for ensuring that their conduct does not sexually harass any other member of the College community. This same responsibility extends to employees of third parties who are either doing business with the College or are on the College campus, and to other campus visitors. Further, all members of the College have the responsibility of preventing and eliminating sexual harassment.

If administrators and supervisors know sexual harassment is occurring, receive a complaint of sexual harassment or obtain other information indicating possible sexual harassment, they must take immediate steps to inform a Designated Complaint Recipient to ensure the matter is addressed even if the problem or alleged problem is not within their area of oversight. Faculty, staff, and students likewise must inform a Designated Complaint Recipient if they have reason to believe sexual harassment, as defined above, is occurring.

Individuals who believe that they have been subject to sexual harassment are responsible for informing a Designated Complaint Recipient in a prompt and timely manner. The investigation of possible incidents and early resolution of complaints cannot be effectively accomplished when individuals fail to come forward with their complaint within a reasonable time period. It is the responsibility of each member of the campus community to ensure that such incidents do not go unreported. In internal proceedings, the College in general will not be sympathetic to a defense based on consent when the situation is such that the Respondent had the power to affect the Complainant's employment status or future prospects.

FACILITIES, STUDENT SERVICES & TECHNOLOGY TOOLS

CAMPUS MINISTRY

Third floor, St. Joseph Hall

Mindy Welding, IHM, M.A., Director of Campus Ministry

215.248.7095

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

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

During the regular academic year, the liturgy of the Roman Catholic Mass is celebrated several days a week at noon in the chapel on the first floor of Fournier Hall. Mass times, however, vary during term breaks and the summer, but are posted on the door of the chapel. All are welcome. Graduates are welcome to the Campus Ministry Office at any time. For appointments, please schedule by calling the number above. Graduate students are most welcome for events, especially service events. Retreats vary in content and a student should consult with the Director of Campus Ministry before signing up for one. We will be happy to assist you in finding the appropriate place, retreat and service you need.

CAMPUS STORE

Lower level, St. Joseph Hall
or follett@chc.edu

215.248.7150

Fall & Spring

Monday to Thursday 9:00a.m. to 7:00p.m.
Friday 9:00a.m. to 2:00p.m.
Saturday and Sunday Closed

Summer

Monday to Thursday 10:00 am to 6:00p.m.
Friday 10:00 a.m. to 2:00p.m.
The Bookstore has limited hours during term breaks. Please call to confirm.

CAREER SERVICES

Third floor, St. Joseph Hall
Nancy Dacheille, M.Ed., Director 215.248.7109

Career Services offers the following services to graduate students:
Postings - (full-time, part-time and summer) including College Central
www.collegecentral.com/chestnut

Credential Service - collecting and releasing resumes and letters of reference - fee charged

Personal Interviews - by appointment

Resume Assistance

Participation in two Chestnut Hill College sponsored Job Fairs Professional Development Workshops

CLASSROOMS

St. Joseph Hall

Classrooms are on the second floor of this six-story structure which features a Greco-Roman rotunda and an arched Gothic porte-cochere.

Fournier Hall

Classrooms are on the first and second floors of this hall, which is the main entrance to the college.

Logue Library

Classrooms are on the second and third floors of the library.

Barbara D'Iorio Martino Hall

The second and third floors of Martino Hall house "smart" classrooms and facilities for distance learning and satellite communications.

Sugarloaf Commonwealth Chateau

These classrooms are located in the Chateau located at the corner of Bells Mill Road and Germantown Avenue. Classrooms are located on the second floor of the Chateau.

A change of classroom location, either temporary or permanent must be arranged through the College Registrar's office by contacting ebbertd@chc.edu. If last minute

room changes are necessary, a note will be placed on or near the door of the original classroom with the new room location and/or change of place/time. In addition, the Information/Security Desk will be provided with the change of classroom information for student inquiries.

COMPUTER CENTER

Ground floor, St. Joseph Hall

215.248.7195 or helpdesk@chc.edu

The Academic Computer Center is located on the ground floor of Saint Joseph Hall across from the Campus Bookstore. IBM-compatible PCs are available for student use on a walk-in basis during posted daytime and evening hours. Students may take advantage of major state-of-the-art software for purposes such as word processing, statistical analysis, graphics, desktop publication, database manipulation, web browsing over the Internet and e-mail. Laser printers are available for high quality printed work.

Academic Computer Services also maintains a software lending library from which students may borrow magazines, books, and educational software. Students may also sign out camcorders and tripods for various classes as needed. Several laptop computers are also available for students to borrow.

The Academic Computer Center also maintains three teaching labs, three for IBM-compatible PC's and one primarily for Macintoshes. These four computer labs are available for classroom instruction ranging from computer software application basics to sophisticated programming languages, and are not generally available for use by students on a walk-in basis. The computer labs are also available for use by faculty for the integration of technology in education. The Devlin Video Production Suite in Martino Hall is an extension of the Computer Center and houses state-of-the-art video editing systems and a well-equipped television studio.

Computer Center Hours, 2011-2012

Monday through	9:00a.m. to 11:00 p.m.
Thursday	9:00a.m. to 5:00p.m.
Friday	9:00a.m. to 5:00p.m.
Saturday	1:00 p.m. to 11:00 p.m.
Sunday	

Hours are subject to change due to holidays and other scheduling considerations. For the most up-to-date lab schedule as well as other questions regarding the Computer Center, call the main Academic Computer Services phone number, or check the schedule posted at the door of the Academic Computer Center. When traditional classes are not in session and during the summer sessions, adjusted Computer Center hours are posted at the Center.

COUNSELING CENTER

Rooms 53, 54, 55, Third floor, St. Joseph Hall
Sheila Kennedy, SSJ, Ph.D., Director 215.248.7104, Ext. 1

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

The Counseling Center is open Monday through Friday, August through May. Appointments can be arranged by calling the office at the number above, or stopping by and scheduling in person.

DISABILITIES SERVICES

Chestnut Hill College is committed to providing equal educational opportunities for qualified students. The College is in compliance with applicable federal and state laws. To access services, students must submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Documentation must state the nature of the disability and offer information to support accommodations. Accommodations will be determined on a case-by-case basis. Disclosure of a disability is voluntary and confidential. The College reserves the right to request additional information, if necessary, especially in cases where recertification of a disability is warranted.

The Director of Student Learning Services is Leslie Wilson. Contact WilsonL4@chc.edu or 215.248.7013.

FOOD SERVICES

The Dining Hall is located on the first floor of Fournier Hall. Meals may be purchased on a cash basis. An ala carte cafe, The Griffin's Den, is located on the ground floor of Fournier Hall. Hours and prices are listed at both locations, or call 215.248.7015 for information. Vending machines are located on the lower level walkway between St. Joseph and Fournier Halls, the third floor of St. Joseph Hall, and on the lower level of Fournier Hall. The Bookstore also sells an assortment of drinks and snacks.

GRADUATE STUDENT HOUSING

Graduate students interested in housing on campus may check availability by contacting Jennifer Thorpe (thorpej@chc.edu) or by calling 215.248.7118.

GRADUATE STUDENT LOUNGES

A Doctoral Student Lounge is located in De Sales Center, second floor. A Graduate Lounge is located on the Third Floor of St. Joseph's Hall.

HEALTH SERVICES

First floor, Fitzsimmons Hall

Shannon Roberts, RN, Director 215.248.7111 or robertss@chc.edu

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

IDENTIFICATION CARDS

All CHC students are required to carry and produce upon request by a college official a valid photo identification card issued to enable use in the college library, for admittance to campus buildings and events, to obtain a parking permit and for presentation upon request of a college official or Security at any time. Photos are taken at the beginning of each term. Contact Security personnel at the Fournier Hall Security Desk to arrange for your photo ID card. Students need to provide their student ID number to the security member at the time of ID card generation. Students may report to the Security Office (St. Joseph Hall, 2nd Floor, room 240) to obtain their ID card. A fee is charged to replace lost or damaged identification cards.

INTERNATIONAL STUDENT OFFICE

First Floor Fournier Hall

James McLaughlin, M.S. Director 215.242.7989 or mclaughlinja@chc.edu

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

LIBRARY

Mary Josephine Larkin, SSJ, M.A., M.S., Dean for Library and Information Resources
215.248.7050

Logue Library houses 130,000 volumes of books on three floors of open stacks. In addition to the circulating materials, there are over 500 paper journals as well as an extensive e- journal collection. Students may access the catalog and electronic resources via the World Wide Web at www.chc.edu/library.

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

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

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

LOST AND FOUND:

Security Desk Fournier 215.248.7090

Students are personally responsible for the safekeeping of their valuables and belongings. Therefore, necessary precautions should be taken to guard against loss. All found articles are to be turned over to Security. For Lost and Found inquiries, check with the Information Desk located on the first floor of Fournier. All articles will be placed in safe keeping and retained for 30 days.

POOL & FITNESS CENTER

Lower level, Fournier Hall 215.248.7060

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

At the time of catalog updating the Fitness Center was under construction. Please see CHC website for Fitness Center information.

SAFETY AND SECURITY OFFICE

First Floor, Fournier Hall 215.248.7077

Ray Hallman, MBA Director of Safety and Security or hallmanR@chc.edu

Questions concerning College safety, security or parking should be referred to the Office of Safety and Security. In compliance with the laws of Pennsylvania, security booklets and crime reports are available from this office upon request. Parking brochures may also be obtained from the Security Office. All vehicles must display a current parking permit in order to park on campus. All vehicles are to be parked in the appropriate lot. Permits may be obtained at the Information Desk in the main lobby of Fournier Hall. Vehicles without a current permit will be towed at the owner's expense.

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

Please inform Security if you notice something or someone suspicious by calling 215.753.3680.

TECHNOLOGY OVERVIEW AND TOOLS

It is a Chestnut Hill College School of Graduate Studies 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. Your e-mail account will be established by Courtney Adams, 215.753.3610 or adamsc@chc.edu. A letter 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.

Black Board is an optional tool utilized by Chestnut Hill College students and faculty. Courtney Adams will send information for this tool electronically. .

All SGS students are assigned three separate technology accounts at the time of first course registration. They are as follows:

- **My.CHC (Portal)**
- **CHC Webmail.**
- **Blackboard.**

TECHNOLOGYISSUES

All SGS students are assigned three separate technology accounts at the time of first course registration. If you have been assigned an account during pre-matriculated courses but do not recall your account information, please contact Courtney Adams (adamsc@chc.edu), and she will resend your information. Your initial account information will be sent to your personal email account on file in the SGS. The technology accounts are as follows: CHC Webmail, My.CHC Portal, and Blackboard. You may refer any issues with technology to Courtney Adams (adamsc@chc.edu).

Concurrently, you may also contact the Helpdesk directly (helpdesk@chc.edu).

CHC WEBMAIL

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

MY.CHC (PORTAL)

This utility functions as the student's official record of enrollment and attendance at CHC. Functions include, but are not limited to, accessing semester course schedules (including classroom assignments) and grade reports, online course registration (certain programs excluded), access to unofficial transcripts, and student financial account access.

This utility functions as the instructor's official record of course enrollment. Functions include, but are not limited to, accessing semester class lists (including classroom assignments) and performing required online grading functions.

BLACKBOARD

This utility functions as a learning management tool for SGS faculty and students. It is an optional LMS tool; not all courses and/or instructors decide to utilize it. Student should consult with the instructor to see if it is being utilized. Concurrently, it is the instructor's responsibility to enroll their students in their course shells on Blackboard.

NEWS & UPDATES FROM THE SCHOOL OF GRADUATE STUDIES

A weekly email entitled *News & Updates from the School of Graduate Studies* is sent out every Friday to your CHC email account. Updates, reminders, and other information is provided in these emails. We strongly encourage all students to read this weekly email to stay abreast of important SGS news. Departmental emails may be sent out during the week, so check subject lines for information that may pertain to you. Thank you for your cooperation.

E2 CAMPUS

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

PARKING PERMIT

Every academic year (fall to summer), parking permits are available for purchase online. Application instructions are sent to students, but may be requested by emailing adamsc@chc.edu. Permits cost \$120 per year; please note that students are also responsible for a \$5.95 processing fee. For Vehicle Registration guidelines and information, see the SGS Parking Information page on the website. Please direct any further questions/concerns to parking@chc.edu. Please be prepared with your ID number, vehicle make and model, and your license plate number. To seek a refund for the terms not attended, please contact the Student Accounts office (215.248.7116) at the conclusion of the academic year.

TELEPHONES FOR EMERGENCY USE

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

Outdoor emergency phones are located in parking lots and on the walls of buildings. The phones connect a caller directly with the CHC Office of Safety and Security. Follow the operating instructions on the Emergency Phone.

WRITING CENTER

Third Floor St. Joseph Hall 215.248.7114
Megan Ryan or RyanM01@chc.edu

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

DIRECTIONS TO MAIN CAMPUS IN PHILADELPHIA, SUGARLOAF AND DESALES UNIVERSITY

Chestnut Hill College is easy to reach from the Pennsylvania Turnpike (Rt. 276), from Route 309, from the Blue Route (Route 476), from the Schuylkill Expressway (Rt. 76) and from Germantown Pike (Rt. 422).

FROM THE PENNSYLVANIA TURNPIKE

Exit 333 (Germantown Pike). Bear right and proceed four miles east on Germantown Pike to the College entrance, which is on the left immediately after the light at Northwestern Avenue.

FROM ROUTE 309

Proceed South on 309 to Paper Mill Road. Bear right onto Paper Mill Road and continue straight on to Stenton Avenue. Follow Stenton to Northwestern. Turn left onto Northwestern and proceed to Germantown Avenue. Turn left on Germantown Avenue. Entrance is on your left.

FROM THE BLUE ROUTE (Rt. 476)

Exit at Germantown Pike-East (Exit 19). Turn right at end of exit ramp onto Germantown Pike and proceed four miles to the College. Entrance is on the left, immediately after the light at Northwestern Avenue.

FROM PHILADELPHIA INTERNATIONAL AIRPORT

Take 1-95 South to Rt. 476 North (Blue Route) and follow instructions above from the Blue Route.

FROM WILMINGTON/WEST CHESTER

Take Rt. 202 North to 76 East to Rt. 476 (Blue Route) and follow as above.

BY TRAIN

Chestnut Hill College is also accessible by train. Both the Chestnut Hill East (R7) and the Chestnut Hill West (R8) Lines service Chestnut Hill from Center City and 30th Street Station. Chestnut Hill East (R7) also provides service from Trenton, NJ, and Northeast Philadelphia. If using the R7 (Chestnut Hill East), walk two blocks west on Chestnut Hill Avenue to Germantown Avenue. Take the L bus marked Plymouth Mall one mile west to the College Entrance.

DIRECTIONS TO SUGARLOAF COMMONWEALTH CHATEAU

From the main gate of Philadelphia campus continue east on Germantown Avenue. After first light turn right into driveway. Proceed to parking locations. Commonwealth Chateau is located at top of driveway and the classrooms are located on the second floor of the Chateau.

DIRECTIONS TO DESALES UNIVERSITY:

Dooling Hall, Room 219
2755 Station Avenue
Center Valley, PA 18034

DIRECTIONS FROM PHILADELPHIA AND SOUTH:

Take 1-476, 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 1-78 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.

[Campus Map](#)

GRADUATE PROGRAM IN ADMINISTRATION OF HUMAN SERVICES (AHSG - formerly GAHS) – ACCELERATED FORMAT

Department of Sociology, Criminal Justice and Human Services

Program Coordinators: Barbara Hogan, Ph.D. and Elaine R. Green, Ed.D.

OVERVIEW

The Master of Science (M.S.) degree in Administration of Human Services is designed for individuals seeking leadership roles as administrators/directors in the field of human services. Students who graduate from this program will have a solid grounding in the knowledge, values and skills appropriate for a broad range of human service organizations. The degree differs from a counseling degree in that students are prepared for the management of agencies rather than the delivery of therapeutic services to clients. This program especially encourages critical and creative thinking skills, which will enable the graduate to bring about positive change in organizations. The Master of Science degree in Administration of Human Services combines courses in management, public policy, and social issues to prepare adults for supervisory and leadership positions in health and human service organizations. With an emphasis on social change and diversity, this degree provides a comprehensive knowledge of organizations, their philosophy and structure, and the specialized services provided.

CAREER OPPORTUNITIES

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

PROFESSIONAL AFFILIATION

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

PROGRAM FORMAT

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

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

Summer 1 and 2 sessions = Summer Term

To foster graduate-level work, one course per session is the general norm. Registering for one course each session allows students to take six credits in the equivalent of an academic semester and so 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.

2011-2012 ACCELERATED SCHEDULE

Fall 1	August 22 – October 15, 2011
Fall 2	October 17– December 10, 2011
Spring 1	January 2 – February 25, 2012
Spring 2	February 27 – April 21, 2012
Summer 1	April 23 – June 16, 2012
Summer 2	June 18 – August 11, 2012

ADMISSIONS REQUIREMENTS

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

PROGRAM DESCRIPTION

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

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

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

Core Courses

AHSG	510	Organization Management in Human Services
AHSG	520	Principles and Concepts in Human Resources
AHSG	530	Leadership Development in Group Relations
AHSG	540	Legal and Ethical Issues in Human Services
AHSG	550	Public Policy
AHSG	560	Principles of Finance
AHSG	570	Human Diversity in Human Services
AHSG	580	Assessment and Evaluation

AHSG	598	Professional Seminar
AHSG	599	Special Project

Electives

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

Experience in human services or a related field is valued but not required. This experience may include volunteer work, internships, or employment.

CERTIFICATES OF PROFESSIONAL DEVELOPMENT

Certificates of Professional Development provide college graduates with the opportunity to enhance their leadership skills and prepare for administrative roles in human service settings. Certificate programs are essentially a re-packaging of the master's degree program and include a combination of required and elective courses. Each certificate requires the successful completion of four designated courses (12 credits). If a student in a certificate program decides to continue in the master's degree program, credits will be applicable to the M.S. degree in Administration of Human Services.

The certificate program is a separate component of the master's degree program. [Students enrolled in the degree program will not be granted certificates upon completion of the designated courses].

Certificate Of Professional Development – Leadership Development (12 credits)

AHSG	510	Organization Management in Human Services
AHSG	520	Principles and Concepts in Human Resources
AHSG	530	Leadership Development in Group Relations
AHSG	570	Human Diversity in Human Services or
AHSG	515	Community Development

Certificate Of Professional Development – Adult And Aging Services (12 credits)

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

Change of Status from Certificate to Degree Program

Students in the certificate program, who wish to continue in the degree program, must notify the Program Coordinator and the Graduate Registrar in writing of their change of status from the certificate to the degree program. Credits in the certificate program will then be transferred to the degree program.

COMBINED BS HUMAN SERVICES AND MS ADMINISTRATION OF HUMAN SERVICES 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 MS degree in Administration of Human Services in the School of Graduate Studies.

Students majoring in Human Services at Chestnut Hill College are eligible to apply to the program once they have achieved senior status (completion of 90 credits). Transfer students must take a minimum of 15 credits at Chestnut Hill College and earn an overall 3.0 GPA in these courses. Each student will be expected to complete the admissions requirements of the School of Graduate Studies and be provisionally accepted into the program before registering for any graduate courses. (Formal acceptance will be granted upon receipt of a transcript verifying successful completion of the undergraduate degree program.)

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

COURSE DESCRIPTIONS

CORE COURSES

AHSG 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.

AHSG 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.

AHSG 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.

AHSG 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.

AHSG 550 - Public Policy**3 credits**

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

AHSG 560 - Principles of Finance**3 credits**

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

AHSG 570 - Human Diversity in Human Services**3 credits**

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

AHSG 580 - Assessment and Evaluation**3 credits**

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

this course is to provide students with an overview of such assessment and evaluation skills.

AHSG 598 - Professional Seminar

3 credits

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

Prerequisite: Completion of 24 credits or permission of program coordinator

AHSG 599 – Special Project

3 credits

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

Prerequisite: AHSG 598

ELECTIVE COURSES

AHSG 515 - Community Development

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.

AHSG 518 - Using Technological Resources in Human Services

3 credits

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

AHSG 525 - Criminal Justice Systems

3 credits

With an interdisciplinary approach, human service professionals will gain an understanding of crime, criminal law, law enforcement, courts, corrections and juvenile justice. Human service professionals will learn how to interact with the criminal justice system as advocates for their clients and/or employees regarding protection from dangerous consumers. Case studies and field experiences will be used to demonstrate

how the criminal justice system addresses the special needs of consumers with mental illnesses, addictions, developmental disabilities and abuse issues.

AHSG 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.

AHSG 535 - Promoting Healthy Lifestyle Practices

3 credits

An examination of the relationship between health, attitudes and behavior in an effort to establish programs that promote healthy lifestyle practices. Students will analyze various studies that deal with exercise, nutrition, weight management, stress, drug and alcohol use and disease prevention. Individual and group projects will address the design and implementation of health promotion and wellness initiatives.

AHSG 545 - Drug and Alcohol Problems

3 credits

Understanding drug and alcohol problems is explored through the study of current theories and models of abuse and addictions, the role of culture and the effects of drug and alcohol problems on the family. Therapeutic interventions and treatment considerations will be presented in order to educate the human service professional as to the role and services provided by therapists, counselors, support groups, and employee assistance programs.

AHSG 555 - Eldercare Management

3 credits

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

AHSG 565 - Family Services

3 credits

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

AHSG 585 - Volunteer Administration**3 credits**

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

AHSG 595 - Working with Children and Youth**3 credits**

An overview of physical, cognitive and psychosocial development and the common psychological and social problems experienced during this developmental stage from a systems perspective. Dynamics of family, school and peer interactions, as well as current theories, research and treatment practices will be examined.

GRADUATE PROGRAMS IN HOLISTIC SPIRITUALITY

- **HOLISTIC SPIRITUALITY**
- **HOLISTIC SPIRITUALITY and SPIRITUAL DIRECTION**

Chair: Marie Conn, Ph.D.

OVERVIEW

Rooted in the Christian tradition and challenged by the contemporary need for a more holistic future, the Graduate Program in Spirituality at Chestnut Hill College offers two graduate degrees: Master of Arts in Holistic Spirituality, Master of Arts in Holistic Spirituality and Spiritual Direction.

In addition to the graduate degree programs, the following certificate programs are also offered: Certificate in Spiritual Direction, Certificate in Supervision of Spiritual Directors, Certificate of Study in Spirituality (CSS), Certificate in Holistic Spirituality/Healthcare, and Certificate of Professional Development in Bereavement.

MASTER OF ARTS IN HOLISTIC SPIRITUALITY

This degree program that provides students with critical intellectual and affective skills to facilitate and nurture the rediscovery of spirituality taking place in our world today, whether in churches, agencies, schools, or institutions. This degree program prepares students to respond to individual and collective impulses for renewal and spirituality by bringing the best of the Christian spiritual traditions into sustained dialogue with our contemporary situation.

CONNECTION TO MISSION STATEMENT AND CORE VALUES

1. "We value personal and professional growth throughout the community.
Personal identity is connected in a fundamental way to spirituality, understood as one's way of being in the world in light of one's ultimate values. The need to become more aware of, intentional about and articulate concerning those ultimate values is becoming ever more apparent.
2. "We value concern for the earth.
Humans become more at one with Earth and the cosmos through the mystical consciousness and expression at the heart of spiritual practice.
3. "We value holistic pursuit of truth, integrity, and justice."
Spirituality shapes and is shaped by the work Christians and peoples of all faiths do in the world. The long-term demands of "acting justly, loving tenderly and walking humbly with God" (Micah 6:8) require a committed and embodied spirituality.
4. "We value service."
Ministry is rooted in and helps constitute a vital spiritual life. A life of ministry and service to others is not consequent to, but constitutive of, Christian spirituality.

As a result of the interweaving of a rigorous academic program and a high regard for one's personal faith experience, this M.A. in Holistic Spirituality prepares the student to:

- teach in the broad field of religious studies,

- work as pastoral agents in adult faith formation, youth and campus ministry, spirituality and retreat centers and
- enhance one's commitment to spirituality of work and social transformation

Course Requirements: Master of Arts in Holistic Spirituality

The M.A. in Holistic Spirituality requires the satisfactory completion of 36 credits, including 18 credits in required core courses and 18 credits in elective courses.

Course Requirements: Master of Arts in Holistic Spirituality and Spiritual Direction

The M.A. in Holistic Spirituality and Spiritual Direction requires the satisfactory completion of 42/44 credits, including 30 credits in core courses, 6 credits in elective courses, and 12/14 credits of practica.

Core Courses (18 credits-MA; 30-MA/Spiritual Direction)

HLSP 500	Historical Foundations of Spirituality	3 credits
HLSP 510	Biblical Foundations of Spirituality	3 credits
HLSP 521	Prayer: Theology and Praxis	3 credits
HLSP 526*	Theology of the Spiritual Exercises	3 credits
HLSP 527*	Discernment	3 credits
HLSP 530	Psychology and Spirituality of Relationship	3 credits
HLSP 550	Global Perspectives on Spirituality	3 credits
HLSP 700	Seminar: Holistic Perspectives	3 credits

*Core for Spiritual Direction; Elective for Other Tracks

Elective Courses (18 credits-MA; 6-MA/Spiritual Direction)

HLSP 511	Biblical Perspectives on Healing	3 credits
HLSP 513	Wisdom Traditions	3 credits
HLSP 520	Theological Foundations of Spirituality	3 credits
HLSP 522	Conversion and Grace	3 credits
HLSP 524	Ecology and Mystery	3 credits
HLSP 532	Spirituality of the Body: Art	1 credit
HLSP 533	Spirituality of the Body: Dance	1 credit
HLSP 534	Spirituality of the Body: Music	1 credit

Note: HLSP 532, 533, and 534 constitute a 3-credit course

HLSP 536	Spiritual Dimensions of Attention	3 credits
HLSP 540	Ethics in the Health Care Context	3 credits
HLSP 541	Death and Dying across Faith Traditions	3 credits
HLSP 542	God and Human Suffering	3 credits
HLSP 551	Forgiveness and Reconciliation	3 credits
HLSP 552	Spirituality of Peace and Justice	3 credits
HLSP 640	Spirituality and Science	3 credits
HLSP 641	Spirituality and Literature	3 credits
HLSP 643	Healing Beliefs across Faith Traditions	3 credits
HLSP 644	Environmental Ethics	3 credits
HLSP 645	Special Topics (title indicated on transcript)	3 credits
HLSP 650	Independent Study	(vary)

Total Required--MA **36 credits**

Practica/Field Experience: Spirituality and Spiritual Direction

HLSP 671	Spiritual Direction Practicum 1	3 credits
HLSP 672	Spiritual Direction Practicum 2	3 credits
HLSP 673	Spiritual Direction Practicum 3	3 credits
HLSP 674	Spiritual Direction Practicum 4	3 credits
HLSP 675	Spiritual Direction Practicum 5 (optional)	2 credits

Total Required—MA and Spiritual Direction **42/44 credits**

Notes

1. Students are required to complete each of the Core Courses. With the consent of the faculty advisor and the Chair of the department substitutions may occasionally be

permitted within the core area.

2. Students may transfer a maximum of six (6) credits into the program from other academic institutions; provided these credits have not been used to complete degree requirements for another program and the courses meet all the requirements of this program.
3. Required courses may be waived, if students already possess adequate knowledge, skill, or expertise in a particular area. No more than six (6) credits may be waived. When a waiver is granted, students must substitute other courses from the Holistic Spirituality Program in order to complete the required number of credits of graduation.

MASTER OF ARTS IN HOLISTIC SPIRITUALITY AND SPIRITUAL DIRECTION

Coordinator: Carolynne Ervin, M.A.

This program—a combination of the core degree with concentration in spiritual direction—prepares students to become knowledgeable, competent, and skilled spiritual directors. At Chestnut Hill College, spiritual direction is seen as a contemplative ministry through which spiritual directors help others to notice and respond to God's movement in the personal and communal experiences of their everyday lives and within all of creation. This approach to spiritual direction requires personal, interpersonal and spiritual maturity.

This well-integrated academic and professional M.A. degree combines the theology that spiritual directors need to ground their ministry firmly within the Christian tradition with an ecumenically based practicum and individualized supervision. Students gain a holistic understanding of person and community through exposure to real-life experiences while they develop the skills essential to spiritual direction.

Special Requirements: M.A. in Holistic Spirituality And Spiritual Direction and Certificate In Spiritual Direction

A separate application is required for admission to programs leading to the M.A. in Holistic Spirituality and Spiritual Direction or the Certificate in Spiritual Direction. Applicants for these programs must have earned 15 graduate credits in the Core Areas before applying for the Practicum. Since applicants for the Certificate in Spiritual Direction already have a Masters' degree in theology or a related field, they may begin the application process for the Practicum anytime after they complete the regular SGS admissions process. Certificate students must then complete at least one non-practicum HLSP course at CHC before beginning the Practicum. Only students who are accepted into the practicum phase of the program may take practicum courses.

Applications for the Spiritual Direction Practicum phase are accepted between November 1 and March 1. An Information Session is held in November to clarify current information and procedures. Application materials may be obtained by contacting the Coordinator of the Spiritual Direction Practicum after that session.

Pre-Practicum Requirements

1. Each applicant needs to be in on-going spiritual direction for at least two **full years** before beginning the application process for the Practicum Phase.
2. The Application Process for the Spiritual Direction Practicum is an open process from November 1 to March 1. An Information Session is held in November to clarify current information and procedures. Materials may be obtained by contacting the Coordinator of the Spiritual Direction Practicum after that Session.
3. Special Requirements for Admission into the Practicum Phase are listed below. These apply to students in the M.A. and in the Certificate programs in Spiritual Direction.
 - Each student must complete the Retreat in Everyday Life (19th Annotation) or 30-day retreat **before** Practicum 1.
 - HLSP 526, Theology of the Spiritual Exercises, is required for students prior to Practicum 1. Exceptions must be presented to the Coordinator of the Spiritual Direction practicum and confirmed by the Chair. It is **highly recommended** that HLSP 527, Discernment, be taken before or early in the Practicum continuum.
 - Ongoing spiritual direction before and during the Practicum Phase is required.
 - During the time of the Practicum, each student must make an annual retreat of 5-7 days or two weekend retreats;
 - Students must travel to/from the location of their Practicum supervisor;
 - Supervision Costs: At the present time, regular supervision costs are covered by a fund supported by a generous benefactor to the program. If this fund becomes unavailable, all supervision stipends will be the responsibility of the student.

Practicum Requirements

1. Evidence of an authentic call to the ministry of spiritual direction
2. At least thirty-five years of age
3. Matriculation in the Holistic Spirituality and Spiritual Direction program or the Spiritual Direction Certificate program
4. Engaged in spiritual direction for at least *two* years before beginning the application process for the practicum phase
5. Completion of the Retreat in Everyday Life (19th Annotation) or 30 day retreat **before** Practicum 1

6. Completion of HLSP 526, Theology of the Spiritual Exercises, prior to Practicum 1. It is highly recommended that HLSP 527, Discernment: Theology and Praxis, be taken before or early in the practicum phase
7. Engaged in spiritual direction throughout the practicum phase
8. An annual retreat of 5-7 days or two weekend retreats during the practicum phase
9. Supervision costs are covered by a fund provided by a generous benefactor of the program. If these funds cease, all supervision stipends will be the responsibility of the student.
10. Acceptable movement through the practicum phase. The program policy regarding non-acceptance, delay, or termination of movement through the practica will apply.

Practicum Application

1. A 8-12 page autobiography (an outline will be provided)
2. Two letters of recommendation: a Practicum Recommendation Form completed by the applicant's spiritual director; and an additional letter
3. Interview with the Coordinator of the Practicum Phase and the Supervisory Team

Course Requirements : Master of Arts In Holistic Spirituality and Spiritual Direction (42/44 credits)

The M.A. in Holistic Spirituality and Spiritual Direction requires the satisfactory completion of 40/42 credits, which includes 30 academic credits and 10 or 12 practicum credits. The practica provide the students with the opportunity for comprehensive investment in the disciplines of spirituality and the praxis of spiritual direction.

Core Courses (24 credits)

HLSP 500	Historical Foundations of Christian Spirituality	3 credits
HLSP 510	Biblical Foundations of Christian Spirituality	3 credits
HLSP 521	Prayer: Theology and Praxis	3 credits
HLSP 526	Theology of the Spiritual Exercises	3 credits
HLSP 527	Discernment	3 credits
HLSP 530	Psychology and Spirituality of Relationship	3 credits

HLSP 550 Global Perspectives on Christian Spirituality 3 credits

HLSP 700 Seminar: Holistic Perspectives 3 credits

Elective Courses (6 credits)

Practica (12/15 credits)

HLSP 671 Spiritual Direction Practicum 1 (fall) 3 credits

HLSP 672 Spiritual Direction Practicum 2 (spring) 3 credits

HLSP 673 Spiritual Direction Practicum 3 (fall) 3 credits

HLSP 674 Spiritual Direction Practicum 4 (spring) 3 credits

HLSP 675 Retreat in Everyday Life: Practicum 5 (optional) 2 credits

Total

42/44 credits

CERTIFICATE PROGRAMS

CERTIFICATE IN SPIRITUALITY AND HEALTH CARE (16/18 CREDITS)

The Certificate in Spirituality and Health Care flows from the conviction that all life is sacred and that all living and dying events have meaning. The program advocates care-giving practices that are attentive to patients and practitioners. The Certificate may be taken as a post-bachelor's or post-master's stand-alone certificate, or it may be taken in conjunction with the Master's of Art Degree in Holistic Spirituality.

The following courses are required:

HLSP 540 Ethics in the Health Care Context 3 credits

HLSP 541 Death and Dying across Faith Traditions 3 credits

HLSP 542 God and Human Suffering 3 credits

HLSP 643 Healing Beliefs across Faith Traditions 3 credits

HLSP 676 Health Care Practicum 1 2 credits

HLSP 677 Health Care Practicum 2 2 credits

OR

HLSP 678	Level 1 CPE	6 credits
	OR	
HLSP 679	Level 2 CPE (chaplaincy)	6 credits

The admissions requirements for the certificate program are the same as for the graduate degree program, with the exception of the standardized test. Therefore, students in the certificate program who wish to continue in the degree program may do so, after consultation with the chair of the program and upon submission of standardized test scores.

CERTIFICATE OF PROFESSIONAL DEVELOPMENT IN BEREAVEMENT CARE (12 CREDITS)

A certificate in bereavement responds to the growing number of people facing both end-of-life decisions for themselves and their loved ones, and the inevitable grief that accompanies loss. It would also be of value to those working with dying patients and their families, such as nurses, social workers, pastoral care ministers, spiritual directors, hospice team members, and funeral directors. Finally, the certificate program is well-suited for working adults who are interested in enhancing their skills and job marketability, but not yet ready to pursue a master's degree. Successful completion of this certificate program does not constitute certification in bereavement counseling.

HLSP 540	Ethics in the Health Care Context	3 credits
HLSP 641	Death and Dying across Faith Traditions	3 credits
HLSP 542	God and Human Suffering	3 credits
PSYG 546	Bereavement Counseling	3 credits

The admissions requirements for the certificate program are the same as for the graduate degree program, with the exception of the standardized test. Therefore, students in the certificate program who wish to continue in the degree program may do so, after consultation with the chair of the program and upon submission of standardized test scores.

CERTIFICATE IN SPIRITUALITY AND SUSTAINABILITY (12/15 CREDITS)

There is a growing awareness that efforts to *live and walk gently on the earth* flourish in an atmosphere that combines concrete work toward sustainable living with a spirituality of eco-consciousness. Recognizing the need to convert both minds and hearts, Chestnut Hill College offers a graduate certificate in Spirituality and Sustainability, an initiative that lies at the heart of the mission of Chestnut Hill College.

The certificate is twelve (12) credits with an optional three (3) credit practicum. It is our hope to develop a practicum with Genesis Farm, which is rooted in a belief that the Universe, Earth, and all reality are permeated by the presence and power of that Holy Mystery that has been so deeply and richly expressed in the world's spiritual traditions.

HLSP 513	Wisdom Traditions	3 credits
HLSP 524	Ecology and Mystery	3 credits
	(Course includes experiential component.)	
HLSP 550	Global Spirituality	3 credits
HLSP 644	Environmental Ethics	3 credits
HLSP 670	Optional Practicum	3 credits

The admissions requirements for the certificate program are the same as for the graduate degree program, with the exception of the standardized test. Therefore, students in the certificate program who wish to continue in the degree program may do so, after consultation with the chair of the program and upon submission of standardized test scores.

CHAPLAINCY CERTIFICATION

A faculty advisor in the Holistic Spirituality program will work closely with students desiring to be certified as chaplains in hospitals or other healthcare programs to complete the theology and other requirements of an accrediting organization such as the Association for Professional Chaplains (APC) or the National Association of Catholic Chaplains (NACC).

CERTIFICATE PROGRAM IN SPIRITUAL DIRECTION (18 credits)

The Spiritual Direction Certificate program prepares the participant for the ministry of spiritual direction. It offers specialized formation in the art of spiritual direction through both academic work and practica experiences. Since many people desire support with their own spiritual growth and the skills required for the work of spiritual direction with others, this certificate program is beneficial to a broad spectrum of ministries.

Prerequisites For Admission

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

Course Requirements (18 credits)

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

Prerequisites For Practicum Phase

HLSP 526 Theology of the Spiritual Exercises	3 credits
HLSP 527 Discernment: Theology and Praxis	3 credits

Core Spiritual Direction Practica Courses

HLSP 671 Spiritual Direction Practicum 1 (fall)	3 credits
HLSP 672 Spiritual Direction Practicum 2 (spring)	3 credits
HLSP 673 Spiritual Direction Practicum 3 (fall)	3 credits
HLSP 674 Spiritual Direction Practicum 4 (spring)	3 credits

CERTIFICATE IN SUPERVISION OF SPIRITUAL DIRECTORS (6 credits)

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

Prerequisites for Admission

1. A master's degree (MA or M.Div) in theology, religious studies, spirituality or their equivalent;
2. Certificate in Spiritual Direction from a recognized program, one that includes at least forty (40) hours of individual supervision;
3. At least four (4) years of offering ongoing direction to a minimum of six (6) persons per year;
4. Receiving ongoing spiritual direction and annual individually-directed retreats for at least five (5) years.

In addition to the standard admission requirements, a letter of recommendation from the applicant's spiritual director and supervisor are required. All applicants for this certificate must interview with the Coordinator of the practicum prior to admission.

Practicum Requirements

HLSP 710	Supervision I	3 credits
HLSP 711	Supervision II	3 credits

CERTIFICATE OF STUDY IN SPIRITUALITY (CSS) (18 credits)

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

1. intensify their awareness of the underlying spiritual dimensions of their professional work and

2. seek new insights into the spiritual implications of their work for the future.

Prerequisites

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

Course Requirements (18 credits)

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

Core Courses (6 credits)

HLSP	510	Historical Foundations of Spirituality	3 credits
HLSP	521	Prayer: Theology and Praxis	3 credits

Elective Courses (12 credits)

CSS students may choose from any course offerings in the Holistic Spirituality program. Students are advised to work closely with a faculty advisor in selecting courses that best serve their overall program goals.

CHANGE OF STATUS FROM CERTIFICATE TO DEGREE PROGRAM

In addition to the requirements stated in the Admissions Process, certificate students who wish to apply for master level candidacy upon the successful completion of nine (9) credits with a GPA of 3.2 are required to take the MAT examination. They must complete any additional requirements for degree students and notify the Graduate Registrar *in writing* of their change of status from certificate to degree.

COURSE DESCRIPTIONS: CORE COURSES

HLSP 500 Historical Foundations of Christian Spirituality **3 credits**

This course introduces students to Christian spiritual traditions from historical as well as spiritual perspectives. It aims to deepen the capacity of students to situate and understand texts historically in order to interpret them spiritually. Students will probe and ponder the dynamics of history, the nature of spirituality and the role of the interpreter in their study of classic texts, spiritual movements and masters within the Christian tradition.

HLSP 510 Biblical Foundations of Christian Spirituality **3 credits**

This course prepares professionals for the complex task of interpreting biblical texts through concentration on two overarching dynamics of the task: taking historical contexts of the bible into consideration and awareness of theories/methodologies of interpretation. While class time will focus on interpreting sample biblical texts, readings will resource

students on specific theory and background.

HLSP 521 Prayer: Theology and Praxis

3 credits

This course traces the origins of Hebrew and Christian Prayer to the cries of the human spirit. Ancient and contemporary methods and lives of prayer will be studied through historical, theological, psychological and biographical lenses. The place and practice of prayer in different Christian as well as other faith traditions will be considered. All will be invited to experience, practice, reflect upon and critique a variety of prayer forms for themselves and others and to create prayer opportunities for one another.

HLSP 526 Theology of the Spiritual Exercises (Spiritual Direction)

3 credits

This course invites the students to integrate their Retreat in Everyday Life or 30-day retreat experience with the theology of the *Spiritual Exercises of St. Ignatius of Loyola*. The course content is both academic and experiential, including lecture and practical application. **Prerequisite for Practicum I unless exempted by the Coordinator of the Practicum.**

HLSP 527 Discernment: Theology and Praxis (Spiritual Direction)

3 credits

This course explores the history, meaning, and role of discernment in everyday life, decision-making, and spiritual direction. It examines the Rules for Discernment articulated by Ignatius of Loyola as “descriptions” of people’s interior lives and “guidelines” for the understanding of the Spiritual Exercises. Consideration is also given to the implications of discernment processes for group deliberations, as well as those which take seriously the social and environmental dimensions of life.

HLSP 530 Psychology and Spirituality of Relationship

3 credits

The basic psychological dynamics of development, maintenance and ending of a variety of human relationships will be explored in this course. Emphasis will be placed on the integration of the spiritual and psychological dimensions in human relationships, and on the interactions between human and divine relationships.

HLSP 550 Spirituality: Global Perspectives

3 credits

The reality of globalization has radical implications for the way we understand spirituality. This course explores new understandings necessary to protect life’s sacredness and promote prophetic leadership in a global community. Issues such as eco-systems, technology, economics, as well as the values of faith, community, intercultural harmony, and human dignity will be examined.

HLSP 700 Holistic Perspectives Seminar

3 credits

This advanced course in holistic spirituality integrates and synthesizes the insights and experiences gleaned in the program. It considers gaps, questions and future benefits of courses taken thus far. Students will formulate a Christian approach to spirituality that

enhances unity amidst diversity within the person, community, and cosmos. Through specific and culminating reflection and application projects, this seminar facilitates the transition from the program's core foundational areas of study to the integration of this learning experience in ministry. In the core values of Catholic Intellectual Tradition, History and Legacy, we strive "to promote ongoing interpretations of core theological values and contemporary needs." We also value spirituality by "exploring the spiritual domain of human existence and integrating this into the totality of our experience."

Prerequisite: Completion of at least 27 credits, excluding practica.

COURSE DESCRIPTIONS: ELECTIVE COURSES

HLSP 511 Biblical Perspectives on Healing

3 credits

The healing dynamics within various biblical traditions will be examined in this course. The significance of the stories of Jesus as healer, other healing stories in both the Hebrew and Christian scriptures, and the physical, social, and spiritual dimensions of the healing process from biblical perspectives will also be explored. Selections of healing stories will also be made from other texts, such as the Qur'an, the Eight Noble Truths, and the Four-fold Path to Buddha.

HLSP 513 Wisdom Traditions

3 credits

The goal of this course is to introduce students to "wisdom traditions" that have been with us for the past 6,000 years, shaping our culture, history, humanity and divinity. Students will explore the traditions of indigenous cultures (Aborigines, Native Americans), Hindus, Buddhists, Chinese (Confucianism, Taoism), Muslims, and the Judaism and Christianity. The readings will allow students to see life through "other". The goal of all wisdom traditions is to help us become more authentic people. This course will allow students to understand and appreciate the spiritual journey as a universal human endeavor to deal with the large and small questions of life.

HLSP 520 Theological Foundations of Spirituality

3 credits

The primary purpose of this course is to introduce students to their critical role as subjects in the doing of theology. As such, they will study various methods to engage in understanding and re-appropriating some primary concepts (doctrines) of the Christian theological tradition. Students will journey into the Mystery of God, Sin and Evil, Jesus Christ, the Spirit and the Church from classical to contemporary interpretations. The course will emphasize the constructive, but unfinished and inadequate character of all speech about Holy Mystery and every appropriation of the God-life, given the limits of the human and the inexhaustibility of the divine.

HLSP 522 Conversion and Grace

3 credits

This course will provide a theological framework for interpreting the dialectic of conversion and grace in order to promote a more intentional and wholehearted response to this

dangerous and exciting divine/human encounter. Toward this aim, students will study the dynamics of conversion and grace as they emerge directly and verifiably out of concrete and ordinary human experience. Conversion will be examined as a breakthrough that occurs for individuals and communities at the intellectual, moral and religious levels, making new challenges possible and new horizons available.

HLSP 524 Ecology and Mystery

3 credits

In this course we address specifically the relationship between (1) values one finds commonly asserted in environmental or ecology-based discussions, and (2) values commonly found in religious traditions. This course examines the spiritual dimensions of the relationship between the Earth and its human inhabitants. We will examine the ways cultural and theological assumptions have shaped peoples' treatment of the natural world. We will look at the ways changes in the environment have influenced human social and cultural patterns. Finally, we will critically assess some of the major ethical responses to ecological issues.

HLSP 532 - 534 Spirituality of the Body:

Art (532), Dance (533), Music (534)

1 credit each/3 credits

These one-credit courses/workshops view art, dance, and music as ways of expressing the prayer of the whole person. The workshops are designed to demonstrate how the arts can facilitate and create atmospheres conducive to prayer, how they can be used in the context of the prayer itself and ways in which they can be an extension of experiences of prayer. Presentations and input from a variety of sources and people who minister in wellness fields will be included.

HLSP 536 Spiritual Dimensions of Attention

3 credits

This course explores the nature of attention and its relationship to the spiritual self. Using an interdisciplinary approach, it addresses the roles and forms of, challenges to, and power in conscious attention to human experience in the everyday. In this way, the course considers the connected dimensions of spirituality and attentiveness.

HLSP 540 Ethics in the Healthcare Context

3 credits

Exploration of the basic principles and analytic structures of ethics will be the foundation for an analysis of a selection of central ethical issues in contemporary healthcare, such as: patient autonomy, treatment decisions, advance directives, euthanasia, access to health care. Students will be encouraged to attend to these ethical issues in their own healthcare environments and in society at large.

HLSP 541 Death and Dying across Faith Traditions

3 credits

Through experiential practice and collaborative, critical reflection, this course will explore diverse ways that spiritual/ religious/ faith/ cultural traditions influence approaches to dying, death, and bereavement and related spiritual and psychological concerns. Students are invited to broaden and deepen resources for articulating their own spirituality in relation to dying, death, bereavement and religious/cultural diversity as encountered in

their own personal and professional lives and to refine skills for creative, sensitive engagement with themselves and others in relation to experiences of loss and religious/cultural diversity.

HLSP 542 God and Human Suffering

3 credits

This course offers an invitation to explore the mystery and meaning of human suffering, one that engages the paradoxes of darkness and light, despair and hope, death and life, cross and resurrection. Stories of women and men, both biblical and contemporary, whose lives were transformed by suffering will be analyzed for the redemptive elements embedded in their experiences. Through theological reflection, students will examine the nature and gifts of suffering: endurance, hope, compassion, intimacy with God, and a contemplative life-stance with all that is.

HLSP 551 Forgiveness and Reconciliation

3 credits

This course is designed to ponder stories, pursue questions and consider the gift that lies at the heart of the journey to forgive and reconcile as persons and as a people. To this end, the course will engage several disciplines from its primary ground in theology: psychology and history, literature and political theory, social science and cultural anthropology. Its scope will encompass the inner regions of the human heart, the shape and character of human behavior and the distant reaches of the global family. Students will encounter others in reading, research and conversation whose experiences of “forgiveness and reconciliation” will inform and challenge their own.

HLSP 552 Spirituality of Peace and Justice

3 credits

Readings and discussion will explore the theory and practice of Christian nonviolence in the context of current U.S. experience. Nonviolence does not withdraw from violence, but engages violence with the powers of truth and love. Nonviolence will be examined in four dimensions: personal, interpersonal, national/international, and ecological. From the lives and works of outstanding practitioners, practices of nonviolence will be identified and their relevance to contemporary Christian life demonstrated.

HLSP 640 Spirituality and Science

3 credits

Philosophy, theology and literature are all dedicated to a search for human meaning, relevance and truth. However each of these disciplines approaches these questions in different ways and from different perspectives. It will be the intention of this class to use these disciplines together in an effort to allow each to assist the others so as to help us achieve some insight into the nature of the human condition. Literature will give us specific scenarios and detailed characters so as to flesh out certain remote and esoteric philosophical concepts. Philosophy will give us organizational patterns and direct assertions that may serve to grant us a deeper and more subtle understanding of our literary characters. Theology will grant us a focus on the interpretation of meaning that will serve center of our inquiry. The directing questions of the semester will be as follows: What matters and how do we know?

HLSP 641 Spirituality and Literature

3 credits

This class will explore the middle ground between the extremes of science and religion. Both, however, must be carefully examined with a critical eye. We must learn as much about science as possible to really appreciate both the magnificence and the limits of scientific knowledge. We must study carefully not only our own religious traditions but also the role religion plays in the globalized world of the twenty-first century. We must acknowledge the hold each of these may have over our sense and acceptance of truth.

The goal of the class is to attempt to discover whether or not we believe in the common representations of science and religion as mutually exclusive belief systems. We will ask whether it possible to imagine a belief system in which science and religion are complimentary and not antagonistic.

HLSP 643 Healing Beliefs across Faith Traditions

3 credits

Based within the discipline of anthropology, this course examines the relationship of belief systems to their broader cultural frameworks, and probes the ways in which beliefs and values affect both patients' approaches to healthcare and healthcare professionals' approaches to patients. Using the case study method, this course will demonstrate the importance of understanding how various belief systems interact and how this interaction affects healthcare practices. Alternative health practices will be examined in relation to larger socio-economic, religious, and cultural contexts.

HLSP 644 Environmental Ethics

3 credits

This course studies the moral relationship between human beings and the environment. The course emphasizes understanding relevant ethical principles and values in order to examine this relationship. An important element of the course is the study of the value and moral status of the environment in all its aspects—animals, plants, ecosystems, and so on. In this course we will examine a wide range of intellectual efforts to address the problem of our obligations to Earth and its living systems. Although we will focus on contemporary *philosophical* environmental ethics we will also introduce *religious* environmental ethics, examine ideas about nature prevalent in American culture and history, and examine how individuals involved in contemporary environmental movements express and endeavor to implement their environmental values.

COURSE DESCRIPTION: (OPTIONAL) SUSTAINABILITY PRACTICUM

HLSP 670 Sustainability Practicum

3 credits

The sustainability practicum emphasizes the development of leadership skills and a deeper understanding of a sustainability-related issue. Projects will be chosen by the student with the help of a mentor. Students will be expected to define the problem, identify research tasks, and carry out a specific project by working with a local organization focused on the issue.

COURSE DESCRIPTIONS: SPIRITUAL DIRECTION PRACTICA

HLSP 671 Spiritual Direction Practicum 1 (fall)**3 credits**

This practicum focuses on the gifts needed for those beginning to offer spiritual direction. The process involves giving spiritual direction and receiving supervision. The group will reflect on: the development of a contemplative attitude; the centrality of the experience of God; interior response to God's presence and absence; the relationship between spiritual direction and counseling; and praying with one's body and all of creation. When a student begins the practicum, the *four_practica* courses are taken sequentially. Practicum 1 includes five two-hour individual supervision sessions.

Prerequisite: Completion of application process for the practicum.

HLSP 672 Spiritual Direction Practicum 2 (spring)**3 credits**

By offering spiritual direction and receiving supervision, this practicum will challenge the student to reflect on a growing sensitivity to interior movements, such as, transference and countertransference. Since spiritual direction is a professional relationship which has spiritual, ethical, and legal implications, this course will also present the ethical standards for spiritual directors, spiritual counselors, and pastoral counselors. Topics will include: privileged communication, confidentiality, mental health laws, liability and the handling of potential litigation. Practicum 2 includes 5 two-hour individual supervision sessions.

Prerequisite: HLSP 671

HLSP 673 Spiritual Direction Practicum 3 (fall)**3 credits**

Practicum 3 includes classes in spiritual direction and peer supervision sessions. The focus of the classes is advanced issues in spiritual direction, such as: deepening attentiveness to the movement of spirits and addressing psychological issues, particularly addiction and co-dependence. The intention is to examine appropriate ways to respond as a director in order to facilitate God's movement. This class has a group spiritual direction approach which includes personal experience and engagement in group processes. Practicum 3 includes 5 two-hour individual supervision sessions.

Prerequisite: HLSP 672

HLSP 674 Spiritual Direction Practicum 4 (spring)**3 credits**

Practicum 4 integrates the theory, praxis, ethical and psychological issues from the previous practica and provides training in peer supervision. Practicum 4 includes 5 two-hour individual supervision sessions.

Prerequisite: HLSP 673

HLSP 675 Spiritual Direction Practicum 5 (fall/spring) (elective) 2 credits

In this practicum the student will learn how to give a Retreat in Everyday Life according to *The Spiritual Exercises of Ignatius of Loyola*. This optional practicum is designed for those who have experienced the 30-day retreat or the Retreat in Everyday Life (19th Annotation), as well as the four preparatory practica. These classes are supervisory in nature.

Prerequisites: HLSP 674

HLSP 710 Supervision of Spiritual Direction 1 3 credits

This practicum focuses on the ministry of supervision. It strengthens the supervisor's ability to: create and respond to the ministry of spiritual direction from a contemplative foundation; foster on-going co-discernment; support and assess the development of the director's gifts. Various methods of supervision will be taught and practiced.

Prerequisite: Application process through the Coordinator of the practicum.

HLSP 711 Supervision of Spiritual Direction 2 3 credits

This course looks at the role of the supervision of supervisors. The purpose is to develop skills and understanding through cases studies and personal application. It will include further refinement of discernment skills, issues of transference and counter-transference, and self-care as essential for healthy ministry of supervision. **Prerequisite:** HLSP 710

COURSE DESCRIPTIONS: HEALTH CARE PRACTICA

HLSP 676 Health Care Practicum 1 2 credits

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

HLSP 690 Health Care Practicum 2**2 credits**

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

GRADUATE PROGRAMS IN PSYCHOLOGY

- M.S./M.A. IN CLINICAL AND COUNSELING PSYCHOLOGY
- PSY.D. IN CLINICAL PSYCHOLOGY
- CERTIFICATES OF ADVANCED GRADUATE STUDY

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

MASTER OF SCIENCE AND MASTER OF ARTS IN CLINICAL & COUNSELING PSYCHOLOGY

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

Master's Program Administrator (DeSales campus): David Borsos, Ph.D.

OVERVIEW

The School of Graduate Studies of Chestnut Hill College, through the Department of Professional Psychology, offers both the Master of Arts (M.A.) and the Master of Science (M.S.) degree in Clinical and Counseling Psychology. These degrees may be earned in one of five areas of concentration: Child and Adolescent Therapy, Addictions Treatment, Marriage and Family Therapy, Treatment of Autistic Spectrum Disorders and Trauma Studies. Students may elect one of these concentrations or may choose the generalist curriculum, which allows them to distribute their electives among any of the five areas. The Master of Arts (M.A.) degree is awarded to those students who complete a thesis in addition to the other academic and clinical requirements. The M.A./M.S. Program in Clinical and Counseling Psychology is also offered on the campus of DeSales University in Center Valley, PA.

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

PROGRAM OBJECTIVES

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

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

In addition, the Master of Arts and the Master of Science degrees meet the graduate degree requirements for students seeking master's licensure in the state of Pennsylvania

as either Licensed Professional Counselors (LPC) or Licensed Marriage and Family Therapists (LMFT).

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

PROFESSIONAL STANDARDS

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

STUDENT DISCLOSURE OF PERSONAL INFORMATION

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

Disclosure in Courses

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

Disclosure in Supervision

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

PROFESSIONAL COMPETENCE PROBLEMS

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

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

ACADEMIC REQUIREMENTS

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

MASTER OF SCIENCE (M.S.)

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

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

- Addictions Treatment: 12 concentration credits and 6 elective credits
- Child and Adolescent Therapy: 12 concentration credits and 6 elective credits
- Marriage and Family Therapy: 18 concentration credits
- Trauma Studies: 12 concentration credits and 6 elective credits
- Treatment of Autism Spectrum Disorders: 12 concentration credits and 6 elective credits
- Generalist Curriculum: 18 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.

MASTER OF ARTS (M.A.)

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

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

CURRICULUM

Students without an undergraduate degree in psychology or a closely related field are encouraged to apply. Their applications will be considered on a case-by-case basis. Additional undergraduate courses may be required as outlined above.

Core Courses

These courses are required for all students. Prerequisites are in parentheses.

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 (500, 503)
PSYG	514	Development Across the Lifespan: Individual & Family

Concentration Courses

MARRIAGE AND FAMILY THERAPY (18 credits required)

PSYG	608	Marriage and Family Therapy (required)
PSYG	612	Advanced Theories of Marriage and Family Therapy (608) (required)
PSYG	614	Marriage and Family Therapy Techniques (608) (required)
PSYG	616	Advanced Marriage and Family Therapy Techniques (608) (required)
PSYG	618	Human Sexuality and Marriage (required)

And one of the following:

PSYG	604	A Systemic Approach to the Problems of Adolescents
PSYG	638	Systemic Treatment of Addictions

Those pursuing a license as a Marriage and Family Therapist should take all seven courses.

CHILD AND ADOLESCENT THERAPY (all required)

PSYG	602	Play Therapy (500)
PSYG	604	A Systemic Approach to the Problems of Adolescents
PSYG	608	Marriage and Family Therapy
PSYG	615	Special Topics (title of course will be included on transcript)

ADDICTIONS TREATMENT (12 credits required)

PSYG	630	Foundations of Addictive Behaviors (required)
PSYG	632	Treatment Approaches to Substance Abuse (630) (required)

And two of the following:

PSYG	634	Spirituality of the Twelve Steps
PSYG	636	Special Topics (title of course will be included on transcript)
PSYG	638	Systemic Treatment of Addictions

TRAUMA STUDIES (all required)

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

TREATMENT OF AUTISM SPECTRUM DISORDERS (all required)

PSYG	652	Introduction to Autism Spectrum Disorders
PSYG	654	Treatment Approaches to Autism Spectrum Disorders (652)
PSYG	656	Adults with Autism Spectrum Disorders: Psychosocial, Legal Medical Issues (652)
PSYG	658	Treating Families with an Autistic Member over the Lifespan (652)

Electives

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

PSYG	530	Group Therapy (LPC required)
PSYG	532	The Role of Culture and Gender in Counseling and Psychotherapy (LPC & LMFT required)
PSYG	536	Psychological Assessment (503) (LPC required)
PSYG	540	Introduction to Psychopharmacology
PSYG	542	Career Development and Counseling (LPC required)
PSYG	544	Eating Disorders
PSYG	546	Bereavement Counseling
PSYG	645	Special Topics

Field Experience (see below for prerequisites)

PSYG	705	Practicum (except for MFT students)
PSYG	710	MFT Internship I
PSYG	715	Internship I
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.

Additional Requirements for Master of Arts

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

APPLICATION TO PSY.D. PROGRAM

Students in the master's program who intend to apply to the Psy.D. program at Chestnut Hill College after receiving their master's degree should include among their concentration or elective courses PSYG 532 The Role of Culture and Gender in Counseling and Psychotherapy and at least two of the following courses:

PSYG 530	Group Therapy
PSYG 542	Career Development and Counseling
PSYG 602	Play Therapy
PSYG 604	A Systemic Approach to the Problems of Adolescents
PSYG 618	Human Sexuality and Marriage
PSYG 622	Introduction to the Assessment and Treatment of Psychological Trauma
PSYG 630	Foundations of Addictive Behaviors

PRACTICUM

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

Practicum Prerequisites

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

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

INTERNSHIP

Students accept the responsibility of applying and interviewing for their internship. A detailed procedure for this process is presented at the internship information sessions that students are required to attend. Please contact Leslie Shralow, Ph.D., Coordinator of Masters Field Placements, by calling 215-248-7024 or shralowl@chc.edu for dates and times of these sessions.

Internship Prerequisites

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

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

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

1. Contact the Coordinator of Master's Field Placements to pre-register for practicum/internship. You are required to pre-register two terms prior to the term you plan to begin. Group information sessions will be held each term. Students may begin the practicum/internship sequence in the summer or fall terms only. No student may begin a field placement in the spring semester.
2. A practicum/internship resource book is available from the internship coordinator. This book contains a listing of previously used sites and information regarding the sites. Students may also seek new practicum/internship placements. However, the Coordinator of Master's Field Placements, consistent with program policies, must approve all sites.
3. Prepare a resume, as you will need it to interview for practicum/internship. All other paperwork necessary for the interview process will be distributed at the practicum/internship information sessions.
4. Once you have decided on a site, your prospective supervisor should complete all designated paperwork and send it to the Coordinator of Master's Field Placements.
5. As part of the practicum/internship process all students are required to procure liability insurance. Applications for liability insurance will be available at the information sessions or from the Coordinator of Master's Field Placements. **Students are not permitted to begin a practicum or internship without liability insurance and must maintain it until the internship is completed. Students are required to submit verification of coverage to both the Coordinator of Master's Field Placements and the field site supervisor.**
6. A practicum or internship may **not** be completed at a site where the student is or has been employed.

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

Internship Requirements

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

1. Students interested in seeking LPC licensure must work at the field site a minimum of 700 hours over a minimum of three terms, including the practicum semester and two semesters of internship. Of these 700 hours, 240 must be spent in direct-client contact. Students seeking LMFT licensure must complete a total of 300 direct-client contact hours over the course of a full calendar year (3 terms) and a total of 700 hours at the internship site.
2. Students must attend a weekly seminar at the College. The seminar will provide an opportunity for students to raise issues about their cases and their internship experience. (Note: Students must register for the corresponding seminar for each term of Internship: PSYG 710, PSYG 715, PSYG 725, PSYG 735.)
1. Final grades will be based on regular attendance and participation in the weekly seminar, performance at the internship site, the timely submission of required paperwork, and the site supervisor's written evaluation.
4. All students are expected to comply with the rules and regulations of the internship site and conduct themselves in a professional manner at all times.

SUSPENSION/TERMINATION OF FIELD EXPERIENCE

In extreme cases, the Internship or Practicum Site Supervisor or the CHC Internship or Practicum Group Supervisor may suspend a student's internship or practicum, while circumstances are being reviewed by the Coordinator of Master's Field Placements and the Director of Clinical Training. The length of a suspension is determined by the nature of the situation. Every effort is made to expedite the process in the best interest of the student and clients involved.

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

If a student is terminated from a practicum or internship and consequently terminated from the College, the student may, within ten days of the College's termination, appeal to the

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

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

LICENSURE and CREDENTIALING

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

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

Course Requirements for LPC Licensure

Students seeking licensure as a professional counselor may choose the generalist curriculum or a concentration area. Students wishing to focus on a particular population are encouraged to choose a concentration. The Post-master's Certificate in Professional Counseling for Licensure Preparation cannot have an area of concentration. Two other categories of Post-master's certificates, clinical and academic, are available in the areas of concentration, but they require additional academic courses and may require two terms of internship. (See below for details on the Post-master's certificates.)

Some courses offered as electives at Chestnut Hill College are *required* for licensure. These courses may be taken as part of the student's degree, or as part or all of the additional 12 credits which may be earned after the awarding of the master's degree. The courses that are electives in this program and will be required for licensure are: PSYG 530, Group Therapy; PSYG 532, The Role of Culture and Gender in Counseling and Psychotherapy; PSYG 536, Psychological Assessment; and PSYG 542, Career Development and Counseling.

Course Requirements for MFT Licensure

Students seeking to become Licensed Marriage and Family Therapists should plan to take all seven (7) classes available under the Marriage and Family Therapy concentration and The Role of Culture and Gender in Counseling PSYG 532. It is recommended that six (6) classes be taken prior to graduation, and that the remaining class be taken as part of the 12-credit Post-Master's Certificate in Professional Counseling for Licensure Preparation. Chestnut Hill College students may also opt to take all seven (7) courses before graduation.

Field Experience Requirements for Licensure

Students seeking to become Licensed Professional Counselors must complete a practicum of at least 100 hours and an internship of at least 600 hours 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 Arts (M.A.) and the Master of Science (M.S.) degrees meet licensure requirements in most other states. Please contact your state licensing board for academic and clinical requirements. Students seeking licensure in New Jersey should be aware that, effective October 2012, applicants for licensure **may be** required to be graduates of CACREP-accredited programs. The master's program in Clinical and Counseling Psychology at Chestnut Hill College is not currently accredited by CACREP (an independent credentialing board). Please check on the status of this requirement with their Licensure Board if you are planning on being licensed in New Jersey.

Additional Professional Credentials

The master's program in Clinical and Counseling Psychology also prepares students to apply for independent credentials in the field, including: National Certified Counselor (NCC), offered by the National Board for Certified Counselors; Certified Addictions Counselor (CAC), offered by the Pennsylvania Certification Board; and clinical membership in the American Association for Marriage and Family Therapy (AAMFT).

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

OVERVIEW

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

PROGRAM DESIGN

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

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

ADMISSIONS

Graduates of Chestnut Hill College's Master's Program in Clinical and Counseling Psychology are expected to complete a new application. No additional application fee is required, and no additional paperwork is required. The student receives a letter of admission from the Graduate Dean and is listed in the computer as matriculating in a certificate program.

Other applicants must follow the existing procedures for admission to Post-Master's certificate programs. (See Admissions)

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

POST-MASTER'S CERTIFICATES OF CONCENTRATED CLINICAL STUDY

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

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

Core Requirements

PSYG	503	Psychopathology (500 or 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	512	Legal and Ethical Issues in Counseling and Psychotherapy (500, 503)

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

Concentration Requirements

All students complete 18 credits chosen from the following options:

ADDICTIONS TREATMENT

Concentration Courses (all required)

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

Electives (one required)

PSYG	540	Introduction to Psychopharmacology
PSYG	544	Eating Disorders
PSYG	622	Introduction to the Assessment and Treatment of Psychological Trauma

CHILD AND ADOLESCENT THERAPY

Concentration Courses (all required)

PSYG	602	Play Therapy (500)
PSYG	604	A Systemic Approach to the Problems of Adolescents
PSYG	608	Marriage and Family Therapy
PSYG	615	Special Topics (title of course will be included on transcript)

Electives (two required)

PSYG	530	Group Therapy
PSYG	536	Psychological Assessment (503)
PSYG	544	Eating Disorders
PSYG	546	Bereavement Counseling
PSYG	622	Introduction to the Assessment and Treatment of Psychological Trauma

MARRIAGE AND FAMILY THERAPY

Concentration Courses (six required)

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

TRAUMA STUDIES

Concentration Courses (all required)

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

Electives (two required)

PSYG	532	The Role of Culture and Gender in Counseling and Psychotherapy
PSYG	540	Introduction to Psychopharmacology
PSYG	544	Eating Disorders
PSYG	546	Bereavement Counseling
PSYG	602	Play Therapy (500)

TREATMENT OF AUTISM SPECTRUM DISORDERS (all required)

PSYG	652	Introduction to Autism Spectrum Disorders
PSYG	654	Treatment Approaches to Autism Spectrum Disorders (652)
PSYG	656	Adults with Autism Spectrum Disorders: Psychosocial, Legal and Medical Issues (652)
PSYG	658	Treating Families with an Autistic Member over the Lifespan (652)

Electives (two required)

PSYG	532	The Role of Culture and Gender in Counseling and Psychotherapy
PSYG	536	Psychological Assessment
PSYG	542	Career Development and Counseling
PSYG	602	Play Therapy
PSYG	604	A Systemic Approach to the Problems of Adolescents

Field Placement Requirement

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

Candidates for the certificate are required to take 6 credits (2 terms) of Internship in their area of concentration. Students in the Addictions, Child and Adolescent, Autism Spectrum Disorders or Trauma certificates have the option of taking a third term of Internship in place of one elective. Students in the Marriage and Family Therapy certificate have the option of taking a third term of internship in place of one concentration course. See Field Experience section for a full description of field placements.

POST-MASTER'S CERTIFICATES OF ADVANCED GRADUATE ACADEMIC STUDY

- Certificate of Advanced Graduate Academic Study in Addictions Treatment

- Certificate of Advanced Graduate Academic Study in Child and Adolescent Therapy
- Certificate of Advanced Graduate Academic Study in Marriage and Family Therapy
- Certificate of Advanced Graduate Academic Study in Trauma Studies
- Certificate of Advanced Graduate Academic Study in the Treatment of Autism Spectrum Disorders

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

These requirements include courses in:

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

Concentration Requirements

ADDICTIONS TREATMENT

Concentration Courses (all required)

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

CHILD AND ADOLESCENT THERAPY

Concentration Courses (all required)

PSYG	602	Play Therapy (500)
PSYG	604	A Systemic Approach to the Problems of Adolescents
PSYG	608	Marriage and Family Therapy
PSYG	615	Special Topics (title of course will be included on transcript)

MARRIAGE AND FAMILY THERAPY

Concentration Courses (six required)

PSYG	608	Marriage and Family Therapy
PSYG	612	Advanced Theories of Marriage and Family Therapy (608)
PSYG	614	Marriage and Family Therapy Techniques (608)
PSYG	616	Advanced Marriage and Family Therapy Techniques (608)
PSYG	618	Human Sexuality and Marriage

PSYG 604 A Systemic Approach to the Problems of Adolescents
or
PSYG 638 Systemic Treatment of Addictions

TRAUMA STUDIES

Concentration Courses (all required)

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

TREATMENT OF AUTISM SPECTRUM DISORDERS (all required)

PSYG 652 Introduction to Autism Spectrum Disorders
PSYG 654 Treatment Approaches to Autism Spectrum Disorders (652)
PSYG 656 Adults with Autism Spectrum Disorders: Psychosocial, Legal Medical Issues (652)
PSYG 658 Treating Families with an Autistic Member over the Lifespan (652)

CLINICAL & 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 ADMINISTRATION

Program Administrator:

David Borsos, Ph.D.
610-282-0397
borsosd@chc.edu

Administrative Assistant:

Terri Hamlin
610-282-1100 x1490
610-282-1161 Fax

OFFICE LOCATION AND HOURS

DeSales University
Dooling Hall, Room 219
2755 Station Avenue
Center Valley, PA 18034

Monday	2 p.m. to 7 p.m.
Tuesday	2 p.m. to 7 p.m.
Wednesday	9 a.m. to 4 p.m.
Thursday	2 p.m. to 7 p.m.
Friday	9:00 a.m. to 3:00 p.m.

(Hours may vary slightly from term to term and are posted at the Program Office)

DIRECTIONS

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.

Doctor of Psychology (Psy.D.)

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

Chestnut Hill College offers the Doctor of Psychology (Psy.D.) degree in clinical psychology with optional concentrations in Marriage and Family Therapy or Psychological Assessment. Students who complete the requirements for a concentration will receive a Certificate of Concentration in addition to the diploma at graduation.

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

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

- Applicants with a **bachelor's degree** and at least 12 undergraduate credits (4 courses) in psychology. These applicants enter via the M.S./Psy.D. track and earn the M.S. in Clinical Psychology en route to the Psy.D. degree.
- Applicants with a **master's degree** in clinical and/or counseling psychology, or a closely related field. These applicants may be eligible for admission directly to Year II of the Psy.D. program. See below for criteria for admission with Advanced Standing.

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

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.

THEORETICAL ORIENTATION

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

PROGRAM GOALS

The goals of the Psy.D. Program are:

1. To prepare students to become competent practitioners of clinical psychology by facilitating the acquisition of knowledge and skills essential for effective clinical practice.
2. To foster respect for human diversity and to enable students to work effectively with individuals from diverse cultural backgrounds.
3. To foster ethical thinking and behavior in professional work and appreciation of legal and quality assurance principles which have an impact on clinical practice.
4. To facilitate the development of a scholarly attitude, respect for the value of empirical findings in guiding one's clinical decision-making, the ability to be effective consumers of research literature, and the ability to utilize research principles to answer clinically relevant questions.
5. To promote professionalism, self-awareness, and active involvement in the profession of psychology and advocacy efforts.

Each of these goals has specific objectives and competencies associated with it. A complete list may be found on the program website at www.chc.edu/psyd/goals

LENGTH OF PROGRAM AND TIME COMMITMENT

Students enter as a cohort and complete all courses in a prescribed sequence.

The program is designed so that all requirements for the Psy.D. degree can be completed in six years, although some students require additional time to complete the dissertation. Students who enter the program in Year I have a maximum of eight (8) years to complete all degree requirements. Students who enter the program with Advanced Standing have a maximum of seven (7) years to complete all degree requirements.

Students attend classes three semesters a year, from late August to late July. Doctoral classes are normally scheduled between 12 Noon and 10 PM on Tuesdays and Wednesdays. Practica and internship require additional hours and require the student to be available during the day. One year of full-time study is required in Year III to meet residency requirements. Students admitted to Year II who must complete foundational or elective courses at the 500-600 level may be required to take these courses on days other than Tuesday or Wednesday. See the course schedule below for additional information about the sequence of courses and credit loads per semester.

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

For detailed information on completion time, attrition rates, internship placement rates, and program costs, see www.chc.edu/psyd/data.

ACCREDITATION

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

Office of Program Consultation and Accreditation
(OPCA) American Psychological Association
750 1st Street, NE, Washington, DC
20002

Phone: (202) 336-5979 Fax: (202) 336-5978

E-mail:

apaaccred@apa.org

Web:

<http://www.apa.org/ed/accreditation>

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

PSY.D. DEGREE REQUIREMENTS

For all applicants effective with the Fall 2012 entering class, the Psy.D. degree requires successful completion of 116 graduate credits:

- 92 credits from coursework that includes 21 credits in foundational courses (500-600 level); 62 credits in required doctoral-level courses (800 level and above); and 9 credits in elective doctoral-level courses
- Two practica (9 credits total)
- Internship (6 credits)
- Three semesters of Dissertation Advising (6 credits)
- Additional elective course or additional practicum in Year V (3 credits)

In addition, all students must pass the Comprehensive Examination and Clinical Competency Examination and must complete a Dissertation and oral defense. Students who do not complete the oral defense by the end of Year IV 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 500. Theories of Counseling and Psychotherapy (3 credits)
- PSYG 506. Techniques of Counseling and Psychotherapy I (3 credits)
- PSYG 508. Techniques of Counseling and Psychotherapy II (3 credits)
- PSYG 745, 755, 765 (Clinical Experience I, II, and III; 9 credits total)

These courses are considered pre-requisites to Year II doctoral courses. These credits do not count towards the 116 graduate credits required for the Psy.D. degree

PSY.D. PROGRAM CURRICULUM

All courses are 3 graduate credits unless otherwise indicated

Foundational Core Courses (12 credits):

- PSYG 503 Psychopathology
- PSYG 510 Research Design and Methodology
- PSYG 512 Legal and Ethical Issues in Counseling and Psychotherapy
- PSYG 514 Development Across the Lifespan: Individual and Family

Other Foundational Courses (9 credits):

- PSYG 532 The Role of Culture and Gender in Counseling and Psychotherapy

Plus two electives selected from among the following courses:

- PSYG 530 Group Therapy
- PSYG 542 Career Development and Counseling
- PSYG 602 Play Therapy
- PSYG 604 A Systemic Approach to the Problems of Adolescents
- PSYG 618 Human Sexuality and Marriage
- PSYG 622 Introduction to the Assessment and Treatment of Psychological Trauma
- PSYG 630 Foundations of Addictive Behaviors

Additional Requirements for M.S./Psy.D. Track (18 credits; these credits do NOT count towards the 116 credits required for the Psy.D. degree but are required for the M.S. in Clinical Psychology):

- PSYG 500. Theories of Counseling and Psychotherapy
- PSYG 506. Techniques of Counseling and Psychotherapy I
- PSYG 508. Techniques of Counseling and Psychotherapy II
- PSYG 745 Clinical Experience I
- PSYG 755 Clinical Experience II
- PSYG 765 Clinical Experience III

Required Upper-Level Doctoral Courses (62 credits):

- PSYG 800 Psychological Assessment I (2 credits)
- PSYG 801 Personality and Individual Differences
- PSYG 802 Psychological Assessment II
- PSYG 893 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 Family Therapy
- PSYG 808L Family Therapy Lab (1 credit)
- PSYG 810 Biological Bases of Behavior
- PSYG 812 Psychopharmacology
- PSYG 815 Evidence-Based Practice

- PSYG 815L Evidence-Based Practice Lab (1 credit)
- PSYG 816 Advanced Topics in Human Diversity
- PSYG 818 Statistical Applications
- PSYG 820 Methods of Psychotherapy Integration
- PSYG 820L Methods of Psychotherapy Integration Lab (1 credit)
- PSYG 824 Ethics and Professional Practice Issues
- PSYG 828 Cognitive/Affective Bases of Behavior
- PSYG 829 Supervision and Consultation
- PSYG 838 Social Bases of Behavior
- PSYG 844 Dissertation Mentoring I (1 credit)
- PSYG 845 Dissertation Mentoring II (1 credit)
- PSYG 846 Dissertation Mentoring III (1 credit)
- PSYG 847 Dissertation Mentoring IV (1 credit)
- PSYG 913 Dissertation Advising: Proposal Development (2 credits)

Dissertation Advising (6 credits):

- PSYG 915 Dissertation Advising I (2 credits)
- PSYG 916 Dissertation Advising II (2 credits)
- PSYG 917 Dissertation Advising III (2 credits)

Plus PSYG 918 Dissertation Advising -continuation (2 credits) each semester until dissertation is defended if needed.

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)
- PSYG 950, 951 & 952 Internship I (1 credit each semester)
- PSYG 960, 961 & 962 Internship II (1 credit each semester)

Doctoral Electives (12 credits):**• Required for Marriage & Family Therapy Concentration:**

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

• Required for Psychological Assessment Concentration:

- PSYG 863 Advanced Personality Assessment
- PSYG 864 Advanced Cognitive Assessment
- PSYG 869 Neuropsychological Assessment

Students select three courses from the above list of electives and also complete either an additional practicum in Year V (PSYG 908-909, 3 credits) or an additional elective course selected from the list above.

EXAMINATIONS

Each student must pass a written Comprehensive Examination and a Clinical Competency Examination. If either examination is not passed on the first attempt, the student has two opportunities to retake the Comprehensive Examination and one opportunity to retake the Clinical Competency Examination. Students who do not pass the Comprehensive Examination by the third attempt or the Clinical Competency Examination by the second attempt will be dismissed from the program.

PRACTICA AND INTERNSHIPS

The program requires two practica:

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

Students pay for practicum credits at the same per-credit rate charged for other courses. Students may elect to complete an additional practicum in Year V.

In Fall 2011, the Psy.D. Program will open the **Chestnut Hill College Assessment and Therapy Clinic**, a training clinic for Psy.D. students to obtain supervised experience providing psychological assessments and psychotherapy. The supervision will be provided by CHC faculty and qualified professionals from the community. Students will be able to complete part of their practicum requirements at the Clinic.

Internship

The internship is an intensive, supervised, 2000-hour experience completed during the final phase of the doctoral program. The internship is a one-year, full-time commitment that requires daytime hours. Students on internship must register for two credits each semester for three consecutive semesters. The fee for internship is \$500 per credit (total \$3000). Most internship placements offer stipends to students. The Director of Clinical Training provides support for students seeking internships, but it is the student's responsibility to secure an acceptable internship placement. All intern applicants are required to participate in the APPIC match unless excused from doing so by the Director of Clinical Training. Students are encouraged to complete APA-accredited internships and may need to relocate to another state in order to do so. Qualified students may be eligible for placements through the Chestnut Hill College Pre-doctoral Internship Consortium, which has made application for APPIC membership.

Students must pass the Comprehensive Examination and the Clinical Competency Examination before they will be permitted to begin an internship. Students are strongly encouraged to complete their dissertations prior to internship. No student may apply for internship unless the Dissertation Proposal has been completed and approved by all members of the committee by June 30 of the year in which the student intends to submit internship applications

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

CHC Pre-doctoral Internship Consortium

The Chestnut Hill College (CHC) Internship Consortium, administered by the Chestnut Hill College School of Graduate Studies Department of Professional Psychology, provides paid pre-doctoral internships in clinical psychology to PsyD students. The Consortium offers 2,000 hour one-year internships, beginning July 1st, and ending June 30th. Students in the Psy.D. program at Chestnut Hill College are given preference in selection for internship positions but students from other programs may apply after all interested CHC students have been placed.

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.

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.

DISSERTATION

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

The Dissertation Process

- **Statistical Applications** (Year III). This course reviews the basic methods of statistical analysis for quantitative data and introduces the student to computer software used for data analysis.
- **Dissertation Mentoring.** 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: Proposal Development.** Following the third semester of Dissertation Mentoring, students meet individually with the Dissertation Chair to complete the formal dissertation proposal.
- **Dissertation Advising.** After completing the dissertation proposal students continue the development of the dissertation under the guidance of the Dissertation Chair and committee members.

Sample Psy.D. Program Course Schedule

This is a sample course schedule for students who enter in Fall 2011. Students who entered in earlier years should consult with their advisors. This schedule is subject to change.

Foundational courses (500-600 level) are listed in Blue. Additional M.S./Psy.D. track requirements are listed in Red. Upper-level doctoral courses (800 and above) are listed in Black.

YEAR	FALL	SPRING	SUMMER
I Foundational Courses	PSYG 500 Theories of Counseling & Psychotherapy (3) PSYG 503 Psychopathology (3) PSYG 514 Development Across the Lifespan (3) Elective #1 (3)	PSYG 506 Techniques of Counseling and Psychotherapy I (3) PSYG 510 Research Design and Methodology (3) PSYG 512 Legal and Ethical Issues (3) Elective #2 (3)	PSYG 508 Techniques of Counseling and Psychotherapy II (3) PSYG 532 The Role of Culture and Gender in Counseling and Psychotherapy (3) PSYG 745 Clinical Experience I (3.1)
II	PSYG 755 Clinical Experience II (3) PSYG 800 Assessment I (2) PSYG 805 Psychometrics (2) PSYG 804 Historical Foundations of Psychology (3) <i>See Note 1</i>	PSYG 765 Clinical Experience III (3) PSYG 802 Assessment II (3) PSYG 801 Personality and Individual Differences (3) <i>See Note 2</i>	PSYG 803 Assessment III (3) PSYG 844 Dissertation Mentoring I (1) PSYG 806 Psychodynamic Theory & Therapy (3) PSYG 806L Psychodynamic Theory & Therapy Lab (1)

PSY.D. PROGRAM: ADMISSIONS

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

- **Bachelor's degree** with 12 undergraduate credits (four courses) in psychology, which must include General Psychology, Abnormal Psychology, Statistics, and one additional course in psychology, all completed with a minimum grade of B. Applicants with bachelor's degrees must enter via the M.S./Psy.D. track.
- or.
- **Master's degree** in clinical and/or counseling psychology or a closely related field. These applicants may be eligible for admission directly to Year II of the Psy.D. program

REQUIREMENT'S FOR ENTRY TO YEAR II WITH ADVANCED STANDING

The following requirements apply to applicants seeking to enter with Advanced Standing in Fall 2012:

1. Master's degree in Clinical or Counseling Psychology or a closely related field
2. Completion of a supervised practicum lasting at least two semesters during the master's program. Applicants who are unable to meet this requirement are not eligible for admission to Year II.
3. Three 3-credit graduate-level courses that cover theories and techniques of psychotherapy, all completed with a grade of B or higher. Course syllabi must be submitted with the application. These courses are considered pre-requisites for Year II doctoral courses and are not counted towards the credit requirements for the Psy.D. degree. Applicants who are unable to meet this requirement are not eligible for admission to Year II.
4. One 3-credit graduate-level course in multicultural issues in counseling and psychotherapy equivalent to PSYG 532 Culture and Gender in Counseling and Psychotherapy, completed with a grade of B or higher. A course syllabus must be submitted with the application. Applicants who do not meet this requirement may apply for admission to Year II but if admitted they must take PSYG 532 prior to the end of Year II unless an extension is granted by the Chair. If the course was taken at another institution and is eligible for transfer credit (see policy on Transfer Credits below), it will be counted towards the credit requirements for the Psy.D. degree.
5. Two 3-credit graduate-level courses equivalent to the eligible electives taken in Year I of the Psy.D. Program (see list above). Course syllabi must be submitted with the application. Applicants who do not meet this requirement may apply for admission to Year II but if admitted they must complete these courses prior to the end of Year III unless an extension is granted by the Chair. These courses will be counted towards the credit requirements for the Psy.D. degree. If these courses were taken at another institution and are eligible for transfer credit (see policy on Transfer Credits below), they will be counted towards the credit requirements for the Psy.D. degree.

6. Completion of the following courses, or their equivalents, all completed with a grade of B or higher:
 - a. PSYG 503 Psychopathology
 - b. PSYG 510 Research Design and Methodology
 - c. PSYG 512 Legal and Ethical Issues in Counseling and Psychotherapy
 - d. PSYG 514 Development Across the Lifespan: Individual and Family

Applicants who have completed these courses at Chestnut Hill College (CHC) within the past seven years may transfer these courses into the doctoral program. Applicants who have not completed these courses at CHC within the past seven years may apply to transfer equivalent graduate-level courses completed at another institution. See Transfer Credit policy below. Course syllabi are required for any course not taken at CHC for which transfer credit is desired. If the course is not deemed to be equivalent to the corresponding course offered at CHC, the student may be eligible for entrance to Year II but must complete the course at CHC with a grade of B or better prior to the end of Year II (their first year of enrollment in the Psy.D. program assuming they have been admitted with Advanced Standing). If the course is deemed to be equivalent (content overlap of at least 80%) to the corresponding course offered at CHC, in order to be granted transfer credit for the course the student must pass a Competency Exam (similar to the cumulative final examination in the course) with a grade of B (80%) or higher. Students who are admitted to Year II but who do not pass the Competency Examination in any of the courses listed above must complete the course(s) at CHC prior to the end of Year II.

Competency Examinations are available only for the courses listed above. Students are eligible for the Competency Examination only in those courses that meet the criteria for equivalence as outlined below. Competency Examinations are administered at Chestnut Hill College in May and June at a date to be announced. They are typically 2-3 hours in length. Students have one opportunity to pass each Competency Examination. Students who do not pass the Competency Examination on the first attempt will not be granted transfer credit for that course and must complete the course at Chestnut Hill College.

Applicants who are not eligible for admission with Advanced Standing may apply to enter the Psy.D. program at Year I. Students who do not wish to take the Competency Examinations and/or who have not completed at least four transfer-eligible courses are not eligible for admission to Year II and instead should apply to Year I.

TRANSFER CREDITS Policy

A catalog course description and syllabus is required for any course for which transfer credit is requested. Courses must be substantially similar in content and coverage to the corresponding course at Chestnut Hill College. Similarity is assessed by the faculty by comparing the syllabus to the syllabus of the course taught at Chestnut Hill College.

To be considered for transfer credit, the course grade must be "B" or above. Online courses are not eligible for transfer credit. Only three-credit graduate-level courses for which letter grades were assigned are eligible for transfer. Pass/Fail courses are not eligible for transfer. Courses must have been completed within seven (7) years of application to be eligible for transfer.

The program will accept up to 21 transfer credits for foundational and elective courses at the 500-600 level for students who are admitted to Year II and up to 12 transfer credits for students who are admitted to Year I. See the list below for courses eligible for transfer credit.

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 seven years of enrollment at CHC. Transfer credit will not be given for internship. In order to transfer credits from practica, the applicant must submit a written evaluation by the practicum supervisor as well as a detailed accounting of the activities performed and the number of hours spent in each activity. This material will be evaluated and a decision made by the Chair in consultation with the Director of Clinical Training and other members of the department.

Procedure for Evaluating Course Equivalence

1. Student submits a syllabus, catalog description, and official transcript showing the grade for the course for which transfer credit is requested.
2. This information is reviewed by the Chair or a designated member of the department faculty who has experience in the area covered by the course.
3. The faculty member compares the syllabus and catalog description to the syllabus and catalog description of the corresponding course at Chestnut Hill College. If there is "substantial similarity," which is defined by coverage overlap of 80% or more, and if the official transcript grade was B or above, the course is eligible for transfer credit. If either one of these criteria is not met, the course is not eligible for transfer credit.
4. If it is not clear if the criteria for "substantial similarity" are met, then the reviewer will request that the student submit additional information, such as copies of the course texts or other readings, or copies of graded assignments, tests, or papers. In some instances the student may be required to obtain a written statement from the instructor of the course that explains in detail how the required content was covered in the course.

Courses eligible for transfer credit:

1. PSYG 532 Culture and Gender in Counseling and Psychotherapy
2. Up to two of the following elective courses
 - a. PSYG 530 Group Therapy
 - b. PSYG 542 Career Development and Counseling

- c. PSYG 602 Play Therapy
 - d. PSYG 604 A Systemic Approach to the Problems of Adolescents
 - e. PSYG 618 Human Sexuality and Marriage
 - f. PSYG 622 Introduction to the Assessment and Treatment of Psychological Trauma
 - g. PSYG 630 Foundations of Addictive Behaviors
3. Any of the following courses, provided the student has completed an equivalent graduate-level course at another institution AND also passes the Competency Examination with a grade of 80% or above in the course for which transfer credit is desired:
- a. PSYG 503 Psychopathology
 - b. PSYG 510 Research Design and Methodology
 - c. PSYG 512 Legal and Ethical Issues in Counseling and Psychotherapy
 - d. PSYG 514 Development Across the Lifespan: Individual and Family

NOTE: While doctoral classes are normally scheduled between 12 Noon and 10 PM on Tuesdays and Wednesdays, students admitted to Year II who must complete additional foundational or elective courses at the 500-600 level may be required to take these courses on days other than Tuesday or Wednesday.

REQUIRED APPLICATION MATERIALS

- **Application Form with non-refundable application fee**

- **Transcripts of all previous graduate and undergraduate college coursework**

Official transcripts should be sent to the applicant in a sealed envelope with the registrar's name signed across the seal. **Do not open the official transcript envelopes.** If the seal has been broken, the transcript is no longer official and will not be accepted as part of the application packet.

- **Standardized Test Scores**

- Applicants with bachelor's degrees and applicants with master's degrees from programs other than Chestnut Hill College must submit GRE General Test scores.
- Applicants with a master's degree in Clinical and Counseling Psychology from Chestnut Hill College may submit either GRE General Test scores or MAT scores.

Test scores should be sent directly to Chestnut Hill College from the testing agency. Tests must have been taken within five years of the date of application.

- **Three letters of recommendation**

Letters of recommendation should be from faculty members and/or clinical supervisors who are familiar with the applicant's skills and potential. At least one letter should pertain to the applicant's clinical performance and/or potential, and at least one letter must pertain to the applicant's academic performance and potential. **For applicants**

seeking advanced standing, one of the letters of recommendation must be an evaluation from a practicum supervisor or a supervisor at a work placement in a mental health setting. Complete and sign the top portion of the recommendation form before forwarding it to the individual who will provide your reference. Ask that the letter be returned to you in a sealed envelope. The person completing the recommendation should sign over the seal of the envelope flap. **Do not open the sealed envelope when it has been returned to you.**

- **Personalessay**

In an essay of approximately 1200 words (5 double-spaced pages), please address each of the following topics:

- (1) What unique qualifications do you believe make you suited to a career in professional psychology?
- (2) 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/>)
- (3) One of the objectives of the Psy.D. Program is to foster "an understanding and appreciation of cultural factors relevant to the delivery of psychological services to a diverse client population." Please discuss your background and interest in the topics of diversity and serving diverse populations, specifically addressing how you can contribute to the Psy.D. Program's commitment to training students who will be competent to provide services to an increasingly diverse population of potential clients. (The Program adopts APA's definition of "diversity," which includes but is not limited to the following characteristics: age, disabilities, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socio-economic status.)

Please Note: Essays will be evaluated both for content and for writing style.

- **TOEFL, TSE (Test of Spoken English), and TWE (Test of Written English)**

Required of all applicants for whom English is not the first language.

- **Personal Interview**

A personal interview with members of the faculty is required. Invitation to the personal interview is extended to selected applicants after review of the submitted materials. At the interview applicants will be required to disclose any past criminal history. In some cases an applicant may be required to undergo a criminal background check.

- **Transfer Credits**

A catalog course description and syllabus are required for any course for which the applicant wishes to request transfer credits. These materials must be submitted with the application if the applicant wishes to be considered for admission directly to Year II. Syllabi and course descriptions are not necessary for graduate courses completed at Chestnut Hill College. See the policy on Transfer Credits (above) for more information.

Applicants currently enrolled in other doctoral programs:

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

Admissions Selection Criteria:

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

Application Deadline:

The Psy.D. program accepts applicants for the fall semester only. The program accepts applicants to Year I on a rolling admission basis until the entering class is filled. Candidates applying to Year I are encouraged to submit their applications by January 15th. The application deadline for Year II is January 15th. All candidates whose applications are completed by January 15th will be notified of their status by April 15th. It is recommended that the applicant submit all materials except for the test scores as a complete packet. If that is not possible, the application form with fee must accompany the first materials submitted. Incomplete application packets cannot be considered.

Admission Deposits:

Applicants who wish to accept an offer of admission must submit a deposit of \$500 by April 15th. This deposit is non-refundable after April 15th. The deposit will be credited against the tuition for the first semester of enrollment. Applicants who fail to submit the required deposit on time will forfeit their place in the entering class.

PSY.D. PROGRAM POLICIES

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

- **Additional policies and procedures relevant to the CHC Pre-doctoral Internship Consortium can be found in the Psy.D. Pre-doctoral Internship Consortium Manual.**
- **Additional policies and procedures relevant to the dissertation can be found in the Psy.D. Dissertation Manual.**

ACADEMIC STANDARDS

GRADES

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

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

PRACTICUM AND INTERNSHIP

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

PROFESSIONAL COMPETENCE PROBLEMS

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

The faculty has the right and professional responsibility to obtain and evaluate personal information when students are unable to perform training or professionally related activities competently or pose a threat to themselves or others. To discharge this duty, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. The department must approve the provider of these services in advance and the student is responsible for all fees associated with the evaluation and/or treatment. Refusal to participate in the mandated evaluation and/or treatment and/or

refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program. The department will provide the student and the evaluator a list of questions for which answers are required.

PERSONAL CONDUCT

Expectations of appropriate and professional behavior extend beyond the classroom and field placement setting.

Content posted online by students in locations such as a Facebook page, personal web page, blog, etc. may be a factor in determining appropriateness for the profession. Any postings about clients, and any derogatory postings about supervisors, faculty, programs or sites, or any postings which present the student in an inappropriate or unprofessional light may be grounds for discipline or termination from an off-campus placement or from the program.

Students are required to notify the Chair of any personal situations that might have an impact on their performance in or successful completion of the Psy.D. program. Students are required to disclose a criminal record at the time of application. Failure to do so will result in immediate dismissal from the program. Students who have been charged with a criminal offense or convicted of a criminal offense after admission are required to disclose this information to the Chair in writing within 48 hours or risk dismissal from the Psy.D. program for failure to disclose this information. Students must be aware that a criminal record might prevent them from obtaining a psychology license, an internship, practicum, or employment in the field. The program cannot guarantee a successful outcome in these or other areas of professional activity. Students who choose to remain in the program do so with full knowledge and acceptance of these risks.

Students who hold an active license in another profession and who are the subject of any investigation conducted by a licensing board in another profession are required to disclose this information to the Chair in writing at the time of application or within 48 hours of being notified of such investigation if the notice is received after application. Disciplinary action by a licensing board in any profession is a very serious matter and constitutes grounds for dismissal from the Psy.D. program.

GLOBAL REVIEW

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

COMPREHENSIVE EXAMINATIONS

Each student must pass a written Comprehensive Examination and a Clinical Competency Examination. If either examination is not passed on the first attempt, the student has two opportunities to retake the Comprehensive Examination and one opportunity to retake the Clinical Competency Examination. Students who do not pass the Comprehensive Examination by the third attempt or the Clinical Competency Examination by the second attempt will be dismissed from the program.

PROBATION, DISMISSAL, AND SUSPENSION DUE PROCESS

Decisions regarding probation, suspension, or termination from the program are made in accordance with the policies and procedures described below, in the Psy.D. Student Handbook, the Psy.D. Assessment and Clinical Practicum Manual, the Psy.D. Clinical Experience Manual, the Psy.D. Pre-doctoral Internship Manual, and the CHC Pre-doctoral Internship Consortium Manual. These handbooks and manuals are distributed to all students and are also available on request. Students retain the right to appeal according to the procedures outlined below.

PROBATION

A student will be placed on Probation if any of the following occur:

1. A grade of C or C+ in one course. Students who are placed on probation for this reason will remain on probation for the duration of the doctoral program.
2. Failing either the multiple choice or essay part of the written Comprehensive Examination on the first or second attempt. Probation is terminated if the student passes the Comprehensive Examination by the third attempt.
3. Failing the Clinical Competency Examination on the first attempt. Probation is terminated if the student passes the Clinical Competency Examination on the second attempt.
4. Professional Competence Problems as identified on the Global Review and warranting a Remediation Plan in accordance with the Global Review policy..
5. Performance problems at a clinical experience or practicum site, as outlined in the Clinical Experience and Practicum Manuals. A student may be placed on probation as a result of a pattern of inadequate response to supervision; a single incident or series of incidents involving inappropriate or unprofessional behavior; any formal evaluation ratings of *Unsatisfactory*; multiple ratings of *Needs Improvement*; failure to follow policies at the clinical experience or practicum site; or noncompliance with clinical experience, practicum, or CHC group supervision paperwork requirements. A decision regarding probation based on multiple ratings of *Needs Improvement* depends on the nature of the areas of concern.

When the student on probation is required to complete a Remediation Plan, probation will terminate when the student successfully completes the Remediation Plan within the specified time frame. Refusal to agree to the Remediation Plan or failure to complete

the Remediation Plan will result in further disciplinary action, which could include dismissal from the program.

Students who are placed on probation will be notified in writing by the Chair. Students who are placed on probation may appeal this decision by following the procedure below (Other Appeals and Grievances).

DISMISSAL

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

1. A final grade of "F" in any course
2. Final grades below "8-" in any two courses
3. Dismissal from practicum or internship, or withdrawal from a practicum or internship without following appropriate procedure
4. Consistent evidence that a student's emotional stability, behavior, or interpersonal skills are inadequate or interfere with the student making adequate progress in the program or are inappropriate for a career in clinical psychology
5. Any behavior that constitutes a violation of APA Ethical Standards will result in immediate dismissal from the program
6. Plagiarism or cheating
7. Failure to meet financial obligations to the college
8. Failure to pass the Comprehensive Examination after three attempts
9. Failure to pass the Clinical Competency Examination after two attempts
10. Failure to produce a dissertation of acceptable quality, and/or failure to pass the Final Oral Defense of the dissertation
11. Failure to complete all program requirements within eight (8) years of matriculation for those who enter the program at Year I and within seven (7) years of matriculation for those who enter the program at Year II (unless a leave of absence has been approved. See Leave of Absence policy below).

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

Dismissal Procedures

1. **Notification.** Students will be notified in writing of intent to dismiss the student from the program and invited to a hearing that will occur within 10 days of the date of the notification.
2. **Hearing.** The hearing will be a closed meeting to be attended by the student, the Chair, and three faculty members chosen by the Chair. No one other than

the student and the four faculty members may attend the hearing. General notes of the meeting will be kept but a recording or transcript will not be made. If the student does not attend the hearing, the hearing will proceed without the student. At the hearing, the program will present the grounds for initiating dismissal proceedings. Next, the student will have an opportunity to respond and present his/her position. Next, there will be an opportunity for discussion and questions. Finally, the student will be excused from the hearing and the faculty members will vote on the decision to recommend dismissal. Three of the four faculty members must vote in favor of dismissal in order for the recommendation of dismissal to be forwarded to the Dean. If fewer than four faculty members vote in favor of dismissal, the hearing committee will recommend other disciplinary action, which could include temporary suspension from the program while the student completes a remediation plan. After the vote, the student will be invited to return to the room and informed of the outcome of the vote. If the committee voted to dismiss the student, the Chair will notify the Dean in writing within 48 hours of the hearing. If the Dean does not agree with the program's decision to dismiss the student, the Dean will meet with the faculty members on the hearing committee to resolve the disagreement.

3. **Appeal.** Students may appeal the program's decision by writing to the Dean within five days of the hearing. The student should provide all relevant information and specify the basis for the appeal. The Dean will render a decision within five days of receipt of the student's appeal. If the student is not satisfied with the Dean's response, the student may appeal the decision by writing to the Vice President for Academic Affairs (VPAA) within five days of notification of the Dean's decision. The decision of the VPAA is final. In rendering their decisions, the Dean and VPAA will consider whether the program followed applicable policies and procedures in handling the matter. Students who have been dismissed from the Psy.D. program and who choose to appeal the decision may not enroll in classes or field experiences while the appeal is being considered.

Students who have been dismissed from the program are not eligible for reinstatement or readmission.

SUSPENSION

Suspension is an alternative to dismissal and may be recommended in the following situations:

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

Students who are suspended from the program may not attend classes or field placements and may not continue working on their dissertations.

At the time the student is notified of suspension from the program, the criteria and time frame for reinstatement will be provided in writing. Students who believe they have met these criteria within the specified time frame may apply for reinstatement.

The student's request for reinstatement will be considered at a hearing that will be conducted in accordance with the hearing procedure outlined under Dismissal Procedures above. The committee may recommend reinstatement, continuation of suspension, or dismissal from the program. The decision may be appealed in accordance with the appeal procedure outlined under Dismissal Procedures above.

Students who have been dismissed from the program are not eligible for reinstatement or readmission.

APPEAL AND GRIEVANCE PROCEDURES

GRADE APPEALS

Students who wish to appeal a grade received in an individual course should follow the Grade Appeal Procedure of the School of Graduate Studies. This procedure does not apply when the program initiates dismissal proceedings based on the student's grade in a course. In these cases, the program will follow the dismissal procedures outlined above and the student may appeal the outcome of the dismissal hearing as described in those procedures.

OTHER APPEALS AND GRIEVANCES

If a problem arises at any point during the program, the student is encouraged to seek a resolution at the informal level first, unless she or he believes this would place him or her in a vulnerable or compromised position. It is likely that the majority of students' concerns can be addressed through informal discussion with faculty members.

If a problem arises which cannot be resolved in this informal manner, the student can file a formal grievance by summarizing his or her concerns in a letter to the Chair. The Chair reviews the grievance and may request additional written information from the student. After consulting with the student, other members of the faculty, and other involved persons, the Chair will render a decision in writing. The student may be invited to a meeting to discuss the matter with the Chair and the parties involved. The Chair is responsible for keeping records of formal grievances and documenting the outcomes of the grievance in the student's file.

If the student is not satisfied with the resolution, he/she may appeal the decision by filing a written appeal to the Dean of the School of Graduate Studies within 10 days of

the Chair's decision. If the student is not satisfied with the decision of the Dean, the student may appeal the decision by filing a written appeal to the Vice President for Academic Affairs (VPAA) within 10 days of the Dean's decision. The decision of the VPAA is final.

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

ATTENDANCE

See The School of Graduate Studies Attendance Policy.

CHEATING

See The School of Graduate Studies Cheating Policy.

CONCENTRATIONS AND ELECTIVES

Students must declare their intention to complete the requirements for a concentration in either Psychological Assessment or Marriage and Family Therapy by the beginning of Year IV (see above for concentration requirements), but are encouraged to declare a concentration as soon as possible. Pursuit of a concentration is optional. Students who elect not to complete a concentration may select their electives from either track.

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

Elective courses may be capped at the maximum number of students in a concentration plus two (i.e., if there are 20 students in a given class, the cap on the concentration is 10 and the cap on the particular class may be set at 12 students at the discretion of the instructor). Preference in electives is given to those students who have declared a concentration. The remaining slots will be filled on a first-come, first-served basis with full registration and payment as the only way to reserve a space. Any student who has declared a concentration will be expected to register for the elective courses in their concentration.

CONTINUOUS ENROLLMENT IN THE PROGRAM

Students are required to maintain continuous enrollment in the program from the date of their initial matriculation until their completion of all degree requirements (coursework, practica, internship, and dissertation defense). Failure to do so will be interpreted as

the student's withdrawal from the program unless the student has received prior approval to take a leave of absence from the program.

Students are expected to take all of the courses required each semester. Due to the sequential nature of the program, a student is normally not permitted to take courses out of sequence or to take a reduced course load. Students who find that they are unable to complete the required course load must request a leave of absence for one full year (three consecutive terms). It is generally not possible for students to take a leave of absence for less than one full year, unless they have completed all coursework, practica, and internship. Students should consider the implications for financial aid eligibility before requesting a reduced schedule or leave of absence. A leave of absence is not counted towards the time limit for degree completion, but students who follow a reduced schedule are still required to complete all degree requirements within the specified time limits. Students should submit their requests to the Chair in writing with accompanying documentation (e.g., physician statements). Requests sent via e-mail will not be considered. Requests for a reduced course load or leave of absence are approved only under exceptional circumstances. See the policy on *Leave of Absence* below.

DEFERRED ADMISSION TO THE 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 third 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.

DISCLOSURE OF PERSONAL INFORMATION

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

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

Disclosure in Supervision: Students are required to share personal information with their supervisors germane to understanding self-growth, developing insight into

countertransference dynamics, or conducting effective treatment. This may include family of origin issues, history of abuse or trauma, psychological treatment and other personal information that could affect clinical and professional development.

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

DISSERTATION ADVISING

All students register for three semesters of Dissertation Advising in Year IV. Students who do not complete the oral defense by the end of Year IV must continue to register for Dissertation Advising (2 credits) each semester until the oral defense of the dissertation is passed.

Students MAY avoid registering for Dissertation Advising in the semester in which the defense is scheduled if the following criteria are met:

- The Approval to Schedule Dissertation Defense form has been filed by the final day of the semester that immediately precedes the semester in which the defense will be scheduled. It is the student's responsibility to obtain the required signatures and to file the form with the Assistant to the Chair. Students should keep in mind that committee members require at least two weeks to review drafts.
- The defense is held within the first four weeks of the semester. Difficulties with scheduling or arranging rooms do not warrant an extension of this deadline.
- The defense is passed on the first attempt
- All revisions are completed within two weeks of the date of the defense.

Students who do not meet these criteria are required to register for Dissertation Advising. Students who meet the first of these criteria may be granted a temporary reprieve on registering for Dissertation Advising pending the remaining criteria being met. If all criteria are not met, students will be expected to register for Dissertation Advising before the end of the seventh week of the semester. Late fees may apply.

ETHICAL STANDARDS

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

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

FINANCIAL AID

See Financial Aid section of this catalog for information on procedures for applying for financial aid.

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

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

FULL TIME AND HALF TIME STATUS

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 STATUS:

- 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 STATUS:

- Any doctoral student who is taking fewer than 9 graduate credits and is not considered "full time" according to the definitions above.
- Any doctoral student who is on half-time internship
- Any doctoral student who is registered only for PSYG 914 or 918 (Dissertation Advising)

A list of half-time students will be sent to the Registrar each semester by the Assistant to the Chair of the Department of Professional Psychology. All other students registered for any PSYG class numbered 800 or above is counted as full-time and reported to the clearinghouse as a full-time doctoral student.

GRADE APPEALS

See The School of Graduate Studies Grade Appeal Policy.

INCOMPLETE GRADES

See The School of Graduate Studies Incomplete Grade Policy.

INDEPENDENT STUDY

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

INSTRUCTIONAL TIME

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

LEAVE OF ABSENCE

In rare circumstances, a leave of absence may be granted. The term of a leave is one year (three consecutive academic terms). Due to the sequential nature of the program and the manner in which courses are scheduled, it is not possible to take a leave for only one or two semesters, unless the student has completed all coursework, practica, and internship. To request a leave of absence from the program, the student must submit a written request to the Chair explaining the reasons for the request and supplying relevant documentation, such as physician statements. Requests submitted by e-mail will not be considered. Normally, requests for a leave of absence are approved only under exceptional circumstances. If the request is not approved, the student may voluntarily withdraw from the program and petition for reinstatement if they wish to return in the future (see Withdrawal Policy below). In these circumstances, reinstatement is not automatic. Students who do not enroll after the term of their approved leave has elapsed will be considered to have withdrawn from the program. It is not possible to extend a leave of absence beyond one year or to request a second leave of absence after one has already been taken. A leave of absence does not count towards the time limit for degree completion.

PLAGIARISM POLICY

See The School of Graduate Studies Plagiarism Policy.

PSYCHOTHERAPY FOR DOCTORAL STUDENTS

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

READMISSION TO THE PSY.D. PROGRAM

The following policy applies to:

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

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

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

SEXUAL HARASSMENT POLICY

See The School of Graduate Studies Sexual Harassment Policy.

TRANSFER CREDITS

See above (Psy.D. Program: Admissions) for policy and procedures regarding transfer credits.

WAIVER OF DOCTORAL COURSES

No portion of the doctoral coursework may be waived. All coursework must be completed at Chestnut Hill College, unless transfer credit has been granted (see Transfer Credits).

WITHDRAWAL POLICY

The Psy.D. program follows the Withdrawal Policy of the School of Graduate Studies with the following exceptions:

1. Withdrawal from a course at any time requires written approval of the Chair. Permission to withdraw from a course is granted only under unusual circumstances, such as a serious illness or other emergency. Additional documentation, such as a statement from a physician, may be required to process the request for withdrawal. Students who withdraw from a course without the written approval of the Chair are considered to have withdrawn from the

program and must petition for reinstatement if they desire to resume their studies. In these circumstances, reinstatement will generally be denied.

2. Doctoral tuition, fees and deposits are non-refundable. Students in the Psy.D. Program who withdraw from a course after registration are liable for the full tuition and fees for the course.
3. Withdrawal from a course will usually entail a leave of absence from the program. See the policies on Continuous Enrollment in the Program and Leave of Absence.
4. Withdrawal from practicum or internship requires the written approval of the Director of Clinical Training as well as the Chair.

As noted in the Withdrawal Policy of the School of Graduate Studies, any request to withdraw must be received prior to the final class meeting. It is not possible to retroactively withdraw from a course after the last class meeting.

GRADUATE PSYCHOLOGY COURSE DESCRIPTIONS

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

PSYG 500 Theories of Counseling and Psychotherapy

3 credits

Familiarizes the student with the major theoretical schools of counseling and psychotherapy, including: Psychoanalytic, Existential, Humanistic, Behavioral, Gestalt, Cognitive, and Family Systems. Students will learn to distinguish among different approaches and acquire a working knowledge of the terminology and concepts identified with each approach.

PSYG 503 Psychopathology

3 credits

This course explores the emotional, cognitive, somatic, and behavioral symptoms of mental disturbance. Students will become acquainted with the subjective experience of various symptoms and symptom clusters, patterns of family and community responses to afflicted individuals, and research and evolving theories pertaining to the etiology of symptoms. Students will also be introduced to the use of the DSM-IV as a format for the classification of disorders and the choice of appropriate treatment. Students will acquire a working knowledge of the DSM-IV, including its multiaxial classification system, and will develop the ability to diagnose various mental disorders. Prerequisite: PSYG 500, or may be taken concurrently with PSYG 500.

PSYG 506 Techniques of Counseling and Psychotherapy I

3 credits

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

PSYG 508 Techniques of Counseling and Psychotherapy II

3 credits

Focuses on advanced methods of using the therapeutic relationship for long-term change. Emphasis is placed on treating personality disorders, resistance to treatment,

countertransference, and deepening the therapeutic alliance. This course incorporates experiential training which includes videotaping or live observation of role-plays. Prerequisites: PSYG 500, 503 and 506

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

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

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

The course familiarizes students with the history and development of professional ethics and standards and their legal implications in the areas of counseling and psychotherapy. Students will be required to become familiar with the APA Ethical Principles of Psychologists and Code of Conduct as well as ethical standards formulated by other professional associations. Topics covered include: privileged communication, confidentiality, rights of client and agency, civil commitment, licensure, and mental health laws. Prerequisites: PSYG 500 and 503

PSYG 514 Development Across the Lifespan: Individual and Family **3 credits**

Covers human development from a lifespan perspective, with in-depth exploration of selected topics relevant to different periods in the life cycle for individuals and families. Students will be introduced to theoretical and empirical approaches to understanding key developmental issues as well as the role of the family and social context in human development.

PSYG 520 Thesis Seminar I **3 credits**

This seminar provides students with an opportunity to meet weekly with a full-time faculty member to assist them in identifying a topic for the master's thesis. Master of Arts students only. Prerequisites: PSYG 510 and 525

PSYG 522 Thesis Seminar II **3 credits**

This seminar is a continuation of PSYG 520. Master of Arts students only. Prerequisite: PSYG 520

PSYG 525 Statistical Applications **3 credits**

Introduces students to the main components of statistical theory and demonstrates how to analyze and interpret research data. In order to facilitate statistical analysis and handle actual research data, students are taught to use statistical software.

PSYG 530 Group Therapy **3 credits**

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

**PSYG 532 The Role of Culture & Gender
in Counseling and Psychotherapy**

3 credits

This course examines how ethnicity, gender, sexual orientation, and other cultural factors influence psychological experience, expectations for therapy and the therapeutic relationship. Emphasis will be on developing a fuller appreciation for the complexities of cultural factors both in students' own lives and those of persons from different backgrounds.

PSYG 536 Psychological Assessment

3 credits

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

PSYG 540 Introduction to Psychopharmacology

3 credits

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

PSYG 542 Career Development and Counseling

3 credits

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

PSYG 544 Eating Disorders

3 credits

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

PSYG 546 Bereavement Counseling

3 credits

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

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. Prerequisite: PSYG 500. Prior completion of PSYG 514 recommended but not required.

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. Prior completion of PSYG 608 recommended but not required.

PSYG 608 Marriage and Family Therapy **3 credits**

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

PSYG 612 Advanced Theories of Marriage and Family Therapy **3 credits**

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

PSYG 614 Marriage and Family Therapy Techniques **3 credits**

Introduces the skills necessary to begin clinical work with a family or couple. All aspects of treatment will be explored and practiced by the students. Videotapes will be produced by the student. Prerequisites: PSYG 608 and 612

PSYG 615 Special Topics in Child and Adolescent Therapy **3 credits**

(Title of the course will be included on transcript)

PSYG 616 Advanced Marriage and Family Therapy Techniques **3 credits**

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

PSYG 618 Human Sexuality and Marriage **3 credits**

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

PSYG 622 Introduction to the Assessment & Treatment of Psychological Trauma
3 credits

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

PSYG 624 Treatment of Complex Chronic Trauma Responses **3 credits**

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

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

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

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

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

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

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

PSYG 632 Treatment Approaches to Substance Abuse **3 credits**

Surveys treatment intervention models and philosophies for treating substance-abusing clients. Models discussed include: individual, group, family, and therapeutic communities; Alcoholics Anonymous; residential treatment; outpatient approaches and comparative theories. Aims to help the therapist distinguish among therapeutic approaches and to determine appropriate treatment selections for various case situations. Prerequisite: PSYG 630 or permission of department Chair.

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

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

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

(Title of the course will be included on transcript)

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

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

PSYG 645 Special Topics **3 credits**

(Title of the course will be included on transcript)

PSYG 652 Introduction to Autism Spectrum Disorders **3 credits**

This course is designed to provide students with a basic understanding of the current research into the etiology and range of manifestations of autism spectrum disorders. This course will also provide students with knowledge about effective methods of assessment and intervention for autism spectrum disorders.

PSYG 654 Treatment Approaches to Autism Spectrum Disorders **3 credits**

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

**PSYG 656 Adults with Autism Spectrum Disorders:
Psychosocial, Legal & Medical Issues** **3 credits**

This course explores these various aspects of adult life for the autistic person. It includes concepts of self-advocacy, housing, higher education, employment and the role of government agencies like the Office of Vocational Rehabilitation.

PSYG 658 Treating Families with an Autistic Member over the Lifespan **3 credits**

This course examines marriages, siblings, extended families and adult relationships for people on the autism spectrum over their lifespan. Family therapy with these clients and their families will be observed and discussed. Specific family therapy approaches and techniques will be examined, learned and practiced.

PSYG 705 Practicum **3 credits**

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

PSYG 710 MFT Internship I **3 credits**

This is the first course of field experience for students in the Marriage and Family Therapy Concentration. It is analogous to the practicum for other concentrations. Students learn the rudiments of working with a real client population, paperwork requirements, diagnosis and treatment planning. Students must attend a weekly group seminar at the college which covers case presentations, trouble-shooting at the site, supervision of cases and other site-related issues. Students should be sure to attain at least one-third of their site and contact hours during this time.

PSYG 715, 725, 735 Internship**3 credits each term**

This is a field placement designed to provide students with supervised experience conducting counseling and psychotherapy. There are four options for completion of internship based upon a student's needs and goals. Students who want to obtain LPC licensure have two choices. These students can complete the minimum 600 hours of internship in either two or three consecutive terms. Students who want to obtain MFT licensure need to complete the minimum 300 hours of direct client contact over a period of a full calendar year, which would be three consecutive terms of internship. 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 745 Clinical Experience I**3 credits**

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

PSYG 755 Clinical Experience II**3 credits**

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

PSYG 765 Clinical Experience III**3 credits**

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

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

PSYG 800 Psychological Assessment I**2 credits**

This course will prepare students to administer and interpret the current edition of the Wechsler Adult Intelligence Scale, the MMPI-2, and MMPI-A.

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

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

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

The primary goal of the course is to learn the basic therapeutic strategies relevant to the personality theories presented in the main lecture (PSYG 801) and understand the

connection between the theory of personality and the therapeutic approaches that evolve out of that theory.

PSYG 802 Psychological Assessment II

3 credits

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

PSYG 803 Psychological Assessment III

3 credits

This course will prepare students to administer and interpret projective tests. Emphasis will be placed on learning the scoring and interpretation of the Rorschach Inkblot Technique according to John Exner's Comprehensive System. Prerequisite: PSYG 800

PSYG 804 Historical Foundations of Psychology

3 credits

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

PSYG 805 Psychometric Theory

2 credits

Basic principles of the theory behind psychological measurement (scaling, standardization, reliability, validity, item analysis, test bias) will be reviewed.

PSYG 806 Psychodynamic Theory and Therapy

3 credits

This course examines the principles of psychoanalytic and psychodynamic thought and therapy from Freud to the present. Classic psychoanalytic approaches through modern object relations, ego-psychology, and self-psychology paradigms will be presented. Emphasis will be placed on applying the principles to the actual practice of psychodynamic psychotherapy: Freud, neo-Freudians, object-relations, ego-psychology and self-psychology, and the implications for the therapeutic relationship. An in-depth critique of how psychodynamic principles coexist in the midst of the modern clinical milieu will be accomplished.

PSYG 806L Psychodynamic Theory and Therapy Lab

1 credit

One-hour per week lab to be taken in conjunction with PSYG 806. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 806.

PSYG 808 Family Therapy**3 credits**

This course reviews the theories and techniques associated with the major models of contemporary family therapy, including Structural, Strategic, Bowenian, Contextual and Narrative Models. Videotapes illustrating family therapy interventions will be shown. Students will learn how to conduct an assessment of a family and develop treatment plans based on their assessment. Methods of working with distressed couples are also covered.

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

One-hour per week lab to be taken in conjunction with PSYG 808. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 808. Each student will be required to be both part of a Created Family, and serve as the therapist for another family in the class. These sessions will be supervised live, and videotaped. The videotaped session will be analyzed to ensure that students are learning best practices in family therapy.

PSYG 810 Biological Bases of Behavior**3 credits**

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

PSYG 812 Psychopharmacology**3 credits**

This course presents an overview of the use of pharmacological interventions in a psychopathological population. Specific drugs, mechanism of actions, treatment dosages, toxicity, and possible abuse are reviewed. In addition, the role of neurotransmitters, receptor sites and other biochemical processes within the brain and other organs are taught. Current drugs within the following topic areas will be presented: antipsychotic agents (neuroleptics), lithium salts, antidepressant agents, anti-anxiety agents, and psychomotor stimulants. Prerequisite: PSYG 810

PSYG 815 Evidence-Based Practice**3 credits**

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

PSYG 815L Evidence-Based Practice Lab**1 credit**

One-hour per week lab to be taken in conjunction with PSYG 815. The lab is specifically designed to provide the student with the opportunity for clinical application of

the material learned in PSYG 815. Students will engage in role-plays that will provide practice in evidence-based treatments.

PSYG 816 Advanced Topics in Human Diversity

3 credits

This course continues to explore issues of culture and gender in psychology and psychotherapy introduced in PSYG 532 (The Role of Culture and Gender in Counseling and Psychotherapy). Topics addressed will include: developmental theories of identity; ethical dimensions of multicultural competency; awareness of personal bias and its impact on professional relationships; the study of diverse family structures; and the effects of poverty.

PSYG 818 Statistical Applications

3 credits

This course takes an applied approach to the use of statistics in conducting empirical research. Fundamentals of research design, statistical analysis and computer software will be taught. Specific areas include: 1) research design; 2) data collection formats; 3) statistical analysis; and 4) statistics software packages.

PSYG 820 Methods of Psychotherapy Integration

3 credits

This course allows students to develop expertise in theoretical and assimilative integration. An integrated approach to psychotherapy case formulation and treatment using the object relations and systemic perspectives is emphasized although other evidence based approaches are also reviewed. A base of information and skill development in implementing the "common factors" approach to psychotherapy integration which emphasizes the importance of the therapeutic alliance will be provided. Emphasis throughout the course will be on the healing and facilitative aspects of the therapeutic relationship. The base of information provided by the professor will include: 1) background on psychotherapy integration; 2) relational issues; 3) the therapeutic alliance; 4) case conceptualization; and 5) therapy challenges.

PSYG 820L Methods of Psychotherapy Integration Lab

1 credit

One-hour per week lab to be taken in conjunction with PSYG 820. The lab is specifically designed to provide the student with the opportunity for clinical application of the material learned in PSYG 820.

PSYG 824 Ethics and Professional Practice Issues

3 credits

This course will focus on developing sophisticated competence in integrating ethical and legal standards in clinical work. Students will build advanced skills in applying ethical standards and resolving ethical dilemmas. The course will also explore the ethical and legal issues relevant to the business of psychology, including practice development, insurance reimbursement, and risk management.

PSYG 828 Cognitive/Affective Bases of Behavior

3 credits

This course will examine cognitive psychological processes, such as learning, motivation, memory, information processing, problem-solving and decision-making, as well as the roles that affect, mood and emotion play in everyday behavior and thought

processes. This study of cognitive science and affect research is reviewed to better understand cognitive-affective-behavioral-personality interactions.

PSYG 829 Supervision and Consultation

3 credits

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

PSYG 838 Social Bases of Behavior

3 credits

This course presents students with the study of factors that influence the behavior of individuals and groups in predictable ways. It provides a strong grounding in the traditional and emerging concerns of social psychology, including: group dynamics, social cognitions, cognitive dissonance stereotypes and prejudice, interpersonal relationships and attractions, attribution theory, self-justification and self-understanding, aggression, conformity, persuasion techniques, and conflict resolution. Students will also be presented with ways in which these social psychology factors influence and can serve as resources for their clinical work.

PSYG 844-847 Dissertation Mentoring I, II, III, IV

1 credit each term

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

PSYG 852 Treating the Diverse Family

3 credits

This course examines the clinical issues that confront "diverse" families, such as divorced and/or remarried families, gay and lesbian couples and families, inter-racial families, families with adopted children, grandparent-headed families, and foster families. This course will prepare students to work effectively with non-traditional families and will encourage the student to examine how his/her own personal values might affect his/her clinical work with these groups. Live supervision and videotaping will be used for training purposes.

PSYG 855 Family Therapy with Young Children

3 credits

This course examines the treatment of children seen in family therapy. In order to treat young children, it is necessary for the psychologist to function as assessor, therapist, and network consultant. An understanding of how to proceed with a variety of childhood disorders will be covered. Consultations with school districts, physicians, occupational therapists, speech therapists, and teachers will serve as an adjunct to the specific clinical interventions that are recommended for this population. Developmental issues will be explored, as will basic principles of working with children and parents.

PSYG 859 Seminar in Family Therapy**3 credits**

This is an advanced family therapy course covering special topics, clinical issues, and techniques of intervention. This course revisits the primary theoretical models of treatment and examines how the field has evolved.

PSYG 863 Advanced Personality Assessment**3 credits**

This course assumes a working knowledge of the Rorschach (Comprehensive System) and MMPI-2 and will cover more advanced topics in interpreting and integrating these two instruments. Students will also be trained in the use of the Millon inventories, the Personality Assessment Inventory (PAI), and NEO-PI-R. Prerequisites: PSYG 800, 803

PSYG 864 Advanced Cognitive Assessment**3 credits**

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

PSYG 869 Neuropsychological Assessment**3 credits**

This course will introduce the student to methods for assessing the presence and extent of cognitive deficits associated with organic cerebral dysfunction. Students will be trained to utilize the Halstead-Reitan and Luria-Nebraska batteries. Prerequisites: PSYG 800, 802 and 810

PSYG 871 Directed Teaching in Psychology**1 credit**

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

PSYG 901, 903 and 904 Practicum I**1.5 credits each term**

The practicum will focus primarily on psychological assessment, including testing and report writing. Students complete a minimum of 12 hours per week at the practicum site for three terms. An on-campus seminar is a required part of the practicum.

PSYG 905, 906 and 907 Practicum II**1.5 credits each term**

This three-term field placement is designed to provide supervised clinical experience. A wide variety of clinical sites are available to allow the student a choice of the clinical population to be served. In addition to working a minimum of 12 hours per week at the field site, students are required to attend a weekly seminar on campus.

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

This is an optional two-term field placement is designed to provide additional supervised clinical experience. A wide variety of clinical sites are available to allow the student a choice of the clinical population to be served. In addition to working a minimum of 12 hours per week at the field site, students are required to attend a weekly seminar on campus.

PSYG 913. Dissertation Advising: Proposal Development. 2 credits

The student meets individually with his or her Dissertation Chair to complete the formal dissertation proposal and IRB application.

PSYG 915-917 Dissertation Advising I, II, III 2 credits each term

Students complete the dissertation under the guidance of the Dissertation Chair and committee members.

PSYG 918 Dissertation Advising -continuation 2 credits each term

Students who do not complete the dissertation and oral defense by the end of Dissertation Advising III must register for PSYG 918 each semester until the dissertation has been completed and defended.

PSYG 950, 951 and 952 Internship I 1 credit each term

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

PSYG 960, 961 and 962 Internship II 1 credit each term

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

MASTER OF EDUCATION

Chair: Carol M. Pate, Ed.D.

MASTER'S DEGREE, CERTIFICATION, and CERTIFICATE PROGRAMS

- **M.Ed. in ELEMENTARY EDUCATION**

Including certifications in Elementary Education, Elementary/Middle Education, Reading Specialist and Special Education N-12

NOTE: The current M.Ed. in Elementary Education and Elementary Education Certification Programs (K-6) end August 31, 2013.

Students who have not completed any education courses must choose between the new PreK-4 or Elementary/Middle Level certification programs beginning the 2011-2012 academic year. Only those students who have an approved elementary certification program of study will be allowed to complete the current K-6 certification program.

- **M.Ed. in EARLY CHILDHOOD EDUCATION**

Including certification in Early Childhood Education (N-3), PreK-4 Education, Early Childhood Education with Montessori Education Certificate

NOTE: The current M.Ed. in ECE and Certification Programs (N-3) end August 31, 2013. Students who have not completed any education courses will need to choose between the new PreK-4 or Elementary /Middle Level certification programs beginning the 2011-2012 academic year. Only those students who have an approved early childhood N-3 certification program of study will be allowed to complete the certification program.

- **M.Ed. in EDUCATIONAL LEADERSHIP - ACCELERATED FORMAT**

Including certification as K-12 School Principal

- **M.Ed. in SECONDARY EDUCATION**

Including: grades 7-12 Biology, Chemistry, English; grades K-12 Foreign Languages (Spanish, French, and Latin), General Science, Mathematics, and Social Studies. In addition, the education department offers an M.Ed. in Secondary Education with a Literacy Professional designation and an M.Ed. in Secondary Education with Special Education certification.

- **CERTIFICATIONS IN:**

- PreK-4 Education**

- Elementary Education, K-6 (must be completed by 8/31/11)**

- Middle Level Education (Grades 4-8)**

- Early Childhood Education, N-3 (must be completed by 8/31/11)**

- Reading Specialist (K-12)**

- (continued)**

- (certifications continued)**

- Secondary Education (7-12) Biology, Chemistry, English, Foreign Languages (Spanish, French, and Latin), General Science, Mathematics, and Social Studies.**

- School Principal (K-12)**

- Special Education (N-12) must be complete by 8/31/13**

- **MONTESSORI CERTIFICATE**

PROGRAM OBJECTIVES

The Masters in Education (M.Ed.) programs are designed to meet the professional needs of individuals seeking initial or advanced degree and/or certification(s) programs in education and leadership. The primary purpose of Chestnut Hill College's graduate program in education is to enhance the quality of teaching and prepare candidates for leadership roles, such as school principals and reading specialists. The mission of the education department is to build on the intellectual and holistic foundation of the Mission of Chestnut Hill College by helping students develop the professional skills and attitudes to educate a diverse community of learners. The department seeks to foster a deep commitment to teaching and lifelong learning.

The graduate programs integrate knowledge of theory and practice with field experiences that include student teaching for initial certifications, and comprehensive practicum work for advanced preparation. The specific curriculum programs offer breadth of knowledge and in-depth specialization. Individuals have the opportunity to acquire beginning or advanced knowledge in one or more specialties, to develop greater competence in their disciplines, and to discover innovative and effective approaches to the educational process. The overall objective of these programs is to contribute significantly to the improvement of instruction in the classroom, the leadership in schools, and support services to meet the needs of all children.

PROGRAM COMPETENCIES and EXIT CRITERIA:

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

Effective 2013:

Early Childhood (N-3) will be Early Education (Pre-K through Grade 4); Elementary Education will be Elementary/Middle Level (Grades 4-8); and Special Education (N-12) will be split into Early Childhood/Elementary (Pre-K through Grade 8) and Secondary (Grades 7-12).

Important

- ***Special Education is not a content area of instruction under the new regulations, therefore all students seeking special education certification as an initial certification must also identify either PreK-4, Elementary/Middle Level Grades 4-8 or Secondary 7-12 content areas to complete a dual-certification program.***
- ***In addition, each content area program, including secondary education certification, is now required to include 9 credits/270 hours of special education and 3 credits/90 hours of teaching linguistically different children. This new requirement begins for all certification programs in 2011.***
- ***Current students in elementary (K-6), early childhood (N-3) or special education (N-12) certification programs who do not complete their requirements by 2013 (either May or August) will be required to have a re-evaluation of their program to determine the additional courses necessary to obtain certification under one of the new certification programs.***
- ***If you have any questions about this, please talk to your advisor or Dr. Pate, Chair of the Education Department.***

Early Childhood Education (N-3 and PreK-4); Elementary & Elementary/Middle Education (K-6; 4-8); Reading (K-12); Secondary Education (7-12); Special Education (N-12) Certifications

All graduate students in the teacher certification programs must cognitively, physically and socially demonstrate specific competencies as part of the admissions process through the completion of approved coursework and fieldwork experiences, and when exiting the program. Evidence of cognitive abilities includes a GPA of 3.0 and successful completion of all courses and field experiences. Evidence of physical capabilities is the ability to fully maintain a safe and supportive learning environment for children as demonstrated through field experiences in specific courses and student teaching. Evidence of social capabilities is the ability to teach with poise, confidence and control in a classroom environment, as well as to develop and maintain professional relationships as demonstrated in coursework and student-teaching experiences.

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

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

The competencies for exiting initial certification programs reflect the instructional competencies required by the Pennsylvania Department of Education (PA Ch. 354.33). All competencies required are described below:

- A. The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.
- B. The teacher understands how all children learn and develop and can provide learning opportunities that support their intellectual, social, career and personal development.
- C. The teacher understands how students differ in their abilities and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.
- D. The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem-solving and performance skills.
- E. The teacher cognitively, physically and socially demonstrates the ability to provide for the safety and well being of all students. The teacher will utilize individual and group behavior strategies that create a learning environment supporting positive social interaction, active engagement in learning and self-discipline.
- F. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques, supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- G. The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.
- H. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

I. The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.

J. The teacher contributes to school effectiveness by collaborating with other professionals and parents by using community resources and by working as an advocate to improve opportunities for student learning.

Exit Criteria

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

ADMISSIONS REQUIREMENTS

Teacher candidates seeking the Master of Education (M.Ed.) degree in Elementary Education, Early Childhood Education, Educational Leadership or Secondary Education who already hold a bachelor's degree in education and who also have Pennsylvania Certification must complete a minimum of thirty-three (33) credit hours of graduate work.

Teacher candidates seeking the M.Ed. degree in Elementary Education or Early Childhood Education who already have a bachelor's degree in education but who do **not** have Pennsylvania Certification are required to complete student teaching, including an on-campus supervised seminar. These teacher candidates must complete all requirements for certification that are in place at the time of admission. Students who are unable to complete student teaching resulting from extenuating circumstances may substitute two additional graduate courses in education to complete the degree, however the transcript will clearly note that the student did NOT complete an approved teacher certification program.

Teacher candidates seeking the M.Ed. degree who do not have a background in education must have their undergraduate program reviewed to determine additional courses that may be needed to meet the new certification program requirements. These students may also need to complete additional credits (e.g., in English and mathematics) to fulfill Pennsylvania's requirements for teacher certification. They must also complete student teaching, including an on-campus seminar, and must prepare a portfolio of documentation considered essential for beginning teachers.

Admissions Requirements for Instructional I Certification

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

- Documentation of an undergraduate GPA of 3.0 or higher prior to admittance into the program
NOTE: Students with GPA of 2.8-2.99 may qualify if their scores on the PPST exams are a minimum of one standard deviation above the qualifying score. (Please speak to advisor or Dr. Pate, Chair of Education Department, for more information.)
- Successful qualifying scores for PPST tests in Reading, Math, Writing.
- Documentation of two courses in college math and two courses in English, including one in literature and one in writing
- Maintenance of a GPA of 3.0 throughout program

- The completion of admission requirements for the School of Graduate Studies, including letters of recommendation and statement of professional goals (please see application for details). These requirements apply to all initial certification areas.

Note: Admission status for teacher candidates who do not possess an undergraduate GPA of 3.0 may need to qualify by completing either 12 post-bac or nine (9) graduate-level credits earning a 3.0 or higher level in addition to the successful qualifying scores for the PPST's in reading, writing and math. All other requirements for admission to the School of Graduate Studies must be met. *Students whose entering GPA is lower than 2.8 will need to qualify under the 10% admissions rule before being accepted into the program. Please meet with the Chair of the Education Department for further information.*

Teacher candidates who are employed full-time can usually complete requirements for the master's degree in two to three years of part-time study.

ADMISSION AS NON-DEGREE OR NON-CERTIFICATE STUDENT

A non-degree/non-certificate student is one who wishes to complete only one or two courses for transfer, personal or professional development, or someone who will not be able to complete all steps in the admissions process but who wishes to enroll in a course. Such students may take a maximum of six credits. To earn more than six (6) credits, a student must be accepted and enrolled in a degree or certificate program.

COURSE WORK OPTIONS

Teacher candidates may choose one of two options:

1. Master's Degree without a Thesis

This requires at least thirty-three semester hours of graduate work, of which no fewer than six (6) credits will be in courses that require significant written reports of a research or professional nature.

2. Master's Degree with a Thesis

This requires at least twenty-seven semester hours of graduate work taken as courses, plus an approved thesis. When the thesis has been approved and submitted in final form, six credit hours will be added to the student's academic record.

PRACTICUM FOR GRADUATE STUDENTS WITH NO CLASSROOM EXPERIENCE

Under the current certification programs (K-6; N-3 or Special Education N-12) ending in 2013, teacher candidates without classroom experience are responsible for arranging experiences in a traditional school setting, either public or private. This may include ten individual observations, or one full week of observation and/or more active involvement, such as tutoring or assisting. The practicum requirement may include experiences of tutoring, small-group instruction and/or hands-on practice in a traditional setting. This requirement is intended to help ensure that the candidate has a current background and experience in the classroom setting before student teaching. Documentation of the practicum is required before student teaching and can include a reflection paper appropriate to the observation/hands-on experience in traditional settings.

The practicum requirement may be fulfilled in conjunction with Methodology I or II/Field Study (GRELE 600 and 610), or Practicum/Special Methods (secondary certification). Practicum arrangements will be made in consultation with the advisor or the instructor. A packet containing forms for the school and forms to document the experience are available in the Education Office (St. Joseph Hall, 4th floor). The advisor will consult the student file for this documentation before signing the permission form for student teaching.

For ALL new initial certification programs (PreK-4; Grades 4-8; and Secondary Education beginning with Fall 2013 term), the PA Department of Education has new requirements that will

require candidates to demonstrate specific competencies related to field experiences in Stages I, II, and III, prior to the student teaching requirement. The competencies have not yet (as of the print date of this catalog) been identified. Prior to the decision requiring competencies, the PA Department of Education required 150 total hours of Stages I, II, and III field experiences. As soon as the new requirements and competencies are published, candidates in each of these programs will be required to meet the competencies. Candidates will be notified as soon as the requirements become official.

STUDENT TEACHING

The State of Pennsylvania requires that students seeking teacher certification demonstrate a competency in working with children. These teacher candidates must student teach five full school days per week for fourteen weeks in one semester. Teacher candidates who have not passed the PPST tests will not be admitted to student teaching.

For teacher candidates who are not currently in a classroom setting, the education department will collaborate to locate and obtain a suitable student-teaching site. In this case, the education department will also obtain permission for the student-teaching experience from the school district.

Student teaching consists of:

1. Supervised teaching experience in selected public, parochial or independent licensed schools **or**
2. On-the-job supervision of the teacher candidate who currently works as an Intern teacher, (e.g. Philadelphia Teaching Fellow) classroom teacher, (e.g. apprenticeship teacher or parochial school teacher), or a teacher assistant whose situation mirrors the student-teaching requirements. A teacher candidate will be observed up to four times during the 14 weeks of student-teaching experience.

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

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

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

No student may enroll in the student teaching course as his or her first course at Chestnut Hill College. An exception to this policy will be made if the education department of another university initiates the request and receives approval for a student-teaching placement through Chestnut Hill College.

PORTFOLIO

During the student-teaching component of graduate work, teacher candidates are asked to compile a portfolio containing evidence of meeting the exit competencies as identified above.

The faculty member supervising the candidate will evaluate the portfolio and submit the evaluation as documentation of the candidate's completion of this requirement.

TRANSCRIPT EVALUATION

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

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

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

TEACHER CERTIFICATION

Candidates may seek an initial Instructional I certification in Early Childhood (N-3; PreK-4), Elementary (K-6) or Elementary/Middle Level (4-8), Secondary (7-12) or Special Education (N-12) in the Commonwealth of Pennsylvania by completing requirements for the graduate certification program and by obtaining passing scores on the current tests. ***Testing requirements and passing scores are subject to change, therefore candidates are responsible to comply with regulations that are current at the time of application for certification.*** Candidates may complete the requirements for the master's degree without completing student teaching (by substituting appropriate electives), but they will not be eligible for Instructional I certification until student teaching is successfully completed.

Candidates who have Instructional I certification as part of their undergraduate teacher preparation program may fulfill the requirements for Instructional II certification by taking an additional twenty-four credit hours of course work at the graduate level and documenting three years of successful, full-time teaching.

Candidates who have Pennsylvania Certification and intend to add another area of certification must fulfill all requirements for that area of certification and complete the specific Praxis specialization test for the additional area of certification (see Option II). Students who are requesting acceptance into a second certification program and have lower than a grade of "B" in the previous student teaching experience will need to demonstrate two or more years of successful teaching experience in their area of initial certification. Students adding a special education certification who have a student teaching grade of lower than a "B" in their initial certification will need to either demonstrate two or more years of successful teaching experience in the initial certification area or complete a student-teaching experience in special education instead of a practicum.

It is the responsibility of teacher candidates to apply for certification once they have satisfactorily met the requirements. Once the certifying officer of the education department receives the paperwork, it is the responsibility of the certifying officer to recommend the candidate by sending the signed application to the Pennsylvania Department of Education.

TEACHER INTERN PROGRAM

Chestnut Hill College offers the Teacher Intern Program, providing Intern Certification in biology (7-12), chemistry (7-12), early childhood education (N-3), elementary education (K-6), foreign language (K-12 in Spanish, French, Latin) general science (7-12), mathematics (7-12), social studies (7-12), and special education (N-12) at the graduate level. **The PA Department of Education has yet to determine the Intern Program requirements for the new certification programs in PreK-4 or grades 4-8. As soon as they do, the education department will apply for approval for these programs.** These programs are open to qualified applicants who hold a bachelor's degree in a field other than education and who wish to become teachers. The Teacher Intern Program allows a candidate to gain intern certification before completing the coursework necessary for Instructional I certification. In order to obtain an Intern Certificate, the candidate must successfully complete tests that are currently required by the state and be accepted into one of the approved Intern programs listed above. Interns comply with all admissions procedures applicable to Instructional I candidates. [See http://www.teaching.state.pa.us](http://www.teaching.state.pa.us) for further information.

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

Also Offered:

ACT 48

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

Phi Delta Kappa Chapter

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

Beginning in the Fall 2011 term, ALL course prefixes in the School of Graduate studies have changed to align with new requirements. To decrease confusion for education courses in the old/current programs and those in the new programs, the semester course schedule guides will be organized by program. In the 2011-2012 SGS catalog, the degree program/certification descriptions will be organized by new course prefixes, and the program/course descriptions will be identified in front of the old/current prefixes. For questions on specific courses within a program, please contact Dr. Pate, Chair of the education department.

EARLY CHILDHOOD EDUCATION

(For the current Early Childhood Education N-3 certification program outline, please see the 2010-2011 catalog for program and course descriptions; the 2011-2012 catalog refers to the new PreK-4 certification program.)

Chestnut Hill College's program in Early Childhood Education integrates theory and practice concerning the cognitive, social and educational development of young children grades N-3 and now PreK-4. The program reflects contemporary research and scholarship in early childhood education and incorporates strategies to meet the needs of special populations, such as students with disabilities and diverse cultures. The course of study also takes into consideration the strengths, needs and interests of individual candidates.

OPTION I (33 credit hours) is designed for:

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

Professional Requirements (9 credits)

EDUC	615	Technology in Education
EDSP	510	Introduction to Special Education
EDUC	602	Research and Evaluation of Practice I

Specialization Requirements I (15 credits)

EDSP	511	Reading for Diverse Learners
EDSP	512	Assessment and Instruction for Diverse Learners
EDSP	513	Teaching ESL Methods
EDUC	525	Designing Environments for Infants and Toddlers
EDUC	565	Administration/Supervision of Early Childhood

Programs

Specialization Requirements II (9 credits, choose 3 courses)

EDUC	526	Current Issues in Education
EDP4	518	Education, Community & Family Partners
EDP4	511	Early Literacy & Language Arts

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

OPTION II is designed for those whose undergraduate major is not in education and who seek Instructional I certification in Early Education PreK-4 as well as the Master of Education degree. This program is 42 credits.

Professional Requirements

EDP4	501	Child Development & Learning
EDP4	503	ECE Foundations, Curriculum & Assessment
EDP4	517	Integrated Methods, Content & Assessment (4 cr)
EDP4	518	Education, Family & Community Partners
EDP4	515	Math Methods for ECE (2 cr)
EDP4	510	Teaching Reading/Trade Books
EDP4	511	Early Literacy & Lang. Arts
EDP4	601/602	Student Teaching N - 3/Seminar (6 cr)
EDUC	651	Research and Evaluation of Practice I

Accommodation & Adaptation Requirements

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

EARLY CHILDHOOD WITH MONTESSORI CERTIFICATE

At Chestnut Hill College, the Montessori specialization offers an exciting alternative and an interesting perspective for those who desire to work with young children as well as experienced teachers. Montessori education has a philosophy of child growth and learning that focuses on:

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

Program Options

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

Students seeking Montessori certification have the following program options:

- Courses can be taken for graduate credit leading to a Masters Degree in Early Childhood Education plus Montessori Certificate
- Graduate course credit plus Montessori certificate
- Montessori certification only (non credit)

Note: Courses can be taken for undergraduate elective credits with approval from the student's advisor

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

Open to students who have a B.A./B.S. from an accredited institution and seek to obtain a Masters Degree (M.Ed.) in Early Childhood Education plus a Montessori Certificate. A student interested in this certification program should apply for admission through the School of Graduate Studies' admissions process as a master's degree-seeking student.

Matriculation into this certificate program requires a 3.0 GPA from an undergraduate degree program, official college transcripts, two letters of recommendation, resume, professional goals statement and application form. No standardized test is required for the Montessori certificate program.

Consultation/ Interview

An initial consultation with the Director of Graduate Admissions may be scheduled before or after submitting a formal application. Once an application has been submitted, an interview with the Director of the Montessori program is required along with a transcript review meeting with the Chair of the education department.

To apply for the Master of Education in Early Childhood contact Graduate Admissions at 215-248-7097 or gradadmissions@chc.edu.

Professional Requirements (9 credits)

- EDSP 513 Teaching ESL (English as a Second Language)
- EDSP 510 Introduction to Special Education
- GREDE 701 Research and Evaluation of Practice I

Prerequisite

In addition to the Montessori courses, the certificate requires a college-level course in child development. If a student has not taken this course as an undergraduate, he or she may fulfill this requirement by taking a course in Early Childhood Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college/university.

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

Specialization Requirements - Montessori (29 credits)

- EDMN 520 Montessori Philosophy and Educational Theory
- EDMN 521 Montessori: Everyday Living
- EDMN 522 Montessori: Sensorial
- EDMN 523 Montessori: Math
- EDMN 524 Montessori: Language
- EDMN 525 Montessori: Natural and Social Science
- EDMN 526 Montessori: Education for Peace (1 cr)

- EDMN 630/631 Montessori Internship/Seminar Fall (5 cr)
- EDMN 632/633 Montessori Internship/Seminar Spring (5 cr)

Option II: Montessori Certificate (Graduate Credits)

Open to students who have a B.A./B.S. from an accredited institution and seek to obtain graduate credits for the Montessori credential. A student interested in this certification program should apply for admission through the School of Graduate Studies' admissions process listed above.

Consultation/ Interview

An initial interview with the Director of Graduate Admissions may be scheduled before or after the application is submitted. Once an application has been submitted, an interview with the Director of the Montessori program is required. For more information, contact Graduate Admissions at 215-248-7097 or gradadmissions@chc.edu

Prerequisite

In addition to the Montessori courses, the certificate requires a college-level course in child development. If a student has not taken this course as an undergraduate, he or she may fulfill this requirement by taking a course in Early Childhood Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college/university.

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

Specialization Requirements - Montessori (29 credits)

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

Option III: Montessori Certificate Only (Non-Credit)

Applicants who have a high school diploma, a bachelor's degree or masters degree from an

accredited institution may enroll in the CHC Montessori Teacher Education Program as non-credit students. When choosing this option, students will receive only the American Montessori Society Credential and will not, upon completion nor in the future, receive any undergraduate or graduate college credit for the coursework. Students must follow the same attendance policy and completion of required assignments.

Applicants must submit official transcripts from high school, undergraduate and graduate programs, two letters of recommendation, resume, professional goals statement and non-credit application form. No standardized test is required for the Montessori certificate program. All Montessori Program applicants must interview with the Program Director. Students interested in this option should contact the Montessori Program Director at 215-249-7123 or colaiannij@chc.edu

Prerequisite

In addition to the Montessori courses, the certificate requires a college-level course in child development. If a student has not taken this course as an undergraduate, he or she may fulfill this requirement by taking a course in Early Childhood Development, Developmental Psychology, or Educational Psychology at Chestnut Hill College or another accredited college/university.

- EDP4 Early Education Development and Learning (must have bachelor's to take graduate credit) or MONC 027 (non-credit) or an equivalent course

Specialization Requirements - Montessori

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

AMS CREDENTIAL

Students holding a Bachelor's degree or higher will be awarded a full Early Childhood 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.

ELEMENTARY/MIDDLE LEVEL EDUCATION

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

OPTION I: M.Ed. in Elementary Education (33 credits) for

- Students who already have Instructional II certification in Elementary Education who wish to acquire a master's degree; or
- Students who have Instructional I certification in Elementary Education who wish to fulfill the academic requirements for Instructional II certification.

Professional Requirements (12 credits)

EDUC	651	Research and Evaluation of Practice I
EDUC	615	Technology in Education
EDSP	510	Introduction to Special Education
EDUC	526	Current Issues in Education

Specialization Requirements II (12 credits)

EDSP	511	Reading for Diverse Learners
EDSP	512	Assessment and Instruction for Diverse Learners
EDSP	513	Teaching ESL Methods
EDRG	515	Technology in Language Arts Classroom
EDRG	615	Reading/Writing in Elementary Schools

Specialization Requirements I (9 credits, choose three courses)

GRIT	548	PC Technology: Operating Systems and Advanced Applications
GRIT	560	Web Page Design
GRIT	630	Technology as an Interdisciplinary Tool

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

OPTION II: M.Ed. in Elementary/Middle Level Education with certification in Grades 4-8 (42 credits) is designed for those whose undergraduate major is not in education, but who are seeking Instructional I certification. The K-6 Elementary Education Program will not be accepting students who have not completed any education courses either at the undergraduate or post-bac levels. If students have completed education courses prior to August of 2011 and think they can meet the existing requirements before August of 2013, please see Dr. Pate, Chair of Education Department for a complete review and program of study.

Certification in Grades 4-8 as well as the Master of Education degree with certification requires a choice of the following concentrations: English/Reading/Language Arts (ERLA); Social Studies; ERLA with Math; ERLA with Science; Math & Science. The concentration knowledge will be determined by undergraduate degree courses, professional experience and passing of Praxis II exams. The education courses are designed to support all concentration areas because the certification covers grades 4-6 as well as 7-8. The Praxis II exam will determine the concentration area recommended for certification at the completion of the program.

Professional Requirements (30 credits)

EDML	501	Adolescent Development & Learning
EDML	503	The Emerging Middle School
EDML	510	Reading Methods for Middle Grades
EDML	511	Writing Methods for Middle Grades
EDML	515	Math Methods & Assessment (2 cr)**
EDML	516	Science Methods & Assessment (2 cr)**
EDML	517	Social Studies * Assessment (2 cr)**
EDML	518	Classroom Management
EDML	601/602	Student Teaching K-6/Seminar (6 credits)
EDUC	651	Research and Evaluation of Practice I

** The three two (2) credit methods courses are to be taken in one semester; each is five weeks in length.

Accommodations and Adaptation Requirements (12 credits)

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

* Additional course requirements may be necessary to address *specific* competencies in a concentration area if Praxis II is not passed.

ELEMENTARY EDUCATION AND READING SPECIALIST CERTIFICATION, K-12 (36 credits)

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

- Students who already have Instructional II certification and wish to acquire a master’s degree with Reading Certification;
- Students who already have Instructional I certification and wish to satisfy the requirements for Instructional II and Reading Certification;
- Students who wish to gain Reading Specialist Certification (30 credits) only. Courses with an asterisk (*) fulfill this requirement.

Professional Requirements (6 credits)

EDUC	526	Current Issues in Education
EDUC	651	Research and Evaluation of Practice I

Specialization Requirements I (18 credits)

EDRG	615*	Technology in the English Language Arts
EDRG	625*	Reading and Writing in the Elementary School
EDRG	620*	Reading and Writing in the Secondary School
EDRG	630*	Assessment, Diagnosis, Remediation of Reading

		Difficulties
EDRG	701*	Reading Practicum I
EDRG	702*	Reading Practicum II

Accommodations and Adaptations Requirements (12 credits)

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

Note: Students with certification in special education will not need the accommodations and adaptations requirements; therefore they will have twelve credits of electives for the degree. Please see advisor or Dr. Pate, Chair of Education Department for more information and suggestions.

ELEMENTARY EDUCATION WITH SPECIAL EDUCATION CERTIFICATION, N-12

Chestnut Hill College's graduate program in Elementary Education with Special Education Certification is designed to meet the state requirements for certification in special education for those students *with Instructional I certification or completing a dual program by August of 2013. Beginning in the Spring of 2012, CHC will have approved two special education programs: PreK-8 and 7-12. No student will be accepted into the existing special education (N-12) program unless s/he has completed an Instructional I certification and can complete the existing requirements by August 2013. The courses listed are the old or current course prefixes for special education. Courses that are the same but are also part of the new PreK-4 or Elementary/Middle Level Grades 4-8 will be cross-listed in course scheduling guides to lessen confusion.*

This program is designed for:

- Students who already have Instructional II certification and wish to acquire a master's degree with certification in special education;
- Students who already have Instructional I certification and wish to satisfy the requirements for Instructional II and certification in special education; and
- Students with either of the above who seek to obtain certification in special education (24 credits). Courses with an asterisk (*) fulfill this requirement. Students with secondary or early childhood certifications may need to take other courses to fulfill the N-12 equivalency. Determinations will be made on a case-by-case basis.

Prerequisite Course Requirements

GRSPD	530	Introduction to Special Education* (3 cr)
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Professional Requirements (9 credits)

GRSPD	525*	Assessment of Students with Disabilities
GRSPD	535*	Classroom Management for Students with Disabilities
GREDE	701*	Research and Evaluation of Practice I

Specialization Requirements (18 credits)

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

GRSPD	701*	Special Education Practicum I
GRSPD	702*	Special Education Practicum II

Electives (3 credits – choose 1 course)

GREDE	585	Culturally Responsive Practices for Special Ed
GREDE	526	Current Issues in Education
GREDE	702	Research and Evaluation of Practice II

SPECIAL EDUCATION CERTIFICATION (N-12)

CHC is submitting special education programs for the PreK-8 and 7-12 new certification requirements in the summer of 2011; and seek approval by December of 2011. For more information, please contact Dr. Pate, Chair of the Education Department.

The current N-12 special education program will **only be offered** to individuals who already have completed 6-12 undergraduate or post-bac credits in education such that it is feasible for the student to complete this certification by August of 2013. Students in this category will also complete/pass either a middle level (7-9) or secondary (7-12) Praxis II exam in order to have a content certification in addition to special education.

- Students who do not have Instructional I certification and wish to acquire their first certification in special education, see above;
- Students who already have an Instructional I certification and seek to obtain certification in special education (27 credits). Courses with an asterisk (*) fulfill this requirement. Students with secondary or early childhood certifications may need to take other courses to fulfill the N-12 equivalency. Determinations will be made on a case-by-case basis.

The special education certification courses listed below are the old/current course prefixes.

Prerequisite Course Requirements (9 credits)

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

Professional Requirements (12 credits)

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

Specialization Requirements (15 credits)

GRSPD	527*	Education Practice for Students with Physical/Health and Communication Disabilities
GRSPD	600*	Education Practice for Students with Mild, Moderate or Severe Cognitive Disabilities
GRSPD	515*	Education Practice for Students with Learning and/or Emotional Disabilities
GRSPD	700*	Special Education Student Teaching/seminar

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

In addition, some teacher candidates who are teaching in a special education placement under an Intern certificate may, depending on their situation, have their student teaching split into two

sections: GRSPD 703/Student Teaching I and GRSPD 704/Student Teaching II. In this manner, they will have formative mentoring, support and a mid-term evaluation during their second semester of graduate work and classroom teaching, as well as have a summative evaluation of their teaching during their final semester.

SECONDARY EDUCATION

Chestnut Hill College offers an M.Ed. in Secondary Education, including certification in the areas of Biology, Chemistry, English, Foreign Languages: Spanish, French, and Latin (K-12), and General Science, Mathematics, and Social Studies (7-12). In addition, the education department offers an M.Ed. in Secondary Education with Special Education (N-12) certification **(must be completed by August 2013). New 7-12 special education certification program to be available January of 2012.**

The secondary education pedagogical courses listed below are numbered both in the undergraduate and graduate programs. Please be advised that graduate credits are designed for post-baccalaureate students who are seeking certification in secondary education (Grades 7-12 or K-12 (foreign language certifications)) with undergraduate degrees other than education (biology, chemistry, citizenship, English, foreign language (Spanish, French or Latin), general science, math and social studies). Additional requirements may be necessary for students taking these courses for graduate credit.

For Certification Level I, see steps listed under **Requirements for Instructional I Certification**. All students seeking secondary certification are required to meet the exit competencies identified earlier.

Graduate students who are seeking the M.Ed. in Secondary Education in addition to secondary certification will take the following graduate courses:

Professional Requirements (15 credits)

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

Specialization Requirements (6 credits)

EDSC	510*	Secondary Methods & Assessment
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Practicum limited to 3 credits, one course

EDSC	519*	Practicum: Special Methods in Biology/Chem/GenSci
EDSC	521*	Practicum: Special Methods in Foreign Language
EDSC	520*	Practicum: Special Methods in Mathematics
EDSC	517*	Practicum: Special Methods in English
EDSC	518*	Practicum: Special Methods in Social Studies

Accommodations and Adaptations Requirements (12 credits)

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

M.Ed. in Secondary Education with Special Education N-12 Certification:

This program is for current students only who are accepted into the program or are accepted PTF candidates beginning in the Fall of 2011 This program ends August of 2013.

This would be most appropriate for candidates who are teaching on an Intern certificate in special education in a middle or high school classroom and are required to pass the PA Praxis II test in a specific secondary education content area: English, Biology, Chemistry, General Science, Foreign Language (Spanish, French, or Latin), Mathematics or Social Studies. The candidates would complete the special education certification coursework and student teaching in a special education classroom, with the added benefit of completing secondary education pedagogy to support their teaching in middle or high school settings. Candidates would first apply for an Instructional I certificate in special education then add the secondary education certification once having been approved for the special education certification. Candidates who teach in life skills classrooms at the middle or high school level are advised to complete an elementary and special education degree program. The courses for this degree and certification include:

Professional Requirements (15 credits)

EDSC	501*	Adolescent Development & Learning (cross-listed with EDML 501)
EDSC	503*	Foundations of HS Education
GRSPD	700	Student Teaching in Special Education and Seminar
		(6 credits) <u>or see below</u>
EDUC	651	Research and Evaluation of Practice I

GRSPD 710/711 and 704 Special Education Student Teaching I and II (for candidates currently teaching on an Intern certificate.)

Specialization Requirements (9 credits)

EDSC	510	Secondary Methods & Assessment
EDSP	511	Reading for Diverse Learners
EDSP	510	Introduction to Special Education
		(waived if Intern Certificate is held)

Practicum limited to 3 credits, one course

EDSC	519*	Practicum: Special Methods in Biology/Chem/GenSci
EDSC	521*	Practicum: Special Methods in Foreign Language
EDSC	520*	Practicum: Special Methods in Mathematics
EDSC	517*	Practicum: Special Methods in English
EDSC	518*	Practicum: Special Methods in Social Studies

Requirements for special education certification (12 credits)

GRSPD	525*	Assessment of Students with Disabilities
GRSPD	535*	Classroom Management of Students with Disabilities
GRSPD	600*	Education Practice for Students with Mild, Moderate and/or Severe Cognitive Disabilities
GRSPD	515*	Education Practice for Students with Learning and/or Emotional Disabilities

EDUCATIONAL LEADERSHIP

PRINCIPAL CERTIFICATION (Optional)

Accelerated and Summer Intensive Format

DESCRIPTION OF PROGRAM -

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

ACCELERATED AND INTENSIVE SUMMER PROGRAM FORMAT

This program is designed for the working education professional who wishes to complete the program as quickly as possible. In the accelerated format, classes meet on Saturdays or in the early evening one to two times a week in the accelerated eight-week sessions. Distance education through the use of the Internet is an integral part of the program, which may reduce on-campus time. A final four-credit practicum is required. **By taking one course each eight-**

week fall and spring session, and the intensive sessions (regularly scheduled six-week summer sessions for Summer I and III), you will be able to gain certification in as little as 15 months and an M.Ed. in 24 months. Students who begin in the program must stay enrolled in order to complete the required courses on schedule. If students decide to skip a semester, the courses they need may not be offered the following term. Please consult with your advisor for any changes in your program.

The Educational Leadership accelerated and intensive summer format compares to the regular schedule as follows:

Fall 1 and 2	=	Fall Semester
Spring 1 and 2	=	Spring Semester
Summer 1 and 2	=	Summer Semester, Sessions I & III

Classes usually meet once each week or on Saturdays during each eight-week session and six-week session. Please consult the current course schedule for specific dates and times of these courses.

PROGRAM OBJECTIVES/STATE STANDARDS

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

Core Standard One:

The Candidate has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success

Core Standard Two:

The Candidate is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.

Core Standard Three:

The Candidate knows how to access and use appropriate data to inform decision making at all levels of the system.

Corollary Standard One:

The Candidate is prepared to create a culture of teaching and learning with an emphasis on learning.

Corollary Standard Two:

The Candidate is prepared to manage resources for effective results.

Corollary Standard Three:

The Candidate is prepared to collaborate, communicate, engage, and empower others inside and outside the organization to pursue excellence in learning.

Corollary Standard Four:

The Candidate is prepared to operate in a fair and equitable manner with personal and professional integrity.

Corollary Standard Five:

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

Corollary Standard Six:

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

Special Education Competences and Sub-Competencies for School Leaders

1. The program addresses overrepresentation of diverse students in special education.
2. The program addresses prevention and early intervention.
3. The program includes effective instructional strategies for students with disabilities in inclusive settings.

EXIT COMPETENCIES

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

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

REQUIREMENTS

Students seeking a master's degree in educational leadership must complete a minimum of thirty-four credits. The program is intended for those who are currently in the education profession. Students must fulfill the requirements listed below:

1. A baccalaureate degree from an accredited institution;
2. An undergraduate GPA of 3.0 in their major or graduate GPA of 3.0;
3. Official transcript(s) of all previous college and university study, both graduate and undergraduate;
4. Three years of successful full-time contractual teaching experience in an elementary school or a secondary school;
5. Resume or Vita, and a statement of the applicant's professional goals in essay form (see application for instructions);
6. Three letters of recommendation from principals, senior colleagues, etc.
7. Written assessment from the applicant's principal which evaluates the candidate in the areas of decisiveness, educational values, judgment, leadership, oral and written communication,

- organizational ability, personal motivation, problem analysis, range of interests, interpersonal relations, and stress tolerance;
8. Written statement from the applicant's current principal indicating his/her agreement to permit student to participate in a leadership practicum;
 9. Improvement and/or problem-solving project which is to be mutually agreed upon by both the school principal and the College advisor;
 10. Formal exit interview.

INTERNSHIP

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

CURRICULUM – 37 credits for M.Ed.

Core courses:

EDLR	600	Conceptual Foundations for School Leadership
EDLR	610/611	Curriculum Theory, Development and Issues (2 semesters)
EDLR	615	The Improvement of Instruction, Staff Development and Supervision
EDLR	620	The Principal as an Effective Agent of Change
EDLR	625	The Administrator & the Special Education Program
EDLR	630	School and Community Relations
EDLR	635	School Law
EDLR	640	Personnel and Pupil Administration and Management
EDLR	645	Technology and the Administrator
EDLR	701	Internship I (2 cr)
EDLR	702	Internship II (2 cr)
EDUC	651	Research and Evaluation

COURSE DESCRIPTIONS

Accommodations and Adaptations

These four courses (12 credits) are required by ALL of the following programs: Early Childhood (PreK-4); Elementary/Middle Level (grades 4-8); Reading Specialist; Secondary (7-12) Education.

EDSP 510 Introduction to Special Education 3 credits

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

EDSP 511 Reading for Diverse Learners 3 credits

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

EDSP 512 Assessment & Instruction for Diverse Learners 3 credits

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

EDSP 513 Teaching ESL Methods 3 credits

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

Early Childhood inclusive of PreK-4 Certification

EDP4 501 Child Development & Learning 3 credits

The focus of this course is on normal development, with emphasis on the pre-school and school-aged child. Theory and research in the areas of sensorimotor, language, cognitive, emotional, social and moral behaviors are included. The interaction of biological and environmental factors influencing growth and development is stressed. This course also applies psychological principles of growth and development, thinking, learning and motivation to education in the home, school and community.

EDP4 503 Foundations, Curriculum & Assessment 3 credits

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

EDP4 510 Reading/Children's Literature 3 credits

Examination of methods and materials in reading, writing, and integrated language programs for K-4 education is featured. Also provided is an in-depth knowledge of each genre of children's

literature within the areas of fantasy and realism. Methods for integrating children's literature throughout the curriculum will be presented.

EDP4 511 Early Literacy & Language Arts

3 credits

Students explore the development of oral language in the child and its impact on reading and writing as related processes. Examination of methods and materials in early literacy, writing, and integrated language programs is featured. Also provided is an in-depth knowledge of each genre of children's literature within the areas of fantasy.

EDP4 515 Math Methods & Assessment

3 credits

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

EDP4 517 Integrated Methods, Content and Assessment

3 credits

This course deals with the knowledge, skills and content needed in the PreK classroom to teach science, arts, PE, and social studies. Techniques and methods to develop each area, as well as suggestions for integration, will be explored. The importance of planning the appropriate type and sequence of activities for the child's developmental level and demonstrated skill is stressed.

Prerequisite: EDP4 501

EDP4 518 Education, Family & Community Partners

3 credits

This course identifies the importance of family and community members/agencies in the education the young child (PreK-4). Strategies for effectively communicating with diverse families and communities will be identified and applied in real settings.

EDUC 525 Designing Environments for Infants & Toddlers

3 credits

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

EDUC 565 Admin & Supervision of Early Childhood Programs

3 credits

The administration of programs in Early Childhood Education is the focus of this course, which deals with methods of parent orientation and participation, staff recruitment, relevant legal issues for administrators of early childhood programs, techniques of supervision, observation of staff and evaluation of children's programs. Students will examine, analyze and develop general operating and personnel procedures.

EDP4 601/602 PreK-4 Student Teaching School/Seminar

6 credits

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

Elementary/Middle Level Education

EDML 501 Adolescent Development & Learning

3 credits

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

EDML 503 The Emerging Middle School

3 credits

This course places the role of the middle school teacher and grades 4-8 school in historical perspective and relates both roles to society. Students explore the connections among culture, politics, economics and education. The differences between education and schooling are examined, and current educational reform movements for middle schools are explored within the context of critical educational theory.

EDML 510 Reading Methods for Middle Grade Learners

3 credits

Students explore and apply methods and materials in reading and integrated language programs for the middle grade (4-8) learner. Also provided is an in-depth knowledge of each genre of children's/adolescent literature within the areas appropriate to adolescent readers. Methods for integrating adolescent literature throughout the curriculum will be presented.

EDML 520 Writing Methods for Middle Grade Learners

3 credits

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

EDML 515 Math Methods & Assessment

2 credits

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

EDML 516 Science Methods & Assessment

2 credits

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

EDML 517 Social Studies Methods & Assessment

2 credits

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

EDML 518 Classroom Management for Middle Level 3 credits

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

EDML 601/602 Middle Level Student Teaching School/Seminar 6 credits

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

Reading Specialist

EDRG 615 Technology in the English Language Arts 3 credits

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

EDRG 625 Strategies for Teaching Reading and Writing in the Elementary School 3 credits

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

EDRG 625 Reading and Writing in the Secondary Classroom 3 credits

This comprehensive course is designed to help teachers develop proficiency in instructional strategies for content areas in the secondary classroom. Theoretical foundations supporting holistic frameworks will be stressed. Strategies for improving study skills, reading varied genres and writing to learn are included. *Prerequisite: EDRG 615. Required for reading specialists.*

EDRG 630 Assessment, Evaluation and Remediation of Reading Difficulties 3 credits

In this course, teachers extend their knowledge and skills to deal with specific reading problems and with the special needs of students. Causation, remediation and prevention through appropriate instruction are considered. *Required for reading specialists*

EDRG 701 Reading Practicum I 3 credits

This is an advanced course in assessment and recovery that focuses on the needs of students with significant problems in literacy acquisition that require more intensive remedial procedures. The design and implementation of innovative assessment and recovery techniques corresponding to current research and theory will be stressed. Conferencing and collegial inquiry will be practiced. A practicum placement is required in which the reading student works with an individual student or a small group in a tutorial situation. Students will demonstrate their competence by developing a professional portfolio of reading, writing and assessment activities, and will be evaluated in terms of the exit competencies of the reading program. *Prerequisites: GRIT 625, EDRG 615, 620, and 630. Permission of the Reading Coordinator is required.*

EDRG 702 Reading Practicum II

3 credits

In this practicum students will develop a classroom reading program which correlates with the theoretical foundation and instructional and assessment processes developed through the certification program. Students will demonstrate their competence by developing a professional portfolio of reading and writing activities that supports ranges of achievement. This practicum will be supervised. Students will be evaluated by the exit competencies of the reading program. *Prerequisite: EDRG 701. Permission of the Reading Coordinator is required.*

Secondary Education

EDSC 501 Adolescent Development & Learning

3 credits

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

EDSC 503 Foundations of High School Education

3 credits

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

EDSC 510 Secondary Methods & Assessment

3 credits

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

**EDSC 519 Practicum/Special Methods in Biology/General
Science/Chemistry for Secondary Education**

3 credits

This course is designed to integrate general principles of education and the teaching process into the teaching of biology on a secondary level, with a special focus on preparing and conducting laboratory experiments. This course will be offered as needed and is required of all candidates for secondary certification in biology.

**EDSC 521 Practicum/Special Methods in Foreign Language
for Secondary Education**

3 credits

This course prepares teachers of foreign languages, levels K-12. It includes the discussion of current methodology in foreign language teaching, linguistic principles and practical experience.

Students become familiar with the ACTFL guidelines and the National Standards for Modern Languages and learn how to incorporate them into their teaching. Students develop sample lessons, participate in observation, and obtain familiarity with current research in foreign language pedagogy. This course is required of all candidates for secondary certification in a foreign language, and will be offered as needed.

EDSC 520 Practicum/Special Methods in Mathematics for Secondary Education 3 credits

This course covers topics considered essential for successful teaching of mathematics at the secondary level, including careful analysis of the standards and goals established by the National Council of Teachers of Mathematics. Students observe classes and meet for discussion on content, methods, lesson planning, test construction, and other items related to secondary teaching. This course is required of all candidates for secondary certification in Mathematics and will be offered as needed.

EDSC 517 Practicum/Special Methods in Areas of English for Secondary Education 3 credits

This course consists of observation and participation in secondary classrooms in both public and private settings. Students participate in a middle school, junior high school, or senior high school teaching experience prior to the final student teaching requirement.

EDSC 562 Special Methods in Social Studies for Secondary Education 3 credits

This course integrates general principles of education into the teaching of social Studies on a secondary level, with special focus on preparing and conducting problem solving in the context of current and past historical events. This course is required of all candidates for secondary certification in social studies.

EDSC 601/602 Student Teaching in Secondary School/Seminar 6 cr.

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

Special Education

EDSP 515 Education Practice for Students with Learning and/or Emotional Disabilities 3 credits

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

EDSP 525 Assessment of Students with Disabilities 3 credits

Current practices in assessment of students with disabilities, including the use of multicultural assessments, are the focus of this course. Students will review the issues of informal as well as standardized testing requirements under state and federal regulations and policies. In addition,

authentic assessment practices, such as portfolios, will be examined for different areas of special need. *Prerequisite: GRED 720*

EDSP 527 Education Practice for Students with Physical/Health & Communication Disabilities 3 credits

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

EDSP 535 Classroom Management for Students with Disabilities 3 cr.

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

EDSP 540 Assistive Technology for Students with Disabilities 3 cr.

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

EDSP 600 Education Practice for Students with Mild, Moderate or Severe Cognitive Disabilities 3 credits

This course examines current research and practice regarding the needs of students with mental disabilities, including children with brain injuries. Methods for including these students in the regular classroom and examination of the range of the differences and similarities of this student group provide content of the course, including the development of IFSPs, IEPs, and ITPs. Students develop lesson plans that either specify adaptations to existing curriculum or special curriculum needs, such as life skills. *Prerequisite: GRELE 530 (Can take concurrently with GRSPD 525 only with special permission)*

EDSP 700 Student Teaching/Seminar, Special Education K-12 6 cr.

The student teaching experience for special education is for students who are seeking instructional I certification in special education. This course replaces the two practicum requirements for teachers who already have an Instructional I certification in elementary, early childhood or secondary education. This course requires 14 weeks of classroom experience

combining observation and teaching. At the end of the experience, students are evaluated through the PDE 430 form. In addition, all students are required to complete a portfolio.

EDSP 701 Special Education Practicum I

3 credits

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

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

EDSP 702 Special Education Practicum II

3 credits

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

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

EDSP 703 Student Teaching/Seminar I, Special Education K-12 3 cr.

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

EDSP 704 Student Teaching/Seminar II, Special Education K-12 3 cr.

The student teaching experience II for special education is for students who are teaching in a special education classroom under an Intern certificate and were admitted under the approved Intern program. Students will be observed two to three times during their final semester of teaching and graduate work for the special education certification program. In addition, students will attend seminar meetings to finalize their final portfolio, discuss teaching issues and participate in role playing and other pedagogical assignments designed to strengthen their

teaching strategies. Legal, instructional issues, strategies and supports will be paramount during this time. At the end of the semester, students will have a completed final evaluation through the PDE 430 form, as well as a professional portfolio. The PDE 430 form will serve as the certification recommendation for the student.

Educational Leadership

EDLR 600 Conceptual Foundations for School Leadership 3 credits

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

EDLR 610 Curriculum Theory, Development and Issues 3 credits

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

EDLR 611 Curriculum Theory, Development and Issues 3 credits

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

EDLR 620 The Principal as an Effective Agent of Change 3 credits

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

EDLR 635 School Law 3 credits

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

EDLR 630 School/Community Relations 3 credits

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

EDLR 640 Personnel and Pupil Administration and Management 3 cr.

In this course, students identify what the principal needs to know about school law, student records, collective bargaining, and contract administration, and employment relations. Source materials will include case studies, grievances, arbitration awards, and contracts.

EDLR 615 Improvement of Instruction, Staff Development, and Supervision 3 credits

This course includes a wide-ranging investigation of a variety of teaching models and research on teacher effectiveness, an understanding of which will enable the principal to facilitate the paramount objective of improving student performance.

EDLR 625 The Administrator and Special Education Program 3 credits

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

EDLR 645 Technology and the Administrator 3 credits

This course examines the role of the computer in planning, managing, maintaining, and monitoring the school's educational, economic, and physical resources. Primary emphasis will be placed on long-range planning and on the financial and budgetary processes.

EDLR 701/702 Internship/Educational Leadership 4 credits

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

A log of all activities, materials and readings must be kept, and a comprehensive written research-supported report must be submitted during the second semester of the practicum. A formal oral presentation of the report will also be required at that time. In addition to scheduled classroom attendance, there will be ongoing individual conferences and school visitations by the college professor during the course of the practicum.

Education (courses that fulfill master's degree requirements in more than one program)

EDUC 526 Current Issues in Education 3 credits

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

EDUC 615 Technology in Education 3 credits

In this course students will learn to use word processing, database and spreadsheet software in an integrated package. Students will also learn to integrate knowledge organizers, web resources and educational software into thematic units, addressing the National Educational Technology Standards.

EDUC 651 Research and Evaluation of Practice I 3 credits

This course focuses on research and evaluation methodologies concerning the practice of teaching. Foremost will be an examination of basic elements inherent in the design and

execution of research and evaluation, and the attendant epistemological and ethical issues in its classroom implementation. Students will learn to critique published research and evaluation projects. Students will also develop a problem statement and literature review in order to become familiar with the contributions of educational researchers, teachers, and/or other professionals to the practice of teaching.

EDUC 652 Research and Evaluation of Practice II **3 credits**

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

EDUC 704 Independent Study **3 credits**

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

EDUC 705/706 Thesis **6 credits**

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

Montessori Specialization

EDMN 520 Montessori Philosophy and Educational Theory **3 credits**

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

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 the demonstration techniques appropriate for the very young child. *Prerequisite: EDMN 520, unless exempted by Program Director*

EDMN 522 Montessori: Sensorial/Music **3 credits**

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

EDMN 524 Montessori: Language**3 credits**

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

EDMN 525 Montessori: Natural & Social Sciences/Parent Education **3 cr.**

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

EDMN 523 Montessori: Mathematics**3 credits**

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

EDMN 620/621 Montessori: FALL Practicum/Internship & Seminar **5 cr.**

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

EDMN 622/623 Montessori: SPRING Practicum/Internship & Seminar **5 cr.**

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

GRADUATE PROGRAMS IN INSTRUCTIONAL TECHNOLOGY

Coordinator: Ralph E. Swan, Ph.D.

- **MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY**
 - o Educational Communications and Technology
 - o Instructional Technology Specialist Certification
- **MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY- FIVE YEAR PROGRAM**
- **CERTIFICATE OF ADVANCED STUDY IN INSTRUCTIONAL TECHNOLOGY**
- **CERTIFICATE OF PROFESSIONAL DEVELOPMENT IN INSTRUCTIONAL TECHNOLOGY**

PROGRAM CONCENTRATIONS

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

COURSE STRUCTURE

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

Attendance at each of the face-to-face meetings is a strict requirement for every course. Assignments are submitted online and may be due as early as the first face-to-face meeting. Instructional Technology provides a Start Date by which students and instructors will be expected to communicate regarding course information and possible assignments. The number and length of face-to-face class meetings are determined by the nature of each course. Typically, a course with a hands-on focus may meet as many as ten (10) times while courses with a more theoretical focus may meet five (5) times. Courses also include virtual meetings for which students will be required to make time in their personal schedules but for which travel to campus or another learning site is not necessary.

GUIDELINES FOR PARTICIPATION

Students are encouraged to register early in the time frame provided by the School of Graduate Studies. Before or on the beginning day of each term students may access the Instructional Technology site within Blackboard where they can view partial or full syllabi for their courses. They are also welcome to browse other course syllabi to gain an understanding of the various courses we offer. Separate Blackboard sites devoted solely to individual courses with a full syllabus and detailed information may become available at a later time. Student participation in online activities, including wikis, blogs, and discussion boards, is required in all courses and forms a part of the final course grade.

GUIDED INDIVIDUALIZED COURSES

A possible student option in Instructional Technology is the Guided Individualized Course (GIC). The GIC accommodates students' need for academic self-sufficiency in meeting targeted goals requiring an independent path of study. It is a special form of an independent course in which the student works under the guidance of a professor to achieve program-related goals. GIG's may be offered as a replacement for specific courses in the program.

Advance approval from the Coordinator of the Instructional Technology Program is required.

MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY

Program Requirements

Both concentrations require that students attain a certain level of sophistication in the following areas of study:

- Use of appropriate technology as a tool in achieving professional goals
- Analysis of current theories specific to the disciplines of the concentration
- Evaluation of the effects of technology on cultures and contexts

Courses

All students entering the Instructional Technology Program are expected to have a certain facility in using technology including simple operation of a computer, familiarity with word processing, and the ability to use the Internet. The Master of Science in Instructional Technology with a concentration in Educational Communications and Technology requires thirty-six (36) credit hours. The concentration through which the student may acquire Instructional Technology Specialist Certification requires thirty-nine (39) credit hours. Additional prerequisite education courses may also be required for Instructional Technology Specialist Certification.

Research

As part of meeting criteria for coursework and completing the required number of credits, each student designs, conducts and completes a behavioral research project as the final requirement for graduation. The project is normally completed as part of the course GRIT 791 Seminar in Instructional Technology. It is judged as complete when it has been presented in scholarly written format. A student who has not completed the study during Seminar in Instructional Technology registers for GRIT 795 Thesis Guidance each term until its completion. The study cannot be held in abeyance for more than two years.

CONCENTRATION IN EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY

The Educational Communications and Technology concentration is designed for the teacher eager to develop the technical skills and conceptual framework necessary for the appropriate use of technology as a tool in the learning environment. The candidate for this specialization emerges from the program with newly developed leadership skills, expertise in the use of state-of-the-art technologies in the learning process and a renewed understanding of the role technology can play in transforming the way in which we learn. Throughout their coursework students are encouraged to develop their potential as leaders by presenting at professional meetings, and possibly publishing the required research project.

Course Requirements

Candidates for the degree with a concentration in Educational Communications and Technology complete thirty-six (36) credit hours of coursework including the required courses listed below.

Courses: Educational Communications and Technology

GRIT	541	Video Communications
GRIT	550	Social Media
GRIT	593	Web Connections
GRIT	598	Scientific Inquiry: Tools for Research

GRIT	645	Introduction to Online Learning
GRIT	651	Technology-Based Learning Environments
GRIT	654	Cognition and Accessible Technologies
GRIT	671	Principles of Instructional Design
GRIT	699	Image Processing in Multimedia Design
GRIT	700	Technology Integration in Multimedia Development
GRIT	791	Seminar in Instructional Technology
GRIT	798	Ethical Leadership and the Future

INSTRUCTIONAL TECHNOLOGY SPECIALIST CONCENTRATION

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

Course Requirements

Candidates for the degree with the concentration in Instructional Technology Specialist Certification complete thirty-nine (39) credit hours of coursework including the required courses listed below.

Courses: Instructional Technology Specialist Certification

GRIT	541	Video Communications
GRIT	550	Social Media
GRIT	593	Web Connections
GRIT	598	Scientific Inquiry: Tools for Research
GRIT	645	Introduction to Online Learning
GRIT	651	Technology-Based Learning Environments
GRIT	654	Cognition and Accessible Technologies
GRIT	685	Technology Planning
GRIT	699	Image Processing in Multimedia Design
GRIT	704	Practicum and Portfolio
GRIT	785	Advising Educational Practitioners
GRIT	791	Seminar in Instructional Technology
GRIT	798	Ethical Leadership and the Future

Students with a concentration in Instructional Technology Specialist Certification graduate with a Master of Science Degree in Instructional Technology and become Instructional Technology Specialist Certification candidates. Candidates who successfully complete the Instructional Technology Specialist Certification Interview become certified as Pennsylvania Department of Education Instructional Technology Specialists.

MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY-FIVE YEAR PROGRAM

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

CERTIFICATES OF ADVANCED STUDY IN INSTRUCTIONAL TECHNOLOGY (CAS)

The Certificate of Advanced Study program is open to applicants who **have a master's degree** and are seeking to enrich their professional portfolios with current technology-related skills and understandings. We offer this certificate with concentrations in both Educational Communications and Technology and Instructional Technology Specialist Certification.

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

CERTIFICATE OF ADVANCED STUDY IN EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY

Course Requirements

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

- Required Courses (12 credit hours)

GRIT	541	Video Communications
GRIT	550	Social Media
GRIT	593	Web Connections
GRIT	654	Cognition and Accessible Technologies

- Two Electives (6 credit hours)

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

CERTIFICATE OF ADVANCED STUDY FOR INSTRUCTIONAL TECHNOLOGY SPECIALIST CERTIFICATION

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

Course Requirements

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

- Required Courses (18 credit hours)

GRIT	550	Social Media
GRIT	654	Cognition and Accessible Technologies
GRIT	685	Technology Planning
GRIT	704	Practicum and Portfolio

- Two Elective (3 credit hours)

As with the Master of Science Degree in Instructional Technology, students with the CAS for Instructional Technology Specialist certification become Instructional Technology Specialist Certification candidates. Candidates who successfully complete the Instructional Technology Specialist Certification Interview become certified as Pennsylvania Department of Education Instructional Technology Specialists.

CERTIFICATES OF PROFESSIONAL DEVELOPMENT

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

COURSE DESCRIPTIONS

GRIT 541 Video Communications

3 credits

This course surveys a fast-changing technology that has had immeasurable impact on communications, education, business and entertainment. Digital technology and increasing computer power have enabled sound and video to be manipulated much the same as graphics and text to create an explosion of multimedia materials. The course provides an historical perspective of video communications, giving the student practical experience with video tools. Class assignments are shared, either electronically with classmates and instructor or through cooperative planning and/or construction of video projects.

GRIT 550 Social Media

3 credits

This class provides an introduction social media and how classrooms and corporations are using these technologies and trends to further their missions and goals. Participants will actively research and write in order to gain an understanding of new technologies in schools and corporations; an overview of new learners/workers; and an understanding of current thinking and learning theories.

GRIT 593 Web Connections

3 credits

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

GRIT 598 Scientific Inquiry: Tools for Research

3 credits

This course focuses on epistemological issues and examines the basic elements inherent in the design and execution of research. Its overall purpose is to introduce the student to the

nature of knowledge and the process of conducting educational research and its attendant methodological and ethical issues. Students develop a problem statement, review the literature, and begin to create a research design for their research projects.

GRIT 645 Introduction to Online Learning

3 credits

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

GRIT 651 Technology-Based Learning Environments

3 credits

The focus of this course is on the development and evaluation of a constructivist technology-based, project-driven environment. Students design and implement a plan for transforming an aspect of a learning environment. In evaluating their project they utilize observations, journals, and other data-collection strategies. They bring their project to closure with a written report on their research as well as an in-class presentation of the experience. (*Summer only*)

GRIT 654 Cognition and Accessible Technologies

3 credits

Students examine the fundamentals of technology-based learning and gain comprehensive understanding of technologies accessible in educational and business environments. Course emphasis is on an understanding of the learning process and the planning and evaluation of activities that utilize these technologies effectively. The course culminates with the creation of learning projects relevant to students' current or prospective roles in instructional technology. (*Fall only*)

GRIT 671 Principles of Instructional Design

3 credits

Project management and basic skills in instructional design and development are covered in this course. Student design projects will show evidence of understanding of needs assessment, competent determination of instructional content, accurate identification of learner characteristics and effective instructional strategies. Class activities include extensive collaboration and adequate reflection on situations for which learning or other solutions may be required. (*Spring only*)

GRIT 685 Technology Planning

3 credits

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

GRIT 699 Image Processing in Multimedia Design

3 credits

Students apply principles of instructional and graphic design to develop multimedia graphics and images and then integrate their original graphics into a web-based portfolio presentation. The course provides an introduction to traditional black and white photography, as well as a focus on state of the art graphics technologies such as: Adobe Photoshop, Macromedia Flash, and Macromedia Dreamweaver. Students are also required to research issues related to the ethical use and effective implementation of imagery in educational and/or corporate

contexts.

GRIT 700 Technology Integration in Multimedia Development

3 credits

This introduction to multimedia initiates course participants into the theory and practice of multimedia development. Students explore and analyze the various software and hardware technologies necessary for the creation, storage and distribution of multimedia elements. They investigate the different authoring tools used in the design of multimedia presentations as well as explore the concepts important in the design of interactive presentations. They analyze the legal and ethical issues pertaining to the use and distribution of media elements. Adobe Premiere is the required software application. *Prerequisites: GRIT 541, 699*

GRIT 704 Practicum and Portfolio Presentation

3 credits

This course offers students in the Pennsylvania Department of Education Certification Program the opportunity to complete their required site-based internship in instructional technology. Students demonstrate through their portfolios their achievement of the Pennsylvania Department of Education standards. In their preparation for the ITS Certification Interview, students demonstrate their technical expertise, organizational skills, and presentation and leadership potential. *Prerequisite: GRIT 685 (ITS specialization only)*

GRIT 743 Internship in Leadership and Organizational Change (GIC)

3 credits

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

GRIT 748 Transformational Technologies: Research Applications (GIC)

3 credits

Students may take a second-level authoring software course as an independent study to continue work on the development of a program begun in the first level course. This second-level course may be required for completion of the research project begun in an earlier course. *Prerequisite: GRIT 710*

GRIT 750 Transformational Environments: Analysis and Evaluation (GIC)

3 credits

Students design the details of their research projects and continue to evaluate their planned data collection strategies. They test their projects on a pilot population and, after analysis of the results, make necessary revisions in their data collection strategies and evaluation methodologies. They use this pilot project as the base for their research for a master's thesis. Evaluation of the project should include both assessment of the subject's responses/activities and a qualitative component derived from open-ended questions and interviews, as appropriate. *Prerequisite: GRIT 598*

GRIT 780 Workshop: Selected Topics

1 credit

This course offers the opportunity to gain knowledge and skill in a specific area that, while relevant to the student's profession, may not be possible, feasible or convenient to obtain as a portion of the student's required or elective 3 credit courses. Workshop: Selected Topics is typically offered in an accelerated workshop format.

GRIT 781 Selected Topics (GIC)

3 credits

This course offers an opportunity for an advanced student to develop a project in response to a specific problem. Topics are selected from current research on curricular issues,

leadership, restructured organizations, distance learning or potential roles of state-of-the-art technologies in emerging environments. Participants review the literature on the selected topic, develop related technical skills, and prepare an original blueprint for the implementation of these technologies in the solution project. Students in the Instructional Design specialization design an interactive virtual environment that they test on a given population. The results of this project form the basis for their seminar research paper.

GRIT 785 Advising Educational Practitioners

3 credits

This course prepares prospective Instructional Technology Specialists to coach and consult with Pennsylvania educators as they accommodate the varied educational needs of learners. Students become familiar with the work of those who play key roles in the overall education process and gain insight into the ways in which technology may be accessed and used to meet those with special needs. *(ITS specialization only)*

GRIT 791 Seminar in Instructional Technology

3 credits

Students complete and present, in both written and oral presentation formats, the results of the research projects begun in earlier courses. They continue to analyze the literature in their specific areas of interest and consider additional activities in their development as professionals such as leadership roles, publication, and workshop and conference presentations. *Prerequisite: GRIT 598*

GRIT 795 Thesis Guidance (GIC)

1 credit

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

GRIT 798 Ethical Leadership and the Future

3 credits

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

AUTISM SPECTRUM DISORDERS PROFESSIONAL CERTIFICATE

Rosemary E. Mullaly, JD, Program Coordinator
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Rosemarie Manfredi, PsyD. Faculty and Curriculum Coordinator and Assistant Professor of Psychology manfredir@chc.edu or 215-242-7734.

Program Overview

The Chestnut Hill College School of Graduate Studies and the Chestnut Hill Autism Initiative Network (CHAIN) are proud to announce a four-course post-baccalaureate certificate to assist individuals who work or live with adults with ASD. The first cohort will begin this fall 2011 semester and complete the program the following spring 2012.

According to the latest *Pennsylvania Autism Census* (Lawer and Mandell), "the number of adults with autism [living in Pennsylvania] will increase dramatically in the near future, growing by 179% - from 3,800 in 2010 to more than 10,000 by 2014." As a result, there will be a need for:

- High-level planning for thousands of children with ASD who will transition to adulthood
- Housing—requirement planning in order to accommodate the growing population of adults with ASD
- Cross-systems coordination to maximize resources each system has to offer
- Consistent data collection methods to better prepare and strategize for the current and future ASD population
- Increased education to assist professionals in their evaluation, diagnosis, education, and provision of services for their clients.

While resources and education have increased for children with ASD, in general, the adult population - both young and old - have been overlooked. Adults with ASD face challenges that include obtaining and retaining employment, accessing appropriate housing, increasing quality of life, and enjoying safe and meaningful involvement and relationships in their communities.

This program is vitally necessary to assure that both professionals and family members are knowledgeable about the unique needs of transitioning students and adults with ASD. Moreover, this program will provide the practical information and skills to assist them with the daunting challenges they face every day.

Who should participate? Among others, the following:

- Medical Practitioners & Human Service Providers: Physicians, Physician's Assistants, Nurses, Nurse Practitioners, Mental Health Counselors, Psychologists, Behavior, Occupational, & Speech Therapists and Social Workers.
- Educators: Secondary and Post-Secondary teachers and administrators, Special Education Professionals, School District Transition Coordinators, & Vocational Education Instructors
- Adult and Community Services Providers: Job and Personal Coaches, Public Housing and Public Safety Professionals, Advocates, Attorneys, Judiciary and Law Enforcement Professionals
- Parents, Family Members, and Friends of Adults with ASD

General Information

The ASD Professional Certificate courses will be offered twice monthly on Saturdays from 8:30 to 4:30. Two courses will be offered in the fall and two in the spring, which will complete the four-course sequence. See 2011-2012 program schedule indicated below.

All courses are three credits with an option to be graded or taken as pass/fail. Courses are not designed for transfer, but may be transferrable to certain degree programs.

Tuition is \$600 per credit or \$1800 per course.

Federal Financial Aid (Stafford Loan) is available for accepted participants.

Admissions Process

Please submit the following:

- ASD Professional Certificate Application Form and Fee (currently \$55.00 - waived if you attend an Information Session—see website for dates)
- Official Bachelor's Degree Transcript (sealed)
- Statement of Interest: 400-800 word essay explaining your personal and professional experience and interest in ASD. Please include what you would like to gain from this program. Please review your essay carefully prior to submission. The quality of the writing and content will be given substantial weight in the admissions decision. Include your name, the date, and ASD Professional Certificate at the top of your paper.
- Interview with Program Coordinator

- Rosemary E. Mullaly, JD (mullalyr@chc.edu) or 215.242-7734.

ASD Professional Certificate

Fall 2011- Spring 2012 Program Schedule

Generally, classes will meet every other Saturday with exceptions for holidays. Classes will run from 8:30 AM to 4:30 PM with periodic breaks scheduled by each instructor.

- Fall I: Course 1 8/27/2011
9/10/2011
9/24/2011
10/15/2011

- Fall II: Course 2 10/29/2011
11/12/2011
12/3/2011
12/17/2011

- Spring I: Course 3 1/14/2012
1/28/2012
2/11/2012
2/25/2012
Snow Closing/Make-up Date: 3/10/2012

- Spring II: Course 4 3/17/2012
3/31/2012
4/14/2012
4/28/2012

Snow Closing/Make-up Date: 5/5/2012

Course Descriptions:

Course I -Fall I

ASDP 510 Overview of Autism Spectrum Disorders 3 credits

Provides a basic understanding of the current research into ASDs across the lifespan with an emphasis on adolescence and adulthood. Reviews the history of ASDs and current literature into its neuropsychological aspects, incidence, prevalence, and manifestations. (New course Fall 2011.)

Course 2- Fall II

ASDP 520 Interventions & Accommodations for Adolescents & Adults with ASD 3 credits

Reviews the research into interventions effective for addressing ASD, emphasizing evidence-based therapies and treatments for adolescents and adults. Participants will learn to critically evaluate research and use of various interventions and treatments. (New course Fall 2011.)

Course 3 – Spring I

***ASDP 530 Maximizing Independent Living Skills for Adolescents and Adults with ASD* 3 credits**

Addresses the issues relevant to independent living including transition and post-secondary educational options, vocational training and employment, housing, meaningful and safe community involvement, and improving life skills and functional independence. An emphasis will be placed on individual differences and the development of individualized programs and interventions.

Course 4 – Spring II

***ASDP 540 Quality of Life and Family Issues for Adolescents and Adults with Autism Spectrum Disorders* 3 credits**

Reviews quality of life issues for adolescents and adults with ASD as well as their family members. Topics will include social skills development with an emphasis on sexuality and relationships. Family issues include legal and financial decisions, self-care for caregivers, and individuals with ASDs as spouses and parents. Course also offers guidance and guidelines for ASD advocacy.