

2017-2018

WCU Psychology  
Doctorate in Clinical  
Psychology (PsyD)

Program Handbook

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## PROGRAM MISSION, OVERVIEW, AND STUDENT LEARNING OUTCOMES

### *Program Mission*

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The West Chester University PsyD program in clinical psychology follows a practitioner-scholar model that prepares students for leadership roles as culturally competent psychologists. Graduates of WCU's program will be able to employ evidence-based interventions to assess, treat, and prevent mental, emotional, and behavioral disorders particularly among individuals who are at greatest risk and demonstrate the greatest need. The program prepares students to be critical consumers of research, and to develop and evaluate interventions for the purpose of quality improvement and clinical decision-making. The program provides significant training in assessment and therapeutic interventions through didactic coursework and supervised clinical training experiences beginning in the first year of the program. Graduates of WCU's program will be adaptive to new knowledge in the field and responsive to emerging needs in an increasingly diverse society.

Upon completion of the PsyD from WCU, students will be eligible to pursue a license as a clinical psychologist, to practice as culturally competent psychotherapists, to supervise graduate students training in mental health related disciplines, to provide consultation related to mental health within a diverse range of communities and organizations, to answer clinical research questions using empirical methods, to be informed consumers of the theoretical and empirical literature related to clinical psychology, and to teach undergraduate and graduate students in topics related to clinical psychology.

### *Program Overview*

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The program has eight categories of training goals that organize our curriculum: (1) Basic Foundations in Psychology, (2) Professional Skills, (3) Cultural Competence, (4) Evidence Based Assessment, (5) Evidence Based Intervention, (6) Supervision, (7) Consultation, and (8) Research. Graduates of this program will demonstrate proficiency and expertise in each of these areas. Students will complete a minimum of 114 credit hours spread across five years, with the fifth year dedicated to a full-time clinical internship as required by the American Psychological Association. Of the required credits for the PsyD at West Chester University, 12 credits (or four courses) will be elective courses. Students are required to choose between one of two specialty tracks: Child and Adolescent Health or Post Traumatic Stress. Elective courses and practicum training experiences provide students the opportunity to gain depth of training and expertise in one of their chosen specialty areas (i.e., Child and Adolescent Clinical Health or Post Traumatic Stress).

Students will complete a minimum of 114 credit hours spread across five years, with the fifth year dedicated to a full-time pre-doctoral clinical internship, as required by the American Psychological Association. Of the required credits for the PsyD at West Chester University, 12 credits (or four courses) will be elective courses. Students will be required to choose between one of two specialty tracks: Child and Adolescent Health or Trauma. In consultation with his/her advisor, each student will select 4 elective courses that support the student's specific training

goals and that enhance learning in the student's specialty track. Elective courses and advanced practicum training experiences (i.e., externships) during the third and fourth year will provide students the opportunity to gain depth of training and expertise in their chosen specialty area (i.e., Child and Adolescent Clinical Health or Post Traumatic Stress).

First year students will complete required clinical courses in preparation for their clinical practice training which begins in Spring of Year 1, when students start their psychology clinic practicum experience in the program's in-house clinic, WCU Community Mental Health Services. The WCU community clinic is an on-campus clinic serving both the campus community and the broader West Chester area community. Training in the clinic will extend through the Summer of Year 1 and the Fall and Spring of Year 2. In addition, Year 2 students complete required courses, including remaining core and foundational courses. Training in specialty areas begins in the third year, with advanced practicum assignments through off-campus partner agencies and elective courses focused on either Child and Adolescent Clinical Health or Trauma. Third year students also complete courses in program evaluation, as well as clinical supervision and consultation in clinical practice. In Year 4, students continue their advanced practicum training and elective coursework, while completing their dissertation.

All students will have their dissertation proposals completed and successfully defended before the end of the Fall semester of Year 3. Comprehensive exams, due by the end of the Summer term of Year 3, will be case oriented, based on actual cases from the student's first or second year practicum experiences in the in-house clinic, with an oral defense. Students must pass their comprehensive exam prior to applying for clinical internship. Students will apply for clinical internship during Year 4 (and complete clinical internship during Year 5 - 3 credits total).

A Masters of Arts degree in Psychology will be awarded to students who successfully complete Year 1 and Year 2 course work (69 credits), the dissertation proposal defense, and the comprehensive examination.

### **Students with an MA in Clinical Psychology**

Students who have already earned an MA in clinical psychology from WCU or from another institution will continue their clinical training upon entering the WCU PsyD program. With approval from the Director of Clinical Training, these students will be able to apply select courses completed in their MA program toward their PsyD requirements. Up to 30 credits completed within the WCU clinical MA program or up to 12 credits completed elsewhere will be eligible for transfer to the PsyD program. In the Fall semester of Year 1 students who enter the PsyD program with a clinical psychology MA will begin their clinical practicum at WCU Community Mental Health Services, the in-house clinic. These students will follow the same course sequence as students who enter the program without a clinical psychology MA. However, the number of credits required of students will be reduced during one or more semesters, depending on the number of transfer credits. Students who enter the PsyD program with a clinical psychology MA from WCU may choose to reduce their time to degree completion to 4 years (1 year reduction).

*Student Learning Outcomes*

<b>WCU PSYD PROGRAM GOALS AND STUDENT LEARNING OUTCOMES</b>
<b>I. BASIC FOUNDATIONS:</b>
a. To demonstrate an understanding of the major concepts and empirical findings in biological, social, cognitive and affective bases of behavior.
b. To apply major concepts and empirical findings in biological, social, cognitive and affective bases of behavior to clinical science and practice.
c. To demonstrate an understanding of the major systems and historical trends related to clinical psychology and how specialty areas within clinical science have evolved.
<b>II. PROFESSIONAL SKILLS:</b>
a. To demonstrate a strong knowledge of legal and ethical principles guiding clinical practice, research, teaching, and professional relationships.
b. To consistently engage in legal and ethical behavior and decision making in clinical practice, research, teaching, and professional relationships.
c. To disseminate professional expertise in the service of advocacy for clients, communities, organizations, and/or interest groups.
d. To use professional expertise to develop new programs that are responsive to changing needs of clients and communities.
e. To use professional expertise to develop grant proposals to support new and existing programs and/or research related to clinical science.
f. To demonstrate an understanding of multiple theories of clinical practice.
g. To effectively apply at least two theoretical orientations in clinical practice.
<b>III. CULTURAL COMPETENCE:</b>
a. To demonstrate an understanding of the meaning and value of multiculturalism and cultural competence.
b. To identify the ways in which privilege and oppression impact individual perceptions of the world and of the therapeutic process.
c. To develop an understanding of one's own social identity in terms of class, race, ethnicity, gender, and sexual orientation.
d. To understand how one's own sociocultural identity shapes one's values, beliefs, and perceptions, as well as the therapeutic process.
e. To acquire knowledge of and to identify the clinical implications of common cultural beliefs, values, and norms among a variety of cultural groups within the U.S.
f. To demonstrate an understanding of various strategies for providing culturally competent clinical care.
g. To effectively apply culturally competent strategies in clinical practice.
<b>IV. EVIDENCE-BASED ASSESSMENT:</b>
a. To become familiar with a wide array of assessment measures and to demonstrate the ability to select appropriate measures that are responsive to client needs.
b. To effectively administer a wide variety of clinically relevant and empirically supported assessment measures.
c. To effectively score and interpret a wide variety of clinically relevant and empirically supported assessment measures.

d. To use one's professional expertise to develop new assessment measures and/or adapt existing assessment measures that are responsive to the needs of clients and communities.

e. To apply clinical data gathered during assessment to inform diagnosis of psychopathology using the DSM-V.

f. To apply clinical data gathered during assessment to inform the development of a theoretically based formulation/case conceptualization.

g. To effectively communicate, orally and in written form, assessment results for multiple audiences (e.g. client/family, school, referring providers, courts, etc.).

**V. EVIDENCE-BASED INTERVENTION:**

a. To develop an understanding of a wide array of empirically supported interventions and to demonstrate the ability to select appropriate interventions that are responsive to client needs.

b. To effectively implement clinical interventions that are responsive to client needs.

c. To evaluate the effectiveness of a clinical intervention in preventing or remediating signs and symptoms of psychopathology.

d. To use professional expertise to develop new methods of intervention and/or adapt existing interventions in response to the needs of clients and communities.

**VI. SUPERVISION:**

a. To develop an understanding of a variety of models of clinical supervision.

b. To demonstrate knowledge of the responsibilities governing the supervisory relationship, including the responsibilities of a supervisor and the responsibilities of a supervisee.

c. To develop and maintain a strong supervisory relationship by behaving in ways that are consistent with the responsibilities of a supervisor and a supervisee.

**VII. CONSULTATION:**

a. To conduct an effective needs assessment in a variety of settings, including clinic, community, and school contexts.

b. To develop strong working relationships within a variety of settings using community partnership approaches.

c. To implement interdisciplinary models of care within a variety of settings, including clinic, community, and school contexts.

d. To consult within a variety of settings, including clinic, community, and school contexts.

**VIII. RESEARCH:**

a. To effectively evaluate empirical research.

b. To demonstrate knowledge in scientific methodology and research design relevant to clinical science.

c. To effectively apply scientific methodology and research design in conducting independent research to advance clinical science.

## ACADEMIC RECRUITMENT AND ADMISSION

The mission of graduate education at West Chester University is to provide high-quality, accessible graduate degree, professional growth, certification, and certificate programs responsive to students' needs for professional development and educational enrichment. The offerings reflect a wide range of master's programs as well as a selected number of doctorate, specialist and professional growth opportunities. The quality of programs is enhanced by the graduate students' access to and interaction with faculty and by the richness of the diverse student body. The graduate programs are integrated with the research, outreach, and development functions of the University. The faculty fosters excellence in teaching and promotes an intellectual environment that actively supports quality graduate education.

The WCU PsyD program is committed to recruiting a diverse group of highly qualified students with a variety of academic, clinical, and life experience.

### *Admission Procedure*

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Applications for admission are available online from the Graduate Studies web page: [www.wcupa.edu/grad](http://www.wcupa.edu/grad). The Office of Graduate Studies is available to assist with questions about accessing and completing the application: McKelvie Hall, West Chester University, West Chester, PA 19383, Phone: 610-436-2943.

### *Admission Requirements*

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#### Application Requirements:

The following undergraduate or graduate level courses are required in preparation for the WCU PsyD Program:

- Introduction to Psychology
- Statistics
- Research Methods
- Abnormal Psychology
- Personality Psychology (IF AN OFFER OF ADMISSION TO THE PSYD PROGRAM IS MADE, THIS COURSE MUST BE COMPLETED PRIOR TO MATRICULATING)

#### GRE:

- General test (Verbal and Quantitative sections) required in last 5 years, even for applicants with a previous graduate degree
- Minimum Scores Strongly Recommended: 153 (V) and 148 (Q)
- We DO NOT require the Psychology Subject Test

#### Other Application Requirements:

- Undergraduate Psychology Major is required OR a major from a related discipline UNLESS the applicant has already obtained a graduate degree in Psychology
- GPA Requirements – BA/BS minimum 3.0 and for applicants with a Master-level degree a GPA of 3.3 for graduate program

### Application Materials:

- WCU Graduate Application and application fee
- Current CV, including Research Experience and Clinical Experience
- Personal statement (no more than 3 pages, double-spaced) addressing each of the following:
  - Why you want to pursue a PsyD
  - How the PsyD program at WCU fits with your professional goals, including the match between your interests and those of specific WCU psychology department faculty members
  - Your interest in and experience working with diverse populations
  - Your interest in traumatic stress, children, or adolescents
  - Your primary clinical interests and experience
  - Your research interests and experience
  - Special aspects of your academic background you feel make you especially well prepared for a career in professional psychology
  - Any specific weaknesses in your application that you feel should be explained
- 3 letters of recommendation, at least one from an individual who is familiar with the academic and/or scholarly qualifications of the applicant (NOTE: for applicants who have been out of school for a lengthy period, and therefore are at a disadvantage in terms of obtaining recommendations from course instructors/professors, a letter may be provided by an individual who is familiar with the applicant's scholarship, such as a co-author on a publication, a collaborator on a public service grant, a co-presenter in a training workshop, etc.)
- List 3 faculty members from any sub-discipline within the WCU Psychology Department who you would like to serve as your dissertation research mentor. (NOTE: PsyD students are encouraged to consider identifying potential faculty research mentors who are not clinical psychologists, in addition to the clinicians who represent the core faculty within the PsyD program.)

### Admission Timeline

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- Admissions to the PsyD program are made for the Fall semester only, with December 15<sup>th</sup> as the deadline for completed applications. Applications received after this date will be reviewed only on a space-available basis.
- An on-campus interview is required of all successful applicants before an admission decision is made. Not all applicants will be invited for an on-campus interview. Offers for on-campus interviews will be made by January 31<sup>st</sup>. The on-campus interview day is always the third Friday in February.
- Applicants will be informed of admissions decisions on or around March 1<sup>st</sup>.
- Student matriculation decisions are due by April 1<sup>st</sup>, at which time a \$400 deposit is required.

### Non-Degree Coursework Prior to Admission

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WCU allows for course work to be taken on a non-degree basis. Courses taken may count for degree credit if the student is subsequently admitted to a degree program. Students approved to enroll in PsyD courses on a non-degree basis are only permitted to take up to 9 semester hours, upon completion of which they must be admitted to a degree program in order to continue taking graduate courses. Approval to enroll in a PsyD course as a non-degree student must be granted by the Director of Clinical Training, or Graduate Coordinator, and the course instructor. Approval to take courses on a non-degree basis does not obligate the Department to admit the student to a degree program.

## DEGREE REQUIREMENTS

An overview of the curriculum for full-time graduate students in the PsyD program is presented below. Until the program receives APA accreditation, it will not include a track for non-traditional students; for the first 5 years of the program we will restrict admission to full-time students. In consultation with his/her advisor, students will select 4 elective courses that support the student's specific training goals and that enhance his/her learning in the student's specialty track.

### *Course Work*

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Students must complete a minimum of 114 credits to earn the Doctor of Psychology degree from WCU. Successful completion of the courses listed below is required of all PsyD students:

#### Introductory and Foundational Courses (21 credits):

PSY601 Introduction to Statistics/Research Methods  
PSY602 Advanced Statistical Methods  
PSY604 History and Systems of Psychology  
PSY605 Biological Bases of Behavior  
PSY607 Cognitive-Affective Bases of Behavior  
PSY608 Developmental Bases of Behavior  
PSY609 Advanced Social Psychology

#### Core Courses in Clinical Psychology (12 credits):

PSY700 Adult Psychopathology  
PSY701 Child and Adolescent Psychopathology  
PSY705 Multicultural Clinical Psychology  
PSY708 Ethical, Legal, & Professional Issues in Psychology

#### Psychotherapy Courses (12 credits):

PSY710 Psychotherapy I: Cognitive-Behavioral Theory and Interventions  
PSY712 Psychotherapy II: Interpersonal and Psychodynamic Theory and Intervention  
PSY714 Psychotherapy III: Child and Family Therapy  
PSY716 Psychotherapy IV: Group Dynamics/Group Interventions

#### Assessment Courses (6 credits):

PSY720 Assessment I: Intellectual Assessment  
PSY721 Assessment II: Personality Assessment

#### Applied Clinical Courses (30 credits):

PSY730 Clinical Skills Practicum  
PSY731 Supervision (minimum 4 credits required)  
PSY732 Consultation and Supervision in Clinical Practice  
PSY733 Clinic Practicum (minimum 8 credits required)

PSY734 Advanced Clinical Practicum (minimum 12 credits required)

Applied Research Courses (9 credits):

PSY740 Research Practicum (6 credits required)

PSY741 Program Evaluation

Capstone Courses (minimum 12 credits):

PSY800 Dissertation (minimum 9 credits required)

PSY890 Clinical Internship (3 credits required)

Electives (minimum 12 credits):

To be selected by student in consultation with his/her academic advisor

*Dissertation Proposal*

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In advance of defense of the dissertation proposal, students must convene a committee composed of a minimum of three faculty members who will have the responsibility of examining the quality of the proposal and subsequent completed dissertation. The Committee membership includes the dissertation chairperson and two or three additional members. The research mentor assigned to the student upon admission to the PsyD program will serve as chair of the dissertation committee. The chair and at least one other committee member must be members of the West Chester University Department of Psychology faculty. Permanent part-time faculty members may serve as the chair or as a committee member. Temporary faculty members may be approved for committee membership but may not serve as chair. At least one member of the committee must be a licensed mental health provider possessing a doctorate, preferably a Licensed Psychologist. A qualified individual, approved by the dissertation chair, from a different department or from outside the University may serve on the committee as a third or fourth member. Each dissertation committee must be approved in advance of defense of the dissertation proposal by submitting a completed Dissertation Committee Approval Form to the Director of Clinical Training by the end of the Drop/Add period in Fall of Year 3.

Each student will complete a draft of the dissertation proposal in Year 2 as part of the PSY740 Research Practicum course and in collaboration with the dissertation chair. At the end of the Spring semester in Year 2, as a capstone experience in PSY740, students will give an oral presentation of their proposal in a symposium open to all psychology faculty and students to attend. The symposium presentation will allow students to share their initial research plans with faculty prior to inviting specific faculty members to join the student's dissertation committee.

All students must have their dissertation proposals completed and successfully defended by the end of the Fall semester of Year 3. The dissertation proposal will include a comprehensive review of the theoretical and empirical literature relevant to the dissertation topic and a thorough description of the dissertation study (including identification of the gaps in the literature that the study is expected to fill, research aims and hypotheses, participant

recruitment plan, study instruments, study procedure, data analytic plan, and anticipated clinical implications). Dissertation proposals will be submitted to the student's dissertation committee by the fifth week of the Fall semester of Year 3, prior to the dissertation proposal defense. The student will have the opportunity to meet with the dissertation committee informally prior to scheduling the dissertation proposal defense, and the decision to take advantage of the informal committee meeting will be made in collaboration with the dissertation chair. The informal dissertation committee meeting allows the members of the committee to ask questions and offer feedback regarding the proposal, which may help the student and chair to reconceptualize aspects of the proposal prior to the formal proposal defense. The student will present the completed dissertation proposal to his/her committee in a 20 minute oral presentation with visual aids.

The student's dissertation committee will evaluate the proposal and either grant the student approval to proceed with the proposed study or deny approval, pending revisions. Students who are denied approval, pending revisions, will have an opportunity to revise the proposal and initiate the dissertation proposal defense for a second time (at the discretion of the clinical faculty). Students may not propose their dissertation to their committee more than two times. For instances when new IRB approval is required, the IRB application should be submitted after committee approval of the dissertation proposal and before the start of any data collection.

### *Comprehensive Exam*

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No later than the end of the Spring semester of Year 3, students will complete their clinical comprehensive examination, which will involve preparing a portfolio based on a case selected from their clinical practicum in the WCU Community Mental Health Services (CMHS) clinic and presenting the case portfolio to the PsyD Clinical Comprehensive Examining Committee. The Comprehensive Examining Committee is a standing body comprised of three PsyD program faculty who are licensed psychologists. The Director of Clinical Training and CMHS Clinic Director are permanent members of the committee, and the third appointed member of the committee will serve a fixed terms of 1 year. Appointed members may be full-time or temporary faculty. Clinicians with expertise in the PsyD program's two specialty areas, Child and Adolescent Mental Health and Trauma, will be represented on the committee. The committee will have a standing meeting time every two weeks in order to discuss potential cases with students and to schedule students' case portfolio presentations.

Students must select an individual, family therapy, or group case from their CMHS clinic practicum on which to base their case portfolio. For family therapy and group cases, there must be an identified client. The identified client must have been seen for a minimum of 6 therapy sessions, excluding intake and assessment sessions. Students will prepare a written case portfolio (20-30 pages total) which will include the following:

- Intake (3-5 pages) – history, cultural background, mental status
- Assessment & Diagnosis (2-4 pages) – initial assessment, justification for selection of assessment tools and ultimate diagnosis (including rule outs), selection of tool(s) for progress monitoring

- Case conceptualization (3-5 pages) – biopsychosocial formulation of the case, with an emphasis on the client’s intersecting identities
- Treatment plan (4-6 pages) – course of treatment, justification of the evidence-based intervention(s) selected, with progress monitoring data included
- Literature review (6-8 pages) – discussion of the evidence-based intervention(s) selected
- Summary & Disposition (2 pages) – summary of the course of treatment and disposition of the case at the time of termination or to date (if case is on-going), including discussion of all ethical issues relevant to the case

Students will submit the required case portfolio to the comprehensive examining committee no less than 14 days prior to the oral examination. The oral examination will include a 15-20 minute oral presentation of the case, followed by a 15-20 minute question and answer session with examining committee. The student will present case information from their portfolio demonstrating mastery of the following student learning outcomes:

Professional Skills:

- To demonstrate a strong knowledge of legal and ethical principles guiding clinical practice, research, teaching, and professional relationships.
- To consistently engage in legal and ethical behavior and decision making in clinical practice, research, teaching, and professional relationships.
- To demonstrate an understanding of multiple theories of clinical practice.
- To effectively apply at least two theoretical orientations in clinical practice.

Cultural Competence:

- To demonstrate an understanding of the meaning and value of multiculturalism and cultural competence.
- To identify the ways in which privilege and oppression impact individual perceptions of the world and of the therapeutic process.
- To develop an understanding of one’s own social identity in terms of class, race, ethnicity, gender, and sexual orientation.
- To understand how one’s own sociocultural identity shapes one’s values, beliefs, and perceptions, as well as the therapeutic process.
- To acquire knowledge of and to identify the clinical implications of common cultural beliefs, values, and norms among a variety of cultural groups within the U.S.
- To demonstrate an understanding of various strategies for providing culturally competent clinical care.
- To effectively apply culturally competent strategies in clinical practice.

Evidence-Based Assessment:

- To become familiar with a wide array of assessment measures and to demonstrate the ability to select appropriate measures that are responsive to client needs.
- To effectively administer a wide variety of clinically relevant and empirically supported assessment measures.

- To use one’s professional expertise to develop new assessment measures and/or adapt existing assessment measures that are responsive to the needs of clients and communities.
- To apply clinical data gathered during assessment to inform diagnosis of psychopathology using the DSM-V.
- To apply clinical data gathered during assessment to inform the development of a theoretically based formulation/case conceptualization.
- To effectively communicate, orally and in written form, assessment results for multiple audiences (e.g. client/family, school, referring providers, courts, etc.).

Evidence-Based Intervention:

- To develop an understanding of a wide array of empirically supported interventions and to demonstrate the ability to select appropriate interventions that are responsive to client needs.
- To effectively implement clinical interventions that are responsive to client needs.
- To evaluate the effectiveness of a clinical intervention in preventing or remediating signs and symptoms of psychopathology.
- To use professional expertise to develop new methods of intervention and/or adapt existing interventions in response to the needs of clients and communities.

Supervision:

- To develop an understanding of a variety of models of clinical supervision.
- To demonstrate knowledge of the responsibilities governing the supervisory relationship, including the responsibilities of a supervisor and the responsibilities of a supervisee.
- To develop and maintain a strong supervisory relationship by behaving in ways that are consistent with the responsibilities of a supervisor and a supervisee.
- Consultation:
- To develop strong working relationships within a variety of settings using community partnership approaches.
- To implement interdisciplinary models of care within a variety of settings, including clinic, community, and school contexts.
- To consult within a variety of settings, including clinic, community, and school contexts.

Committee members will ask questions and offer feedback to the student during the exam and ultimately evaluate the student as passing or failing. Students who fail the Comprehensive Exam may have an opportunity to repeat the exam a second time (at the discretion of the clinical faculty). Students may not take the Comprehensive Exam more than two times.

*Dissertation Defense*

Students will conduct an empirical research study under the close supervision and mentorship of a faculty member (i.e., dissertation chair). Students will orally defend their dissertation to their dissertation committee (described above). The completed dissertation will be submitted to the student’s dissertation committee no less than 14 days before the dissertation defense. During the dissertation defense, the student will present the completed dissertation to the

dissertation committee in an oral presentation demonstrating mastery of the following student learning outcomes:

Basic Foundations:

- To demonstrate an understanding of the major concepts and empirical findings in biological, social, cognitive and affective bases of behavior.
- To apply major concepts and empirical findings in biological, social, cognitive and affective bases of behavior to clinical science and practice.
- To demonstrate an understanding of the major systems and historical trends related to clinical psychology and how specialty areas within clinical science have evolved.

Research:

- To effectively evaluate empirical research.
- To demonstrate knowledge in scientific methodology and research design relevant to clinical
- To effectively apply scientific methodology and research design in conducting independent research to advance clinical science.

During the defense, the dissertation committee may ask questions, offer feedback, and/or require revision. The student's dissertation committee will evaluate the dissertation as passing or failing. Each committee member has a vote to pass or fail a dissertation; in order for the dissertation to be considered passed, all members of the committee must vote in the affirmative. Students who fail the dissertation defense may receive a grade of IP (In progress) and have an opportunity to revise the dissertation and initiate the dissertation defense for a second time (at the discretion of the clinical faculty). Students may not defend their dissertation to their committee more than two times. Students who do not successfully defend their dissertation within the semester in which they are enrolled in PSY800 (Dissertation) will receive an IP grade and may be required to enroll in a credit-bearing course for every subsequent semester (Fall/Spring) during which they are continuing to work on the project, until the IP is removed.

## ADMINISTRATIVE ORGANIZATION AND FINANCIAL ASSISTANCE

### *Psychology Department Graduate Committee*

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The Graduate Committee consists of six voting members: the two Graduate Coordinators, three faculty members, and one graduate student representative (with one graduate student alternate). The committee recommends policies regarding the graduate programs to the Department of Psychology, oversees departmental policies, and serves to mediate individual issues regarding graduate policy.

### *PsyD Program Clinical Training Committee*

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The PsyD Program Clinical Training Committee consists of the clinical faculty in the Psychology Department. The committee makes recommendations to the Psychology Department Graduate Committee regarding the PsyD program curriculum and student progression, makes admissions decisions for the PsyD program, and monitors and evaluates student progress through the PsyD program.

### *Financial Assistance*

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The WCU Clinical Psychology PsyD program has competitive tuition rates, compared to other regional PsyD programs. Tuition and fees for the current academic year may be accessed through the following link:

<http://www.wcupa.edu/information/afa/fiscal/bursar/tuition.asp#DoctorofClinicalPsychologyProgramTuitionandFees>.

In addition, the PsyD program is pleased to offer all incoming PsyD students a Graduate Assistantship that will cover 50% of tuition during Fall, Spring, and Summer of Year 1 (with the potential to renew for an additional two years, pending adequate student performance). Graduate Assistantship contracts are executed separately for the Fall, Spring, and Summer sessions. For a student enrolled in the required Fall – Year 1 courses (i.e., 15 credits), the terms of the Graduate Assistantship include tuition remission (or a tuition waiver) for 7.5 credits, a stipend in the amount of \$1,950, and the expectation of fulfillment of 12.5 hours of research assistantship duties. Every effort will be made to ensure that the Graduate Assistantship is in the research lab of the student’s dissertation chair/research mentor. Satisfactory work performance and excellence in academic performance are necessary in order to maintain the assistantship.

Graduate Assistants must schedule for the appropriate number of graduate credits (9-15 full-time) throughout the semester, and are not permitted to withdraw from graduate course work after the semester begins, without the approval of the Dean of Graduate Studies. Graduate Assistants must maintain a 3.0 cumulative grade point average per semester.

Psychology graduate students may also obtain assistantships in other areas of the University. The Office of Research and Development, Office of Institutional Research, Academic Development Program, Frederick Douglass Institute, and Residence Life have all supported

Psychology graduate students in the recent past. Given the rigors and the scheduling demands of the PsyD program, students are encouraged to pursue Graduate Assistantships on campus rather than securing employment off-campus.

West Chester participates in the National Defense Education Act of 1958 under which long-term loans may be obtained at a low interest rate. The University also participates in the Pennsylvania Higher Education Assistance Act (PHEAA) of 1963 which provides for student loans for Pennsylvania residents through participating banks. Students who wish to apply for either of these loans may obtain application forms and additional information on financial assistance from the Director of Financial Aid at 25 University Avenue, Suite #30.

#### RESIDENCE REQUIREMENTS

In order to be eligible for some types of financial assistance, students may have to satisfy a Pennsylvania residency requirement or take a minimum number of credit hours during a semester.

Students who wish to apply for a PHEAA loan must reside in Pennsylvania for 30 days immediately prior to the date of filing a loan guarantee application.

Students who have problems or questions concerning the residence requirements should contact the University Graduate Studies Office ([www.wcupa.edu/grad](http://www.wcupa.edu/grad)).

## STUDENT PERFORMANCE EVALUATION, FEEDBACK, ADVISEMENT, RETENTION AND TERMINATION DECISIONS

### *Student Performance Evaluation, Feedback, and Advisement*

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Students must achieve satisfactory academic progress by maintaining the minimum GPAs for the program and core course sections of this Handbook and the related sections of the Graduate Catalog of West Chester University.

Degree students must repeat required courses for which they received a grade of less than B-. Students may repeat courses to improve their grades, but only two courses may be repeated, and no course may be repeated more than once. A PsyD student earning an F in any course will be dismissed from the university, as will a student whose GPA falls below a 3.0.

Admission and degree candidacy in the graduate program may be rescinded for reasons other than inadequate academic progress at any point in the program following admission (see Progression Requirements below). If, in the judgment of the PsyD Clinical Training Committee and the Psychology Graduate Committee, the best interests of the student and/or profession require that the student select a different program or withdraw from the graduate program entirely, the student shall be so informed by the Director of Clinical Training. Every effort will be made to make such a decision at the earliest point in the student's tenure. A written summary of the Graduate committee's reasons for requiring a change in student status will be provided to the student and maintaining in the student's official record.

### PROGRESSION REQUIREMENTS

There will be annual reviews of student progress by the clinical faculty. PsyD students will prepare an annual review of program progress for faculty (due at the end of the academic year). Students will be given written feedback from the committee regarding their progress annually. In addition to the review process described below, students will meet regularly with their academic advisor, at which time the advisor will offer feedback to the student on his/her progress through the PsyD program. Faculty will review student progress as described below:

1. The doctoral student annual performance review occurs at the conclusion of Summer courses for all doctoral students, beginning at the end of Year 1. The review, which is based on the student's self-assessment, as well as feedback from course instructors, clinical supervisors, and research mentors, is intended to promote the student's professional development and degree progress. Student performance will be rated in four areas: Academics, Clinical Practice, Professionalism, and Dissertation. Each area and the overall review will be given a rating of Commendable (exceeds expected standards), Satisfactory (meets expected standards), Satisfactory with Concerns (meets standards, with some need for improvement), or Unsatisfactory (does not meet expected standards, with grounds for probation).
2. The PsyD Program Clinical Training Committee completes will complete the Annual Student Performance Review at the end of the first year, and any problems noted,

suggesting an inability to effectively complete the program, will be addressed formally with the student, and the student will be placed on probation. Students will be placed on probation if two or more of the four areas of performance being evaluated are rated Unsatisfactory. Mid-way through the second year, any student on probation is re-evaluated and provided feedback on their progress (or lack thereof). (ANY student may be re-evaluated at this point if a concern has developed following the initial 1<sup>st</sup> year evaluation.) At the end of the 2<sup>nd</sup> year, *all* students are again evaluated. Those who are evaluated favorably will continue with the program. Those who are evaluated unfavorably, with one or more of the areas of performance previously rated as Unsatisfactory receiving an Unsatisfactory rating again in Year 2, will be dismissed from the program.

3. Following the successful completion of Year 3, students apply for degree candidacy. Degree candidacy will be evaluated by the PsyD Program Clinical Training Committee; the committee may deny an application for degree candidacy and remove the student from the program at this point. Students will have the option of applying for their MA degree simultaneously with the application for degree candidacy.
4. All students are evaluated by the PsyD Program Clinical Training Committee following the comprehensive examination (i.e., end of year 3). Any student may be removed from the program for failing the comprehensive exam. Students may request permission from the PsyD Program Clinical Training Committee to take the exam a second time. The Clinical Training Committee may grant this request only if the student presents sufficient evidence to satisfy the committee that their failing performance on the exam was an anomaly AND the committee is satisfied that the student is in good standing regarding all other aspects of the PsyD program (e.g., course performance, course progression, dissertation proposal defense, dissertation research progress, clinical training, etc.).
5. Any student can be removed from the program for failing the dissertation defense. Students may request permission from the PsyD Program Clinical Training Committee to defend his/her dissertation a second time. The Clinical Training Committee may grant this request only if the student presents sufficient evidence to satisfy the committee that their failing performance during the defense was an anomaly AND the committee is satisfied that the student is in good standing regarding all other aspects of the PsyD program (e.g., course performance, course progression, comprehensive exams, clinical training, etc.).

### GRADUATION

Students must apply for graduation during the semester they intend to graduate. The following are deadline dates for applying to graduate: May graduation -- February 1; August graduation -- June 1; December graduation -- Oct. 1. Graduation applications can be obtained at the Office of Graduate Studies, or from the WCU Office of Graduate Studies web page ([www.wcupa.edu/grad](http://www.wcupa.edu/grad)). **In the event the student does not graduate in the semester that they applied, the student must re-apply for graduation.**

## *University Policy Regarding Retention and Termination Decision*

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### ACADEMIC PROBATION AND DISMISSAL

It is the policy of the Office of Graduate Studies that any student who has earned an F as the final course grade will be immediately dismissed from their program.

Students dismissed from the university may apply for re-admission. Courses taken prior to the dismissal may be applied to a subsequent program with departmental consent. The original program reserves the right to refuse to re-admit the student.

Grades earned during summer sessions count the same as grades earned during the academic year. All grades recorded determine the student's academic status, even if a student changes degree programs. Students dropped from a graduate program due to unsatisfactory work will not be permitted to take courses for credit towards a graduate degree in that department beyond the semester in which they are dropped.

To be eligible to receive a graduate degree, graduate students must complete all requisite courses and credits with a cumulative GPA of at least 3.00. Students holding graduate assistantships who fail to maintain a 3.00 cumulative GPA will have their assistantships revoked or will not have them renewed. This policy includes courses taken during summer sessions. Departments also may stipulate higher academic standards for maintaining assistantships.

## DUE PROCESS AND GRIEVANCE PROCEDURES

### *Student Academic Concerns*

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The University expects students to learn and to follow academic policies and procedures as stated in the [Graduate Catalog](#), the Ram's Eye View Student Handbook, and department or academic program handbooks. If a question or problem should arise concerning a course, a grade, a course of study, an academic requirement, or any other academic issue, the student should first consult the appropriate University or program document. If the student then believes it is necessary to seek a personal resolution of a problem from a University official, the student should follow these guidelines:

STEP 1: The student discusses the problem with the relevant professor or with his or her academic adviser.

STEP 2: If there is no resolution at Step 1, the student discusses the problem with the Director of Clinical Training and/or the Department Chairperson.

STEP 3: If there is no resolution at Step 2, the student discusses the problem with the Dean of the College of Science and Mathematics. The dean has final authority on college academic policies and procedures.

STEP 4: If the academic problem involves a University-wide policy or procedure, and if there is no resolution at Step 3, the graduate student may bring the problem to the Dean of Graduate Studies. The provost has final authority on University academic policies and procedures.

The University considers students to be adults who take responsibility for solving their own problems. Furthermore, the privacy act prevents University officials from discussing a student's academic record/performance with anyone except the student, unless the student provides written permission to be kept on file in the Office of the Registrar, or unless the student brings another person to a meeting with a University official.

### *WCU Academic Integrity Policy*

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Any situation involving a violation of academic integrity is of major concern to the University. Faculty members preserve and transmit the values of the academic community through example in their own academic pursuits and through the learning environment that they create for their students. They are expected to instill in their students a respect for integrity and an understanding of the importance of honesty within their chosen profession. Faculty must also take measures to discourage student academic dishonesty.

Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards of academic integrity. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

First, the instructor has both the right and responsibility to demand academic honesty if a student is to remain in good standing in the course and is to be evaluated fairly by the instructor. A grade certifies both knowledge and a standard of academic integrity. It is essential that the instructor retain the right to set the minimum academic penalty for academic dishonesty in a course, subject to the appeal rights of a student.

Second, cheating is **not** just a matter between an instructor and student in a specific course. While it is the right and duty of the instructor to set minimum penalties for dishonesty in a particular course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree.

Third, students accused of academic dishonesty have the right to have their case heard in a fair and impartial manner, with all the safeguards available within the bounds of due process.

#### VIOLATIONS OF ACADEMIC INTEGRITY

Violations of the academic integrity standards of West Chester University fall into six broadly defined categories listed below:

- **Plagiarism:** Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work.
- **Fabrication:** Fabrication is the use of invented information or the falsification of research, information, citations, or other findings.
- **Cheating:** Cheating is an act or an attempted act of deception by which a student seeks to misrepresent his/her mastery of the information or skills being assessed. It includes, but is not limited to, using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Academic Misconduct:** Academic misconduct includes, but is not limited to, other academically dishonest acts such as tampering with grades; or taking part in obtaining or distributing any part of a test that has not yet been administered; or disrupting or interfering with the ability of others to complete academic assignments. It also includes violations of the Student Code of Conduct, as they relate to the academic environment.
- **Facilitating Academic Dishonesty:** Facilitating academic dishonesty includes helping or attempting to help another to commit an act of academic dishonesty.
- **Breach of Standards of Professional Ethics:** In certain degree programs, students will be instructed on and provided with that particular profession's code of ethics (e.g., the

American Nurses Association Code for Nurses). Under some circumstances, if a student is found to have violated that professional code, that violation may be considered a breach of the Academic Integrity Policy.

#### PROCEDURES FOR HANDLING CASES

Faculty are responsible for determining the grades earned in their courses, and they are the first step in determining if a violation of academic integrity has occurred. They are also the first individuals to determine what penalty should be levied. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member will meet with the student to present the evidence of an alleged violation and request an explanation.

If the faculty member accepts the student's explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty member informs the student, within five class days of his/her decision, using the appropriate form, of the penalty that will be imposed. The faculty member will also inform the student of his/her rights to file an appeal within 10 class days of the faculty member's decision.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course to avoid a grade penalty or to prevent the filing of the Report of Violation of Academic Integrity. Any student who withdraws from a course before the charge is made may be reregistered for the course so that appropriate action can be taken.

The faculty member fills out and forwards a copy of the Report of Violation of Academic Integrity, together with any additional supporting documentation, to his/her department chairperson. In departments that have a departmental Academic Integrity Board, the faculty member will forward the information to the departmental board. The department chair (or chair of the departmental board) will forward the information to the vice provost and Dean of Graduate Studies. If the faculty member is the department chair and there is no departmental board, the report will be sent directly to the vice provost and Dean of Graduate Studies.

The report includes:

- the nature of the charge/evidence against the student,
- a brief summary of the meeting with the student,
- the faculty member's decision, and
- the right of appeal to the department chair (or departmental board).

If the student is subsequently found not guilty of the charge, the student may either

- remain in the course without penalty, or
- withdraw from the course regardless of any published deadlines.

If the student is found guilty of violating the student Academic Integrity Policy, the student may

not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

### PENALTIES

All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member include the following:

- completion of alternative work, with or without a grade reduction;
- a reduced grade (including "F" or zero) for the assignment;
- a reduced grade (including "F") for the entire course.

**A grade of "F" for the course, due to a violation of academic integrity, will result in automatic dismissal from the University. Students dismissed under these circumstances are considered ineligible for readmission to another academic program at West Chester University.**

Whatever the penalty, the report describing the incident and recording the decision will be kept by the vice provost and Dean of Graduate Studies until the student has graduated and the degree has been awarded. Individual departments may establish a "zero tolerance" policy for their majors. Students must be clearly informed of such a policy by those departments.

The purpose of this record keeping is to ensure that students who violate the University's student Academic Integrity Policy a second time are dealt with appropriately. **A second violation will result in automatic expulsion from the University.**

### WCU Appeal Process

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A student may appeal the instructor's unilateral imposition of a reduced or failing grade.

A student who files an appeal within 10 class days of the faculty member's determination will suffer no worse penalty as a result of the appeal than they would have suffered if they had not appealed the instructor's unilateral action.

A student who files an appeal to the next level must do so within 10 class days. The request for appeal should contain any and all information that the student believes is relevant to their case. After the initial appeal to and decision by the department chair, the student will have five days to appeal the decision to the next level, if the student so wishes.

The progression of the appeal is as follows:

- Chair of the department in which the course is housed (or departmental board) - appeal must be filed within 10 class days of faculty decision;
- College dean - appeal must be filed within five class days of the department's decision;
- Graduate dean - appeal must be filed within five class days of the college dean's decision;

- West Chester University Academic Integrity Board - appeal must be filed within five class days of the graduate dean's decision.

If the faculty member who has brought the charges is also the chair of the department, the appeal moves directly to the graduate dean.

The Academic Integrity Board may be requested by an accused student as part of the appeal process.

#### MEMBERSHIP OF THE ACADEMIC INTEGRITY BOARD

- The Provost (or Provost's designee) shall appoint faculty and administration members of the Academic Integrity Board. The dean of graduate studies serves as nonvoting chairperson. If the dean of graduate studies is not available to serve, the administration will appoint a substitute.
- A faculty dean not involved in the charging process. A substitute may be appointed as given in paragraph 1.
- Two faculty members. At the beginning of each academic year, the Office of the Provost (or Provost's designee) shall randomly select two full-time faculty from each academic department in order to constitute the pool. Two faculty members from different departments will be randomly selected from this pool to serve on the Academic Integrity Board. In the case of charges brought against graduate students, the faculty members must be involved in teaching graduate-only courses (double-numbered courses do not count) or in directing graduate research projects.
- Two graduate students. Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality pursuant to the Family Educational Rights and Privacy Act (FERPA).
- The chair will provide notice to all parties which shall include a summary of the matter for disposition, as well as the time and place of the hearing. The student charged will also be advised as to the identities of Academic Integrity Board members and witnesses that will be presented by the charging party. Hearings shall proceed to the extent possible according to the following form:
  - The chair shall open the proceedings by reading the statement of charges.
  - The charging party shall then present the case against the accused party, including the presentation of witnesses. This shall be done by the submission of written, physical, and testimonial evidence. The accused party and the board shall have the right to conduct reasonable questioning of the charging party and the charging party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.

- At the conclusion of the charging party's presentation, the accused party may present a defense, including the presentation of witnesses, or may plead to the charges. This shall be done by the submission of written, physical, and testimonial evidence. The charging party shall have the right to conduct reasonable questioning of the accused party and the accused party's witnesses; hearsay evidence is not acceptable since it denies the opposing party the opportunity to cross-examine unless such is a business record of the University.
- After both cases have been presented, the board shall allow rebuttal evidence.
- At the close of the hearing, the board shall allow closing arguments by the parties.
- The board chair shall have authority and be responsible for maintaining an orderly procedure throughout the hearing. All hearings are closed proceedings; witnesses may be excluded from the room until the appropriate time for their testimony. The burden of proof rests on the individual bringing charges. All matters upon which the decision will be based must be introduced into evidence at the hearing.

Both parties shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing as to whom the advisers will be. The advisers may only consult and interact privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

All hearings will be tape recorded. The audiotape record of the hearing will be archived in the Office of the Provost or the Office of the Dean of Graduate Studies, or his/her designee for five years. A written transcript of the hearing will be provided at the expense of the University pursuant to a validly issued subpoena.

A written recommendation based on a preponderance of evidence, arrived at by majority vote, in which the facts and reasons for the recommendation are set forth shall be issued within 15 calendar days after the close of the board proceedings. That report shall be sent to the provost and vice president for academic affairs, with copies to all parties, including the vice provost and Dean of Graduate Studies and the appropriate department chair. The copy to the accused will be sent certified mail, return receipt requested, and first-class mail. Within 15 calendar days the provost shall implement the recommendation of the board, or shall provide a written response containing his/her decision, and explaining to all parties his/her reasons for declining to implement the board's recommendation. In the event that the provost finds inadequacies in the record, the matter can be remanded back to the board for additional testimony.

Any party who fails without appropriate reason to appear at the hearing consents to the hearing being conducted in his or her absence and to a final decision to be made based on the facts presented.

The board retains the right to continue a hearing whenever necessary and appropriate. Either party may express its reaction in writing regarding the recommendation of the board to the provost or his/her designee within seven calendar days of receipt of the recommendation. If the seventh day falls on a weekend or holiday, the seventh day will be the first day that the University is open for business. Written submissions should be submitted to the provost. Any stay of sanction shall be granted only upon application to and at the sole discretion of the provost or his/her designee. The decision of the provost shall be final. If the penalty being levied is an "F" in the course, the provost will direct the registrar to enter the grade of "F" in the student's record.

**NOTE:** A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the Office of the Vice Provost and Dean of Graduate Studies to the provost for action.

#### SANCTIONS

At the conclusion of the appeals process, a student may be exonerated or subject to any combination of the following range of penalties. If the student is found in violation of the Academic Integrity Policy, the board will not impose a penalty that is more severe than the one recommended by the faculty member for that infraction. The board shall have no knowledge of any record of previous acts of academic dishonesty when making its initial adjudication of the case. Any actions taken by the provost will be sent to the director of the Office for Judicial Affairs and Student Assistance. A disciplinary file will be established as a permanent record of these actions.

The board may agree with the instructor and apply a penalty to the student's grade, including failure in the course. Further, the board may agree with the faculty member's recommendation that the student receive a more severe penalty than failure in the course and apply one of the sanctions listed below:

- **Expulsion:** The student is informed in writing that he or she is being expelled from the University. This action is one of involuntary separation from the University. The relationship between the student and this University is permanently terminated. The student is not permitted on University property. There will be no refunding of fees. The assignment of grades shall be in accordance with University policy. The fact of the expulsion and the reason for it will be entered upon the student's official transcript and upon all copies thereof. A student who has been expelled for academic dishonesty will not be awarded a degree from West Chester University.
- **Restitution:** Restitution may be imposed on students whose violation of these standards has involved monetary loss or damage. Restitution as imposed by the board will be regarded by the University as a financial obligation to the University.

- **Hold on records:** The University may withhold transcripts, grades, degrees, diplomas, or other official records pending the disposition of cases.

### Notes

- If the complainant is not on contract or in residence on the campus, he or she shall have the right to defer the procedure until his or her return. Similarly, if the procedure would normally occur during the summer and the student is not enrolled in any summer session, the procedure may be deferred until the fall semester at the student's request.
- Each department must submit to the college dean and the vice provost and Dean of Graduate Studies its written process for hearing appeals. Likewise, the academic dean and graduate dean must submit to the provost and vice president for academic affairs his or her written process for hearing appeals. These processes must, as a minimum, provide notice to all involved parties and must provide an opportunity for all parties to be heard by a neutral fact finder or body who will render a decision and permit the accused to have an adviser. Such policies and procedures should be readily available to all students of the department.

A written statement of the decision and relevant materials shall be placed in the student's academic file and sent to the student's academic adviser. In the absence of a student appeal, the recommended sanctions from the department and dean's level should be forwarded from the Office of the Vice Provost and Dean of Graduate Studies for action.

### *WCU Grade Appeal Policy*

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#### SCOPE OF THE POLICY

The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the final grade awarded for the class was based on prejudiced or capricious judgment, or was inconsistent with official University policy. Please refer to the [Academic Integrity Policy](#) for cases where the grade appeal involves a grade given for academic dishonesty. Grades are awarded by the faculty member of record and can only be changed by said faculty member unless the Provost directs otherwise following the procedure outlined below.

#### GRADE APPEALS PROCEDURE

1.) (a) A student must initiate an appeal in writing within 20 class days of the subsequent regular (fall or spring) semester in which the decision or action in question was made. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who awarded the grade in question. The appeal shall be reviewed by the student and the faculty member. They shall mutually attempt to resolve the appeal within five class days from the receipt.

1.) (b.) If the appeal is based on an interpretation of departmental or University policy, the

student's academic adviser also may be present during the review process. In such case, there shall also be a limit of five class days in which to resolve the appeal.

2.) An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department offering the course. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor.

3.) If no decision, satisfactory to all parties (faculty member, student, and department chair or department committee) is reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following the receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.

4.) If a mutually acceptable resolution to the problem is not achieved at Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean. The request for an appeal must be submitted to the Vice Provost or, if appropriate, to the Dean of Graduate Studies who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request.

#### MEMBERSHIP ON THE BOARD WILL INCLUDE THE FOLLOWING:

- The Vice Provost and Dean of Graduate Studies (or his/her designee) who serves as the nonvoting chairperson.
- A faculty dean not involved in the appeals process.
- Two faculty members. At the beginning of each academic year, the Office of the Vice Provost shall accept volunteers from each academic department in order to constitute the pool. Two faculty members from different departments will be selected from this pool for each Appeals Board.
- Two graduate students recommended by the president of the Graduate Student Association (GSA). Such students will be appropriately trained in procedures relating to this policy and the need for confidentiality in all aspects of the case. It is presumed that the selected students have no academic or social connections with student making the appeal.

#### ATTENDANCE

Both parties (faculty member and student) shall have the right to be assisted by advisers, who may be attorneys, and who may be present at hearings. The board chair must be notified in advance of the hearing who the advisers will be. The advisers may only consult and interact

privately with their advisees, and may not address the board. Advisers who are disruptive to the process will be asked to leave the proceedings, and the matter will go forward absent their involvement.

Witnesses may be called on behalf of either the faculty member or the student. Resource persons or expert witnesses may also be called at the request of the board. In the event that the decision to be rendered by the board involves knowledge of a particular discipline, the board shall be required to utilize at least one resource person from that discipline to serve as an expert adviser(s) to aid them in making an informed recommendation.

#### PROCEDURE

Preparation for the Hearing - All parties must be informed of the complaint in writing by the chairperson of the Grade Appeals Board (hereafter referred to as "chairperson"), normally within five class days after the receipt of the complaint. Copies of documents and correspondence filed with respect to the complaint shall be provided to the interested parties through the chairperson. Thereafter, neither new evidence nor new charges shall be introduced before the board. The chairperson shall notify in writing the interested parties of the exact time and place of the hearing and shall provide existing University and/or Commonwealth policies relevant to the appeal at least five class days before the beginning of the proceedings. Throughout these proceedings, the burden of proof rests upon the person bringing the appeal.

Hearing Procedure - During the hearing, both the faculty member and the student shall be accorded ample time for statements, testimony of witnesses, and presentation of documents.

#### RECOMMENDATION OF THE APPEALS BOARD

The Grade Appeals Board shall deliberate in executive session and render a recommendation by majority vote within three days of the close of the hearing. The chairperson may participate in these deliberations but not vote.

The chairperson of the Appeals Board shall notify, in writing, the student, the faculty member, and the chair of the department offering the course of the recommendation within three class days of the board's final action. The notification shall include the basis upon which the recommendation was based.

The chairperson of the Appeals Board shall also transmit the decision, in writing, to the provost or his/her designee. If the board recommends that a grade be changed, thus supporting the student's appeal, it will forward that recommendation to the Provost and Academic Vice President, who makes the final decision to accept or reject the recommendation of the Appeals Board. *Only* the Provost and Academic Vice President has the authority to direct the registrar to change an existing grade.

#### OTHER

A written statement of the decision and relevant materials shall be placed in the student's

academic file.

A written statement of the decision and relevant materials shall be placed in the faculty member's file subject to the provisions of official Commonwealth policy governing personnel files.

**Notes**

1 Both the faculty member and student are entitled to the "right of challenge for cause" of any member of the Appeals Board or student adviser with the sole exception being the chairperson of the Appeals Board. In the case of a challenge at the Appeals Board level, the chairperson of the board will adjudicate the challenge. One challenge at each level is permitted.

2 A "class day" is defined as any day when classes are officially in session, in fall or spring, at West Chester University.

3 If the course in which the grade dispute occurred is offered under the auspices of a unit of the University other than an academic department, the program director/coordinator, head of that unit, and/or the department chairperson will function in Step 2 of the procedure. In Step 3, the appeal should then be made to the vice provost rather than the dean of the college.

If the professor is not on contract or in residence on the campus, he or she shall have the right to appoint a faculty proxy.

## STUDENT RIGHTS AND RESPONSIBILITIES

### *Student Code of Conduct:*

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As stated in the University Mission and Values Statements, West Chester University is committed to providing a sound educational environment for intellectual pursuits. In addition, the University is concerned with developing socially responsible citizens, ensuring the welfare and freedom of all members of the University community, and protecting individual rights. The University is thus concerned with the quality of student conduct and has adopted rules and behavioral standards for its students. Disciplinary action may be imposed when a student engages in behavior, on University property or off University property, that is not consistent with University community standards as defined by the West Chester University Student Code of Conduct. Students at West Chester University are expected to abide by the rules and regulations of the University. The Student Code of Conduct translates those acts, which constitute unacceptable behavior for students and student organizations of the University.

The Student Code of Conduct reflects the University community's concern that students and student organizations maintain high standards. It guarantees due process and protects the individual freedom of the student as well as requiring his or her responsibility for conduct violations. This document shall be applicable to all students and student organizations at West Chester University.

University judicial action may be taken in addition to actions taken by civil or criminal courts. Students may be subject to University judicial action in conjunction with citations or other charges of which the University becomes aware.

### STANDARDS OF CONDUCT

The following forms of conduct are prohibited by any West Chester University student or organization on University property, off University property, or at University functions and are subject to disciplinary action:

#### Applicability:

- Any student or student organization committing an act in violation of the Student Code of Conduct shall be subject to disciplinary action.
- Any student or student organization who aids, abets, encourages, requests, initiates, assists, or has knowledge of any other student, nonstudent, or student organization in acts which violate this document or participates in a violation of this document shall be subject to disciplinary action as if the student or student organization has actually committed the violation.
- Any violation of the Student Code of Conduct by a student or members of a student organization may result in both the organization and the members involved in the misconduct to be subject to disciplinary action.
- All statements made by a student relative to a case may be used in any disciplinary proceeding.
- Students may be charged with violations of the Student Code of Conduct for

misconduct occurring off University property when such conduct interferes with the educational objectives of the University community.

- Charges brought under this document may be applied concurrently with any civil or criminal prosecution brought against a student or organization.

Off-Campus Behavior and the Student Code of Conduct:

- Students are expected to conduct themselves in accordance with federal, state, and local laws and ordinances. Violations of these laws and ordinances may be subject to University judicial action.
  - When a student is charged with violating federal, state, or local laws or ordinances at a location off campus, disciplinary action may be taken and sanctions imposed for misconduct that demonstrates a disregard for the University community.
  - University disciplinary proceedings may be instituted against a student charged with violating laws or ordinances, when such conduct also violates the Student Code of Conduct if both violations result from the same factual situation. The University will determine whether judicial action under the Student Code of Conduct will be carried out before, simultaneously, or following civil or criminal proceedings.
  - When federal, state, or local authorities charge a student with violating laws or ordinances, the University will not request or agree to special consideration for that individual because of his or her status as a student. The University may advise off-campus authorities of the existence of the Student Code of Conduct and how such matters will be handled internally within the University.

Violations of the Student Code of Conduct:

- Infliction of Harm - Commission of any act which results in or which may result in the infliction of pain, injury or damage to any person or property by willful and deliberate means or through negligence. This offense includes (a) assault and/or abuse; (b) the attempted assault or abuse; or (c) reckless behavior, but not accidental, which may result in injuries to oneself or others. In the absence of extraordinary or mitigating circumstances, a sanction of suspension or expulsion may be imposed on any student found responsible for assault.
- Threat of Harm - (a) behavior that intimidates, harasses or intends to inflict pain, injury, or damage to another person or property, (b) behavior described in 2(a) directed toward any party or witness, or their property, involved in a judicial case or police case, with the intent of influencing outcomes or for retaliation, (c) behavior directed toward a University employee related to the performance of his or her job, or (d) hazing of any student, employee or officer of the University, or organization. This includes conveyance of threats through electronic means.
- Theft - (a) theft or attempted theft of the property or services of the University, any organization, or any individual, by means of taking, deceiving, misappropriating, or misusing; and/or (b) possession of stolen property and/or receiving stolen property.
- Vandalism - the intentional and/or reckless, but not accidental destruction of

property; damaging, destroying, defacing, tampering, misuse, or abuse of University property, or the property of any person or business.

- Weapons - Use, possession, or transportation of (a) fireworks, (b) firearms, (c) knives, (d) paintball or BB guns, (e) explosives, (f) ammunition, (g) weapons, or (h) any item which has been modified or adapted so that it can be used as a weapon, or an item which has been used as a weapon.

- Fire Safety - Violation of safety regulations including, but not limited to, (a) setting unauthorized fires, (b) tampering with fire safety, fire fighting equipment and/or defibrillators or rendering such equipment inoperable, (c) turning in false fire alarms by any means of communication, (d) tampering or improper use of campus emergency phones, (e) failure to evacuate facilities upon the sounding of a fire alarm/drill, or (f) creating any hazardous condition that endangers the health and safety of others.

- Alcohol and/or Alcohol Containers - West Chester University is a dry campus, so any violation of the University's alcohol policy, as set forth in the Ram's Eye View Student Handbook, shall be construed as a violation of this section. Any off-campus violation is a violation of this section when such off-campus use violates local, state, or federal laws. Exceptions to the alcohol violation are noted in the Medical Amnesty Policy. This section shall include, but is not limited to, (a) display of empty alcohol containers in any University facility, residence hall, or any affiliated University housing, (b) sale, exchange, use, possession, or consumption of alcoholic beverages on campus over 21 years of age, (c) underage use, possession, or consumption of alcoholic beverages, (d) open containers of alcoholic beverages, (e) public intoxication, and (f) driving under the influence. As it is a violation of this policy to possess alcohol, demonstrating that a student has knowledge of the location of alcohol and/or the intent to exercise control over the alcohol shall constitute possession. In the absence of extraordinary or mitigating circumstances, a sanction of suspension or expulsion may be imposed on any student found responsible of (g) selling and/or furnishing alcohol to minors.

**MEDICAL AMNESTY POLICY** *West Chester's University priority is for the safety and well-being of the students who attend the University. As such, medical amnesty is in effect to ensure those students who seek assistance for another individual who may have consumed excessive alcohol will turn to the appropriate personnel to seek emergency medical assistance without fear of being cited by the policy for 18 PACSA § 6308 and/or facing University judicial charges for violation of Student Code of Conduct, I.C. 7c, Alcohol - Underage. In order for a student to receive medical amnesty, the student seeking assistance for a person under the influence of alcohol must:*

- *Call 911 or Public Safety, Police or Emergency Services based on a reasonable belief that another person is in need of immediate medical assistance;*
- *Reasonably believe that he or she was the first person to make the 911 call or a call to Public Safety, Police or Emergency Services and reported that a person needed immediate medical assistance;*
- *Provide his or her own name to the 911 operator or to the Public Safety,*

**Police or Emergency Officer; and,**

- **Remain with the person needing medical assistance until emergency health care providers have arrived and taken care of the person in need of medical assistance.**
- **Please keep in mind that medical amnesty is not intended to shield or protect students from other violations of the Student Code of Conduct related to the incident, or protect students who repeatedly violate the Code.**
  
- **Drugs and/or Drug Paraphernalia** - Students who exhibit drug use or abuse or any other violation of the University's drug policy, as set forth in the *Ram's Eye View Student Handbook*, shall be considered in violation of this section. This includes, but is not limited to, (a) possession or use of any illegal or controlled substance, drug, and/or (b) possession of drug paraphernalia, (c) possession of a significant quantity, distribution, or sale of drugs, and/or (d) driving under the influence. Any off-campus violation is a violation of this section when such off-campus use or possession is in violation of local, state, or federal laws. Demonstrating that a student has knowledge of the location of any illegal or controlled substance, drug or drug paraphernalia, and/or the intent to exercise control over such items shall constitute possession. Use of legal or prescribed substances (e.g., inhalants) in a fashion designed to alter one's mental or physical state will be considered reckless behavior as described in the *Infliction of Harm* section (see I.C.1.c).
  
- **Noncommercial Literature Distribution, Nonsponsored Presentations or Demonstrations** - Any violation of the University's policy on Non-commercial Literature or Non-sponsored Presentations or Demonstrations on campus, set forth in the *Ram's Eye View Student Handbook* (<http://www.wcupa.edu/services/stu/ramsEyeView/policies.aspx>), shall be construed as a violation of this section.
  
- **Hazing** - Any violation of the University's Anti-Hazing Policy, set forth in the *Ram's Eye View Student Handbook* (<http://www.wcupa.edu/services/stu/ramsEyeView/policies.aspx>), shall be construed as a violation of this section.
  
- **Computer Use** - Any violation of the University's policy on Acceptable Computer Use, as set forth in the *Ram's Eye View Student Handbook* (<http://www.wcupa.edu/services/stu/ramsEyeView/policies.aspx>), shall be construed as a violation of this section.
  
- **Solicitation** - Any violation of the University Commercial Advertising and Sales Policy as set forth in the *Ram's Eye View Student Handbook* (<http://www.wcupa.edu/services/stu/ramsEyeView/policies.aspx>), shall be construed as a violation of this section.
  
- **Gambling** - Any form of gambling is prohibited unless a license has been secured and approval to solicit has been granted by the appropriate University office. Gambling consists of a consideration or fee for the chance to win a prize, the winner of which is determined by

chance.

- Disruptive Conduct, Harassment and Intimidation - (a) engaging in conduct that is disorderly, unnecessarily disturbs others, and/or is disruptive to the normal practices, processes, and functions of the University or local municipalities, (b) engaging in conduct that is harassing, intimidating or threatening, or (c) engaging in conduct that constitutes unlawful discrimination based on another person's race, color, sex, sexual orientation, gender identity, religion, creed, age, national or ethnic origin, citizenship, or veteran status, disability or any other legally protected class. This includes conduct through electronic means.
- Academic Integrity - Any violation of this policy shall be processed according to the Academic Integrity Policy as set forth in the West Chester University Undergraduate Catalog.
- Dishonesty - Making, using, or possessing any falsified document or record; altering or forging any University document or record, including identification, meal or access cards, and parking permits; providing false statements during any judicial proceeding, and the misrepresentation of oneself or of an organization as an agency of the University by any of the means identified above.
- Trespassing - Unauthorized entry, use, or occupancy of any building, structure, facility, or the property of others or unauthorized use of University grounds.
- Guide to Residential Living and/or Student Occupancy Agreement - Students are expected to treat each other, as well as professional and student staff members, with respect at all times and to adhere to residence life regulations as described in the Guide to Residential Living and/or Student Occupancy Agreement. Students residing in Affiliated Housing are expected to abide by the terms of the Housing Occupancy Agreement. Violations of this offense include, but are not limited to, the following: (a) guest visitation policy, (b) cooking, (c) use and/or possession of incendiary or combustible materials and devices, (d) removal or tampering with window screens, (e) Courtesy/Quiet Hours Policy, (f) entry or exit of a residence hall through any door or opening other than those so designated at any time, (g) athletic activity that may result in harm or disruption to residents and/or building facilities/fire protection systems, and/or (h) any other reasonably publicized housing-related policies.
- Community Responsibility - Students who engage in off campus behavior that is disruptive to the West Chester community, including: a) noise as defined by the LOCAL Noise Ordinance; b) fire, health, zoning, building and safety codes, including occupancy limits as defined by the municipality; c) litter, trash and garbage (refer to the off campus regulations for trash disposal and be aware of your neighborhood's trash collection schedule); d) failure to take proactive steps to manage the conduct of guests, including measures that reduce the risk of harm, and, e) failure to engage in mediating and resolving problems or concerns with neighbors in a timely and civil manner.

- Failure to Comply - (a) willful obstruction and/or failure to comply with the legitimate oral or written directives of properly authorized persons, including police and/or a duly-authorized University official acting in performance of his or her prescribed duty, (b) failure to provide a valid West Chester University student identification card or other valid identification upon the request of a duly-authorized University official, (c) failure of the accused to appear when given advance written notice by a University official, hearing officer, University Judicial Board, or University Appeals Board concerning a violation of the Student Code of Conduct, and/or (d) failure to comply with all regulations regarding conduct on or off campus not cited in the Student Code of Conduct when such regulations have been reasonably publicized.
- Sanction Violation - Violations of a University judicial sanction, including (a) violation of the terms of a sanction, which includes failure to complete any specified condition or assignment of a sanction, or (b) violating the Student Code of Conduct while on disciplinary probation.
- Guest Policy - Guests are expected to abide by University policies while visiting the campus. Students may be held responsible for the actions of their guests when such conduct violates the Student Code of Conduct.
- Sexual Misconduct -(a) Sexual Harassment, (b) Sexual Assault, (c) Sexual Exploitation, (d) Stalking, (e) Dating Violence, (f) Domestic Violence. More specific violation definitions can be found in the West Chester University's Sexual Harassment or Sexual Misconduct Policies as set forth in the ***Ram's Eye View Student Handbook***.
- Criminal/Civil Statutes - Any student who is cited and/or arrested by federal, state, and local law enforcement officials will violate this offense. This offense includes the alleged commission of any act that may be adjudicated as a violation of such other criminal and/or civil statutes, regulations, or ordinances that are now in effect or may hereafter be in effect in any applicable locality, the Commonwealth of Pennsylvania, or the United States of America.

### ***WCU Non-Discrimination Policies***

#### **AFFIRMATIVE ACTION POLICY:**

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, and veteran status. This policy applies to all members of the University community including students, faculty, staff and administrators. It also applies to all applicants for admission or employment and all participants in university-sponsored activities.

All management and supervisory personnel are directed to adhere to our policy of Affirmative Action and to take positive, aggressive steps to ensure equal opportunities. This means, in particular, that management and supervisory personnel guard against unlawful discrimination in any personnel action, including but not limited to recruitment, appointment, promotion,

training, separation, or terms of employment. Furthermore, management and supervisory personnel must take affirmative action to improve our utilization of those persons underrepresented.

West Chester University will take all necessary steps to:

- Recruit, hire, utilize, train and promote for all job classifications without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, veteran status, or other protected class status.
- Recruit and admit students without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, gender identity, disability, veteran status, or other protected class status.
- Base decisions on selection, employment practices, employee utilization, job training, career mobility, promotion, program operations and services provided so as to further the principles of equal opportunity and affirmative action.
- Create and maintain a climate free from discrimination and harassment of any individual.
- Create and maintain a climate free from sexual harassment of any individual.
- Make every effort to increase the admission and employment opportunities for qualified persons with disabilities.
- Assure that reasonable accommodation will be made for all the physical and mental limitations of qualified individuals.
- Assure that in offering employment or promotion to persons with disabilities, no reduction in compensation would result because disability, income or other benefits.

This policy is in compliance with federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1972, Americans With Disabilities Act of 1972, Americans With Disabilities Act of 1990 and Executive Order of the Governor of Pennsylvania.

Overall responsibility for the implementation of the affirmative action-equal opportunity policy has been assigned to the Director of Social Equity. Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action is encouraged to contact the Director of Social Equity, 13-15 University Avenue, Room #100, 610-436-2433.

All managers and supervisors have responsibility for actively initiating this policy, which will include input into the development, implementation, and monitoring of the University's Affirmative Action Plan and Social Equity Plan. In accordance with Executive Order 1979-15, "Performance evaluations for all supervisory and management employees shall include a rating of affirmative action, based on objective criteria regarding their implementation of the Affirmative Action Program."

Each individual at West Chester University is expected to help make affirmative action-equal opportunity a reality for all persons.

[AMERICANS WITH DISABILITIES ACT POLICY:](#)

West Chester University is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public University sponsored activities. In keeping with this commitment, and in accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, the University will make every effort to provide equality of opportunity and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability an individual may have. Accordingly, the University has taken positive steps to make University facilities accessible to individuals with disabilities and has established procedures to provide reasonable accommodations to allow individuals with disabilities to participate in University programs.

The director of the Office of Social Equity has been designated as the ADA coordinator for the University. In this capacity, the director of Social Equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The Office of Social Equity has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the director of Social Equity, 13/15 University Avenue, 610-436-2433.

West Chester University has also established the [Office of Services for Students with Disabilities \(OSSD\)](#), which operates as a center for addressing the needs of students with disabilities and as a resource for students, faculty, and staff. A student who wants to request an accommodation and/or receive specialized services should contact the director of the OSSD. The policies and procedures used by the OSSD are contained in the West Chester University Handbook on Disabilities, which is available in the OSSD, 223 Lawrence Center, 610-436-2564. Students must register with the OSSD and provide appropriate medical documentation before an accommodation can be provided.

Various housing facilities and services are available for resident students with disabilities. For this and other information about on-campus housing and food service, please contact the Office of Residence Life and Housing Services, 202 Lawrence Center, 610-436-3307.

WCU provides an on-demand transportation service for students with disabilities that is consistent with transportation provided for nondisabled students. To make arrangements for accessible transportation, a student should contact the OSSD at 610-436-2564.

The division of Human Resource has been designated as the contact persons for employees and applicants seeking to request an accommodation. The Office of Human Resources is located at 201 Carter Drive, 610-436-2800.

West Chester University is involved in the ongoing process of renovating campus buildings to ensure accessibility for all individuals. Many of our buildings are currently accessible, but some are awaiting renovation.

To find out whether a particular location is accessible or how to access a location, please

contact the space manager at 610-436-3348. To make arrangements for changes to a particular facility to ensure accessibility, please contact the director of facilities planning at 610-436-3466.

For more information, see our [FAQs on Accommodating Persons with Disabilities](#)

1.) Nondiscrimination policies. The program must document non-discriminatory policies and operating conditions and avoidance of any actions that would restrict program access or completion on grounds that are irrelevant to success in graduate training or the profession.

#### HIV/AIDS Policy:

Human Immunodeficiency Virus (HIV) infection and the resultant Acquired Immunodeficiency Syndrome (AIDS) have had a profound effect upon our entire society. In response to the epidemic of HIV infection, West Chester University establishes this policy to outline the method by which the University addresses students and employees who are exposed to the HIV, and to provide a safe working and living environment for all members of the University community.

West Chester University is committed to providing educational awareness about HIV infection and AIDS for the campus community and promoting appropriate prevention and control programs. Such programs shall be consistent with applicable laws, including the Americans with Disabilities, the Pennsylvania Human Relations Act and Pennsylvania Act 148 of 1990 (Confidentiality of HIV-Related Information Act), and shall be guided by the recommendations of the U.S. Public Health Service, the Centers for Disease Control and Prevention, and the American College Health Association.

Current medical evidence indicates that students or employees with AIDS or HIV infection do not pose a health risk to other students or employees in an academic setting. There has been no confirmed case of HIV transmission as a result of casual contact. There is no reason to routinely exclude or limit participation of students or employees because they have asymptomatic or symptomatic HIV infection.

West Chester University has adopted the following procedures with respect to HIV infection:

- The University will take the necessary steps to safeguard the personal rights of persons infected with HIV. Discrimination on the basis of HIV infection, including emotional, verbal, or physical harassment, is expressly prohibited. Individuals who believe themselves to be the victims of discrimination on the basis of HIV infection should contact the Director of Social Equity, 13/15 University Avenue, Ext. 2433.
- Knowledge of an individual's HIV status shall not be a part of the employment requirement at the University or a condition for admission to University programs. No employee, student or applicant will be required to undergo HIV testing as a requirement for employment or admission to West Chester University.
- No otherwise qualified individual shall be prohibited from being employed, promoted or participating in any University program or activity, with or without appropriate accommodation, as a result of HIV/AIDS status unless there is a known risk posed to the health or safety of others.
- HIV status shall not be cause for a restriction to access of any University facility. There is no justification, medical or otherwise, for restricting the access of students or employees with HIV

infection to the student union, theater, cafeteria, snack bars, gymnasiums, swimming pools, saunas, recreational facilities, or other public areas.

- An employee who has a concern that he or she is at risk because of exposure to someone with HIV infection is encouraged to discuss the matter with his or her supervisor or with the Human Resource Services Department. A student who has a concern that he or she is at risk because of exposure to someone with HIV infection is encouraged to discuss the matter with the Director of Student Health Services.
- The best currently available medical information does not indicate any risk to those sharing a residence with infected individuals. However, decisions about housing for students infected with HIV will be made on a case-by-case basis. Because of immune deficiencies caused by HIV infection, accommodations will be made for HIV infected students.
- All University records which refer to HIV infection or AIDS in a student or employee shall remain strictly confidential in accordance with University and the Commonwealth of Pennsylvania policies. Unless otherwise required by law, no information will be shared with faculty, administration, student, family members, or outside insurance carriers without the written consent of the student or employee for each instance of disclosure.
- The primary responsibility of the University with regards to HIV/AIDS is to promote a safe environment which can best be accomplished through education. Effective educational programs about AIDS and HIV are an activity of the highest priority for all areas of the University community. These shall include the development and dissemination of accurate, up-to-date information on the transmission, prevention and control of HIV to all employees and students. Specialized training shall be provided for employees with occupational exposure to bloodborne pathogens.

Individuals who are infected with HIV or who have a reasonable basis for believing they are infected with HIV are encouraged to seek medical advice and are expected to conduct themselves responsibly for the protection of other members of the University community. Student Health Services is equipped to provide HIV testing and information about HIV infection and AIDS to students. The Counseling and Psychological Services Department is able to provide personal counseling for students. Wellness Promotion has information about HIV and AIDS, including books, articles, pamphlets, videos, and lists of internet sites, testing facilities, and counseling referrals available for the entire campus community.

#### SEXUAL HARASSMENT POLICY:

West Chester University is committed to equality of opportunity and freedom from unlawful discrimination for all its students and employees. Sexual harassment is a form of unlawful discrimination based on sex and will not be tolerated in any form by faculty, staff, students or vendors. Upon official filing of a complaint, immediate investigation will be made, culminating in appropriate corrective action where warranted, which may include termination of the relationship with the University. Retaliatory actions against persons filing a complaint of sexual harassment, or any person cooperating in the investigation of a complaint, are also prohibited. Acts of retaliation shall constitute misconduct subject to disciplinary action and should be reported to the Title IX Coordinator/Social Equity Director.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other harassing conduct of a sexual nature. Sexual harassment occurs when:

1. Submission to the unwelcome conduct of a sexual nature is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;
2. Submission to or rejection of the unwelcome conduct of a sexual nature by an individual is used as the basis for an academic or employment related decision affecting such an individual; or
3. The unwelcome conduct of a sexual nature is sufficiently severe, persistent, or pervasive as to substantially limit or interfere with an individual's work, educational performance, participation in extra-curricular activities, or equal access to the University's resources and opportunities; or
4. Such conduct creates an intimidating, hostile, or abusive living, working, or educational environment.

Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs, alcohol, or disability. Physical sexual acts include rape, sexual assault, sexual battery and sexual coercion.

The following types of behaviors may lead to a sexual harassment claim:

- Unwelcome physical contact of a sexual nature
- Comments, jokes, questions of a sexual nature
- Pressure for sexual activity
- Looks and gestures of a sexual nature
- Obscene photographs, cartoons, or graphics
- Stalking
- Domestic or dating violence

## STUDENT RECORDS

The Department of Psychology at WCU will document and maintain accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the program and for future reference and credentialing purposes. Records will be retained for no less than 10 years from the student's admission to the WCU PsyD program.

## APPENDIX A.

### Advising Guide for WCU PsyD Program

<b>PSY.D. PROGRAM PLAN (MINIMUM 114 CREDITS)</b>		
<b>YEAR 1, FALL SEMESTER</b>		
<b>PSY700</b>	Adult Psychopathology	3
<b>PSY705</b>	Multicultural Clinical Psychology	3
<b>PSY710</b>	Psychotherapy I: Cognitive-Behavioral Theory and Interventions	3
<b>PSY720</b>	Assessment I: Intellectual Assessment	3
<b>PSY730</b>	Clinical Skills Practicum	3
<b>TOTAL SEMESTER CREDITS</b>		<b>15</b>
<b>YEAR 1, SPRING SEMESTER</b>		
<b>PSY701</b>	Child and Adolescent Psychopathology	3
<b>PSY708</b>	Ethical, Legal, & Professional Issues in Psychotherapy	3
<b>PSY712</b>	Psychotherapy II: Interpersonal and Psychodynamic Theory and Intervention	3
<b>PSY721</b>	Assessment II: Personality Assessment	3
<b>PSY731</b>	Clinical Supervision	1
<b>PSY733</b>	Psychology Clinic Practicum	2
<b>TOTAL SEMESTER CREDITS</b>		<b>15</b>
<b>YEAR 1, SUMMER</b>		
<b>PSY604</b>	History and Systems of Psychology	3
<b>PSY731</b>	Clinical Supervision	1
<b>PSY733</b>	Psychology Clinic Practicum	2
<b>TOTAL SEMESTER CREDITS</b>		<b>6</b>
<b>YEAR 2, FALL SEMESTER</b>		
<b>PSY601</b>	Introduction to Statistics/Research Methods	3
<b>PSY608</b>	Foundational Course (e.g., Developmental Bases of Behavior)	3
<b>PSY714</b>	Psychotherapy III: Child and Family Therapy	3
<b>PSY731</b>	Clinical Supervision	1
<b>PSY733</b>	Psychology Clinic Practicum	2
<b>PSY740</b>	Research Practicum	3
<b>TOTAL SEMESTER CREDITS</b>		<b>15</b>
<b>YEAR 2, SPRING SEMESTER</b>		
<b>PSY602</b>	Advanced Statistical Methods	3
<b>PSY609</b>	Foundational Course (e.g., Advanced Social Psychology)	3
<b>PSY716</b>	Psychotherapy IV: Group Dynamics/Group Interventions	3
<b>PSY731</b>	Clinical Supervision	1
<b>PSY733</b>	Psychology Clinic Practicum	2
<b>PSY740</b>	Research Practicum	3
<b>TOTAL SEMESTER CREDITS</b>		<b>15</b>

<b>YEAR 2, SUMMER</b>		
<b>PSY731</b>	Clinical Supervision	1
<b>PSY733</b>	Psychology Clinic Practicum	2
<b>TOTAL SEMESTER CREDITS</b>		<b>3</b>
<b>YEAR 3, FALL SEMESTER</b>		
<p><i>Dissertation Proposals to be successfully defended by the end of the Fall semester in Year 3.  Comprehensive Exam to be completed by the end of the Spring semester in Year 3; students choose the semester they wish to take the exam. Students must pass their Comprehensive Exam prior to applying for their full-year clinical internship. Students applying for the predoctoral internship through APPIC must pass their Comprehensive Exam prior to November of Year 4 in order to be eligible to submit their APPIC application for Year 5 internship. Clinical Psychology MA may be awarded to students working toward PsyD with the completion of Years 1 &amp; 2 course work, Dissertation Proposal, and Comprehensive Exam.</i></p>		
<b>PSY605</b>	Foundational Course (e.g., Biological Bases of Behavior)	3
<b>PSY732</b>	Consultation and Supervision in Clinical Practice	3
<b>PSY734</b>	Advanced Clinical Practicum	3
<b>PSYXXX</b>	Elective I	3
<b>TOTAL SEMESTER CREDITS</b>		<b>12</b>
<b>YEAR 3, SPRING SEMESTER</b>		
<b>PSY607</b>	Foundational Course (e.g., Cognitive-Affective Bases of Behavior)	3
<b>PSY734</b>	Advanced Clinical Practicum	3
<b>PSY742</b>	Program Evaluation	3
<b>PSYXXX</b>	Elective II	3
<b>TOTAL SEMESTER CREDITS</b>		<b>12</b>
<b>YEAR 3, SUMMER</b>		
<b>PSY734</b>	Advanced Clinical Practicum	3
<b>TOTAL SEMESTER CREDITS</b>		<b>3</b>
<b>YEAR 4, FALL SEMESTER</b>		
<b>PSY734</b>	Advanced Clinical Practicum	3
<b>PSYXXX</b>	Elective III	3
<b>TOTAL SEMESTER CREDITS</b>		<b>6</b>
<b>YEAR 4, SPRING SEMESTER</b>		
<b>PSY734</b>	Advanced Clinical Practicum	3
<b>PSYXXX</b>	Elective IV	3
<b>PSY800</b>	Dissertation	3
<b>TOTAL SEMESTER CREDITS</b>		<b>9</b>
<b>YEAR 4, SUMMER</b>		
<b>PSY890</b>	Clinical Internship – Starting July 1	1
<b>TOTAL SEMESTER CREDITS</b>		<b>1</b>
<b>YEAR 5, FALL SEMESTER</b>		
<b>PSY890</b>	Clinical Internship	1
<b>TOTAL SEMESTER CREDITS</b>		<b>1</b>
<b>YEAR 5, SPRING SEMESTER</b>		
<p><i>Oral Dissertation Defense and approval of Dissertation by committee is required before degree is complete.</i></p>		

<b>PSY890</b>	Clinical Internship		1
<b>TOTAL SEMESTER CREDITS</b>			<b>1</b>
<b>ELECTIVE COURSES</b>			
<i>This list is not exhaustive. Electives to be selected in consultation with the student's advisor in order to align with the student's area of clinical specialization, Child &amp; Adolescent Mental Health or Trauma.</i>			
<b>PSY680</b>	Advanced Health Psychology	<b>PSY761</b>	Infant Mental Health
<b>PSY750</b>	Community Interventions	<b>PSY770</b>	Trauma and Treatment
<b>PSY752</b>	Clinical Neuropsychology	<b>PSY780</b>	Trauma Interventions for Children and Adolescents
<b>PSY760</b>	Adolescence and Emerging Adulthood	<b>PSY781</b>	Ecological Contexts of Trauma

## APPENDIX B.

### *PsyD Course Descriptions.*

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#### **Course Descriptions (Required Courses):**

##### **Research Methodology (PSY601)**

Critical examination of research methods in psychology, including experimental and quasi-experimental designs, correlational methods, and survey methods. Students will receive practical experience in the design, implementation, analysis, and interpretation of data, and in preparation of written reports for research projects.

##### **Statistical Methods (PSY602)**

Advanced Statistics for Behavioral Sciences (3) This course covers inferential statistical techniques with emphasis on application to research in psychology and related areas.

##### **History and Systems (PSY604)**

This course is intended to be an integrated overview of the history of psychology, as well as the systems, theories, and fundamental issues with which psychologists have been concerned in the past, recent, and current stages of the science. In this course, you will learn about the interaction of scientific psychology and society in different historical periods. You will examine the history of psychology from ancient times through the 20<sup>th</sup> century. The main emphasis of this course is psychology's formative experiences during the past 150 years. You will come to understand psychology as an increasingly interdisciplinary field; a balance of science, social science, humanities, and liberal arts. Our focus is on tracing the complex scientific foundation of psychology that stretches over centuries. This class will emphasize diversity. You will come to recognize the global nature of psychology as a research discipline and applied field and learn about the philosophical, cultural, and social traditions of the Western and non-Western origins of psychology. In short, you will learn to think critically about the history and systems of psychology.

##### **Biological Bases of Behavior (PSY605)**

This course provides an overview of the anatomical, physiological, endocrinological and psychopharmacological underpinnings of behavior, including emotion, learning, memory, movement, and neurobehavioral dysfunction. Specifically, we will develop an understanding of the processes underlying various human behaviors through readings, lectures, videos, a brain lab, and a grand rounds type research presentation. We will emphasize understanding of major concepts that involve interactions between physiology, anatomy and behaviors as they relate to the science and practice of clinical psychology. We will also learn to collaborate with colleagues on a grand rounds research presentation involving a biologically informed topic of interest.

##### **Cognitive-Affective Bases of Behavior (PSY607)**

This course emphasizes cognitive and affective processes that influence behavior, and the interaction of emotion and cognition. You will learn about how basic cognitive processes such as memory, attention and decision making are studied at the behavioral and neural level, and how emotion and emotion regulation systems can interact with these processes. We will also explore how cognition/emotion interactions may impact individuals with disorders such as anxiety and depression. The class meetings will be a mixture of some lecture on basic concepts, and discussion of weekly readings topics.

**Developmental Bases of Behavior (PSY608)**

In this course, we will study several important and influential theories explaining typical human development. Our emphasis will be on current theoretical issues involved in the effects of early experience and environment. The course will begin with an in depth study of Piaget's theory of cognitive development, including modern criticism and adaptation (neo-piagetian theories) of Piaget's theory. Vygotsky's theory will be a particular point of contrast to Piaget's theory. Next, we will move to the study of social development by exploring Bowlby's attachment theory. Again, we will focus on the original theory as well as modern empirical support and criticism of Bowlby's approach to explaining social development. We will pay particular attention to contrasting Bowlby's theory with Bandura's social behavioral theory of development. Third, we will take a similar approach to studying Erikson's theory of development – including his ideas about adult development. We will once again examine modern support and adaptations to Erikson's original theory and students will learn the ways that Erikson's theory marked an important departure from a more classical Freudian understanding of development.

**Advanced Social Psychology (PSY609)**

Emphasizes contemporary approaches to the study of social behavior including cognitive, social, and experimental and quasi-experimental research methodology.

**Adult Psychopathology (PSY700)**

Advanced study of abnormal human behavior and a description of pertinent types, including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders.

**Child and Adolescent Psychopathology (PSY701)**

Advanced study of abnormal child and adolescent behavior including symptoms, causes, and treatment. Current and recent theoretical approaches and research findings relevant to the etiology and treatment of these disorders.

**Multicultural Clinical Psychology (PSY705)**

This course will provide students with an overview of multiculturalism in the practice of clinical psychology. We will focus on the role of culture, viewed broadly in terms of multiple social identities (e.g., class, race, age, gender, sexual orientation) and the intersection of these identities, in understanding human behavior, particularly in the context of therapeutic interactions. Ultimately, this course aims to facilitate the development of cultural competence in clinical practice; therefore, during each class meeting the first portion of the class will be devoted to review and discussion of conceptual material, and the second portion of class will be devoted to practical application of that conceptual material.

**Ethics, Law, & Professional Development (PSY708)**

The focus of this course is on the ethical practice of counseling/psychotherapy. Ethical standards of the American Psychological Association, the American Counseling Association, and Pennsylvania law will guide discussion of the ethical and legal issues that may arise for psychotherapists during their various professional activities. The class will not be a lecture; rather, it will be conducted more along the lines of an interactive seminar. While some brief lectures will be given, the focus is upon discussion, interaction, role-playing, exploration of issues, and in class activities and exercises designed to immerse you in the material. Come to class prepared! Read, think, and be willing to state your views and exchange ideas!

### **Psychotherapy I: Cognitive – Behavioral Theory and Interventions (PSY710)**

The purpose of this course is to introduce the cognitive model from an applied and theoretical therapeutic perspective. Become acquainted with some of the commonly used assessment tools and various intervention techniques in cognitive behavioral treatment. The course is viewed as a practice-application environment utilizing basic CBT techniques emphasizing collaborative components of the cognitive triad. [e.g. *Alliance with patient, agenda setting, identifying problem(s), teaching automatic thought records,, conceptualizing case, designing homework, developing & writing treatment plans.*] Advanced CBT techniques will be integrated at appropriate times to illustrate the flexibility of CBT. Familiarity with self-report instruments in measuring various aspects of inter & intrapersonal relationships within the CBT environment are introduced. The long-range purpose is to improve the effectiveness of the group-cognitive therapy model for the training of group and individual therapists. The data will become part of your class file and used for both instructional and research purposes.

### **Psychotherapy II: Interpersonal and Psychodynamic Theory and Interventions (PSY712)**

Theoretical considerations, principles, techniques, and problems involved in counseling and psychotherapy.

### **Psychotherapy III: Child and Family Therapy (PSY714)**

This course will provide students the opportunity to learn skills necessary for conducting psychotherapy with children, adolescents, and families. Theoretical considerations, principles, techniques, and problems involved in psychotherapy with children and families will be discussed. Contemporary theories of psychotherapy encompass a wide range of thought, differing models of mind, and competing clinical perspectives. In this course we will contrast and evaluate various psychotherapy models for treating children and families, including psychodynamic, cognitive behavioral, and family systems approaches.

### **Psychotherapy IV: Group Dynamics/Group Interventions (PSY716)**

The purpose of this course is: (a) to introduce the theory and practice of psychodrama as a therapeutic modality utilizing the triadic cognitive model; (b) be familiar with the basic techniques of cognitive behavioral therapy and psychodrama; (c) to identify five structural constructs, and three procedural components of the psychodramatic process; (d) be conversant with the five basic operational techniques of the psychodramatic process; and (e) familiarize self with ***cognitive behavioral skills*** to understand the cognitive triad by observing mood, behavior, and thought processes utilizing "Thought Records". You will be familiarized with tests measuring various aspects of inter & intra personal relationships. The data will become part of your class file to be used for both instructional and research purposes. The long-range purpose is to improve the effectiveness of the group-cognitive therapy model for the training of group and individual therapists.

### **Assessment I: Intellectual Assessment (PSY720)**

This course will focus on the historical development, administration, scoring, and interpretation of the Wechsler scales. The course contributes to basic foundations in psychological theory and research by providing students with opportunities to learn about intelligence testing through class lectures and discussions, selected readings and projects. The course contributes to professional skills by teaching students to apply psychological tools of intelligence testing as they would in a professional setting. The course contributes to research and statistical skills by teaching students to critique research on intelligence testing and learn about the psychometric properties of intelligence tests. The course contributes to cultural competence by increasing awareness of impact of culture on intelligence conceptualization, measurement and interpretation.

### **Assessment II: Personality Assessment (PSY721)**

The objective of this course is for students to develop an understanding of personality assessment as a means of gathering individualized information, approaching clinical problems, and informing psychological interventions. This includes an appreciation of ethical and practical issues surrounding the assessment process. To this end, students will become familiar with the development, properties, and appropriate applications of common personality measures, including the two most widely used: the Rorschach Inkblot Method and the Minnesota Multiphasic Personality Inventory – Second Edition (MMPI-2). Students will achieve and demonstrate competency in the administration, scoring, and basic interpretation of the Rorschach and MMPI-2 and will demonstrate competency in writing psychological reports requiring the integration of data from a variety of sources (i.e., interview, multiple tests, etc.).

### **Clinical Skills Practicum (PSY730)**

The focus of this course is on the effective practice of individual counseling/psychotherapy. The primary emphasis in the course is on process issues that are typically encountered by many psychotherapists, regardless of their specific theoretical orientation. Some examples include conducting an intake session, handling resistance in a client, and working with clients from different populations (e.g., age, gender, ethnic, racial, sexual orientation). The class will not be a lecture; rather, it will be conducted more along the lines of an interactive seminar. While some brief lectures will be given, the focus is upon discussion, interaction, role-playing, exploration of issues, and in class activities and exercises designed to immerse you in the material. Come to class prepared! Read, think, and be willing to state your views and exchange ideas!

### **Clinical Supervision (PSY731)**

For students working in the WCU Community Mental Health Clinic. This course provides face-to-face, individual supervision with a member of the WCU Clinical Psychology faculty. By working closely with their supervisors, students will develop their assessment and psychotherapy skills, will learn appropriate professional conduct, and will develop into ethical and effective mental health practitioners. Face-to-face, individual supervision with a licensed psychologist is a necessary component of training in psychotherapy. As students gain experience working in the WCU Community Mental Health Clinic, they will receive individual supervision with a member of the WCU clinical psychology faculty. Students will meet one-on-one with their supervisors each week for no less than one hour. These meetings will be spent discussing cases, clinical issues, clinic paperwork, and the development of assessment/psychotherapy skills. By working closely with their supervisors, students will learn and apply psychological theory and research, appropriate professional conduct, and ethical behavior as mental health practitioners. Professional and ethical conduct is expected for all activities pertaining to practicum.

### **Consultation and Supervision (PSY732)**

This course will provide students with an overview of the theory, research, and practice of clinical supervision and consultation within a multicultural framework. Students will develop skills that will help them become effective and ethical supervisors and consultants. This course will cover various models, processes, and issues present in supervision and consultation. Students will become familiar with contemporary literature in supervision and consultation, and will understand ethical and legal issues involved in these processes. Throughout the course, students will gain practice in supervision and consultation skills through role-plays and the initiation of an independent consultation project.

### **Psychology Clinic Practicum (PSY733)**

*For students working in the WCU Community Mental Health Clinic. This course will provide supervised, educational, graduate-level experience in an outpatient mental health setting in the intake process, assessment, diagnosis, report writing, and individual, family, and/or group psychotherapy.* Students enrolled in this course will staff the WCU Community Mental Health Clinic and will engage in clinical work under the supervision of the WCU clinical

psychology faculty. The class will meet weekly to discuss cases, clinical issues, and the development of assessment/psychotherapy skills. Practicum allows students an opportunity to learn and apply psychological theory and research, professional conduct, and ethical behavior as mental health practitioners. Professional and ethical conduct is expected for all activities pertaining to practicum.

#### **Advanced Practicum Placement (PSY734)**

To gain supervised, educational, advanced clinical experience in a mental health setting in the intake process, assessment, diagnosis, individual and/or group psychotherapy, and report writing. Advanced Practicum allows students an opportunity to learn and practice professional conduct and ethical behavior as mental health practitioners. Professional and ethical conduct is expected for all activities pertaining to practicum.

#### **Research Practicum (PSY740)**

This course gives graduate psychology students an opportunity to learn about and engage in psychological research to augment the dissertation research by assisting students in learning the process of developing a research program and a dissertation proposal. This course will be highly interactive, with discussions of assigned readings, and regular oral and written assignments that will culminate in a complete draft of an APA style proposal for each individual student's dissertation project. The course will allow students to develop their own individual proposals, while also learning to critically evaluate and provide constructive feedback on the work of their fellow classmates.

#### **Program Evaluation (PSY742)**

This course is designed to introduce advanced graduate students to a variety of approaches to program evaluation and a range of skills required to develop and implement an evaluation. Topics include needs analysis, statement of objectives, definition and verification of treatment, operational measures, evaluation design, analysis/interpretation of data, and report writing. Students will develop the knowledge, skills, and attitudes required of effective program evaluation in psychology, education, government services, health and welfare, etc. Case studies of evaluation from a variety of disciplines will be reviewed.

#### **Dissertation (PSY800)**

Students will conduct an empirical research study under the close supervision and mentorship of a faculty member (i.e., dissertation chair). Students will orally defend their dissertation to a committee of no fewer than 2 faculty members from the WCU Psychology Department (committee must be at least 3 members, one of whom does not need to be a faculty member in the WCU Psychology Department but must be approved by the dissertation chair and Graduate Coordinator).

#### **Clinical Internship (PSY890)**

To gain supervised, educational, doctoral-level experience in a mental health setting in the intake process, assessment, diagnosis, individual and/or group psychotherapy, and report writing. Internship allows students an opportunity to learn and practice professional conduct and ethical behavior as mental health practitioners. Professional and ethical conduct is expected for all activities pertaining to internship.

#### **Course Descriptions (Electives):**

##### **Health Psychology (PSY680)**

Health Psychology is the study of the behavioral, biological, psychological and social factors involved in physical health and illness. In this advanced health psychology course, there will be a focus on contemporary health psychology research, and students will examine course topics from an in-depth perspective. Through readings,

lectures, and in-class discussions, students will engage with current trends and topics in health psychology research, and there will be a focus on critically examining the areas of study. The discussions in class will range from focusing on research methods applied in health psychology to topics that have direct clinical relevance. Students are encouraged to become active participants in the learning process through fully engaging with course material and consistently participating in each class.

### **Community Interventions (PSY750)**

Examination, prevention, and interventions for contemporary social problems. Students will learn skills needed to conduct community assessment, intervention, evaluation, and social policy. Emphasis on contextual analyses, community strengths, and culturally-appropriate solutions.

### **Clinical Neuropsychology (PSY752)**

This Clinical Neuropsychology course provides an introduction to a subspecialty in the field of clinical psychology. Neuropsychology is the study of brain-behavior relationships. This course will introduce the structure and function of the human brain using lectures, videos and case studies of individuals with brain disorders. We will begin with a brief introduction to the field of neuropsychology including its history and current training requirements. A brief overview of neuroanatomy and the types of tests involved in neuropsychological assessments will be provided. We will then discuss some relevant cultural and ethical considerations in the field. After this overview, we will have a closer look at various cognitive domains that can be disturbed by certain brain disorders (e.g. memory and dementia). Instructor led lectures, videos and discussions will be followed by case study presentations and discussions facilitated by you and your peers. You will also prepare an APA style research paper reviewing the literature on a question related to the disorder from your case presentation.

### **Adolescence and Emerging Adulthood (PSY760)**

The purpose of this course is to learn key topics of adolescence and emerging adulthood. Specifically, the course will focus on the (a) biological, cognitive, social, emotional, and psychological changes of these age periods, (b) contexts of development, such as families, peers, and schools, and (c) ways in which individual development is related to income, gender, sexual orientation, and racial/ethnic group membership. The tremendous variability in the experiences of adolescents will be emphasized.

### **Infant Mental Health (PSY761)**

This course provides an introduction to infant mental health, a growing area of psychological research and practice. Among other topics, we will cover development and context, risk and protective factors, assessment, psychopathology, and prevention and intervention.

### **Trauma and Treatment (PSY770)**

This course reviews the history, etiology, symptoms, diagnosis and treatment of trauma-related dysfunction, particularly post-traumatic stress disorder (PTSD), acute stress disorder (ASD), and common comorbid conditions. Students will learn about the range of events associated with trauma, the prevalence, incidence, and developmental impact of PTSD, the major risk factors for trauma-related dysfunction, cultural factors that exacerbate or ameliorate dysfunction, specialized assessments for identifying trauma-related symptoms, and the major research-supported approaches to treatment and prevention of PTSD in the aftermath of trauma.

### **Children and Adolescent Trauma Intervention (PSY780)**

The West Chester University course catalog describes this as a course that focuses on critically examining the etiology and treatment issues related to psychology studies in traumatic stress for children and adolescents. Throughout the semester, we will review empirical research and psychotherapeutic principles for mitigating the negative consequences of trauma in youth.

### **Ecological Contexts of Trauma (PSY781)**

This course focuses on the ecological contexts of psychological trauma, ranging from microsystem influences such as family and friends to macrosystem influences such as the broader culture and its systems of oppression. Consideration of ecological context is important for understanding how to define traumatic events, why these events occur, why some social groups are disproportionately likely to experience them, and how we might promote recovery for individuals and communities as well as prevent or reduce the occurrence of future trauma.