

2006-2008

Immaculata
University

College of
Graduate Studies Catalog

Accreditation

Immaculata is currently granted accreditation by the Commission on Higher Education Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19103; (215) 662-5606.

The Dietetic Internship is currently granted accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995; (312) 899-0040 ext. 5400.

The Didactic Program in Dietetics is currently granted accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995; (312) 899-0040 ext. 5400.

The Doctor of Psychology in Clinical Psychology is currently granted accreditation by the American Psychological Association Committee on Accreditation, 750 First Street, NE Washington, DC 20002-4242; (202) 336-5500.

The Bachelor of Science in Nursing is currently granted accreditation by the National League for Nursing Accrediting Commission, 320 Hudson Street, New York, NY 10014 (212) 989-9393.

The Bachelor of Science in Nursing is currently granted initial approval by the American Association of Colleges of Nursing/Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-0178; (202) 463-6930.

The Bachelor of Arts in Music, Bachelor of Music in Music Education, Bachelor of Music in Music Therapy, and the Master of Arts in Music Therapy are accredited by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 22090; (703) 437-0700.

Important Notice

The provisions of this catalog should not be regarded as a contract between any student and the institution. Course content and regulations are constantly being reviewed and revised. The institution reserves the right to withdraw or amend the content of any courses listed and to adjust program requirements if circumstances necessitate such changes including program directives issued by the Pennsylvania department of education or other professional organizations.

Non-Discriminatory Policy

Immaculata is committed to the principle of equal educational opportunity without discrimination by race, color, religion, gender, age, national origin, or condition of handicap.

For more information, please call: (610) 647-4400 ext. 3211, 3212, or 3213

or visit www.immaculata.edu

Immaculata University

Graduate Catalog

2006-2008

1145 King Road
Immaculata, PA 19345-0500
Phone: 610-647-4400
www.immaculata.edu

UNIVERSITY SETTING

Immaculata University Mission Statement

Immaculata University is a Catholic, comprehensive, coeducational institution of higher education sponsored by the Sisters, Servants of the Immaculate Heart of Mary (IHM). Its programs, rooted in academic rigor, ethical integrity and Christian core values, encourage a commitment to lifelong learning and professional excellence. With belief in the dignity and potential of all men and women, Immaculata affirms liberal education as an integrative process in the formation of a truly educated person who is value-oriented and committed to truth, service, justice and peace.

Vision

In the IHM tradition, Immaculata will be a growing community of faith, learning, and service.

Aims

Since its founding in 1920, the university has expanded, developed and adapted to conditions of the times; yet the purposes and ideals of Immaculata remain the same as those of its founders: Catholic higher learning. The foremost aim of the university parallels that of Christian education which, in the words of Vatican II, “aims at the formation of the human person with respect to his ultimate goal, and simultaneously with respect to the good of those societies of which, as a man, he is a member, and in whose responsibilities, as an adult, he will share.” (Declaration on Christian Education)

Motto

The university motto, “Scientia floret virtute” (Knowledge flourishes in virtue), expresses Immaculata’s ideal of a true Christian education, one that affects all the faculties of mind and heart and soul. This knowledge is achieved not only for self, but overflows in the service of God’s people.



College of Graduate Studies

Vision

The College of Graduate Studies seeks to *create opportunities for growth* among its constituencies. Consistent with the university mission and vision, this is accomplished through the teaching-learning dyad, research, and service. The vision manifests itself through the following values:

- Emphasis on the scholar-practitioner model of teaching and learning; this includes the scholarly appreciation of experience and the use of experiential learning in a scholarly manner
- Socialization of students into the profession
- Respect for diversity
- Cross-disciplinary synergy for the creation of an intellectually stimulating environment
- Programs with a direct service orientation
- Supportive faculty, who within a context of mutual understanding of the mission, philosophy, and goals of the department and its programs, foster student growth.

Objectives

The College of Graduate Studies seeks to exemplify its vision by:

- Supporting a personalized educational program that will enable the student to gain knowledge and skill and to seek the highest standards of *professional competence*
- Enabling the student to strive for the *full formation of the human person* through sensitivity to personal and social relationships, moral responsibility, and service to others
- Encouraging the student to *become actively involved* in the social issues facing modern society and to seek ethical solutions for them
- Preparing the student to *deal effectively with value implications* found in personal and professional life experiences
- Guiding the student in order that he/she *may extend and deepen knowledge* through research efforts

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College of Graduate Studies

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A C A D E M I C C A L E N D A R

Fall 2006

Registration Begins	On publication date
Classes Begin	August 28
Labor Day (no classes)	September 4
Miller Analogies Test	September 9
Deadline for Spring	
Comprehensive Examination Petition	October 1
Miller Analogies Test	October 10
Open House	October 18
Comprehensive Examination	October 23
*Advisement for Spring, beginning	November 1
Miller Analogies Test	November 14
Thanksgiving Vacation	November 22-24
Classes Resume	November 27
Miller Analogies Test	December 2
Final Class Session	December 4

Spring 2007

*Advisement for Spring	November 1
Registration Begins	On publication date
January Graduation Date	January 8
Classes Begin	January 11
Miller Analogies Test	January 13
Miller Analogies Test	February 13
Spring Break	March 5-11
Comprehensive Examination	March 13
Open House	March 14
Miller Analogies Test	March 17
*Advisement for Summer I, beginning	April 1
Easter Vacation	April 4-9
Classes Resume	April 10
Miller Analogies Test	April 17
Final Class Session	April 25
Miller Analogies Test	May 15
Commencement	May 20

Summer I, 2007

*Advisement for Summer I	April 1
Registration Begins	On publication date
*Advisement for Summer II, beginning	May 1
Miller Analogies Test	May 15
Classes Begin	May 21
Memorial Day (celebrated) - no classes	May 28
Miller Analogies Test	June 16
Final Class Session	July 2

Summer II, 2007

*Advisement for Summer II, beginning	May 1
Registration Begins	On publication date
*Advisement for Fall, beginning	June 1
Deadline for Fall	
Comprehensive Examination Petition	July 1
No Classes	July 3-4
Classes Begin	July 9
Miller Analogies Test	July 17
Open House	July 18
Final Class Session	August 15
August Graduation Date	August 22

Fall 2007

*Advisement for Fall, beginning	June 1
Registration Begins	On publication date
Classes Begin	August 27
Labor Day (No Classes)	September 3
Miller Analogies Test	September 8
Comprehensive Examination	October 22
Deadline for Spring	
Comprehensive Examination Petition	October 1
Miller Analogies Test	October 9
Open House	October 17
*Advisement for Spring, beginning	November 1
Miller Analogies Test	November 13
Thanksgiving Vacation	November 21-23
Classes Resume	November 26
Final Class Session	November 29
Miller Analogies Test	December 1

Spring 2008

*Advisement for Spring, beginning	November 1
Registration Begins	On publication date
January Graduation Date	January 8
Classes Begin	January 14
Miller Analogies Test	January 19
Miller Analogies Test	February 12
Open House	March 12
Comprehensive Examination	March 14
Miller Analogies Test	March 15
Spring Break	March 17-26
Classes Resume	March 27
Advisement for Summer I, beginning	April 1
Miller Analogies Test	April 15
Final Class Session	April 23
Miller Analogies Test	May 13
Commencement	May 18

Summer I, 2008

*Advisement for Summer I, beginning	April 1
Registration Begins	On publication date
*Advisement for Summer II, beginning	May 1
Miller Analogies Test	May 13
Classes Begin	May 19
Memorial Day (celebrated) - no classes	May 26
Miller Analogies Test	June 14
Final Class Session	June 30

Summer II, 2008

*Advisement for Summer II, beginning	May 1
Registration Begins	On publication date
Advisement for Fall, beginning	June 1
Deadline for Fall	
Comprehensive Examination Petition	July 1
No Classes	July 4
Classes Begin	July 7
Miller Analogies Test	July 15
Open House	July 16
Final Class Session	August 14
August Graduation Date	August 19

** By Appointment. All schedules are tentative until published in the official course bulletin.*

HISTORY

Immaculata University is a comprehensive Catholic liberal arts university. Founded originally as Villa Maria College, the institution was granted a college charter in 1920, making it the first Catholic College for women in the Philadelphia area. In 1929, the name was formally changed to Immaculata College to accommodate government regulations for the naming of the post office. In 2002, Immaculata College officially became Immaculata University. Immaculata University's origins dates from 1906 when the sisters purchased the present site in Chester County. Ground was broken for Villa Maria Hall (the central campus building) in 1908, and two years later, the massive stone walls were complete. The growth of Immaculata University over the past eight decades has been gradual, yet consistent. The initial 198 campus acres have grown to approximately 373, while the two original dormitory-classroom structures are now part of a fourteen-principal-building complex, representing a multi-million dollar investment.

The faculty consists of priests, sisters, and laypersons; these educators uphold and enliven a tradition of educational excellence sustained within an environment of concern for and interest in each individual student. The genuine personal concern shown each student in an atmosphere of respect, vitality, and warmth is one of the distinct characteristics of Immaculata University. So, too, is its reputation for the pursuit of educational excellence which derives from the apostolic spirit fostered by the Sisters, Servants of the Immaculate Heart of Mary, who sponsor the university. Immaculata University is positioned as an outstanding institution representing the highest quality in offering personalized preparation for careers and service. Immaculata University's desire for constant improvement and responsiveness to new educational challenges is supported by its current strategic planning goal: to be recognized as a leader and innovative force for change among the top Catholic colleges of America.

Resident and non-resident students receive, within the framework of a private Christian academic institution, education and preparation for positions of leadership and responsibility in their adult and professional lives. In September 1969, the university introduced an evening division program of continuing education for both men and women in order to serve local community needs. In recognition of the growing number of non-traditional-age women, a continuing education office to provide special services for this population was opened in 1974. Three years later, in September 1977, the university initiated a master's degree program in bicultural/bilingual studies in cooperation with Marywood University. In July 1983, three graduate programs were inaugurated, seeking to address the need for graduate education among adult students interested in part-time or full-time study in psychology, nutrition education, and educational leadership & administration.

In 1991, the bilingual/bicultural master's program became integrated into the Immaculata University Graduate Division, together with the addition of music therapy on the master's level and doctoral programs in clinical psychology and educational leadership & administration. The university received final approval in 1994 from the Pennsylvania Department of Education for the doctoral degree program (Psy.D. in clinical psychology), and in 1997 for the Ed.D. in educational leadership.

In 1995, an accelerated undergraduate degree program (ACCEL®) was established in organization dynamics, a model for an innovative mode of delivery of major programs for working adults.

In 1997, following the success of this first accelerated program, five additional accelerated programs were introduced, including dynamics of human performance management and the BSN in nursing, the latter of which was accredited by the National League for Nursing in 1984 and has been offered in a traditional format for more than 16 years, and an associate of science degree in business administration.

Responding to the evolving needs of the work place, the university introduced the master's program in organization leadership in 1999, a program emphasizing the importance of ethical management, creative collaboration, and consultative team-building within the corporate setting. The program provides for specializations in organizational effectiveness to address leadership within any business or professional setting and in health care, which seeks to train leaders with special interests in administration focused within the health care industry. The health care track was approved in 2002.

The school environment challenges the university to provide new initiatives and new opportunities for school personnel seeking educational development and advancement. Having trained school psychologists since 1987 at the certification level, the university responded to the need for advanced professional credentialing for school psychologists by introducing a doctoral program (Psy.D.) in school psychology, the first class being admitted in Fall 2000.

The addition of programs which are rooted in the success of earlier initiatives flows naturally within the college of graduate studies. When the Pennsylvania department of education invited institutions to apply to become approved programs offering English as a Second Language specialist training the university applied and was granted approval in 2002. The approval of master of science in nursing (MSN) in 2003 was a natural outgrowth of the successful programs offered through the undergraduate department of nursing. The first class was admitted in Spring 2004.

Since its founding, the university has expanded, developed, and adapted to conditions of the times; yet the purposes and ideals of Immaculata remain the same as those established and nurtured by its founders. As an institution of Catholic higher education, Immaculata believes that the educational task is best pursued in a community of faith and learning enriched by a Christian environment. Aware of the demands of a changing world, the university offers students the means to grow as integral persons, challenging them to recognize and fulfill their roles as responsible persons and ethical leaders in dedicated concern for and service to humanity and our world. To attain the goal of developing the whole person of any faith within a Catholic community, the university encourages the student to see in liberal education an integrative process contributing to the formation of a truly educated person: value-oriented, and committed to seeking truth, promoting justice, and fostering peace.

The following list of academic highlights indicates that from the earliest years of the university until the present, Immaculata University has focused on meeting the academic needs of the times. This list also indicates that new initiatives have consistently been designed to expand and enrich program areas that have a well-established history and that have been successfully evaluated by the Middle States Association of Schools and Colleges, the Pennsylvania Department of Education, and by professional organizations related to specific areas.

ACADEMIC HIGHLIGHTS

- 1925 Teacher Education approved by the Pennsylvania Department of Instruction First degrees conferred
- 1927 Membership in National Catholic Educational Association
- 1928 Accreditation by Middle States Association
- 1929 Formal change of name from Villa Maria to Immaculata
Membership in American Council of Education and Association of American Colleges
- 1930 Dietetic Program approved by the American Dietetic Association
- 1945 Establishment of the Father Gillet Cancer Research Unit (terminated in 1974)
- 1953 Approval of four-year program in Elementary Education by the Pennsylvania State Council of Education
- 1964 Renewal of accreditation by Middle States Association
- 1967 Establishment of Center for the Teaching of the Americas
- 1969 Establishment of the Evening Division
- 1973 Initial approval of Early Childhood Teacher Education Program by Pennsylvania Department of Education
- 1974 Renewal of accreditation by Middle States Association
Initial accreditation by the National Association of Schools of Music
- 1976 Renewal of Plan IV Dietetic Program in the areas of General and Clinical Dietetics by The American Dietetic Association
- 1977 Establishment of Bicultural/Bilingual Studies in Master's Program (in cooperation with Marywood College)
- 1978 Renewal of Teacher Certification Programs by Pennsylvania Department of Education
Approval of Music Therapy Program by American Association for Music Therapy
Full approval of Early Childhood Teacher Education Program by Pennsylvania Department of Education
- 1980 Permanent approval of Music Therapy Program by American Association of Music Therapy
Full membership in National Association of Schools of Music
Initiation of Pi Kappa Lambda for Music Therapy students
- 1983 Approval of Master of Arts Programs in Counseling Psychology, Educational Leadership/Administration, and Nutrition Education by the Pennsylvania Department of Education
Renewal of Teacher Education Program by Pennsylvania Department of Education
Approval of Elementary-Middle School Principal Certification Program by Pennsylvania Department of Education
- 1984 Accreditation of Coordinated Undergraduate Program (CUP) in the area of General Dietetics by Commission on accreditation of The American Dietetic Association
Renewal of accreditation by Middle States Association
Approval of upper-division Bachelor of Science in Nursing Degree for Registered Nurses by Pennsylvania Department of Education
Approval as an official site for the administration of the Miller Analogies Test
- 1985 Initiation of Beta Mu Chapter, Chi Sigma Iota for graduate psychology students
Initiation of Kappa Omicron Phi for graduate nutrition education students
Approval by National Board of Certified Counselors, Inc. as a continuing education provider
- 1987 Approval of School Psychology Certification Program by Pennsylvania Department of Education
Additional focus of Graduate Educational Leadership Program: Leadership in Teaching and Learning
- 1988 Renewal of accreditation of Coordinated Undergraduate Program (CUP) in the area of General Dietetics by the Commission on Accreditation of The American Dietetic Association
- 1989 Approved Preprofessional Practice Program (AP4) granted approval status by the American Dietetic Association Council on Education Division of Education Accreditation/Approval
- 1990 Approval of Master of Arts degree in Music Therapy by the Pennsylvania Department of Education
Approval of Elementary School Guidance Counseling, Secondary School Guidance Counseling, Letter of Eligibility for Superintendent and Executive Director of an Intermediate Unit, and Secondary School Principal Certification Programs by the Pennsylvania Department of Education
Renewal of Elementary/Middle School Principal Certification Program and School Psychology Certification Program by the Pennsylvania Department of Education
Renewal of Music Therapy Certification by American Association for Music Therapy
- 1991 Renewal of approval of American Dietetic Association Didactic Program in Dietetics granted approval by the American Dietetic Association Council on Education Division of Education Accreditation/Approval
Approval of Master of Arts Degree Program in Bilingual/Bicultural Studies and Master of Arts Degree in the Teaching of Mathematics (MATM) by the Pennsylvania Department of Education
Approval of Graduate Level Elementary Certification Program by Pennsylvania Department of Education

ACADEMIC HIGHLIGHTS

- Approval of Doctor of Psychology in Clinical Psychology (Psy.D.) by the Pennsylvania Department of Education
- Approval of Doctor of Education in Educational Leadership/Administration (Ed.D.) by the Pennsylvania Department of Education
- 1994 Renewal of accreditation by Middle States Association
Developmental accreditation for a dietetic internship granted by the American Dietetic Association Council on Education Division of Education Accreditation/Approval
- 1995 Final approval of Master of Arts program in Music Therapy by the National Association of Schools of Music
Establishment of ACCEL (Accelerated Continuing and Experiential Learning) Programs
- 1996 Approval by American Psychological Association as Continuing Education Sponsor
Approval of departmental name change from Bilingual/Multicultural Studies to Department of Cultural and Linguistic Diversity
- 1997 Final approval of Doctor of Education in Educational Leadership and Administration
- 1998 Initiation of Phi Delta Kappa Honor Society
Approval of teacher certification in Mentally & physically handicapped, Special Education Supervisor, Curriculum & Instruction Supervisor, Early Childhood Supervisor, Elementary Education Supervisor, Foreign Language Supervisor, Mathematics Supervisor, Communication Supervisor, Music Supervisor, Science Supervisor, and Social Studies Supervisor by the Pennsylvania Department of Education
- 1999 Approval of Master of Arts degree in Organization Leadership by the Pennsylvania Department of Education
Accreditation of Dietetic Internship by the American Dietetic Association
Accreditation of Doctor of Psychology Program in Clinical Psychology by the American Psychological Association
First International Institute for Expressive Arts (IEAA) held at Immaculata
Approval as official site for National Counselors Exam (NCE)
- 2000 Initial Approval of program in School Psychology leading to Doctor of Psychology by the Pennsylvania Department of Education
Membership in National Council of Schools and Programs in Professional Psychology
- 2001 Renewal of accreditation for the Master of Arts in Music Therapy program granted by National Association of Schools of Music (NASM) and approved by the American Music Therapy Association (AMTA)
- 2002 Approval of Health Care specialization by Pennsylvania Department of Education
Accreditation of BSN by NLNAC
Initial approval of ESL program specialist training by PDE
Final approval of MA in Organization Leadership
Immaculata College granted status as a university by Pennsylvania Department of Education
- 2003 Initial Approval by Pennsylvania Department of Education for Master of Science in Nursing (MSN)
Approval by Pennsylvania Department of Education of ESL track within MA in Educational Leadership
- 2004 Final Approval for Doctor of Psychology (PsyD) in School Psychology by Pennsylvania Department of Education
Renewal of accreditation by Middle States Association
Renewal of accreditation of Psy.D. program in clinical psychology by American Psychological Association (2004-2011).
- 2005 Approval of Professional Educator Programs by Pennsylvania Department of Education (2005-2010).
- 2006 Initial accreditation site visit by Commission on Collegiate Nursing Education (CCNE).

ADMISSION REQUIREMENTS

Master's Degree Programs

An applicant who has completed a bachelor's or master's degree from an accredited institution and has completed prerequisites in the proposed area of concentration with a "B" average may apply for admission to a graduate program. The following materials must be submitted to the College of Graduate Studies:

1. Application form. Applications for master's degree programs may be obtained by calling the Graduate Office.
2. Application fee. A non-refundable application fee of \$35.00 in the form of a check or money order.
3. Official transcripts. Official transcripts from each undergraduate and graduate school attended should be sent directly to the College of Graduate Studies from the school registrar(s).
Applicants for the MSN program must have a BSN from NLNAC or AACN accredited school with a minimum GPA of 3.0. A copy of current RN license is also required for admission.
4. Recommendations. Two recommendations appraising the applicant's personal and professional qualities as well as capability for graduate study. References should be completed by academic professors or employers and forwarded directly to the Graduate Office.
5. Test Scores. Acceptable scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) by the time six credits are completed in the program. Official score reports should be sent directly to the College of Graduate Studies by the Testing Center. (Applicants with an undergraduate grade point average of 3.0 or greater are not required to submit test scores.)
6. Goals Statement. A one-page essay addressing the following: *Discuss your professional goals and how graduate study at Immaculata will enable you to achieve those goals.*
7. Interview. An official interview with the department chair, designated advisor, and/or a graduate admission counselor.
8. International Students. Additional documentation includes:
 - Original transcript of academic credentials. These must be accompanied by English translations and evaluated by an official agency recommended by the college.
 - Certification of financial support during the time of graduate study.
 - Official score of 550 (paper-based), 213 (computer-based), or 79 (Ibt) on Test of English as a Foreign Language (TOEFL), when appropriate. APIEL scores of 3-5 will also be accepted.
 - Certification of enrollment in an approved health and accident insurance program.
 - A current I-20 ID form.
 - Enrollment in a full-time course of study is required for those with a student visa.

Immaculata updates its requirements to remain in compliance with all federal and state laws as these are issued.

Based on the admission packet, students may be required to fulfill additional specified pre-requisites prior to matriculation.

Please submit all inquiries and admission materials to:

College of Graduate Studies
Immaculata University
1145 King Road, Campus Box 500
Immaculata, PA 19345-0500

Students are selected on the basis of individual merit. Immaculata uses the following criteria for making decisions concerning admission to graduate programs:

- Quality of previous academic work
- Ability to respond to personal interview
- Evaluation of standardized test scores
- Strength of candidate's writing sample and recommendations

Admission to graduate study does not imply admission to candidacy for an advanced degree.

Special Considerations

- A student may transfer up to 18 credits deemed appropriate with the approval of the department chair.

These courses should meet the requirements of the program and have been awarded a minimum grade of B. Only transfer credits from a regionally accredited graduate program will be accepted. Transfer credits are generally accepted at the time of admission. (See transfer credit policy on page 16.)

- An applicant deficient in some of the admission requirements who shows promise of being able to satisfy these requirements may be granted non-matriculated status for a limited period to make up deficiencies. Students with a final GPA ranging from 2.50 - 2.9 may only be considered for probationary admission and only in designated departments.

Any credits earned under non-matriculated status are considered graduate credits toward a degree only after the student has achieved matriculated status. Non-matriculated status is not offered to doctoral students. A student matriculates under the catalog in effect at that time.

Certificate/Certification Programs

An applicant who has completed a bachelor's or master's degree from an accredited institution and has completed prerequisites in the proposed area of concentration, and with a minimum GPA of 3.5 may apply for admission to a certificate or certification program. Students interested in initial Pennsylvania state certification must satisfy a 6 credit undergraduate requirement both in Mathematics and English. The following materials must be submitted to the College of Graduate Studies:

1. Application form. Applications for master's degree programs may be obtained by calling the Graduate Office.
2. Application fee. A non-refundable application fee of \$35.00 in the form of a check or money order.
3. Official transcripts. Official transcripts from each undergraduate and graduate school attended should be sent directly to the College of Graduate Studies from the school registrar(s).
4. Recommendations. Two recommendations appraising the applicant's personal and professional qualities as well as capability for graduate study. References should be completed by academic professors or employers and forwarded directly to the Graduate Office.

5. Goals Statement. A one page essay addressing the following:
Discuss your professional goals and how graduate study at Immaculata will enable you to achieve those goals.
6. Interview. An official interview with the department chair and/or faculty member.
7. Some departments have specific pre-requisites for admission to certification program. See departmental listing.

Students, who have completed a certificate or certification program at Immaculata at the graduate level with grade point average of 3.5 or above and who seek admission to a graduate program leading to the master of arts degree, are not required to submit MAT/GRE test scores.

Post Graduate Studies

An applicant who has completed a master's degree from an accredited institution with a "B" average may pursue up to 15 credits of master's level coursework in either fields of education or psychology. The following materials must be submitted to the College of Graduate Studies:

1. Application form. Applications may be obtained by calling the Graduate Office.
2. Application fee. A non-refundable application fee of \$35.00 in the form of a check or money order.
3. Official transcript. Official transcripts from graduate school indicating degree granted should be sent directly from the school registrar.
4. Recommendation. One recommendation completed by an academic professor or employer and forwarded directly to the Graduate Office.

Doctoral Degree Programs

Doctor of Psychology (Psy.D.)

Clinical Psychology

Admission for the doctoral program in clinical psychology is available two times each year, May and September. Application deadlines are January 15 for May and February 1 for September. Qualified applicants must possess a master's degree from an accredited institution with a minimum 3.0 (B) grade point average OR a bachelor's degree in psychology or a related field with a minimum of 12 credits in psychology from an accredited institution with a minimum 3.3 grade point average. Applicants are required to submit all materials (except the MAT or GRE General Test score) in a single large envelope. A complete application for admission will include the following:

1. A completed application form with \$50.00 application fee (please make check payable to Immaculata).
2. Official transcript(s) of your academic record from each undergraduate and graduate school attended. An official transcript verifying completion of prerequisite degrees are required. Official transcripts should be forwarded to you from the school registrar(s). Request that the school enclose the transcript(s) in a sealed envelope, with the registrar's name signed across the seal. **DO NOT OPEN THE ENVELOPE WHEN IT HAS BEEN RETURNED TO YOU.** If the seal has been broken on the envelope, your entire application will be returned to you.

3. Three completed reference forms appraising your capacity for doctoral study. Note - Complete and sign the top portion of the reference form and forward it with an envelope to the individual who will be providing your reference. Write your name and address on the envelope, and when it has been returned to you, return the SEALED envelope with the rest of your application materials. **DO NOT OPEN THE ENVELOPE WHEN IT HAS BEEN RETURNED TO YOU.**

4. Goals Statement: a two-page, double-spaced, typed and signed statement of your educational pursuits in psychology.
5. Official score reports for the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) sent directly to the College of Graduate Studies by the testing center. For MAT information, contact the Psychological Corporation, Control Testing Center, 555 Academic Court, San Antonio, TX 78204 (1-800-622-3231). For GRE information, contact Graduate Record Examinations, Educational Testing Services, P.O. Box 6000, Princeton, NJ 08541-6000 (1-800-473-2255).
6. Official TOEFL score sent directly to the College of Graduate Studies, if an international student. See #8 under Admission Master's Program.

Please mail the completed application form, together with supporting documents to:

Psy.D. in Clinical Psychology Admission Committee
Immaculata University
College of Graduate Studies
1145 King Road, Campus Box 500
Immaculata, PA 19345-0500

Doctor of Psychology (Psy.D.)

School Psychology

Admission for the doctoral program in school psychology is available three times each year, January, May and September.

Qualified applicants must satisfy one of the following criteria:

- 1) possess a master's degree from an accredited institution with a minimum 3.0 (B) grade point average and School Psychology certification.
- 2) possess a master's degree in the fields of psychology, education, social work, sociology, or human development, from an accredited institution with a minimum 3.0 (B) grade point average.
- 3) possess a bachelor's degree in psychology or a related field with a minimum of 12 credits in psychology from an accredited institution with a minimum 3.3 grade point average.

Applicants are required to submit all materials (except the MAT or GRE General Test score) in a single large envelope. A complete application for admission will include the following:

1. A completed application form with \$50.00 application fee (please make check payable to Immaculata).
2. Official transcript(s) of your academic record from each undergraduate and graduate school attended. An official transcript verifying completion of prerequisite degrees and a copy of school psychology certification (if applicable) are required. Official transcripts should be forwarded to you from the school registrar(s). Request that the school enclose the transcript(s) in a sealed envelope, with the registrar's name signed across the seal. **DO NOT OPEN THE ENVELOPE WHEN IT HAS BEEN RETURNED TO YOU.** If the seal has been broken on the envelope, your entire application will be returned to you.

3. Three completed reference forms appraising your capacity for doctoral study. Note - Complete and sign the top portion of the reference form and forward it with an envelope to the individual who will be providing your reference. Write your name and address on the envelope, and when it has been returned to you, return the SEALED envelope with the rest of your application materials. **DO NOT OPEN THE ENVELOPE WHEN IT HAS BEEN RETURNED TO YOU.**
4. Goals Statement: a two-page, double-spaced, typed and signed statement of your philosophy of education and your goals as they relate to school psychology.
5. Official score reports for the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) sent directly to the College of Graduate Studies by the testing center. For MAT information, contact the Psychological Corporation, Control Testing Center, 555 Academic Court, San Antonio, TX 78204 (1-800-622-3231). For GRE information, contact Graduate Record Examinations, Educational Testing Services, P.O. Box 6000, Princeton, NJ 08541-6000 (1-800-473-2255).
6. Official TOEFL score sent directly to the College of Graduate Studies, if an international student. See #8 under Admission Master's Program.

Please mail the completed application form, together with supporting documents to:

Psy.D. in School Psychology Admission Committee
Immaculata University
College of Graduate Studies
1145 King Road, Campus Box 500
Immaculata, PA 19345-0500

Doctor of Education (Ed.D.)

Students may apply to the doctoral program in Educational Leadership and Administration or the Letter of Eligibility for the Fall, Spring or Summer semesters. Application deadlines are: June 1 for Fall, November 1 for Spring, and March 1 for Summer. Applicants are required to submit all materials in a single large envelope. A complete application for admission will include the following:

1. A completed application form with \$50.00 application fee (please make check payable to Immaculata).
2. Official transcript(s) of your academic record from each undergraduate and graduate school attended. An official transcript verifying completion of prerequisite degrees are required. Official transcripts should be forwarded to you from the school registrar(s). Request that the school enclose the transcript(s) in a sealed envelope, with the registrar's name signed across the seal. **DO NOT OPEN THE ENVELOPE WHEN IT HAS BEEN RETURNED TO YOU.** If the seal has been broken on the envelope, your entire application will be returned to you.
3. Three completed reference forms appraising your capacity for doctoral study. Note - Complete and sign the top portion of the reference form and forward it with an envelope to the individual who will be providing your reference. Write your name and address on the envelope, and when it has been returned to you, return the SEALED envelope with the other application materials. **DO NOT OPEN THE ENVELOPE WHEN IT HAS BEEN RETURNED TO YOU.**
4. Goals Statement: a two-page, double-spaced, typed and signed statement of your educational pursuits in education.
5. Official TOEFL score sent directly to the College of Graduate Studies, if an international student. See #8 under Admission Master's Program.

Please mail the completed application form, together with supporting documents to:

Doctor of Education Admission Committee
Immaculata University
College of Graduate Studies
1145 King Road, Campus Box 500
Immaculata, PA 19345-0500

ACADEMIC LIFE

Academic Standing and Progress

ADMISSION STATUS (at the master's level)

Academic status may be attained by following application and enrollment procedures for one of the following:

1. *Matriculated Status*

A. Degree Program

Students who –

1. are seeking a degree and have successfully completed a bachelor's degree at an accredited institution
2. meet all prerequisites including undergraduate courses required per department
3. have acceptable Miller Analogies Test (MAT) or Graduate Record Examination (GRE) scores (unless waived)
4. have acceptable Test of English as a Second Language (TOEFL) scores for international students
5. have achieved an acceptable grade point average in undergraduate courses
6. have two letters of reference
7. have provided a satisfactory goals statement (writing sample)
8. have completed a formal interview with a faculty member and/or an admission counselor

B. Certification Program (only)

Students who -

1. have successfully completed a master's degree in a related field or have met requirements for admission into certification program
2. have a completed file: two completed reference forms, official transcripts of all undergraduate and graduate schools attended, application and application fee, goals statement, and an interview with a faculty member
3. meet requirements particular to their certification (see specific area of concentration for more information)

2. *Non-Matriculated Status*

Students who do not meet all criteria for matriculation, but who have been approved for a specific program of study. Students must submit official transcripts from all undergraduate and graduate schools attended, at least one letter of reference, and have a formal interview with a designated faculty member and/or admission counselor. Generally, no more than 12 graduate credits may be accrued under this status.

3. *Enrichment Status*

Students who seek to enrich themselves through graduate level courses; those with enrichment status are not considered students within the college's degree programs. A student with enrichment status is limited to no more than six credits at the Master's level. Enrichment status students must submit a completed College of Graduate Studies application and official copies of all undergraduate and graduate transcripts. Students must achieve a grade of "B" or better in any courses

studied under this status in order to be considered for matriculation.

Note: 700-level courses may be taken only by matriculated students enrolled in a doctoral program.

ADMISSION STATUS (at the doctoral level)

The application packets of students who have been rejected from a doctoral program will not be reconsidered unless there has been substantive change to the admission packet such as academic preparation and/or professional experience. In order to insure objectivity during the admission process, all communication about admission must be restricted to the Director of Admission.

CATALOG EXEMPTIONS

Students seeking an exemption from a policy stated in the catalog should submit a request in writing to the Assistant Dean for a catalog exemption. Exemptions related to coursework (waiver of pre-requisite, sequencing of courses, course substitutions) should be submitted first to the Department Chair. Exemptions should be requested in writing.

CHANGE OF PROGRAM

A student desiring to transfer from one graduate program to another graduate program offered at Immaculata must complete a new application form, goals statement and have an interview with the appropriate program advisor. Students will be notified in writing as to admission status.

CHANGE OF STATUS

Anyone seeking a change of status (enrichment, nonmatriculated, matriculated) within any masters program of the College of Graduate Studies must complete a change of status form which is available in the Graduate Office. It is the student's responsibility to complete the admission process in a timely fashion.

A student is responsible to check that his/her personal file is complete and contains the following:

- Application form
- Acceptable GRE/MAT Scores
- Reference Forms - 2 (at least 1 academic reference)
- Acceptable TOEFL Scores (if applicable)
- Official Transcripts
- Confirmation of Official Interview/Audition
- Transfer of Credit Form (if applicable)
- Goals Statement
- Copy of Teaching Certificate (if applicable)
- Copy of Nursing License (if applicable)

COMPREHENSIVE EXAMINATIONS

When program requirements are met, a student must file an application to take the comprehensive examination two months prior to the examination test date. This form is available from and must be submitted to the College of Graduate Studies.

(Organization Leadership students submit the portfolio and capstone to satisfy this requirement; Nursing students submit a capstone project.)

Master's Students

Each candidate must successfully complete the comprehensive examination or its departmental equivalent in the core and concentration. A candidate who fails the comprehensive examination may petition the department for a re-examination. If the petition is accepted, the re-examination may be taken on the next scheduled testing date. When the student fails, recommendations for academic remediation are made by the Chair. The comprehensive examination may not be taken a third time.

Doctoral Students

Each candidate must successfully complete the oral and written components of the comprehensive examination. A candidate who fails the comprehensive examination must seek departmental advisement and fulfill recommendations (see department handbook).

The college retains the comprehensive examination for a period of 3 years. At that point the comprehensive examinations will be destroyed. The copy is retained by the college in the event grades are challenged, to prevent copying or using the comprehensive of one class as a measure of competency by a succeeding group, to ensure the anonymity of the graders, to avoid additional processing requirements by the office, and to have validation of completion of the requirement.

Comprehensive examinations are not considered an assignment and therefore are not included under the policy governing the return of student work.

DEGREE CANDIDACY

Master's Degree Students:

A student who has completed 12 semester hours at Immaculata - six hours in the core (three credits must be in Methods of Research) and six hours in the selected area of concentration - may apply for degree candidacy. Before admission to candidacy, a student must have maintained a B average in his/her course work, have the recommendation of the program chair, and must be matriculated. (See Admission Status.) Applications for degree candidacy are available from the College of Graduate Studies.

Doctoral Degree Students:

Degree candidacy is granted upon successful completion of the Comprehensive Examination.

DOUBLE COUNTING OF CREDITS

Students enrolled in a Master of Arts degree program who are pursuing a Certificate (Expressive Arts, Healthcare, Existential Humanistic, Organizational Effectiveness, TESOL, etc.), may "double count" a

maximum of 9 credits. This total of 9 credits includes both Core and Certificate-specific courses. Chairs of individual departments will make a determination as to whether courses within the Certificate curriculum may be accepted towards the Master of Arts program.

DUAL DEGREES AT IMMACULATA

For students interested in pursuing a dual major or second graduate degree at Immaculata, the credits for the Core Curriculum will be applied to both degrees. The student is required to fulfill all major requirements and may not "double count" any other courses or credits beyond the Core Curriculum. Students are responsible for the Comprehensive Examination in both major areas. Two separate degrees result. Students must be officially admitted to a second program.

ETHICAL CONDUCT

The college embraces a code of academic ethics. The college, its faculty, and staff strive to create an environment of trust, mutual respect, and integrity which foster scholarly pursuits in an academically challenging and supportive setting. Activities such as: fabrication of results, plagiarism, cheating, violation of classroom confidentiality, submission of the same academic work to fulfill the requirements of more than one course, forging signatures, unlawful copying of materials, assisting in or contributing to academic dishonesty, falsifying or misrepresentation of academic or professional credentials are considered violations of the ethical standards of the college. Violations of the Code of academic ethical conduct may result in disciplinary action, suspension, non-continuation, or exclusion from the college.

Plagiarism/Cheating

The college considers plagiarism by a student a serious violation of professional ethics and standards. Plagiarism is defined as the presentation as new and original an idea or product derived from an existing source. Cheating is defined as the deliberate violation of the rules of academic honesty. Such violations may result in the imposition of a serious academic penalty such as but not limited to, suspension, transcribed F, or non-continuation or exclusion.

Whenever an alleged infraction of academic integrity occurs, the student and the teacher are to discuss the matter and attempt to resolve the difficulty in a manner acceptable to both parties, maintaining the standards of Immaculata. If student and faculty member are not able to reach a satisfactory solution, the matter is brought to the Dean of the College.

During the dissertation process, all issues of plagiarism will have extreme consequences including expulsion from the program. If a student is found to have forged or falsified all or part of the research study, the student will face immediate expulsion from the program.

GRADING POLICIES

The highest grade awarded is an A, not A+. The grade of “I” for “Incomplete” is given in unusual circumstances as a temporary grade and must be approved by the Dean. All such authorized grades of incomplete must be changed to traditional letter grades within three weeks of the beginning of the subsequent semester. An automatic F is transcribed if the work is not completed within the time frame.

The grade of “IP” for “In Progress” is given to students involved in practica and/or internships whose approved field experiences remain active after the grading period. The faculty moderator must submit the final grade (P-Pass or F-Failure) for the experience when all requirements have been met.

The grade of “W” is assigned to students who withdraw from a course after the third class session. The course will be transcribed with this grade.

Grade reports are mailed to students whose status permits the release of grades; grades will not be given over the phone. At the end of each semester the college makes every effort to expedite grade processing and mailing of grade reports to students. Students should not call the graduate office for grades.

GRADES Prior to Fall 2006

Grade	Rating	Definition	Gr. Points Per Credit Hour
A	Outstanding	Work of highest achievement; evidence of consistent ability and originality	4.00
B+	Above Average	Mastery of Subject Matter	3.50
B	Average	Standard Performance	3.00
C+	Below	Passing, but inferior work	2.50
C	Average		2.00
D+	Below Acceptable	Work does not meet minimal standards	1.50
D	Standards		1.00
F	Failure	No Credit	0.00
I	Incomplete	For a grave reason, all course work has not been completed within timeframe of semester	0.00
P	Pass	Equivalent of at least C or B for course taken as pass-no credit option; completion of course requirements	0.00
W	Withdrawal	Not included in Grade Point Average toward earned credits	0.00

GRADES Beginning in Fall 2006

Grade	Rating	Definition	Gr. Points Per Credit Hour
A	Outstanding	Performance of highest achievement; evidence of consistent ability and originality	4.00
A-	Superior	Performance of high achievement	3.67
B+	Above Average	Mastery of Subject Matter	3.33
B	Average/Satisfactory	Standard Performance	3.00
B-	Less	Below standard performance	2.67
C+	than		2.33
C	Satisfactory		2.00
C-	Below	Performance does not meet minimal standards	1.67
D+	Acceptable		1.33
D	Standards		1.00
F	Failure	No Credit	0.00
I	Incomplete Pass Withdrawal	For a grave reason, all course work has not been completed within the timeframe of the semester	0.00
P	Pass	Equivalent of at least C or B for course taken as pass-fail option; completion of course requirements	0.00
W	Withdrawal	Not included in Grade Point Average toward earned credits	0.00

GRADUATION

A candidate is expected to complete degree requirements within a maximum of six years for the Master of Arts Programs and eight years for the Doctoral Programs. The catalog indicates the minimum number of credits required within each program of study. In order to graduate, the candidate must fulfill the following requirements:

- completion of academic program with a minimum GPA of 3.0 for master’s students and 3.3 for doctoral students
- recommendation of the faculty
- clearance of all financial accounts, academic holds, and library records
- payment of Commencement Fee
- completion of diploma card

PROBATION

Students may be placed on academic probation if they fail to maintain a minimum GPA of 3.0 (Master’s) or 3.3 (Doctoral). Students who receive two grades in the category of “below standard performance” will be placed on academic probation. Any grade at the “D” level will result in academic probation.

- Student is informed in writing of Academic Probation by the Dean
- Student must contact the department immediately for academic advisement. The timeframe for rectifying academic recommendations will be placed in the student file. These remediations could include, but are not limited to: repeating the course, meeting a certain GPA within a specified timeline, or using other guidelines as determined by the department.

- Students on Academic Probation may not sit for comprehensives, apply to Internship/Practica, or graduate
- Students failing to fulfill recommendations will be dismissed

TEMPORARY SUSPENSION, NON-CONTINUATION, OR EXCLUSION

Temporary suspension, non-continuation, or exclusion from the programs and services of the college may occur for academic or disciplinary reasons.

In the case of unsatisfactory work, unsatisfactory progress toward the degree, disruptive or inappropriate behavior within or beyond the program, or failure to complete the basic program requirements in a timely fashion, the program chair may recommend the temporary suspension, non-continuation, or exclusion of a student to the Dean of the College of Graduate Studies, who will notify the student of the decision. A decision to suspend temporarily, to discontinue, or to exclude a student means that the academic programs and services of the College are no longer open to that student except in cases where he or she is admitted, through the standard admission procedure, to another program.

Temporary Suspension – a designated period during which the student may not participate in programs and services.

Non-continuation – termination of a student's acceptance in a specific program of study; student may not participate in the programs of the associated major.

Exclusion – termination of a student's status; the student may not participate in the programs, services, or activities of the College.

In cases of suspension or exclusion during the course of academic year, fees will not be refunded or remitted in whole or in part. Exclusion and non-continuation will be noted on the transcript with the date.

RE-ADMISSION

If a student has not been enrolled in graduate courses at the master's or doctoral level for a period of one year and has not requested a leave of absence, the student must re-apply for admission. If a student has attended another institution during the interim, official transcripts must be submitted. The timeframe for degree completion (not to exceed 6 years-master's; 8 years-doctoral) as well as program requirements for graduation will be assessed and formalized at time of re-admission. Re-admission is not guaranteed.

For consideration of re-admission at the master's level, an application with the appropriate, non-refundable fee must be submitted. Students must also submit an updated goals statement and have an interview with the appropriate department faculty member and/or an admission counselor. Doctoral students seeking re-admission must complete the formal admission process.

STATUS: FULLTIME/PARTTIME

For purposes of enrollment, fulltime status requires enrollment in a minimum of 9 credits per semester (Fall/Spring) and 6 credits in Summer. Half time status requires a minimum of 5 credits per semester (Fall/Spring) and 3 credits in Summer.

WITHDRAWAL FROM COLLEGE

Complete withdrawal should not be confused with changes in registration status. Requests for complete withdrawal from the College must be made by letter to the Dean of Graduate Studies. If students have completely withdrawn from a program, they may not resume their studies unless they have been formally re-admitted. Students who withdraw without approval will receive an F grade in any courses in which they are enrolled.

WRITING

Since it is required that graduate students are able to write clearly and coherently, the quality of writing is considered in evaluating students' work and in the admission process students' demonstrating deficiency in writing ability may be advised to rectify this through appropriate redemption procedures. APA format is the required layout.

ACADEMIC LIFE

Registration and Transcripts

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 5411 Switzer Building, 330 C Street SW, Washington, DC 20201, concerning alleged failures by the institution to comply with the Act. Questions concerning the Family Educational Rights and Privacy Act may be referred to the College of Graduate Studies.

ACADEMIC ADVISEMENT

Each student is appointed an academic advisor at the time of admission to graduate study. Questions pertaining to the academic program instruction and related concerns are discussed with the advisor. At the time of registration, students are advised regarding their program of study. Registration forms are approved and signed by the academic advisor.

AUDITING COURSES

A student may be permitted to audit courses. Such courses must be indicated with an "AUD" in the credit-hour column on the registration form. Tuition for a course audited is the same as for a course taken for credit. Transfer from credit to audit may be permitted only during the Drop/Add Period. Transfer from audit to credit is not permitted. Permission must be sought through the Department Chair and Dean; requests should be submitted in writing with a rationale.

CONTINUOUS REGISTRATION

Students who have completed all of their coursework towards dissertation (PSYC 798-799-800 or EDL 798-799-800) but need additional time to complete the dissertation will be required to register for continuous registration status. Dissertation students will be charged the equivalent of a one credit graduate course. Continuous registration will be transcribed with Pass/Fail grading (0 credit). All students involved in the dissertation or thesis process must be registered.

If a student remains on continuous registration for more than three semesters, a review of progress will be recommended to the Department Chair with the possible options of disbanding the committee, non-completion by the student, appropriate remediation, or other suggestions that the dissertation and department chairs deem appropriate based on the circumstances of the particular student.

CHANGE OF COURSES - DROP/ADD/WITHDRAWAL

Requests to change courses after registration are to be directed to the College of Graduate Studies. Prior to the third class, students should process these changes by completing an Add/Drop Form available from the College of Graduate Studies; these courses will not appear on the

transcript. Classes may be added only prior to the second class meeting, and all financial obligations are met. Requests for dropping a course after the third class will be processed as course withdrawals. Adding and dropping courses after registration requires the approval of the program chair.

Requests for withdrawal from a course must be submitted in writing on the official withdrawal form, which may be obtained in the Graduate Office.

A student is urged to consult with the instructors before initiating withdrawal procedures. Failure to withdraw in the manner prescribed may result in a grade of "F" for the course. Date of withdrawal (determinant of refund) will be the date the **written notice** is received in the Graduate Office.

Following submission of official withdrawal form to the College of Graduate Studies, tuition refunds are made on the following bases:

If withdrawal takes place

Prior to first class	100%
Prior to the second after the first class.....	80%
After the second but prior to the third class	60%
After the third but prior to the fourth class.....	40%
After the fourth but prior to the fifth class	20%
After the fifth class.....	no refund

Courses scheduled in a flexible or intensive format will have refunds calculated based on the number of hours the class has officially met. See page 20 for payment information.

EXTENSION TO COMPLETE DEGREE

Under unusual circumstances, students may need to extend the time to complete the degree (6 years - master's; 8 years - doctoral). Students requesting an extension should submit a request in writing to the Dean of the College of Graduate Studies outlining the anticipated date for degree completion with a tentative course schedule. This timeline should be designed in consultation with the Department Chair and will be confirmed in writing by the dean.

GRADE APPEALS PROCEDURE

Faculty members are responsible for outlining grading policies in writing to students at the beginning of each course. If a student wishes to question a grade, the initial step is to discuss the grade directly with the faculty member teaching the course.

If that step does not result in a satisfactory explanation or resolution of the perceived problem, the student may bring the matter to the attention of the respective department chair. Documentation supporting the student's appeal must be provided.

Should the student continue to contest the grade and wish to pursue an appeal, additional documentation supporting the student's claim should be brought to the dean of the College of Graduate Studies, whose decision is final. All grade appeals must be initiated within three weeks of the issuance of grades.

INCOMPLETE COURSES

The grade of incomplete is given in unusual circumstances as a temporary grade, and must be approved by the instructor, department chair, and graduate dean in writing using the official incomplete grade request form available in the graduate office. All such authorized incompletes must be changed to traditional grades within three weeks of the start of the following semester. If the course is not completed within the allotted time, the student will receive an F.

INDEPENDENT STUDY

Students registering for Independent Study should follow the procedure outlined below:

- a) Consult with the Department Chair about the nature of the interest; the Chair will direct the student to a faculty member with whom the study might be conducted
- b) Obtain the faculty member's approval
- c) Complete the registration form for Independent Study available in the Graduate Office; this form requires a brief description of the study and the signature of the faculty member.
- d) Submit Independent Study Form to the Graduate Office with Course Registration Card; independent study should be listed on this card.

Generally, independent studies are not given in regularly scheduled courses.

LEAVE OF ABSENCE

A student who is unable to register for courses because of a serious illness, personal/professional reasons, extraordinary job requirements or military service may be granted a leave of absence without penalty. The leave of absence is normally limited to one year. The student must inform the chair in writing of his/her intention. A leave of absence must be confirmed by the Assistant Dean. All requirements must be completed within six years (Masters) or eight years (Doctoral) of the first admission.

Student's absence of one year without Leave of Absence or who extend Leave beyond one year will be governed by new departmental guidelines at time of readmission.

REGISTRATION PROCEDURES

Registration for each semester begins upon publication of the listing of graduate course offerings and workshops. Students complete the registration form included in the course listing and return it to the graduate office in person or via mail or fax. Registrations will be processed in the order that they are received provided all financial obligations have been met. All financial obligations must be met prior to registration. The graduate office staff will submit course selections to the department chair or faculty member for review, approval and signature.

TRANSFER CREDITS

Immaculata recognizes the graduate study a student may have completed at other institutions of higher education, specifically courses that closely match the Immaculata curriculum in the degree area the student is pursuing. The following guidelines govern transfer credit:

1. Applicants petition the department chair for a review of graduate academic credits earned at other institutions. Students are encouraged to complete this process as early as possible in their programs.

Courses should meet the requirements of the program and have been awarded a minimum grade of B. Only transfer credits from a regionally accredited college or university will be accepted.

2. Credits which have resulted in academic degrees at other institutions may not be counted again and are not transferrable. As these credits have already been acknowledged by the receipt of the degree, they cannot be "counted again" toward a new degree.

3. The department chair may accept up to 18 credits of transfer credit toward the Immaculata degree program. This determination will be made after the receipt of academic transcripts from the other institution(s), a review of catalog descriptions, and as necessary, a detailed comparison of course descriptions and syllabi.

Doctoral students in Psy.D. may transfer a maximum of 36 credits. These include up to 24 credits at the 600-level (PSYC 602, 604, 606, 607, 608, 663, 664) and a maximum of twelve credits at the 700-level with department permission.

Only doctoral level coursework will be considered for waiver of courses/credits in the doctoral programs.

4. Additional credits beyond the 18 which the department chair may authorize may be accepted on the recommendation of the department chair and with the approval of the dean of the College of Graduate Studies.
5. General practice requires that at least one half of all degree requirements must be completed at Immaculata.
6. Courses which were taken ten years prior to admission to Immaculata are generally not accepted in transfer. In addition, courses containing time sensitive content may need to be updated. Decisions are made in consultation with the department chair/advisor.
7. All credits being transferred must have been received at a regionally accredited institution of higher education and must be documented by an official transcript sent directly to Immaculata from the Registrar of the granting institutions.
8. Credits will be officially transferred and transcribed by Immaculata at the point of degree completion with the approval of the Dean. In the event a student withdraws from Immaculata prior to degree completion, no transfer credits will be reflected on the academic transcript.
9. Transfer credits will be transcribed using the course equivalency (title and credits) at Immaculata. Grades will all be recorded as TR (Transfer) and will not be factored into a student's Grade Point Average at Immaculata.
10. Students remain responsible for the content of all Immaculata courses at the time of Comprehensive Examinations, even if the student anticipates credit for courses taken at other institutions.
11. Any requests for exception to the policy outlined above must be made at the recommendation of the department chair and requires the approval of the Dean of the College of Graduate Studies.
12. The student must petition the advisor and receive approval before enrolling in courses at another institution. Generally, courses are not accepted in transfer after matriculation.

TRANSCRIPT

Students may obtain transcripts of their academic records from the Office of the Registrar. This may be done in person or by writing to the office. Telephone requests cannot be accepted. One week's notice is required. The fee for each transcript is \$5.00. Transcripts will not be released for persons whose financial accounts are not clear. Each student will receive a complimentary copy of her/his transcript at the time of graduation.

ACADEMIC LIFE

Recognition of Achievement

WHO'S WHO

Nomination to Who's Who is a vehicle by which a select group of Immaculata students is given national recognition for outstanding accomplishments. Nominations are made by faculty on the basis of excellence and sincerity in scholarship and leadership.

Honor Societies

BETA MU CHAPTER - CHI SIGMA IOTA

Chi Sigma Iota is an honor society of counseling professionals and professionals-in-training dedicated to excellence in scholarship, research, and clinical practice. The Beta Mu Chapter of Chi Sigma Iota was established at Immaculata in January 1987. The purpose of Chi Sigma Iota is to promote and recognize exemplary attainment in the study and practice of counseling.

Students enrolled in Immaculata's graduate programs, who have completed a minimum of 15 credits with a GPA of 3.5 or better are eligible. Faculty, alumnae/i, and participating professional counselors who have given evidence of distinguished scholarship and professional service including professional credentials and/or graduation from a CACREP-approved program are also eligible. Applications for membership are available online at www.csi-net.org.

KAPPA OMICRON NU

Kappa Omicron Nu is a national honor society in the field of Family and Consumer Science and related academic disciplines. Kappa is the national honor society for the academic specialization of Nutrition Education. The purpose of Kappa Omicron Nu is to recognize and encourage excellence in scholarship, research, and leadership. The honor society fosters the spirit of inquiry and promotes attitudes of professional responsibility. Students who have completed a minimum of 30 graduate credits in Nutrition Education with a cumulative average of 3.7 are invited to membership.

PHI DELTA KAPPA

Phi Delta Kappa is an international professional fraternity for men and women in education. The membership is composed of recognized leaders in the profession and graduate students in education whose leadership potential has been identified. Members include classroom teachers, school administrators, college and university professors, and educational specialists of many types. Membership is obtained by chapter invitation or through self-nomination.

PI KAPPA LAMBDA

Pi Kappa Lambda is a national music honor society established to provide an organization dedicated to furtherance of music in education and education in music, whose motto is "strive always for the beautiful." The local chapter, Delta Psi, was founded at Immaculata in April 1980.

The membership of the Society is open to music faculty, junior, senior, and graduate students majoring in music; subject to the following regulations:

Any candidate for the degree of Master of Arts in Music (or its equivalent) considered by the faculty committee to be outstanding in scholarship and musicianship, satisfactorily completing requirements for that degree (though formal awarding of the degree need not take place at the time of the election), provided that grades for no fewer than two-thirds of the graduate credits required for the degree are A, or equivalent when letter grades are nonexistent, may be eligible for honor society membership.

SIGMA THETA TAU

Sigma Theta Tau, an International, Honor Society of Nursing was founded in 1922 which provides leadership and scholarship in practice, education and research to enhance the health of all people. The Delta Tau Chapter-At-Large of Immaculata University was chartered in November, 2005. The honor society supports the learning and professional development of our members, who strive to improve nursing care worldwide. To be eligible for membership undergraduate candidates are required to have completed at least one-half of the nursing curriculum, have at least a 3.0 GPA on a 4.0 scale, rank in the upper 35% of the graduating class and meet the expectation of academic integrity.

E X P E N S E S

Tuition, Charges and Fees - 2006-2007

Application Fee (Master's).....	\$ 35
Application Fee (Doctoral).....	\$ 50
<i>Tuition</i>	
500/600 level courses.....	\$480 per credit
700 level courses.....	\$690 per credit
<i>Practicum and Internship Fees (per semester or per course as appropriate)</i>	
Cultural and Linguistic Diversity.....	\$150
Student Teaching.....	\$225
Music Therapy.....	\$100
Nursing.....	\$100
Nutrition Education.....	\$250
Psychology Field Site.....	\$175
<i>Comprehensive Examination Fee</i>	
Master's.....	\$ 75
Doctoral.....	\$ 100
Graduation Fee.....	\$ 100

Estimated Tuition, Charges and Fees - 2007-2008

Application Fee (Master's).....	\$ 40
Application Fee (Doctoral).....	\$ 55
<i>Tuition</i>	
500/600 level courses.....	\$500 per credit
700 level courses.....	\$700 per credit
<i>Practicum and Internship Fees (per semester or per course as appropriate)</i>	
Cultural and Linguistic Diversity.....	\$175
Student Teaching.....	\$225
Music Therapy.....	\$100
Nutrition Education.....	\$275
Psychology Field Site.....	\$200
<i>Comprehensive Examination Fee</i>	
Master's.....	\$ 75
Doctoral.....	\$ 100
Graduation Fee.....	\$100

Estimated Tuition, Charges and Fees - 2008-2009

Application Fee (Master's).....	\$ 50
Application Fee (Doctoral).....	\$ 60
<i>Tuition</i>	
500/600 level courses.....	\$525 per credit
700 level courses.....	\$725 per credit
<i>Practicum and Internship Fees (per semester)</i>	
Cultural and Linguistic Diversity.....	\$175
Student Teaching.....	\$225
Music Therapy.....	\$100
Nutrition Education.....	\$275
Psychology Field Site.....	\$200
<i>Comprehensive Examination Fee</i>	
Master's.....	\$ 75
Doctoral.....	\$100
Graduation Fee.....	\$100

Immaculata reserves the right to revise charges when ever it is considered to be appropriate, by the university or by the Board of Trustees. Miscellaneous fees may be assessed to accounts based on current policy. Miscellaneous fees include: parking fines, housing damages, replacement ID cards, late payments, returned check.

FINANCIAL ASSISTANCE

GRADUATE FINANCIAL ASSISTANCE

Graduate students are eligible to participate in the Federal Stafford Loan (Stafford) and the Federal Work Study (FWS) programs.

You must be a degree candidate (MA, MSN, Ed.D, and Psy.D.) or pursuing graduate certification in one of the areas listed as eligible for financial assistance and enrolled at least half-time (3 graduate credits). Federal regulations specify that federal financial aid recipients must be US citizens, US nationals or eligible non-citizens.

Federal Stafford student loans are available up to the annual amount of \$8,500 subsidized and \$10,000 unsubsidized depending on eligibility. Need will determine how much of the loan is accruing interest while you are in school (unsubsidized portion), and how much of the loan is not accruing interest while you are in school (subsidized).

A Free Application for Federal Student Aid (FAFSA) must be filed annually to establish eligibility for the Stafford Loan. Application packs are available in the University Financial Aid Office and the Graduate Office.

How to Apply:

1. **Free Application for Federal Student Aid (FAFSA)** you can complete it on the web at www.fafsa.ed.gov with or without a PIN (must send the signature page). (Required) The FAFSA must be completed every year. Immaculata University code is 003276. To get a PIN go to www.pin.ed.gov.
2. **Immaculata University Student Aid Application.** This is required, since it will be the way we will know if you want a Stafford Loan and how much you are requesting. This will also give us your planned enrollment and registration status.
3. **Entrance Interview Counseling.** New graduate students and all first-time borrowers at Immaculata must complete entrance counseling prior to receiving any loans. On-line loan counseling is available at www.aessuccess.org.
4. **Master Promissory Note (MPN).** If you did not participate in the Federal Stafford Student Loan Program during the past year you must fill out the MPN. On-line application is available at www.aessuccess.org.

The application process will take about 4-6 weeks to complete. Please apply at least six weeks prior to your planned registration date. This will allow sufficient time for processing prior to registration.

You will be mailed an award letter after:

1. All your forms are complete and on file in the University Financial Aid Office and
2. You have enrolled in at least 3 graduate credits per semester, and
3. All requests for additional documentation are fulfilled.

Please remember that you must successfully complete 18 credits per academic level and be in good academic standing for renewal of any student aid at the next academic level. Policy allows \$18,500 Stafford Loan per academic level.

We request that you enroll for classes at least half time prior to the beginning of each semester to ensure timely receipt of funds. In the graduate programs enrollment for financial assistance purposes is:

- Full time 6 credits per semester
- Half time 3 credits per semester.

PROGRAMS ELIGIBLE FOR FINANCIAL ASSISTANCE

Financial assistance in the form of a Federal Stafford student loan is available for the following graduate degree programs:

Doctoral Programs

- Educational Leadership and Administration (Ed.D.)
- Clinical Psychology (Psy.D.)
- School Psychology (Psy.D)

Master of Arts Programs

- Cultural and Linguistic Diversity
- Counseling Psychology
- Educational Leadership
- Music Therapy
- Nutrition Education
- Organization Leadership

Master of Science Program

- Master of Science in Nursing (MSN)

Financial assistance in the form of a Federal Stafford student loan is available for the following certification programs:

Certifications

- Elementary School Teacher
- Secondary School Teacher
- Special Education Teacher

Financial assistance in the form of an alternative student loan is available for the following certifications:

- Supervisor, Special Education
- Supervisor, Single Subject
- Supervisor, Curriculum and Instruction
- Elementary-Middle School Principal
- Secondary School Principal
- Elementary/Secondary School Guidance Counselor
- School Nurse
- School Psychologist
- Counselor Executive Director of and Intermediate Unit
- Letter of Eligibility – School District Superintendent

Teacher certification and graduate prerequisites:

Financial assistance in the form of a Federal Stafford student loan in the amount of \$5,500 subsidized and \$5,000 unsubsidized, depending on eligibility, is available for special education, elementary and secondary teacher certification and prerequisites required to be accepted into a graduate program.

Based on federal guidelines for student eligibility, students enrolled in post-baccalaureate teacher certification are considered 5th year undergraduates. Enrollment must be at least half time, 6 credits or more.

For teacher certification programs, a Free Application For Federal Student Aid must be filed every year and 24 credits passed in the academic year in which you initially borrowed if the maximum \$10,500 was borrowed.

ACADEMIC EXPERIENCES

Certain academic experiences, rather than credit hours, permit you to be classified as full or half-time; these experiences include the following:

Doctoral students (Psy.D. or Ed.D.): Registration for the comprehensive, two-part (oral and written) examination carrying no credit will be viewed as registration for one three-credit course for financial assistance purposes. No aid will be awarded, only deferment from student loan repayment eligibility.

Practicum/Internship Students: The following guidelines outline most cases and indicate minimum number of required hours in a field placement. If you are registered for practica or internship with questions concerning financial assistance eligibility you should consult with the financial aid office.

Practica:

PSYC 672	(250 hours)	Half-time
PSYC 673	(250 hours)	Half-time
PSYC 674	(300 hours)	Half-time
PSYC 686	(250 hours)	Half-time
PSYC 780-81 or 782-3	(400 hours)	Half-time

Internships:

PSYC 680 or 681	(600 hours/semester)	Full-time
PSYC 786 & 787	(3 credits/semester)	Full-time
PSYC 788 & 791	(3 credits/semester)	Full-time
PSYC 792 & 793	(3 credits/semester)	Full-time
PSYC 786, 787, 788, 791, 792, 793	(1.5 credits/semester)	Half-time
NED 662 or 663	Dietetic Internship	Full-time
Student Teaching	Education	Full-time

We request that you register for credits prior to the beginning of the semester. Loans will be delayed due to late registrations.

Payment of all balances not covered by financial aid is your responsibility. Grades and future enrollment may be jeopardized if account balances are not paid in full. Check with the Business Office.

Refunds:

If you received aid under Title IV programs (Federal Stafford Loan) and withdraw from the University, a portion of the aid received must be returned to the appropriate program(s). The portion to be returned is determined by federal regulations. Examples of the formula and refund calculations are available in the Office of Financial Aid.

Please contact the Student Financial Aid Office with any questions.

OFFICE LOCATION/HOURS:

University Financial Aid Office
 Immaculata University
 200 Lourdes Hall
 Immaculata, PA 19345

Voice: (610) 647-4400, Ext. 3028
 FAX: (610) 640-0836
 Email: financialaiddept@immaculata.edu

The office is open Monday-Friday, 9:00am – 4:30 pm. Evening meetings with a counselor can be arranged.

PAYMENT INFORMATION

Payment Policy

Tuition and fees are due to be paid in full by the term payment due date. Registrations received after term cut off date must be accompanied with payment in full or according to the installment plan. For further information regarding registration cut off dates, please refer to the course guide. Students are not permitted to attend class or occupy University housing until payment obligations have been met. Late fee will be assessed to accounts that are not paid in full by the term payment due date and will be automatically enrolled in the Installment Plan explained below.

Payments may be made by cash, money order, or any major credit card and are accepted by phone mail or in person in the Business Office between the hours of 8:30 a.m. and 4:00 p.m. Payment drop boxes are located outside the Business Office in Villa Maria and at the commute entrance located in Loyola Hall. The Business Office is located in Room #14 in the terrace level of Villa Maria. Checks should be made payable to Immaculata University and mailed to: Business Office, P.O. Box 631, Immaculata, PA 19345. To pay by phone, call 610-647-4400, extension 3174.

Students who are reimbursed by employers should submit their receipt of payment information to their employer and retain all bills and statements for their records. Immaculata University does not provide individual employer billing.

All financial aid recipients must ensure their financial aid is available by the term payment due date. Students with outstanding financial obligations will not be permitted to register for future terms, receive grades, teacher certificates or transcripts.

Immaculata University reserves the right to assign outstanding account balances to a collection agency. Students are responsible for all collection agency fees.

Installment Plan Option for Graduate Studies Students

Immaculata offers an Installment Plan which allows Graduate Studies students to distribute their payments over installment payment dates during a traditional term. There is no fee to enroll. Installment payment plan due dates are based on a traditional term, not upon time of registration. Accounts not paid in full by term payment due date will be automatically enrolled in the installment plan. Installments not received by the payment due dates will be assessed a late payment fee for each installment payment. Please refer to course guide for term installment due dates.

Mandatory Student Health Insurance

Student Health Insurance.....\$668

All students residing in University housing are required to have health insurance coverage. Students will be automatically enrolled in and billed for the University's health plan at the beginning of each academic year. In order to avoid compulsory enrollment under the University's health plan, students must complete, an Insurance Waiver Form by July 17th. For further information please contact Katie Steele at 610-647-4400, ext. 3500.

Treasurer's Office Hours:

Monday through Friday 8:30 a.m. to 4:00 p.m.
 First Nights of Class 4:00 p.m. to 7:00 p.m.
 Terrace level, Villa Maria Hall 647-4400, Ext. 3174

Graduate Scholarship Award

A limited number of merit scholarships (consisting of course tuition waivers) are available yearly at both the master's and doctoral level. Applicants must be matriculated and enrolled in a master's or doctoral degree program at Immaculata, have completed 15 credits at Immaculata (nine in the area of concentration) and have a minimum GPA of 3.8. Students seeking certifications/certificates only are not eligible. Applications are available in the graduate office. All of the following materials must be included along with the application form:

1. Graduate transcripts
2. Current resume
3. Two letters of reference (at least one academic)
4. An example of scholarly or creative work such as publications, presentations, and/or performances that are contributions to your profession.
5. Two-page essay addressing the following: How does earning a master's/doctoral degree impact your potential for providing future service to the Immaculata community and to your profession?

ACADEMIC PROGRAMS

DEGREES AND PROGRAMS OF CONCENTRATION

Immaculata is chartered by the Commonwealth of Pennsylvania to grant the following graduate degrees:

DOCTORAL PROGRAMS

- Doctor of Education (Ed.D.)
- Doctor of Psychology in Clinical Psychology (Psy.D.)
- Doctor of Psychology in School Psychology (Psy.D.)

MASTER OF ARTS PROGRAMS

- Cultural and Linguistic Diversity
- Counseling Psychology
- Educational Leadership
- Music Therapy
- Nutrition Education
- Organization Leadership

MASTER OF SCIENCE IN NURSING (MSN)

CERTIFICATIONS

The College is also authorized to grant Pennsylvania Department of Education (PDE) certification as or for:
 Elementary and Secondary School Principal
 Elementary School Counselor

- Secondary School Counselor
- Elementary Certification
- Secondary Certification
- School Nurse
- Letter of Eligibility - School District Superintendent
- School Psychologist
- Special Education
- Supervisor, Special Education
- Supervisor, Single Subject
- Supervisor, Curriculum and Instruction

CERTIFICATES

- ESL Program Specialist
- Existential-Humanistic Theories and Applications
- Expressive Arts
- Health Care Services
- Organizational Effectiveness
- Teaching English to Speakers of Other Languages (TESOL)

CERTIFICATES OF ADVANCED PROFICIENCY

- (Open only to students in PsyD in Clinical Psychology)
- Drug and Alcohol Education
 - Psychological Testing
 - Integrative Psychotherapy
 - Human and Cultural Diversity
 - Psychodynamic Psychotherapy
 - Neuropsychological Assessment

C O R E / G E N E R A L C U R R I C U L U M

The core curriculum is an integral part of the graduate programs and serves as a framework for integrating the student's life experiences and visions. Immaculata's wholistic approach to education is further implemented through the close personal interaction of faculty, students and administration in an atmosphere of mutual respect.

The master's core curriculum aims to equip persons who serve others with the knowledge and skills which their service-oriented roles will require. The fundamental principle of the core curriculum addresses all graduate programs and provides a common experience for students in each program. This common experience consists in whole or part of the following components:

- a. an awareness of self in interaction with others
- b. an understanding of normal developmental growth patterns
- c. the ability to analyze and generate research findings essential to the growth of each discipline

The doctoral core curriculum provides students in each distinct program with a common knowledge base focusing on preparation for advanced research.

MASTER'S CORE COURSES
(9 Credits Total Required)

GEN 501	Human Development	(3)
GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
GEN 505	Adult Human Development	(3)
GEN 600	Comprehensive Examination in Core Curriculum	(0)

DOCTORAL CORE COURSES
(9 Credits Total Required)

GEN 701	Human Development	(3)
GEN 702	Methods of Research	(3)
EDL 734/PSYC 790	Dissertation Research Seminar	(3)
EDL/PSYC 797	Comprehensive Examination	(0)

Master's Core Course Descriptions

GEN 501 Human Development (3)
Because of the increasing complexity of global relationships, this course provides opportunities for students to understand and appreciate the developmental experiences of all people across the lifespan. Included in the course are: development theories which relate to the human growth process, and salient biological and environmental factors which affect the process of human growth and development.

GEN 502 Methods of Research (3)
This course is designed to examine comprehensive methodological approaches to qualitative and quantitative research. Rudiments of basic research process, skills in evaluating the research outcomes as valid, reliable and useful and the application of this knowledge and skill in the creation of a simulated study are included. (Prerequisite: statistics course).

GEN 503 Interpersonal Relations (3)
Study of the meaning of interpersonal relationships, focusing on key concepts; raising the level of one's self-awareness, and developing a basic framework for understanding person to person and group interactions.

GEN 505 Adult Human Development (3)
Focus on human development as a lifelong process of interaction between the individual and the environment within particular contexts. Cognition, emotions, and values are seen as influencing behavior and the role people play in their own development.

GEN 600 Comprehensive Examination in Core Curriculum (0)
A culminating experience which reflects the student's synthesis and integration of knowledge. (Taken concurrently with comprehensive examination in specialization).

Doctoral Core Course Descriptions

GEN 701 Human Development (3)

This course covers some of the major concepts and lines of research and inquiry within the field of Human Development, mainly from a theoretical perspective and research based perspective. Development is considered as an overarching construct with which to view cognition, affect, social relatedness, etc. Recent theorists and researchers are studied especially for their clinical relevance. Issues related to diversity will be addressed specifically throughout the course.

GEN 702 Methods of Research (3)

This course is designed to assist the student in refining basic, and developing advanced, understanding of research concepts and methods. Methodological issues covered include strategies for literature review; sampling and subject selection; ethics; internal and external validity, program evaluation, selection of appropriate measures; procedures; writing style; and APA publication style. Methodological approaches to both qualitative and quantitative research are discussed. Students also explore and develop their own research interests and contributions to their field. Students choose, study and discuss research covering a variety of clinical settings; populations; and cultural groups and concerns. (Prerequisite: undergraduate statistics)

EDL 734 Dissertation Research Seminar (3)*

Guidance of student efforts to translate theoretical constructions and research ideas into useful research plans to be incorporated into the research proposal. Focus will be placed on developing effective writing skills as well as methods of defense of written plans. (Prerequisite: successful completion of required course work and comprehensive examination.)

PSYC 790 Dissertation Research Seminar (3)*

This seminar is designed to prepare students for beginning the dissertation in the Fall semesters. Students review the Dissertation Handbook, including dissertation requirements, formatting, information technology, committee selection, ethical issues in research and the department's timeline for completing the dissertation process. Students work in seminar format to refine dissertation topics and methodology, and complete a dissertation proposal prospectus. Grading is "Pass" or "Fail." Students take PSYC 790 in the spring semester and must then register for their first section of dissertation (PSYC 798) in the summer semester. Open only to Psy.D. students (Clinical Psychology prerequisite: PSYC 781; School Psychology prerequisite: Concurrent enrollment in or completion of PSYC 773 and completion of all courses except PSYC 798-800; PSYC 801-806).

EDL/PSYC 797 Comprehensive Examination (0)*

A culminating experience which assesses the student's ability to synthesize and integrate knowledge (oral and written).

* see specific department for details

General Course Descriptions

GEN 511-12 Special Topics (1-3)

Innovative courses, carrying one to three academic credits; may be used as electives.

GEN 513 Technology Topics (1-3)

Innovative courses, in technology topics, carrying one to three academic credits; may be used as electives.

GEN 517 Statistical Concepts for Applied Research (1)

Provides the student with the working knowledge to identify the correct statistics for use in a variety of research situations. It will demonstrate scales of measurement, type of research error, statistical power and description of inferential statistics.

CULTURAL AND LINGUISTIC DIVERSITY

Coordinator: Margaret van Naerssen, Ph.D.

The increasing number of persons of limited English proficiency demands teachers, counselors, administrators, and social workers that are well-prepared. The Master of Arts program in Cultural and Linguistic Diversity responds to a genuine need and offers a consistent vision of the United States as a multicultural nation whose rapidly changing population requires competently prepared personnel.

Students in the program will be prepared to develop contemporary strategies, models, and programs in school and community settings and to appreciate the challenges and conflicts involved in developing interdependence within multicultural diversity.

The two certificate programs provide the basic competencies those interested in working with English language learners at the K-12 level or for those interested in teaching other populations either in the US or abroad.

PROGRAM OF STUDY

M.A. in Cultural and Linguistic Diversity with concentration in TESOL (Teaching English to Speakers of other Languages)	(36 credits)
Pennsylvania ESL Program Specialist Certificate	(18 credits)
Certificate in TESOL	(18 credits)
M.A. in Cultural and Linguistic Diversity with concentration in Bilingual Studies	(36 credits)

M.A. WITH CONCENTRATION IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (36 credits)

Students pursuing a concentration in TESOL will blend linguistic and ESL coursework with practical experience. Students will learn the nature and variety of language in general and English in particular; the necessary interaction of language and culture; the nature of second language acquisition and second language assessment; the principles and practices of second language teaching methodology and cross-cultural knowledge and experience.

COURSE REQUIREMENTS

CORE CURRICULUM (9 credits)

GEN 501	Human Development	(3)
OR		
GEN 505	Adult Human Development	(3)
GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
GEN 600	Comprehensive Examination	(0)

REQUIRED COURSES (24 credits)

CLD 503	Issues in Contemporary Culture of the United States	(3)
OR		
CLD 546	Multicultural Multilingual Issues	(3)
CLD 522	Introduction to Linguistics	(3)
CLD 524	Sociolinguistics	(3)
CLD 534	Teaching English as a Second Language	(3)
CLD 536	Reading/Writing in the ESL Classroom	(3)
CLD 548	Structure of English	(3)
CLD 560	Second Language Acquisition	(3)
CLD 564	Practicum in TESOL	(3)
CLD 599	Comprehensive Examination	(0)

ELECTIVE COURSES (3 credits)

CLD 546	Multicultural Multilingual Issues	(3)
CLD 558	English for Specific Purposes	(3)
OR		
CLD 544	Curriculum and Materials Development	(3)

CLD 555	Special Issues in ELL Education	(3)
EDL 634	Content Area Reading	(3)

PENNSYLVANIA ESL PROGRAM SPECIALIST CERTIFICATE (18 credits)

Immaculata University is approved by the Pennsylvania Department of Education as a training program provider for the ESL Program Specialist Certificate. (ESL=English as a Second Language)

Teachers interested in this ESL certificate training should contact the Program Coordinator. Teachers who have professional training and experience in ESL and related areas are also encouraged to make an appointment with the CLD Coordinator to review their credentials.

Credits earned in the certificate program can be applied later to the Master’s degree in Cultural and Linguistic Diversity with concentration in TESOL, or a Master’s degree in Educational Leadership with a concentration in ESL.

If not interested in teaching ESL at K-12 level, then see Certificate in TESOL.

According to the Pennsylvania State Department of Education, at minimum, candidates for a Program Specialist – English as a Second Language (ESL) certificate must have

1. A valid Pennsylvania Instructional I or II certificate
2. A signed copy of the ESL Training Completion form signed by the college/ university certification officer or the intermediate unit executive director

Candidates with out-of-state certification should check with the State for review of their documents.

For further details regarding the State requirements contact the Division of Candidate Evaluation Services, Bureau of Teacher Certification and Preparation, Pennsylvania Department of Education, in Harrisburg, PA, Phone: 717-787-3356. Online information can be found at <http://www.teaching.state.pa.us/teaching> .

Each course carries 3 credits for a total of 18 credits.

REQUIRED COURSES (18-21 credits)

CLD 503	Issues in Contemporary Culture of the United States	(3)
OR		
CLD 546	Multicultural Multilingual Issues	(3)
CLD 522	Introduction to Linguistics	(3)
CLD 534	Teaching English as a Second Language*	(3)
CLD 548	Structure of English	(3)
CLD 555	Special Issues in ELL Education	(3)
CLD 560	Second Language Acquisition	(3)
CLD 564	Practicum in TESOL	(3)
	(Required if less than 30 hours regular ESL classroom teaching experience)	

*a methodology course

CERTIFICATE IN TESOL (18 credits)

This certificate is ideal for students with little or no teaching experience who plan to teach populations other than K-12 and who wish to teach either in the US or abroad. This provides the professional qualifications that can lead to a challenging and important career. Whether a new or experienced teacher, students may enhance their credentials through this program.

Credits earned in the certificate program can be applied later to the Master’s degree in Cultural and Linguistic Diversity with a concentration in TESOL.

If interested in teaching ESL at K-12 level, then see Pennsylvania ESL Program Specialist Certificate

Each course carries 3 credits for a total of 18 credits.

REQUIRED COURSES

CLD 522	Introduction to Linguistics	(3)
CLD 534	Teaching English as a Second Language	(3)
CLD 548	Structure of English	(3)
CLD 560	Second Language Acquisition	(3)

TWO ELECTIVE COURSES FROM THE FOLLOWING:

CLD 503	Issues in Contemporary Culture of the United States	(3)
OR		

CLD 546	Multicultural Multilingual Issues	(3)
CLD 536	Reading/Writing in the ESL Classroom	(3)
CLD 544	Curriculum and Materials Development	(3)
CLD 558	English for Specific Purposes	(3)

M.A. WITH CONCENTRATION IN BILINGUAL STUDIES (36 credits)

Students in Bilingual studies are tested for competence in language. They must attain a professional level of proficiency. Students who are dominant in a language other than English must validate proficiency per advisement. Students who fail to acquire the desired level of professional proficiency must take compensatory courses in language. The program in Bilingual Studies will prepare graduates for numerous career opportunities in both school and community services involving the Spanish-speaking and Asian populations.

COURSE REQUIREMENTS

CORE CURRICULUM (9 credits)

GEN 501	Human Development	(3)
OR		
GEN 505	Adult Human Development	(3)
GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
GEN 600	Comprehensive Examination	(0)

REQUIRED COURSES (24 credits)

CLD 503	Issues in Contemporary Culture of the United States	(3)
OR		
CLD 546	Multicultural Issues	(3)
CLD 506	Cultures of the Caribbean, Latin America, or Asia	(3)
CLD 522	Introduction to Linguistics	(3)
CLD 524	Sociolinguistics	(3)
CLD 530	Theory and Practice of Bilingual Education	(3)
CLD 534	Teaching English as a Second Language	(3)
CLD 544	Curriculum and Materials Development	(3)
CLD 552	Practicum in Multicultural Studies	(3)
CLD 599	Comprehensive Examination	(0)

ELECTIVE COURSES (3 credits)

CLD 507	Topics in the Literature of Latin America or Asia	(3)
CLD 528	Foreign Language Composition and Grammar	(3)
OR		
CLD 529	Foreign Language Conversation	(3)
CLD 536	Reading/Writing in the ESL Classroom	(3)
PSYC 640	Multicultural Counseling	(3)

General Course Descriptions

CLD 503 Issues in Contemporary Culture of the United States (3)

To improve understanding of diversity in the U.S. and to enhance sensitivity to the needs of people in a multicultural society, the course examines some of the issues in American society that stem from the different cultural backgrounds of the individuals and groups involved. Emphasis is on the analysis of one's own and others' socioculturally shaped ways of believing, valuing, and interacting in order to identify and understand potential sources of miscommunication and misunderstanding. Historical perspectives are also included.

CLD 506 Cultures of the Caribbean, Latin America or Asia (3)

Independent study analyzing the Indian, European and African impact upon the development of the peoples of the Caribbean and Latin America, or of the impact of major Asia cultures on each other along with influences from non-Asia cultures.

CLD 507 Topics in the Literature of Latin America or Asia (3)

Independent reading and discussions of the major authors of the region. Readings may be in both a major language of the region and English depending on reading proficiency of student(s).

CLD 522 Introduction to Linguistics (3)

A study of the nature and structure of language (phonology, morphology, syntax, and semantics) as systems. Surveys the general fields of applied linguistics of sociolinguistics (general discourse analysis and pragmatics), and psycholinguistics.

CLD 524 Sociolinguistics (3)

A study of regional and social language variation, pragmatics, and discourse analysis, with an emphasis on the works of Hymes, Labov, Heath and Gumperz, among others. (It is recommended, but not required, that Introduction to Linguistics be taken prior to Sociolinguistics.)

CLD 528 Foreign Language Composition and Grammar (3)

Intensive oral and written exercises to improve writing and speaking skills in a major language. (Departmental approval required) Emphasis on idiomatic and everyday vocabulary.

CLD 529 Foreign Language Conversation (3)

Designed to increase oral proficiency through oral presentations, discussions and conversations in a major language. (Departmental approval required)

CLD 530 Theory and Practice of Bilingual Education (3)

An introduction to the concept of bilingualism in a multicultural society and the sociolinguistic elements involved in this situation.

CLD 534 Teaching English as a Second Language (3)

The course also provides an overview of the theories, concepts and methodologies of the field. Students investigate the principles and practice of language teaching and learning through guided observation, practical experience, case studies, and reflective journals.

CLD 536 Reading/Writing in the ESL Classroom (3)

The process of acquiring reading/writing competency as it concerns first and subsequent language learning, as it varies at different age levels, as it relates to the writing process, and as it is affected by sociocultural variables in the instructional situation.

PSYC 640 Diversity Counseling (3)

Review of theories and counseling strategies for addressing needs of individuals from diverse backgrounds; competency skills in special areas; ethical implications for diversity counseling; gender and ethnicity; stereotyping; and topics relevant to diversity across populations and settings.

CLD 544 Curriculum and Materials Development (3)

This course assists participants in the practical application of theoretical concepts in ESL/bilingual/multicultural education through the development of a course design for a specific population (child or adult) selected by each participant.

CLD 546 Multicultural Multilingual Issues (3)

Consideration of major issues in multiculturalism in American society today; especially in education. These include the issues of assimilation, pluralism, race, gender, class, bilingual education, nonstandard Englishes, and multicultural education. These issues are examined in depth from both a historical and contemporary perspective.

CLD 548 Structure of English (3)

A study of the rules and principles governing the structure of modern English, and of the relationship between knowledge of English syntactic structure and second language learning and teaching. (It is recommended, but not required, that Introduction to Linguistics be taken prior to Structure of English.)

CLD 552 Practicum in Multicultural Studies (3)

Students have an opportunity for an on-site study and teaching experience under the supervision of school personnel and CLD faculty.

CLD 555 Special Issues in ELL Education (1, 1, 1)

A three-module course covering the following areas:

Module I – School-Home-Community: An investigation of the knowledge and skills needed to maintain open lines of communication between the school, family, and community, with emphasis on communities of the ELLs.

Module II – Language Across the Curriculum: Knowledge of the importance of and strategies for supporting language across the curriculum for ELLs.

Module III – Individualizing Instruction: Approaches to meeting the needs of ELLs included in the regular classroom with emphasis on designing individualized programs of study and distinguishing between language related needs and other special needs.

CLD 556 Independent Study (1-3)

Individual research under the guidance of a faculty member of the department. Approval of the chairperson is required.

CLD 558 English for Specific Purposes (3)

English for Specific Purposes is learner-centered ESL/EFL training focusing on the design and delivery of courses for students preparing to work in specific fields or those already working who need English as a tool in their workplace/profession. The course includes an introduction to key features of ESP design, an historical overview of ESP, and discussion of ESP issues.

CLD 560 Second Language Acquisition (3)

Develops an introductory understanding of the processes and factors in second/foreign language acquisition and of key past and current models. Students gain a sense of the complexity of language learning processes and explore possible classroom implications. Pre-requisite: CLD 522 (or equivalent with departmental approval).

CLD 564 Practicum in TESOL (3)

Students practice teaching with assistance and supervision from school personnel and CLD faculty. Student teachers are observed several times during the practicum. Written records about the experience are submitted to the CLD faculty supervisor.

CLD 599 Comprehensive Examination (0)

The comprehensive examination is a culminating experience which reflects the student's synthesis and integration of knowledge. (Taken concurrently with the comprehensive examination in the core curriculum). Prerequisites: Matriculated status, level of professional proficiency in a language for the bilingual studies concentration, Test of English as a Foreign Language for international students, required courses in concentration with a least a "B" average, common core courses, a minimum G.P.A. of 3.0, and approval of the department chair.

E D U C A T I O N A L L E A D E R S H I P

Chair: Sister Carol Anne Couchara, Ed.D.

The Education Department seeks to promote the preparation of authentic, knowledgeable, and exemplary school professionals by encouraging inquiry, analysis, creativity, and Christian values. To that end, studies are related to skills, knowledge, values, ethics, and professional standards.

The Educational Leadership program is committed to excellence in preparing educational leaders. The program is an integrated, rigorous preparation of educational leaders who study on a part-time basis. The courses are designed to support professionals in their efforts to think systematically about practice, learn from experience, seek the advice of others, draw upon educational research and scholarship, and actively seek out opportunities to grow professionally.

PROGRAMS OF STUDY

Degrees

- M.A. in Educational Leadership (Administration Track) (36 credits)
- M.A. in Educational Leadership (Education Track) (36 credits)
- M.A. in Educational Leadership (ESL Track) (36 credits)
- M.A. combined with Principal certification (39 credits)
- M.A. combined with Elementary certification (51 credits)
- M.A. combined with Secondary certification in a content area (45 plus any content area specific requirements)
- M.A. combined with Special Education certification (pre-requisite: existing instructional certification) (42 credits)
- M.A. combined with Elementary & Special Education certifications (57 credits)
- Ed.D. in Educational Leadership (60 credits)
- Ed.D. combined with Letter of Eligibility (66 credits)

Certifications*

- Instructional
 - Elementary (K-6)
 - Secondary (7-12)
 - Special Education: Cognitive, Behavior, Physical/Health Disabilities (N-12)
- English as a Second Language (ESL) Program Specialist
- Principal K-12
- Supervisor, Single Area
- Supervisor, Curriculum and Instruction
- Supervisor, Special Education
- Letter of Eligibility (Superintendent)

(Candidates seeking initial certification must satisfy a pre-requisite of 6 credits both in Mathematics and English-Composition and Literature. Students must maintain a 3.0 GPA.)

* All certifications (including course requirements) are subject to change to comply with the most current POE regulations. At the time of application for certification, students must be in compliance with the most current university requirements and PDE regulations. Students seeking Pennsylvania State certification in any specialization area are required to complete all requirements for certification including state-mandated tests and to submit completed forms to the Certification Officer.

EDUCATIONAL LEADERSHIP

The M.A. degree focuses on the personal and professional development of the student and provides a comprehensive preparation for one who aspires to leadership roles either as a classroom teacher or as an educational administrator.

Programs enable educational leaders to contribute to school effectiveness in their ethical practice and conduct by collaborating with other professionals and parents, by using community resources, and by working as advocates to improve opportunities for student learning.

The Administration track enables the school administrator to:

- Understand the importance of a clear, detailed vision and an explicitly stated philosophy in shaping a coherent curriculum and in fostering an effective school;
- Demonstrate instructional leadership which provides purpose and direction for student achievement; demonstrates organizational skills to implement school plans of action efficiently and effectively;
- Make systematic use of information to assess the needs and accomplishments of students, faculty, and staff.

The Education track and the ESL track enable teachers as educational leaders to:

- Understand the central concepts, tools of inquiry, and structure of the specific discipline to be taught;
- Understand how students learn and develop and plan learning opportunities to support their development through good instructional planning, creation of effective learning environments, use of a variety of teaching strategies, and implementation of appropriate assessment tools;
- Create opportunities that foster achievement of diverse learners in an inclusive classroom by encouraging positive social interaction, active engagement in learning, and self-motivation.

COURSE REQUIREMENTS

REQUIRED CORE CURRICULUM (9 credits)

GEN 501	Human Development	(3)
OR		
GEN 505	Adult Human Development	(3)
GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
GEN 600	Comprehensive Examination	(0)

REQUIRED COMMON CONCENTRATION COURSES (9 credits)

EDL 599	Comprehensive Examination in Educational Leadership	(0)
EDL 622	Curriculum and Instruction	(3)
EDL 615	Contemporary Professional Ethics	(3)
CLD 503	Issues in Contemporary Culture of the U.S. (or related CLD course)	(3)

REQUIRED CONCENTRATION (Administration track - 18 credits)

EDL 621	Administration	(3)
EDL 623	Supervision	(3)
EDL 624	Confronting Current Issues	(3)
EDL 625	School Law	(3)
EDL 626	School Community Relations	(3)
EDL 636	Art and Science of Grant Writing	(3)

REQUIRED CONCENTRATION (Education track - 18 credits)

EDL 504	Strategies of Teaching and Learning	(3)
EDL 629	Adapting Instruction to Individual Needs	(3)
EDL 632	Integrated Language Studies	(3)
OR		
EDL 634	Content Area Reading	(3)
EDL 637	Computers in Education	(3)

ELECTIVES (Master's Level EDL Courses) (6)

REQUIRED CONCENTRATION (ESL Track - 18 credits)

CLD 522	General Linguistics	(3)
CLD 534	Teaching English as a Second Language	(3)
CLD 548	Structure of English	(3)
CLD 555	Special Topics in Multicultural Education	(3)
CLD 560	Second Language Acquisition	(3)
ELECTIVE (any CLD or EDL course)		(3)

SPECIALIZATIONS (combined with M.A. in Educational Leadership)

M.A. (Administration Track) plus PRINCIPAL K-12 CERTIFICATION Program requires a minimum of 360 hours of field experiences, including a 180 hour practicum.

EDL 690 Practicum (3)

(A minimum of three years of professional school experience is required for admission to the Principal Certification Program. Candidates for principal certification must provide evidence of five years of professional school experience when they apply for certification. Certification also requires satisfactory completion of state-mandated test.)

M.A. (Education Track) plus ELEMENTARY CERTIFICATION

EDL 618 Creative Thought and Expression (3)
EDL 619 Social Foundations (3)
EDL 620 Curriculum Applications (3)
EDL 630 Strategies for the Classroom Teacher (3)
EDL 632 Integrated Language Arts (3)
EDL 635 Psychology of Learning (3)

*EDL 592 Student Teaching - by arrangement with Director of Student Teaching at least one year prior to this experience (6)

(Certification also requires satisfactory completion of state-mandated tests.)

M.A. (Education Track) plus SECONDARY CERTIFICATION Students may pursue this certification at the graduate level based on an earned baccalaureate degree in a specific content area which will be subject to departmental approval. The graduate courses required for certification are

EDL 619 Social Foundations (3)
EDL 630 Strategies for the Classroom Teacher (3)
EDL 634 Content Area Reading (3)
EDL 635 Psychology of Learning (3)

*EDL 592 Student Teaching - by arrangement with Director of Student Teaching at least one year prior to this experience. (6)

(Certification also requires satisfactory completion of state-mandated tests.)

M.A. (Education Track) plus ELEMENTARY and SPECIAL EDUCATION (Cognitive, Behavior, Physical/Health Disabilities – N-12) CERTIFICATION The graduate courses required for certification in Elementary and Special Education are

EDL 618 Creative Thought and Expression (3)
EDL 619 Social Foundations (3)
EDL 620 Curriculum Applications (3)
EDL 630 Strategies for the Classroom Teacher (3)
EDL 631 The Role and Responsibilities of the Special Education Teacher (3)
EDL 632 Integrated Language Arts (3)
EDL 633 Strategies for the Special Education Teacher (3)
EDL 635 Psychology of Learning (3)

*EDL 592 Student Teaching - by arrangement with Director of Student Teaching at least one year prior to this experience. (6)

(Certification also requires satisfactory completion of state-mandated tests.)

M.A. (Education Track) plus SPECIAL EDUCATION (Cognitive, Behavior, Physical/Health Disabilities – N-12) CERTIFICATION (Pre-requisite: Existing PA Instructional Certification)

The graduate courses required for certification in Special Education are

EDL 619 Social Foundations (3)
EDL 631 The Role and Responsibilities of the Special Education Teacher (3)
EDL 633 Strategies for the Special Education Teacher (3)
EDL 634 Content Area Reading (3)
EDL 635 Psychology of Learning (3)

(Certification also requires satisfactory completion of state-mandated tests.)

***STUDENT TEACHING** - students must contact Director of Student Teaching at least one year prior to this experience. Students spend full-time in the schools during the twelve weeks of student teaching. This experience is guided and directed by university staff in cooperation with school personnel. During this time student teachers participate in seminars conducted by university staff. Students are required to have a minimum of 30 hours of classroom participation prior to student teaching. Certification also requires satisfactory completion of the Praxis tests as mandated by the Pennsylvania Department of Education.

N.B. Institutional pass rate information is available at the following site: <http://www.title2.org/default.asp>

M.A. (ESL Track) plus ESL Program Specialist Certificate (For certificate requirements, see Cultural and Linguistic Diversity program)

CERTIFICATIONS ONLY

PRINCIPAL K-12 CERTIFICATION ONLY

Students who meet the state requirements of professional school experience may take the following courses to obtain certification as principal at the elementary and secondary levels. This certification would be added to an existing state certificate. Program requires a minimum of 360 hours of field experiences, including a 180 hour practicum.

REQUIRED COURSES

EDL 621	Administration	(3)
EDL 622	Curriculum and Instruction	(3)
EDL 623	Supervision	(3)
EDL 625	School Law and the Legal Process	(3)
EDL 626	School Community Relations	(3)
EDL 690	Practicum Experience	(3)

(Certification also requires satisfactory completion of state-mandated tests.)

ELEMENTARY CERTIFICATION ONLY

REQUIRED COURSES

GEN 501	Human Development	(3)
EDL 618	Creative Thought and Expression	(3)
EDL 619	Social Foundations	(3)
EDL 620	Curriculum Applications	(3)
EDL 629	Adapting Instruction to Individual Needs	(3)
EDL 630	Strategies for the Classroom Teacher	(3)
EDL 632	Integrated Language Arts	(3)
EDL 635	Psychology of Learning	(3)

*EDL 592 Student Teaching - by arrangement with Director of Student Teaching at least one year prior to this experience. (6)

(Certification also requires satisfactory completion of state-mandated tests.)

SECONDARY CERTIFICATION ONLY

REQUIRED COURSES

GEN 501	Human Development	(3)
EDL 619	Social Foundations	(3)
EDL 629	Adapting Instruction to Individual Needs	(3)
EDL 630	Strategies for the Classroom Teacher	(3)
EDL 634	Content Area Reading	(3)
EDL 635	Psychology of Learning	(3)

Departmental requirements in the specific subject area must be met.

*EDL 592 Student Teaching - by arrangement with Director of Student Teaching at least one year prior to this experience (6)

(Certification also requires satisfactory completion of state-mandated tests.)

ELEMENTARY and SPECIAL EDUCATION (Cognitive, Behavior, Physical/Health Disabilities – N-12) CERTIFICATIONS ONLY

REQUIRED COURSES

GEN 501	Human Development	(3)
EDL 618	Creative Thought and Expression	(3)
EDL 619	Social Foundations	(3)
EDL 620	Curriculum Applications	(3)
EDL 629	Adapting Instruction to Individual Needs	(3)
EDL 630	Strategies for the Classroom Teacher	(3)
EDL 631	The Role and Responsibilities of the Special Education Teacher	(3)
EDL 632	Integrated Language Arts	(3)
EDL 633	Strategies for the Special Education Teacher	(3)
EDL 635	Psychology of Learning	(3)

*EDL 592 Student Teaching - by arrangement with Director of Student Teaching at least one year prior to this experience. (6)

(Certification also requires satisfactory completion of state-mandated tests.)

SPECIAL EDUCATION (Cognitive Behavior, Physical/Health Disabilities – N-12) ONLY (Pre-requisite: Existing PA Instructional Certification)

REQUIRED COURSES

GEN 501	Human Development	(3)
EDL 619	Social Foundations	(3)
EDL 629	Adapting Instruction to Individual Needs	(3)
EDL 631	The Role and Responsibilities of the Special Education Teacher	(3)
EDL 633	Strategies for the Special Education Teacher	(3)
EDL 634	Content Area Reading	(3)
EDL 635	Psychology of Learning	(3)

(Certification also requires satisfactory completion of state-mandated tests.)

SUPERVISOR OF SPECIAL EDUCATION

Students may pursue this certification if they have completed five years of satisfactory experience as a certified Special Education teacher. The teaching experience needs to be validated by the school district. Program requires a minimum of 60 hours of field experiences, and a 300 hour practicum.

REQUIRED COURSES

GEN 501	Human Development	(3)
GEN 503	Interpersonal Relations	(3)
EDL 504	Strategies of Teaching and Learning	(3)
EDL 621	Administration	(3)
EDL 622	Curriculum and Instruction	(3)
EDL 623	Supervision	(3)
EDL 625	School Law	(3)
EDL 626	School Community Relations	(3)
EDL 693	Supervisory Internship	(3)

(Certification also requires satisfactory completion of state-mandated test.)

SUPERVISOR - SINGLE SUBJECT

Students may pursue this certification if they have completed five years of satisfactory teaching in a specific discipline. Validation of the teaching experience needs to be provided. These certifications are limited to disciplines in which the institution may grant initial certification. Program requires a minimum of 360 hours of field experiences, including a 180 hour practicum. The following courses need to be completed to obtain this supervisory certificate.

REQUIRED COURSES

GEN 501	Human Development	(3)
GEN 503	Interpersonal Relations	(3)
EDL 504	Strategies of Teaching and Learning	(3)
EDL 621	Administration	(3)
EDL 622	Curriculum and Instruction	(3)
EDL 623	Supervision	(3)
EDL 625	School Law	(3)
EDL 626	School Community Relations	(3)
EDL 693	Supervisory Internship	(3)

(Certification also requires satisfactory completion of state-mandated test.)

SUPERVISOR - CURRICULUM AND INSTRUCTION

Students who pursue this certification must have five years of satisfactory teaching/administrative experience. This certification would be added to an existing state certificate. Program requires a minimum of 360 hours of field experiences, including a 180 hour practicum.

REQUIRED COURSES

EDL 622	Curriculum and Instruction	(3)
EDL 623	Supervision	(3)
EDL 722	Personnel Management and Labor Relations	(3)
EDL 723	School Business Management	(3)
EDL 728	Curriculum Theory and Evaluation	(3)
EDL 729	Curriculum Management	(3)
EDL 731	Advanced Supervision	(3)
EDL 732	Staff Development	(3)
EDL 693	Supervisory Internship	(3)

(Certification also requires satisfactory completion of state-mandated test.)

LETTER OF ELIGIBILITY ONLY

For the letter of eligibility, students need to have a minimum of six years of professional service in a basic school, three of which have been in a supervisory or administrative position. The certification for the letter of eligibility would be added to an existing state certificate. Program requires a minimum of 180 hours of field experiences, including a 90 hour practicum. Students must be accepted through the doctoral admission process.

REQUIRED COURSES

EDL 721	School Leadership in Teaching and Learning	(3)
EDL 722	Personnel Management and Labor Relations	(3)
EDL 723	School Business Management	(3)
EDL 724	Organizational Development and Change Theory	(3)
EDL 725	Communication Theory and Practice	(3)
EDL 726	Political, Economic, and Social Structures of the Culture	(3)
EDL 727	Pennsylvania School Code and School Board Policies	(3)
EDL 728	Curriculum Theory and Evaluation	(3)
EDL 730	Pupil Personnel Services	(3)
EDL 731	Advanced Supervision	(3)
EDL 735	The Superintendency	(3)
EDL 789	Clinical Experience	(3)

DOCTOR OF EDUCATION (Ed.D.)

An Ed.D. in Educational Leadership is a professional degree that focuses on the preparation of educational leaders who must confront and adapt to everyday situations encountered in the complex and ever-changing life of the school setting. Therefore, the program is built not only upon a theoretical and research base but also upon an experiential understanding of pedagogy and administrative practice.

The Ed.D. program enables the educational leader to:

- Apply the central concepts of school leadership, tools of research and inquiry, and principles of teaching and learning that make educational administration effective and efficient;
- Understand the process of curriculum development, implementation, and evaluation, and use this understanding to develop high quality curriculum for student learning in collaboration with teachers, administrators, parents, and community members;
- Use an understanding of individual and group motivation to create a professional development environment that engages teachers to develop and apply effective instructional techniques for all students;
- Demonstrate knowledge and skills in supervision of instruction as well as effective communication with various school constituencies.

PREREQUISITES*

EDL 622	Curriculum and Instruction	(3)
EDL 623	Supervision	(3)
EDL 625	School Law and the Legal Process	(3)

COURSE REQUIREMENTS

CORE CURRICULUM (9 credits)

GEN 701/501	Human Development	(3)
GEN 702/502	Methods of Research	(3)
EDL 734	Dissertation Research Seminar	(3)
EDL 797	Comprehensive Examination	(0)

CONCENTRATION (51 credits)

EDL 720	Orientation to Doctoral Research	(3)
EDL 721	School Leadership in Teaching and Learning	(3)
EDL 722	Personnel Management and Labor Relations	(3)
EDL 723	School Business Management	(3)
EDL 724	Organizational Development and Change Theory	(3)
EDL 725	Communication Theory and Practice	(3)
EDL 726	Political, Economic, and Social Structures of the Culture	(3)
EDL 727	Pennsylvania School Code and School Board Policies	(3)
EDL 728	Curriculum Theory and Evaluation	(3)
EDL 729	Curriculum Management	(3)
EDL 730	Pupil Personnel Services	(3)
EDL 731	Advanced Supervision	(3)
EDL 732	Staff Development	(3)
EDL 733	Technology	(3)
EDL 798-799-800	Dissertation	(6-9)
EDL 000	Dissertation Continuation	(0)

ELECTIVES

EDL 735	Superintendency	(3)
EDL 789	Clinical Experience	(3)
EDL 791	Independent Study	(1-3)

*Prerequisites - identified courses or their equivalent per advisement

Graduate Course Descriptions

EDL 504 Strategies of Teaching and Learning (3)

An analysis of the latest research findings on teaching and learning as it applies to all participants in service-oriented professions. Included is a comprehensive model of learning that can be used for project planning and assessment.

EDL 511 Innovation in Education (1-3)

Special topics courses in education addressing such areas as: innovative instructional design, current trends, emerging teaching and learning theories, creative projects and applications.

EDL 548 Topics in Education (1-3)

Specialty course addressing current topics in education associated specifically with fulfilling PA-ACT 48 requirements for practicing educators.

EDL 592 Student Teaching (6)

By arrangement with the Director of Student Teaching, students spend full-time in the schools during the twelve weeks of student teaching. This experience is guided and directed by university staff in cooperation with school personnel. During this time student teachers participate in seminars conducted by university staff. Students are required to have a minimum of 30 hours of classroom participation prior to student teaching. Certification also requires satisfactory completion of the state-mandated Praxis tests.

EDL 599 Comprehensive Examination in Educational Leadership (0)

The comprehensive examination is a culminating experience which reflects the student's synthesis and integration of knowledge. In order to be eligible for the comprehensive examination, the student must have completed the following requirements:

- all those required for admission to the program
- Common Core courses
- required concentration
- all courses with at least a "B" average

EDL 615 Contemporary Professional Ethics (3)

An analysis of the function of ethics in professional life and a study of the influence that ethical concerns and judgments exert on the helping relationship; the implications of the interdisciplinary nature of ethics.

EDL 618 Creative Thought and Expression (3)

An examination of the current state and national standards governing music, art, drama, and physical education for the elementary classroom. Resources for these curriculum areas will be studied and evaluated. Students' preparation of integrated units of study for these areas will also be developed.

EDL 619 Social Foundations (3)

Topics include historical and political issues in Education.

EDL 620 Curriculum Applications (3)

Material focuses on teaching strategies applied to mathematics, science, and social studies.

EDL 621 Administration (3)

Survey of the field of administration in public and non-public schools including the legal structures and financial support systems with implementation at selected levels: elementary, early childhood education, middle school, and secondary level. Emphasis on those skills needed for effective decision making.

EDL 622 Curriculum and Instruction (3)

Examination of principles and procedures in curriculum development with a focus on adapting curriculum to the needs of students as well as implementation and teaching strategies. Emphasis on the elements of assessment is included.

EDL 623 Supervision (3)

Focuses on the study of goals, principles, and approaches to supervision of instruction. Students will explore the clinical supervision model, as well as alternative supervisory approaches, with their appropriate methods, strategies, and materials, including the exploration of ideas inherent in contemporary research and theory.

EDL 624 Confronting Current Issues in Education (3)

Examination of significant trends in American education through a study of state and national reports with various approaches to confronting the educational issues involved.

EDL 625 School Law and the Legal Process (3)

Study of trends and implications of court decisions, federal and state laws, which affect the education programs in public and private schools. Examination of the basic constitutional framework within which law and education must operate.

EDL 626 School Community Relations (3)

An investigation of the knowledge and skills needed to maintain open lines of communication between the school and the community.

EDL 628 Independent Study (1-3)

A one-semester independent project which meets the approval of the Program Chair and is conducted under faculty supervision. Student may merit one, two or three credits according to the complexity of the project.

EDL 629 Adapting Instruction to Individual Needs of Students (3)

Explains the various characteristics of and approaches for meeting the needs of students with disabilities in both regular and special education classrooms. (This is a prerequisite for EDL 631 and EDL 633)

EDL 630 Strategies for the Classroom Teacher (3)

Study which focuses on the development of effective teaching strategies. It includes strategies of supporting instructional efforts. Current effective instructional strategies will be explored. (Field experience required)

EDL 631 The Role and Responsibilities of the Special Education Teacher (3)

A continuation of EDL 629 with greater emphasis on the specific responsibilities of the special education teacher within the classroom and the school. This includes developing and implementing individualized educational programs, screening and classification of students with special needs, and knowledge of programs and services within the school and the community. (Prerequisite: EDL 629)

EDL 632 Integrated Language Studies (3)

Provides for the integration of reading, writing, oral language and children's literature which compose the framework for a coherent approach to the use of language.

EDL 633 Strategies for the Special Education Teacher (3)

Assessment, curriculum, and instructional strategies for the special education teacher working with a moderately to severely-impaired population within a self-contained classroom or in a separate school setting. (Prerequisite: EDL 629) (Includes a minimum 30 hour Practicum in a Special Education classroom.)

EDL 634 Content Area Reading (3)

An examination of the developmental reading process will be presented. The course will focus on developing lesson plans, using specific skills and strategies, and evaluation of curriculum materials germane to specific content area subjects.

EDL 635 Psychology of Learning (3)

Critical analysis of major theories of learning, cognition, and motivation, and an understanding of how these processes develop differentially. Study of formal and informal assessment practices and when and how to use them. Examination of the current research in these areas.

EDL 636 The Art and Science of Grant Writing (3)

A systematic introduction to the field of grant writing. It includes the basic skills and processes of grant writing as well as the development of highly skilled professional writing.

EDL 637 Computers in Education (3)

A focus on the application of technology to the local school setting. Students will become knowledgeable of the latest innovations in computer and multi-media technology as they apply to classroom and administrative tasks.

EDL 690 Practicum Experience (3)

Integration of theory and practice in a school setting in which the student works with a school administrator. Includes participation in a minimum 180-hour Internship. (All prerequisite courses should be completed per advisement.)

EDL 693 Internship (3)

Integration of theory and practice in a supervisory setting. The student will be under the joint supervision of a college and school district supervisor. The internship must be specific to the area in which certification is sought. Includes participation in a minimum 180 hour internship (Supervisor of Special Education requires a 300 hour internship.)

EDL 720 Orientation to Doctoral Research (3)

An introductory course focused on an orientation for doctoral studies. This course will examine strategies used in creative problem solving and decision making. It is designed to examine, discuss, and elaborate on the issues and methodologies of qualitative research. (Prerequisite: Methods of Research or the equivalent per advisement)

EDL 721 School Leadership in Teaching and Learning (3)

Study of administrators' roles in decision making, evaluation, performance appraisal, school organization and operation, problem identification and resolution, goal setting, planning, as well as management team concepts. Examination of various experiences that affect both teacher and learner.

EDL 722 Personnel Management and Labor Relations (3)

Examination of the personnel function in educational settings. Consideration of trends in staffing, recruitment, selection, assignment orientation, performance evaluation as well as grievances, labor relations, and negotiations.

EDL 723 School Business Management (3)

Comprehensive study of school business management. This course is concerned with district-wide business administration policies and procedures essential to conservation and wise use of funds, facilities, equipment and people.

EDL 724 Organizational Development and Change Theory (3)

Emphasis on the application of organizational development practices related to educational settings. Focus on change theory and its implementation in schools.

EDL 725 Communication Theory and Practice (3)

Preparation of administrators to develop and use various oral and written communication skills needed to communicate with diverse groups found within the school environment. Theoretical and analytical foundation of communication on intergroup and interpersonal bases.

EDL 726 Political, Economic and Social Structures of the Culture (3)

Includes historical antecedents of the political process on education. This course will focus on the political, economic, and social research and theory which are related directly to issues of education and school reform.

EDL 727 Pennsylvania School Code and School Board Policies (3)

Study of state laws governing the structure and operation of the public schools in their day-to-day operation. (Prerequisite: EDL 625)

EDL 728 Curriculum Theory and Evaluation (3)

Analysis of various approaches to curriculum theory. Examination of the educational strengths and weaknesses of these theories as they are implemented in different school environments. Evaluation of the effectiveness of school curriculum programs. (Prerequisite: EDL 622)

EDL 729 Curriculum Management (3)

Assistance for experienced educators in their effort to monitor and evaluate the implementation of curriculum improvement plans. (Prerequisite: EDL 622)

EDL 730 Pupil Personnel Services (3)

Consideration of pupil attendance, reports and all special services provided such as health, psychological, and social services.

EDL 731 Advanced Supervision (3)

Examines the supervisory process as developmental, dynamic, and collegial to promote purposeful, important learning and teaching. Supervision perspectives, skills and authority are analyzed. Options for working with teachers in a learning community are presented. A focus on the future of supervision in redefined school environments is included.

EDL 732 Staff Development (3)

Focus on the process of growth and change in the adult and various ways of enabling individuals to gain professional competence. Includes skills needed in designing, implementing and evaluating staff development programs.

EDL 733 Technology (3)

Study of the educational applications of available and developing technology for administrative, instructional, and research purposes within the school setting. The course presents knowledge and skills as they are related to administration, curriculum and the processes of teaching and learning.

EDL 734 Dissertation Research Seminar (3)

Guidance of student efforts to translate theoretical constructions and research ideas into useful research plans to be incorporated into the research proposal. Focus will be placed on developing effective writing skills as well as methods of defense of written plans. (Prerequisite: successful completion of required course work and comprehensive examination.)

EDL 735 The Superintendency (3)

Consideration of roles, relationships, and responsibilities of the school administrator and central office staff. Emphasis is placed on school district organization and governed relationship in federal and state government, administrative functions and the role of the school board. Includes also the role of the Intermediate Unit.

EDL 789 Clinical Experience (3)

Provides for the integration of course work and clinical experiences. After candidates have completed courses in administration, curriculum and the processes of teaching and learning, they are required to have a mentored experience in various administrative functions. Includes a 90-hour internship. (Prerequisite: Completion of course work required for letter of eligibility)

EDL 791 Independent Study (1-3)

A one-semester independent project which meets the approval of the program chair and is conducted under faculty supervision. Student may merit one, two or three credits according to the complexity of the project.

EDL 797 Comprehensive Examination (0)

A culminating experience which reflects the student's synthesis and integration of knowledge. A two-part examination - oral and written - will serve to determine the student's synthesis of the academic content of the program. This examination will also provide the opportunity for students to apply the theoretical knowledge obtained to practical situations. Grading is Pass/Fail with the student needing to pass all components of the examination in order to receive a "Pass" for the entire examination. The student is allowed to take the examination twice.

In order to be eligible for the comprehensive examination, the student must complete all required course work prior to the Dissertation Research Seminar with a GPA of at least 3.3 and secure the approval of the chair.

EDL 798-799-800 Dissertation (3,3,3)

Working with committee to complete dissertation. Students must register for consecutive semesters of dissertation.

EDL 798 involves completion of the dissertation proposal. Normally, EDL799 involves data collection/analysis and EDL 800 involves preparation of the final document and the dissertation defense. See Dissertation Handbook for further details.

EDL 000 Dissertation Continuation required for students who have completed EDL 798, 799, and 800, but need additional time to complete the dissertation process. See page 15 Continuous Registration.

MUSIC THERAPY

Chair: Brian Abrams, Ph.D., MT-BC

PROGRAM OVERVIEW

The Master of Arts in Music Therapy program prepares students to practice music therapy at an advanced level, under a wide range of circumstances. The program provides extensive breadth and depth of training in the musical, clinical, and theoretical components of the music therapy discipline, emphasizing multiple dimensions of promoting health through music experiences and therapeutic relationships. It provides a thorough orientation to scholarly literature, research, and writing on music therapy topics. In addition, it prepares students to be independent professionals, clinical supervisors, advocates for music therapy services, and leaders within their field.

The Master of Arts in Music Therapy program provides the student with eligibility to become credentialed as a Music Therapist-Board Certified (MT-BC) (if not already eligible upon admission). The program is also designed to meet part or all of the educational requirements for the Licensed Professional Counselor (LPC) in Pennsylvania, and may be applicable toward licensure requirements in other jurisdictions. In addition, in the course of earning the Master of Arts degree, the student has the option of earning a supplemental Certificate in Expressive Arts (refer to Certificate in Expressive Arts section of the College of Graduate Studies Catalog for further details about that program).

The Master of Arts in Music Therapy program is accredited by the National Association of Schools of Music (NASM) and approved by the American Music Therapy Association (AMTA). For further information on music therapy (including educational guidelines), consult AMTA's website at www.musictherapy.org.

COURSE OF STUDY

The Master of Arts in Music Therapy consists of two divisions (or levels) of study in music therapy (described below). In addition, the program included a series of general (core), psychology, and elective graduate courses (described in the College of Graduate Studies Catalog).

Lower Division

The lower division begins with the Music Therapy Foundations/Principles course series. Upon successful completion of this series, along with completion of Music Therapy Practicum and demonstration of functional proficiency on piano, guitar, and voice (through diagnostic examination administered by music therapy faculty—consult department for specific guidelines), the student becomes eligible to enroll in Music Therapy Internship. Note that cultivation of functional proficiency on piano, guitar, and voice can be addressed through graduate course work and/or individual study at the post-baccalaureate level, either at Immaculata University or through an external institution/instructor. Upon successful completion of Music Therapy Internship (consisting of a minimum of 900 hours) and verification of all professional music therapy competencies, the student becomes eligible to take the examination administered by the Certification Board for Music Therapists (CBMT). Upon successful passage of the CBMT examination, the student earns the national credential Music Therapist-Board Certified, or MT-BC. For further information, consult CBMT's website at www.cbmt.org.

Upper Division

Upon successful completion of the lower division Music Therapy Foundations/Principles course series (500 level), the student may elect any of the upper division music therapy courses (600 level). Upon successful completion of Music Therapy Internship and verification of all professional music therapy competencies, the student may elect the upper division Advanced Clinical Training and Advanced Music Skills for Therapy courses. Toward the completion of their degree, students take both the Culminating Project in Music Therapy and the Comprehensive Exam in Music Therapy. Students admitted to the program with advanced standing (see below under Admission Guidelines) complete only upper division (advanced) courses in music therapy.

ADMISSION GUIDELINES

General Procedures

Every applicant must file an application for admission to the College of Graduate Studies, complete with all necessary documentation (refer to general application guidelines for details). In addition, every applicant must meet with members of the music therapy department for an audition and interview (consult department for specific guidelines).

Standard Admission

For admission to the Master of Arts in Music Therapy program, the applicant must have earned a bachelor's degree in music, or a bachelor's degree with another major plus course work equivalent to a major in music. In exceptional cases, an applicant who requires only minimal course work to attain this level of equivalency may be considered for provisional admission. Applicants are advised that certain graduate courses include prerequisites not offered as courses in the College of Graduate Studies. These include a course in basic statistics for social sciences, and a course in human anatomy acceptable to the department. Those who have not completed either or both of these courses may do so at the post-baccalaureate level either through Immaculata's College of Lifelong Learning, or through another academic institution (at the undergraduate or graduate level).

Admission with Advanced Standing

For admission to the program with advanced standing, the applicant must already have met eligibility requirements for music therapy board certification (whether or not the applicant has successfully passed the board certification exam itself) through the attainment of a bachelor's degree in music therapy (or its equivalent). Applicants on Immaculata University's combined Bachelor of Arts in Music/Master of Arts in Music Therapy track enter the graduate program with advanced standing, but may not enroll in upper division Advanced Clinical Training or Advanced Music Skills for Therapy courses until successful completion of Music Therapy Internship and verification of all professional music therapy competencies.

MASTER OF ARTS IN MUSIC THERAPY**CORE REQUIREMENTS**

GEN 501	Human Development	(3)
GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
TOTAL		(9)

PSYCHOLOGY

PSYC 604	Group Process	(3)
PSYC 608	Psychopathology	(3)
PSYC 610	Exceptional Child	(3)
TOTAL		(9)

MUSIC THERAPY PRINCIPLES¹

MUT 500	Music Therapy Foundations	(3)
MUT 502	Didactic Principles of Music Therapy	(3)
MUT 504	Medical Principles of Music Therapy	(3)
MUT 506	Psychotherapeutic Principles of Music Therapy	(3)
TOTAL		(12)

CLINICAL TRAINING^{2,3}

MUT 510	Music Therapy Practicum	(3)
MUT 521	Music Therapy Internship I	(2)
MUT 522	Music Therapy Internship II	(2)
TOTAL		(7)

ADVANCED MUSIC THERAPY PRINCIPLES

MUT 600	Music Therapy and Self	(3)
MUT 602	Music Therapy and Individual	(3)
MUT 604	Music Therapy and Culture	(3)
MUT 606	Music Therapy and Ecology	(3)
TOTAL		(12)

ADVANCED CLINICAL TRAINING

MUT 610	Advanced Music Therapy Practicum	(1)
MUT 621	Advanced Music Therapy Internship I	(1)
MUT 622	Advanced Music Therapy Internship II	(1)
TOTAL		(3)

ADVANCED MUSIC SKILLS FOR THERAPY⁴

MUT 630	Advanced Music Skills for Therapy	(3)
TOTAL		(3)

ELECTIVES⁵

Electives		(2)
TOTAL		(2)

FINAL COMPONENTS

GEN 600	Comprehensive Exam (Core)	(0)
MUT 599	Comprehensive Exam in Music Therapy	(0)
MUT 690	Culminating Project in Music Therapy	(3)
TOTAL		(3)

DEGREE TOTAL⁶	(60)
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NOTES

- ¹Students entering program with advanced standing need not take 500-level principles courses
- ²Students entering program with advanced standing need not take 500-level clinical training courses
- ³Students electing a part-time internship also take MUT 523, Music Therapy Internship III, for an additional 2 credits (note: credit through this course may count toward, and may surpass, required elective credits within the degree)
- ⁴Specific areas for advanced music study are based upon the individual needs and interests of the student, and are arranged by advisement (distribution of the required 3 credits are also arranged on an individual basis)
- ⁵Students entering program with advanced standing take 9 credits of electives
- ⁶Degree total for students with advanced standing is 48 credits

Additional Note: Students entering the program through standard admission or through the combined BA/MA track, and who are not prepared or able to pass the diagnostic functional music skills proficiency examination, may elect one or more of the following courses (on a repeatable basis), until the necessary skills can be demonstrated (note: credit through these courses may count toward, and may surpass, required elective credits within the degree):

MUT 530	Music Skills for Therapy – Piano	(1 credit)
MUT 532	Music Skills for Therapy – Guitar	(1 credit)
MUT 534	Music Skills for Therapy – Voice	(1 credit)

ADDITIONAL MATTERS
State Licensure

Students pursuing the Licensed Professional Counselor (LPC) credential in Pennsylvania must complete 3600 hours of supervised, clinical practice following completion of graduate study. Because the overall course of study must include a minimum of 60 graduate credits, students admitted with advanced standing must elect a minimum of 12 additional credits beyond the 48 required for their degree, any of which may be completed prior to or following graduation. The student must also have successfully passed the Music Therapy Board Certification exam. For further information, refer to Pennsylvania law on the LPC at www.pacode.com/secure/data/049/chapter49/chap49toc.html.

Although Immaculata's music therapy program is designed in accordance with educational requirements for licensure in Pennsylvania, the university cannot guarantee the student's eligibility for licensure; therefore, the student must assume independent responsibility for ensuring that all requirements are met, on her or his own behalf. Students pursuing licensure within jurisdictions other than Pennsylvania must consult and follow the regulations and procedures stipulated by those jurisdictions, and must independently verify that Immaculata University's Master of Arts in Music Therapy program is consistent with the educational requirements of those jurisdictions. The student is responsible for all state application procedures and fees (Pennsylvania or elsewhere).

Certificate In Expressive Arts

Students pursuing the Certificate in Expressive Arts as a supplement to their Master of Arts Degree take 9 credits of Expressive Arts course work as electives. For students who entered the program through standard admission, this will result in a minimum of 7 credits beyond the 60 required for graduation (this does not apply to students admitted with advanced standing, as they can allocate 9 credits of electives to Expressive Arts course work and still remain within the 48 credits required for graduation). Refer to Certificate in Expressive Arts section of the College of Graduate Studies Catalog for further details about that program.

Course Descriptions

MUT 500 Music Therapy Foundations (3)

A comprehensive survey of the music therapy discipline and profession. Areas addressed include defining music therapy; educational and training requirements in music therapy; historical and philosophical underpinnings of the music therapy field; psychological bases of music as therapy (including psychoacoustics, phenomenological dimensions of music experience, and developmental foundations of music experience); major theories, models, and methods of music therapy; an introduction to the principal client populations served through music therapy; the music therapy process (including assessment, planning, implementation, and therapeutic dynamics); bases of ethical thought and practice as a music therapist; multicultural considerations; professional issues in music therapy; an introduction to music therapy research; and an introduction to music-centered self-inquiry.

MUT 502 Didactic Principles of Music Therapy (3)

An in-depth examination of practices in which music experiences and therapeutic relationships promote the acquisition, restoration, or maintenance of knowledge, skills and/or abilities, integral to well being. The theoretical, clinical, and research literature pertaining to these practices are reviewed, with consideration given to multiple therapeutic orientations. Special attention is given to the role of music experiences in client assessment and treatment, across various populations and settings. Students explore pertinent case examples, plan and implement simulated music therapy processes, and cultivate resources for future use. Prerequisite: MUT 500. Recommended preparation/corequisite: PSYC 610.

MUT 504 Medical Principles of Music Therapy (3)

An in-depth examination of practices in which music experiences and therapeutic relationships promote physiological well being. Prerequisites: MUT 500; completion of a course in human anatomy acceptable to the department.

MUT 506 Psychotherapeutic Principles of Music Therapy (3)

An in-depth examination of practices in which music experiences and therapeutic relationships promote mental and emotional well being. Prerequisite: MUT 500. Recommended preparation/corequisites: PSYC 604; PSYC 608.

MUT 510 Music Therapy Practicum (3)

A supervised clinical field training experience in music therapy, featuring various client populations in various settings, consisting of a minimum total of 150 hours. Students have the opportunity to apply various principles, skills, and resources acquired through course work, as well as to develop new skills and resources. Students work under the supervision of both on-site music therapists and university music therapy faculty. A weekly clinical training forum provides students with opportunities to share experiences, address problems and issues, and exchange peer support. Students document the practicum in a professional report (presented at the culmination of the semester), and record their personal experiences in self-inquiry logs. Each student must work with a minimum of three different client populations (typically divided into placements at 3 different sites, at approximately 50 hours per site). Prerequisite: MUT 500.

MUT 521-522 Music Therapy Internship I, II (2 each)

An extended, intensive, clinical field training experience featuring one or more client population(s) and/or setting(s), consisting of a minimum total of 900 hours (combined over all semesters elected). Students continue to work under both on-site and academic supervision, and continue to attend the weekly clinical training forum (special participation arrangements are made for students completing an internship at a significant distance from the university). Students document the internship through various reports and summaries, and continue to record their personal experiences in self-inquiry logs. Typically, internship is completed over two semesters, at 2 credits per semester (for a total of 4 credits), on a full-time basis (a commitment of approximately 40 hours per week). By special arrangement and with permission of the department, students may complete internship on a part-time basis (a commitment of approximately 20 hours per week), over three semesters (for a total of 6 credits). Completion of internship on a full-time basis takes approximately six months; completion on a part-time basis takes up to one year. Prerequisites: PSYC 608; PSYC 610; MUT 502; MUT 504; MUT 506; MUT 510; successful passage of diagnostic functional music skills proficiency examination.

MUT 523 Music Therapy Internship III (2)

A continuation of the music therapy internship, for students taking the internship on a part-time basis. Prerequisite: MUT 522.

MUT 530 Music Skills for Therapy – Piano (1)

Study of piano, arranged on an individual basis, for students who have not yet acquired the functional piano skills necessary in order to pass the diagnostic functional music skills proficiency examination. Course is repeatable.

MUT 532 Music Skills for Therapy – Guitar (1)

Study of guitar, arranged on an individual basis, for students who have not yet acquired the functional guitar skills necessary in order to pass the diagnostic functional music skills proficiency examination. Course is repeatable.

MUT 534 Music Skills for Therapy – Voice (1)

Study of voice, arranged on an individual basis, for students who have not yet acquired the functional voice skills necessary in order to pass the diagnostic functional music skills proficiency examination. Course is repeatable.

MUT 599 Comprehensive Examination in Music Therapy (0)

An examination of the student's ability to integrate knowledge and experiences attained through graduate studies in music therapy. This examination is taken concurrently with GEN 600 Comprehensive Examination (Core). Prerequisites: PSYC 604; PSYC 608; PSYC 610; GEN 501; GEN 502; GEN 503; completion of all but 10 credits (maximum) of required course work in degree program; cumulative grade point average of 3.0 (minimum) in music therapy course work.

MUT 600 Music Therapy and the Self (3)

Advanced studies in the development of personal identity and psyche through music experiences and therapeutic relationships. Theories, models, and methods of music therapy that centrally concern inner experiences, psychodynamics, the unconscious, personal meanings, and life narratives are examined. Professional issues are considered. Specific topics and contents vary, and may feature guest lecturers with specialized expertise in pertinent areas. Prerequisites: MUT 500; MUT 502; MUT 504; MUT 506 (prerequisites do not apply to students entering program with advanced standing).

MUT 602 Music Therapy and the Individual (3)

Advanced studies in the development of individual functioning and abilities through music experiences and therapeutic relationships. Theories, models, and methods of music therapy that centrally concern brain neurophysiology (and related functional mechanisms), cognitive-behavioral dimensions, multifactor perspectives on health (e.g., biopsychosocial), and technological interventions are examined. Professional issues are considered. Specific topics and contents vary, and may feature guest lecturers with specialized expertise in pertinent areas. Prerequisites: MUT 500; MUT 502; MUT 504; MUT 506 (prerequisites do not apply to students entering program with advanced standing).

MUT 604 Music Therapy and Culture (3)

Advanced studies in the cultural dimensions of the music therapy discipline and profession. Theories, models, and methods of music therapy that centrally concern collective identity, archetypes, myths (and other cultural narrative forms), ritual, indigenous perspectives, community perspectives, sociopolitical perspectives, and diversity/multiculturalism are examined. Professional issues are considered. Specific topics and contents vary, and may feature guest lecturers with specialized expertise in pertinent areas. Prerequisites: MUT 500; MUT 502; MUT 504; MUT 506 (prerequisites do not apply to students entering program with advanced standing).

MUT 606 Music Therapy and Ecology (3)

Advanced studies in the ecological dimensions of the music therapy discipline and profession. Theories, models, and methods of music therapy that centrally concern systems perspectives, society, mass media, nature/physics, and holistic healing practices are examined. Professional issues are considered. Specific topics and contents vary, and may feature guest lecturers with specialized expertise in pertinent areas. Prerequisites: MUT 500; MUT 502; MUT 504; MUT 506 (prerequisites do not apply to students entering program with advanced standing).

MUT 610 Advanced Music Therapy Practicum (1)

Supervised clinical practice of music therapy at an advanced level, consisting of a minimum total of 100 hours. Includes an orientation to models and practices of music therapy clinical supervision, to help prepare the student to supervise others. Prerequisite: MUT 522 or (when applicable) MUT 523 (prerequisite does not apply to students entering program with advanced standing).

MUT 621-622 Advanced Music Therapy Internship I, II (1 each)

Supervised clinical practice of music therapy at an advanced level, consisting of a minimum total of 600 hours (combined over all semesters elected). Includes an orientation to models and practices of music therapy clinical supervision, to help prepare the student to supervise others. By special arrangement and with permission of the department, students may elect both MUT 621 and 622 within a single semester. Prerequisite: MUT 610.

MUT 630 Advanced Music Skills for Therapy (1-3)

Advanced study of music, arranged on an individual basis, specifically for application in the practice of music therapy. Particular area(s) of focus are based upon the student's strengths, interests, and skill needs. Examples include advanced studies in improvisation, therapeutic accompaniment, transposition, harmonization, composition and arranging, transcription and analysis, music technology, multicultural/world music, and popular styles. The student may, through this course, participate in affiliated institute trainings that partially or fully qualify her or him to practice within specific music therapy models (e.g., The Nordoff-Robbins model of Creative Music Therapy, the Priestley model of Analytical Music Therapy, The Bonny Method of Guided Imagery and Music, etc.), given the student's willingness and ability to attend these trainings (wherever they may take place geographically) and to pay any fees established by the institute, above and beyond Immaculata University tuition. Each student must complete a minimum total of 3 credits distributed over one or more semesters at 1 credit per individual course of study. Prerequisite: MUT 522 or (when applicable) MUT 523 (prerequisite does not apply to students entering program with advanced standing). Course is variable-credit and repeatable.

MUT 670 Special Topics in Music Therapy (1-6)

Individual reading, research, and presentation of a topic, or development of a special project on an independent basis, under the direction of music therapy faculty. Course is variable-credit and repeatable.

MUT 690 Culminating Project in Music Therapy (3)

A project demonstrating depth of understanding and competence within a specific area of graduate music therapy study. The particular focus and format of the project is based upon the student's strengths, interests, and skill needs (examples include formal research, clinical case study, creative portfolio development, and marketing/advocacy project). Principles of research and/or program evaluation pertinent to the project are addressed. Study is arranged on an individual basis with the project advisor. The student must obtain approval of department before beginning culminating project. The project is typically elected during the final semester of study.

N U R S I N G

Chair: Janice Cranmer, B.S., M.S.N., Ed.D., R.N.

The Master of Science in Nursing (MSN) program will develop in the BSN prepared nurse the necessary skills to fill leadership, practice, or education roles in a variety of organizations at an advanced level. The comprehensive skills acquired through an interdisciplinary and cross-disciplinary model of education and nursing practice prepare the nurse to operate in a complex health care delivery system that continues to evolve.

MSN Program Goals are to:

1. Foster an environment that supports personal & professional growth.
2. Promote the development of a truly educated person: valued-oriented and committed to truth, service, justice, & peace.
3. Promote critical analysis of theory, research, policy and organizational systems.
4. Develop leaders and change agents.
5. Impart a holistic and culturally sensitive approach to health care delivery for diverse populations.
6. Strengthen collaboration skills that may be used in a variety of education, practice and community settings.

The program of study leading to the Master of Science in Nursing is a 42-credit program. Students may choose one of three areas of specialization:

- *Adult Psychiatric/Mental Health Nursing (on hiatus for admission until 2007)*
- *Nursing Education*
- *Nursing Administration*

PROGRAM OF STUDY

Students distribute course requirements in the following categories:

General Core	9 credits
Nursing Concentration	15 credits
Specialization Core Courses	18 credits

Core Courses (9 credits)

GEN 503	Interpersonal Relations (required)	(3)
GEN 502	Methods of Research (required)	(3)
MSN students may elect a cross-disciplinary course in lieu of:		
*GEN 501	Human Development	(3)
OR		
*GEN 505	Adult Human Development	(3)

*Student chooses one course with advisement based on academic background, practice, and area of specialization.

Nursing Concentration (15 credits)

NURS 620	Role Theory and Development	(3)
NURS 625*	Healthcare Policy and Politics	(3)
NURS 640	Advanced Health Assessment	(3)
NURS 655*	Nursing Research	(3)
NURS 690*	MSN: Challenges & Solutions	(3)
OR		
NURS 691*	MSN: Challenges & Solutions to Psychiatric Health Nursing	(3)

Specialization Core Courses (18 credits)
Adult Psychiatric/Mental Health Nursing

PSYC 604	Group Process	(3)
OR		
PSYC 606	Family Counseling	(3)
NURS 642	Advanced Pathophysiology	(3)
NURS 644	Advanced Pharmacology	(3)
NURS 671*	Principles of Advanced Practice Psychiatric Mental Health Nursing	(3)
NURS 680*	Advanced Psychiatric/Mental Health Practicum I	(3)
NURS 685*	Advanced Psychiatric/Mental Health Practicum II	(3)

(Students completing this track will have a minimum of 500 hours of supervised clinical experience and be eligible to submit credentials to ANCC for clinical nurse specialist certification eligibility and review.)

Nursing Education

NURS 674	Curriculum Development	(3)
NURS 675*	Teaching Strategies	(3)
NURS 676*	Measurement & Evaluation Strategies	(3)
NURS 681*	Clinical Practicum	(3)
NURS 683*	Education Practicum	(3)
Elective	Interdisciplinary Elective	(3)

Nursing Administration

ORG 610	Organization Leadership	(3)
NURS 670*	Nursing Administration	(3)
NURS 681	Clinical Practicum	(3)
NURS 684*	Administration Practicum	(3)
Elective	Two Organization or Health Care Electives	(6)

* Indicates prerequisite course(s) needed

Course Descriptions

Core Courses

GEN 502 Methods of Research (3)

An in-depth study of the various methodological approaches to research prepares students for graduate research.

GEN 503 Interpersonal Relations (3)

The meaning of interpersonal relationships is studied, with a focus on key concepts, such as raising the level of one's self awareness and developing a basic framework for understanding two-person interactions.

GEN 501 Human Development (3)

The course focuses on human development as a lifelong process of interaction between the individual and the environment within particular contexts. Cognition, emotions, and values are seen as influencing behavior and the role people play in their own development.

GEN 505 Adult Human Development (3)

Focus in human development as a lifelong process of interaction between the individual and the environment within particular contexts. Cognition, emotions, and values are seen as influencing behavior and the role people play in their own development.

NURS 620 Role Theory and Development (3)

Focuses on the role of the advanced practice nurse in the context of current and future health care realities. Emphasis will be on the examination and critique of various practice models such as clinical nurse specialist, nurse practitioner and the combined mode. Domains of direct clinical practice, teaching and coaching, consultation and collaboration, research, leadership and professional role and ethical decision-making will be examined. Issues around implementation and regulation of these models of practice will be discussed. Must be taken within the first 12 credits of graduate study. Offered in the fall semesters.

NURS 625 Healthcare Policy and Politics (3)

Analyses are made of the social, political, and economic factors that influence health policy decisions. The course examines the legal, ethical, financial, and political foundations of the health care delivery system and its function as a social institution. The role of the MSN nurse in influencing policy decisions to promote health and address the needs of vulnerable and culturally diverse populations will be emphasized. Pre-requisite NURS 620.

NURS 640 Advanced Health Assessment (3)

This course expands on undergraduate nursing assessment knowledge and skills. A holistic approach to comprehensive health assessment across the lifespan will be utilized. Course content focuses on concepts, theory and practice of obtaining subjective and objective client data and clinical data analysis. Communication skills and critical analysis skills are developed. Students practice assessment skills in lab sessions, taking the roles of both examiner and examinee, under the guidance of experienced faculty. WebCT will be utilized for electronic supplementary instructional materials and testing.

NURS 655 Nursing Research (3)

Nursing Research expands on the research competencies developed in GEN 502. Ethical Issues, concerns and local resolutions regarding the conduction of nursing research will be discussed throughout this course. A key focus of this course is on the theoretical foundations of health and the prevention of illness for individuals and groups of individuals. Students will determine which worldview of research will best assist them to propose nursing response(s) that will improve the health needs, the health status of society or the promotion of health, for vulnerable and culturally diverse populations. Pre-requisites GEN 502. Co or prerequisite: NURS 620.

NURS 690 MSN: Challenges and Solutions (3)

This is the final course in the student's educational experience and will contain 150 hours of clinical practice either in Nursing Administration or Nursing Education. This course will be a synthesis of the knowledge the student has assimilated from all all previous courses. The students will address critical issues that face the masters prepared nurse, regardless of practice setting. Using inquiry skills developed from courses within and outside of nursing, the student working individually and under the guidance of the nursing faculty, will identify a critical issue or clinical problem and prepare an evidence-based practice capstone paper. The capstone paper will include an analysis of the problem; an extensive review of the literature that includes an historical understanding of the problem; ethical considerations; cultural diversity; strategies that currently are used; and evaluation of evidence-based practice research; and strategies, based in theory, and propose designs to resolve this critical issue or clinical problem. This capstone paper will demonstrate that the student is capable of scientific inquiry and is committed to improving the health needs of a specific target or diverse populations. This course will conclude with the formal presentation of the of the findings for the institution and at the University. Pre-requisites: Successful completion of all required courses.

NURS 691 MSN: Challenges and Solutions to Advance Practice Psychiatric Mental Health Nursing (3)

This is the final, culmination of all previous courses for the MSN students in Adult Advanced Practice Psychiatric Nursing. This course builds upon the theory and practice from Nurs 685-Advanced Psychiatric Mental Health Nursing II. MSN students will have the opportunity to ethically and holistically practice: assessment, diagnosis, outcomes identification, planning, and implementation of therapy with culturally diverse adults, groups, and families. Under the guidance of a masters prepared clinician, the MSN student will use research-based interventions during a clinical experience of at least 200 hours. The MSN student will use scientific inquiry to demonstrate their ability to use critical analysis and evaluation skills developed within the program to propose evidence –based solutions to a complex problem from one of the practicum experience. This course plans significant emphasis on the integration of theory to practice with in the clinical practice setting and on the creation of solutions through the use of research in the decision making process and “puts into a practice what has been learned in the program” (AACN, 1996, p. 6). This course will conclude with a

formal presentation of the findings. Pre-requisites: Successful completion of all required courses.

Specialization Track Courses**NURS 642 Advanced Pathophysiology (3)**

This courses focuses on advanced concepts of pathophysiologic disease processes. Students will apply recent research findings, new diagnostic procedures, current treatment and preventive measures. Students will expand their knowledge base and critical thinking skills to enhance their practice by utilizing physiological, pathological, pharmacologic and treatment modalities for health promotion and disease prevention.

NURS 644 Advanced Pharmacology(3)

This course will focus on advanced pharmacology. The focus of the course will be to increase knowledge of basic physiology; mechanism of action; indications; disposition (absorption, elimination); adverse reactions, and long-term toxicities of medications. Case studies will be used to reinforce reading and lecture. The in class cases will be interspersed between lecture segments and will focus on a team approach to problem solving as well as to reinforce the topics lectured that evening. Discussion of the case studies will permit the instructor to coach and model approaches to medication-induced problems. Students will be expected to speak up and develop plans of action based on the readings and to be active learners.

NURS 670 Nursing Administration (3)

This course is developed based on the American Nurses Association *Scope and Standards for Nurse Administrators*. The course provides a synthesis of concepts required to function as an effective nurse administrator in complex health care organizations. The content focuses on the leadership and management principles, health care organizations and systems, and human resource management. Contemporary trends and issues affecting the role and function of the nursing admionistrators are discussed. Pre-requisites: NURS 620 & ORG 610.

NURS 671 Principles of Advanced Practice Psychiatric/Mental Health Nursing (3)

Introduces the nurse to the skills necessary for advanced practice psychiatric mental health nursing. The primary focus is on interviewing, assessing, identifying, and evaluating interventions for the individual from a holistic perspective. Models for assessment, diagnosis (medical and nursing), interventions and outcomes are explored. Using principles of ethics, students analyze theories, techniques and research relevant to providing individual psychotherapy to diverse and multicultural clients in a variety of practice sessions. Strategies for developing a private practice as a nurse psychotherapist and consultant are explored. Pre-requisites: NURS 620. On hiatus after Spring 2006?.

NURS 673 Teaching for Nurse Educators (3)

This course examines the theory and methods of effective teaching in nursing, with an emphasis on teaching the adult learner. Learning theory, teaching strategies, and evaluation methods will be explored for both classroom and clinical teaching. This course is appropriate for nurses interested in academic teaching, staff development or client education. Pre-requisites: NURS 620 Will be replaced by NURS 674, NURS 675, & NURS 676 effective in Fall 2007.

NURS 674 Curriculum Theory & Application (3)

Introduces students to traditional and contemporary considerations for curriculum planning and design, as applied to nursing education. The primary focus is the process of curriculum development; historical, philosophical, social, political, economic, and professional issues that need to be considered in planning curricula, evaluating existing curricula, and changing curricula are examined. Pre-requisite: NURS 620.

NURS 675 Teaching Strategies (3)

Examines the theory and methods of effective teaching in nursing, with an emphasis on teaching the adult learner. Learning theory, curriculum theory and design, teaching strategies, and evaluation methods will be explored. Pre-requisite: NURS 620 & 674.

NURS 676 Measurement & Evaluation Strategies (3)

Provides an introduction to the concepts and theories of measurement and evaluation, as they apply to classroom and clinical nursing education. Techniques for constructing and analyzing appropriate testing measures are explored. Ethical, social and legal issues related to evaluation are discussed. Pre-requisites NURS 620, 674 & 675.

NURS 680 Advanced Psychiatric Mental Health Nursing I

This course builds on theory from Principles of Advanced Practice Psychiatric/Mental Health Nursing and Psychopathology. The students will be introduced to an overview of the principles of group theory and process. The MSN students will have the opportunity to ethically and holistically practice: assessment, diagnosis, outcomes identification, planning, and implementation of therapy with adults and groups, under the guidance of an Advanced Practice Registered Nurse in psychiatric-mental health (APRN-PMH). The student will gain a minimum of 150 clinical hours using current treatment research. Pre-requisites: NURS 620, 640 & 671, Psyc-608 Psychopathology and GEN 503 Interpersonal Relations. On hiatus.

NURS 681 Clinical Practicum (3)

This clinical course addresses nursing theories, and concepts that transcend all practice areas. Working with an MSN nurse, the holistic and ethical clinical practicum will operationalize the roles of advanced practice, while working with diverse populations in either Adult Health, Maternal-Child Health or Psychiatric Mental Health Nursing. Pre-requisites: NURS 620, & 640.

NURS 683 Education Practicum (3)

This course addresses nursing education, while focusing on ethical classroom & clinical teaching. Using current educational research, the MSN students will identify and implement strategies that address the education needs of culturally diverse populations. Clinical may take place with a masters prepared professional, in either a school of nursing, or with community or staff development educators. Pre-requisites: NURS 620, 640, 681, 673 or 674, 675, & 676, & one cross-disciplinary course.

NURS 684 Administration Practicum (3)

This course is developed based on the American Nurses Association *Scope and Standards for Nurse Administrators*. The course provides a synthesis of concepts required to function as an effective nurse administrator in complex health care organizations. Concepts and theories related to the management of financial resources, quality outcome management, and legal and ethical issues are studied in relation to selected administrative functions of the nurse administrator. Contemporary trends and issues affecting the role and function of the nurse administrator are discussed. The course consists of theory and 75 hours of practicum. Students develop competencies as a nurse administrator under the guidance of a masters prepared and skilled administrator preceptor, in institutional or community settings. Pre-requisites: NURS 620,640,670,681,ORG 610 & another ORH or HCA course.

NURS 685 Advanced Psychiatric Health Nursing II

This course builds upon the theory and practice from Nurs 680-Advanced Psychiatric Mental Health Nursing I. Students will be introduced to an overview of the principles of family theory and process. MSN students will have the opportunity to ethically and holistically practice: assessment, diagnosis, outcomes identification, planning, and implementation of therapy with culturally diverse adults, groups, and families. Under the guidance of a masters prepared clinician, the MSN student will use research based interventions during a clinical experience of at least 150 hours. Pre-requisites: NURS 620, 640 & 671, 680, and Psyc 608- Psychopathology, Psyc 604-Group Process or Psyc 606-Family Counseling. On hiatus after spring 2007.

Department of Nursing Academic Policies

1. MSN graduate students must have a minimum grade of "B" in required courses and a minimum GPA of 3.0 overall.
2. Violation of the Nursing Practice Act in any state will result in dismissal from the MSN Program.
3. A student who receives a course grade below "B-" in any required course must repeat the course before progression to any practicum course.
4. Health clearance is required prior to the beginning of any practicum course.

Cross-disciplinary Courses within Specialization

(see College of Graduate Studies catalog for course descriptions)

CLD 503	Issues in Contemporary Culture of the United States
CLD 546	Multicultural Multilingual Issues
GEN 504	Strategies of Teaching and Learning
EDL 635	Psychology of Learning
EDL 636	Grant Writing
NED 650	Nutrition and Wellness
NED 653	Health Counseling
ORG 600	Leadership and Ethics
ORG 601	Strategic Planning and Change Management
ORG 602	Organization Health
OREF 611	Behavior in Groups: Theory and Practice
HCA 630	Health Economics
HCA 640	Health Care Policy and Law
HCA 642	Policies and Strategies
PSYC 604	Group Process
PSYC 606	Family Counseling
PSYC 607	Treatment of Children and Adolescents
PSYC 608	General Psychopathology
PSYC 614	Introduction to Substance Abuse Education and Counseling
PSYC 640	Multicultural Counseling

At the time of each practica experience, students will be required to show documentation of a current RN license in the state where the practicum is being provided, health insurance, health clearance, CPR certification, and malpractice insurance. Please note that the practica site may require additional documentation.

NUTRITION EDUCATION

Chair: Laura B. Frank, Ph.D., R.D., L.D.N.

Immaculata has a long tradition of preparing professional leaders in the field of nutrition and health promotion. The Graduate Nutrition Education Department continues to meet this challenge by offering a diverse blend of coursework to meet the unique needs of every graduate student. Different options are available for obtaining a master's degree in Nutrition Education depending upon the individual's background and career goals. One option in the program provides a foundation in nutrition science and education combined with a range of elective course choices, for students from a variety of health-related disciplines. A second option combines the M.A. degree in Nutrition Education with an ADA dietetic internship. A third option, reflecting the department's commitment to graduate education for the registered dietitian (R.D.), provides a program for the R.D. that can be tailored to meet professional needs and area(s) of interest.

These programs will enable the student to:

- Obtain in-depth knowledge of applied nutrient metabolism, medical nutrition therapy, changing nutrition needs throughout the life cycle, and specialized topics in applied nutrition
- Communicate nutrition information to a variety of audiences, utilizing knowledge of interpersonal communication, program development and implementation, and counseling skills
- Develop, implement, evaluate and present original research
- Utilize nutrition literature and resources, integrate nutrition knowledge from a variety of sources, and apply this knowledge to complex, real-world human situations
- Develop enhanced knowledge and skills that prepare the student to obtain an entry-level position in the field of Dietetics (internship option), or advance to higher-level career positions and leadership opportunities in the field of Nutrition (R.D. option) or other chosen field (Wellness/Health Promotion option)

PROGRAM OF STUDY

Applicants to the Nutrition Education program are required to have a bachelor's degree with completion of prerequisite coursework. Prerequisites include the following:

General Chemistry with laboratory
Organic Chemistry with laboratory
Biochemistry with laboratory
Nutrition (with an organic chemistry prerequisite)
Advanced Nutrition
Anatomy and Physiology
Microbiology
Statistics

Students applying to the dietetic internship must also complete American Dietetic Association academic prerequisites. As deemed necessary, students will be required to take undergraduate courses to meet these admission requirements prior to acceptance into the graduate program.

There are three options for obtaining a M.A. in Nutrition Education:

MA in Nutrition Education with focus on Wellness Promotion	(45 credits)
MA in Nutrition Education combined with American Dietetic Association (ADA) Dietetic Internship	(45 credits)
MA in Nutrition Education for the Registered Dietitian	(42 credits)

MASTER OF ARTS DEGREE IN NUTRITION EDUCATION WITH FOCUS ON WELLNESS PROMOTION

A 45-credit program consisting of:

Core requirements	(9)
Concentration requirements	(21)
Program Electives	(15)

CORE REQUIREMENTS (9 credits)

GEN 501	Human Development	(3)
OR		
GEN 505	Adult Human Development	(3)
GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
GEN 600	Comprehensive Examination	(0)

CONCENTRATION REQUIREMENTS (21 credits)

GEN 504	Strategies in Teaching and Learning	(3)
NED 599	Comprehensive Examination in Nutrition Education	(0)
NED 641	Applied Nutrition and Metabolism: Macronutrients	(3)
NED 642	Applied Nutrition and Metabolism: Regulatory Nutrients	(3)
NED 644	Nutrition in the Life Cycle	(3)
NED 653	Health Counseling	(3)
NED 689	Introduction to Nutrition Education Research	(3)
NED 690	Thesis Seminar in Nutrition Education	(3)

PROGRAM ELECTIVES (15 credits)

GEN 511	Special Topics	(1-3)
NED 511	Special Topics in Nutrition	(1-3)
NED 601	Introduction to Medical Nutrition Therapy*	(1)
NED 643	Community Nutrition	(3)
NED 645	Medical Nutrition Therapy I	(3)
NED 646	Geriatric Nutrition	(3)
NED 648	Independent Study	(1-3)
NED 650	Planning Programs for Wellness	(3)
NED 651	Normal Pediatric Nutrition and Growth	(3)
HCA 621	Health Ethics	(1)
HCA 630	Health Economics	(2)

Other electives may be permitted with the written approval of the Department Chair.

* Prerequisite for NED 645.

**MASTER OF ARTS DEGREE IN NUTRITION EDUCATION
COMBINED WITH ADA INTERNSHIP**
A 45-credit program for the individual seeking an internship:

Core requirements	(9)
Concentration requirements	(33)
Program Electives	(3)

CORE REQUIREMENTS (9 credits)

GEN 501	Human Development	(3)
OR		
GEN 505	Adult Human Development	(3)
GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
GEN 600	Comprehensive Examination	(0)

CONCENTRATION REQUIREMENTS (33 credits)

NED 599	Comprehensive Examination in Nutrition Education	(0)
NED 641	Applied Nutrition and Metabolism: Macronutrients	(3)
NED 642	Applied Nutrition and Metabolism: Regulatory Nutrients	(3)
NED 644	Nutrition in the Life Cycle	(3)
NED 645	Medical Nutrition Therapy I	(3)
NED 653	Health Counseling	(3)

NED 655	Medical Nutrition Therapy II	(3)
NED 659	Preparation for Internship	(3)
NED 662-663	Internship Experience in Nutrition I,II	(6)
NED 689	Introduction to Nutrition Education Research	(3)
NED 690	Thesis Seminar in Nutrition Education	(3)

PROGRAM ELECTIVES (3 credits)

GEN 511	Special Topics	(1-3)
GEN 504	Strategies in Teaching and Learning	(3)
NED 511	Special Topics in Nutrition	(1-3)
NED 601	Introduction to Medical Nutrition Therapy*	(1)
NED 643	Community Nutrition	(3)
NED 646	Geriatric Nutrition	(3)
NED 648	Independent Study	(3)
NED 650	Planning Programs for Wellness	(3)
NED 651	Normal Pediatric Nutrition and Growth	(3)
HCA 621	Health Ethics	(1)
HCA 630	Health Economics	(2)

*Required pre-requisite for NED 645 if student has not completed an undergraduate Medical Nutrition Therapy course.

Note: additional coursework may be required to meet ADA verification requirements. Other electives may be permitted with the written approval of the Department Chair

MASTER OF ARTS DEGREE IN NUTRITION EDUCATION FOR THE REGISTERED DIETITIAN

A 42-credit program for the R.D. consisting of:

Core requirements	(9)
Concentration requirements:	(15)
Program electives	(18)

CORE REQUIREMENTS (9 credits)

GEN 501	Human Development	(3)
OR		
GEN 505	Adult Human Development	(3)
GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
GEN 600	Comprehensive Examination	(0)

CONCENTRATION REQUIREMENTS (15 credits)

NED 599	Comprehensive Examination in Nutrition Education	(0)
NED 641	Applied Nutrition and Metabolism: Macronutrients	(3)
NED 642	Applied Nutrition and Metabolism: Regulatory Nutrients	(3)
NED 653	Health Counseling	(3)
NED 689	Introduction to Nutrition Education Research	(3)
NED 690	Thesis Seminar in Nutrition Education	(3)

PROGRAM ELECTIVES (18 credits)

GEN 504	Strategies of Teaching and Learning	(3)
GEN 511	Special Topics	(1-3)
NED 511	Special Topics in Nutrition	(1-3)
NED 643	Community Nutrition	(3)
NED 644	Nutrition in the Life Cycle	(3)
NED 645	Medical Nutrition Therapy I	(3)
NED 646	Geriatric Nutrition	(3)
NED 648	Independent Study	(3)

NED 650	Planning Programs for Wellness	(3)
NED 651	Normal Pediatric Nutrition and Growth	(3)
NED 654	Therapeutic Pediatric Nutrition	(3)
NED 655	Medical Nutrition Therapy II	(3)
HCA 621	Health Ethics	(1)
HCA 630	Health Economics	(2)

Other electives may be permitted with the written approval of the Department Chair.

Dietetic Internship Program

The Dietetic Internship Program is designed to provide Immaculata graduate students with an internship option as part of the master's degree in nutrition education. The Dietetic Internship reflects the integration of the academic expertise of the graduate school with the medical and dietetic expertise of the leading health care facilities in the surrounding area. Academic preparation for the internship requires that the following courses be completed as pre or co-requisites: GEN 502, NED 641, NED 645, NED 655.

The supervised practicum portion of the internship includes three graduate courses: Preparation for Internship (NED 659) and Internship Experience in Nutrition I and II (NED 662-663). These courses provide students seeking dietetic registration an opportunity to complete the American Dietetic Association (ADA) performance requirements through a dietetic internship. The internship experience includes 1024 hours of supervised practice. Students enrolled in the Dietetic Internship Program will achieve dietetic registration eligibility following the successful completion of the program. The internship is available as either a full-time or part-time option.

The following are required for application to the Dietetic Internship Program:

- Acceptance to the College of Graduate Studies
- Completion of the ADA Didactic Program in Dietetics. An ADA approved Didactic Program in dietetics is available at Immaculata. Students may be required to take undergraduate courses to complete academic requirements as outlined by the ADA. Appropriate graduate courses are applied to the ADA academic requirements.
- Minimum undergraduate GPA* of 3.0 overall and 3.2 in professional sciences (4 point scale)
- Experience (paid or volunteer) in a foodservice or clinical setting
- Completion of the Dietetic Internship Application Packet and submission of required information to D&D Digital Systems for computer matching. All applications will be reviewed by the Dietetic Internship Committee. Eligible applicants will be selected for a personal interview. Acceptance will be based on academic performance, work experience, recommendations, and interview.
- Submission of MAT or GRE scores if undergraduate GPA is below 3.5 overall

**Current Immaculata graduate students must have a minimum grade of "B" in required courses and a minimum GPA of 3.0 overall.*

Preparation for verification/internship for non-nutrition baccalaureate students

This option allows the student to achieve eligibility for a dietetic internship when the student has completed a baccalaureate degree in a non-nutrition major.

The Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association has established educational requirements for eligibility to apply for a dietetic internship. The minimum requirements include a baccalaureate degree in any subject and completion of the Didactic Program in Dietetics required courses.

Since Immaculata University has an ADA-approved undergraduate Didactic Program in Dietetics, prospective applicants to the Immaculata dietetic internship can complete the required courses at the undergraduate level without having to earn an additional degree. In addition, select courses that would typically be taken at the undergraduate level are available at the graduate level to meet some requirements. These graduate level classes apply towards both ADA internship requirements and the MA in Nutrition Education.

The courses required vary for each student based on prior coursework. A transcript evaluation, which is required to establish an educational plan, is available through the College of Lifelong Learning.

Course Descriptions

NED 511 Special Topics in Nutrition (1-3)

Focused study of a nutrition topic of current interest. Topic varies by semester.

NED 599 Comprehensive Examination in Nutrition Education (0)

A written examination that evaluates the student's synthesis and integration of nutrition concentration coursework. (Taken concurrently with comprehensive examination in Core Curriculum.) Prerequisites: all admission requirements (including Miller Analogies Test or Graduate Record Examination); completion of core requirements, concentration requirements, program electives, overall GPA of 3.0 or above. (Up to 3 credits may be completed concurrently)

NED 601 Introduction to Medical Nutrition Therapy (1)

Introduction to the basic principles of medical nutrition therapy. Required for all students who have not completed a transcripted undergraduate course in Medical Nutrition Therapy, as a prerequisite to NED 645. Strongly recommended for students who lack recent work experience in clinical dietetics.

NED 641 Applied Nutrition and Metabolism: Macronutrients (3)

Study of the applications of the biochemistry and metabolism of the energy nutrients to the practice of nutrition science. Focus will be on normal nutrition and issues such as weight management, athletic performance, and food allergies/intolerance. (Prerequisites: undergraduate biochemistry & nutrition, GEN 502 Methods of Research [may be taken concurrently with approval of department chair]).

NED 642 Applied Nutrition and Metabolism: Regulatory Nutrients (3)

Study of the applications of the biochemistry and metabolism of vitamins and minerals to the practice of nutrition science. (Prerequisites: undergraduate biochemistry and nutrition GEN 502 Methods of Research [may be taken concurrently with approval of department chair]).

NED 643 Community Nutrition (3)

Study and identification of nutritional needs of population groups. Survey of agencies that provide nutrition services, and other available resources. Emphasis on development of community nutrition interventions.

NED 644 Nutrition in the Life Cycle (3)

Study of nutrition in all stages of the life cycle (pregnancy through aging) for the healthy individual.

NED 645 Medical Nutrition Therapy I (3)

The role of nutrition in various disease states. Physiology of organ systems and an examination of the application of therapeutic intervention in selected pathological states. (Prerequisite for all students who have not completed a transcripted undergraduate course in Medical Nutrition Therapy: NED 601)

NED 646 Geriatric Nutrition (3)

Examination of the physiological, emotional, and social changes in the elderly. Discussion of nutritional needs, and social programs providing nutritional assistance to the elderly.

NED 648 Independent Study (1-3)

A one-semester independent project under faculty supervision which meets with the approval of department chair. May include involvement in faculty research.

NED 650 Planning Programs for Wellness (3)

Examination of the role of lifestyle changes in disease prevention and health promotion. Focus on the assessment of health and nutritional needs of population groups, and the application of needs assessment to the development of appropriate wellness programs.

NED 651 Normal Pediatric Growth and Development (3)

Examination of normal growth and development during infancy through adolescence. Discussion of normal nutrition from infancy through adolescence.

NED 653 Health Counseling (3)

Examination and application of counseling skills, counseling strategies and counseling theories needed to promote health behavior change. Students will be guided in the development of a personal counseling style and philosophy. Focus on interactive learning of the counseling process, including role-play and skills practice.

NED 654 Therapeutic Pediatric Nutrition (1)

Nutrition assessment and management of various disease states in the pediatric population.

NED 655 Medical Nutrition Therapy II (3)

Examination of the role of nutrition in nutrition support and critical care in various disease states. (Prerequisite: NED 645 or R.D.)

NED 659 Preparation for Internship (3)

Requires acceptance into the Dietetic Internship Program; taken prior to hospital placement. Provides an orientation to the internship process and requirements, and overview of topics and skills that will be applied to the internship experience.

NED 662-663 Internship Experience in Nutrition I, II (3,3)

Includes a seminar class and placement as a full-time dietetic intern (1024 hours). (Prerequisite: NED 659 and acceptance into the Dietetic Internship Program.)

NED 689 Introduction to Nutrition Education Research (3)

Overview of practice-based outcomes research and its applications to the field of nutrition education. Development of research proposal for NED 690 thesis project. Prerequisites: completion of core requirements and concentration requirements (except comprehensive examination). Fall semester only.

NED 690 Thesis Seminar in Nutrition Education (3)

Development, implementation, evaluation, and presentation of a pilot project in nutrition education. Brief discussion of guidelines for comprehensive examination preparation. Prerequisite: NED 689, completion of program electives. Spring semester only.

HCA 621 Health Ethics (1)

Examines clinical and administrative activities under which ethical review falls. Issues including advance directives, medical record privacy, hospice care, life-sustaining treatment, surrogate and proxy decisions, Bioethics, and medical research will be discussed.

HCA 630 Health Economics (2)

Involves the application of microeconomic tools to health issues and problems. Focuses on the supply and demand of health care resources and the impact of health care resources on a population with the goal of developing corrective health policies. Pricing, competitiveness, productivity, and technology are discussed.

O R G A N I Z A T I O N S T U D I E S

Chair: Janice Jacobs, Ph.D., RODC

Leadership, both art and science, is a role played by anyone and needed everywhere in organizations. The qualities of successful leaders are also the qualities of good followers. Diversity, globalization, competition and changing technologies demand people both to care about their work and to care about the people around them, through engagement, openness to change, effective communication skills, conscientiousness, optimism, and energy. This program stresses the development of these qualities and the role of self-leadership as the foundation for making positive contributions to organizations.

An integrative experience, students develop a vision for leadership in both professional and personal contexts. Accepted from all industries, profit and non-profit alike, students learn through each other's experience what works and what is ineffective when interacting with and influencing others. Application of classroom learning to the work setting is key to student success. By applying learning, students see their leadership curve develop over time. Applicable business courses round out the student experience.

As a result of this program of study, successful students will increase their ability to collaborate constructively and play an active role in leading organizational change initiatives by:

1. Setting developmental goals that are worked through classroom learning and organizational experience;
2. Designing effective change processes based on an understanding of group dynamics and effective problem solving and decision making skills;
3. Applying effective business skills to their work.

Programs of Study

M.A. in Organization Leadership with Concentration in Organizational Effectiveness	(39 credits)
M.A. in Organization Leadership with Concentration in Health Care Services	(39 credits)
Certificate in Organizational Effectiveness	(19 credits)
Certificate in Health Care Services	(19 credits)

MASTER OF ARTS IN ORGANIZATION LEADERSHIP WITH CONCENTRATION IN ORGANIZATIONAL EFFECTIVENESS (39 credits)

This specialization provides current and emerging leaders with a comprehensive set of skills necessary to lead and to facilitate change in their industry area.

Core Requirements (9 credits)

GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
GEN 505	Adult Human Development	(3)

Leadership Concentration (19 credits)

ORGL 595	Portfolio Development	(1)
ORGL 596	Portfolio Coaching	(1)
ORGL 597	Portfolio Assessment	(1)
ORGL 600	Leadership & Ethics	(3)
ORGL 601	Strategic Planning & Change Management	(3)
ORGL 602	Organizational Finance	(3)
ORGL 610	Organizational Behavior	(3)
ORGL 615	Conflict Utilization and Negotiation	(1)
ORGL 616	Leading Projects and Teams	(1)
ORGL 620	Leadership & Information Technology	(2)

Organizational Effectiveness Specialization (11 credits)

OREF 611	Groups: Theory & Practice	(3)
OREF 625	Group Leadership: Training & Facilitation	(3)
OREF 626	Organizational Change & Consultation	(3)
OREF 511	Choice of Two One-Credit Special Topics	(2)

Certificate in Organizational Effectiveness (19 credits)

This program provides opportunities for professionals who wish to develop a select set of skills necessary to assume the role of leader and change agent in their industry area. Students should have studied at least 6 credits at the graduate level or have three to five years industry experience.

REQUIRED COURSES
Core Requirements (3 credits)

GEN 503 Interpersonal Relations (3)

Leadership Concentration (7 credits)

ORGL 595 Portfolio Development (1)

ORGL 600 Leadership and Ethics (3)

ORGL 610 Organizational Behavior (3)

Specialization (9 credits)

OREF 611 Groups: Theory and Practice (3)

OREF 625 Group Leadership: Training and Facilitation (3)

OREF 626 Organizational Change and Consultation (3)

MASTER OF ARTS IN ORGANIZATION LEADERSHIP WITH CONCENTRATION IN HEALTH CARE SERVICES (39 credits)

This specialization provides current and emerging leaders in health care institutions with a comprehensive set of skills that will enable them to understand, influence, and motivate the healthcare industry workforce to higher levels of performance.

Core Requirements (9 credits)

GEN 502 Methods of Research (3)

GEN 503 Interpersonal Relations (3)

GEN 505 Adult Human Development (3)

Leadership Concentration (11 credits)

ORGL 595 Portfolio Development (1)

ORGL 596 Portfolio Coaching (1)

ORGL 597 Portfolio Assessment (1)

ORGL 600 Leadership & Ethics (3)

ORGL 601 Strategic Planning & Change Management (3)

ORGL 615 Conflict Utilization and Negotiation (1)

ORGL 616 Project Leadership (1)

Health Care Specialization (19 credits)

HCA 602 Health Services Finance (3)

HCA 605 Pharmaeconomics (2)

HCA 610 Health Services Administration (3)

HCA 619 Leadership and Information Technology in Health Care Services (2)

HCA 621 Health Ethics (1)

HCA 630 Health Economics (2)

HCA 640 Health Care Policy & Law (3)

OREF 626 Organizational Change and Consultation (3)

Certificate in Health Care Services (19 credits)

This specialization provides current and emerging leaders in health care institutions with a select set of skills that will enable them to influence and motivate the workforce to higher levels of performance. Students should have studied at least six credits at the graduate level or have three to five years experience in the health care field.

Required Courses
Leadership Concentration (13 credits)

ORGL 595	Portfolio Development	(1)
ORGL 600	Leadership & Ethics	(3)
ORGL 601	Strategic Planning and Change Management	(3)
HCA 602	Health Services Finance	(3)
HCA 610	Health Services Administration	(3)

Health Services Specialization (6 credits)

HCA 621	Health Ethics	(1)
HCA 630	Health Economics	(2)
HCA 640	Health Care Policy and Law	(3)

Course Descriptions

GEN 502 Methods of Research (3)

In-depth study of the various methodological approaches to research.

GEN 503 Interpersonal Relations (3)

Study of the meaning of interpersonal relationships, focusing on key concepts; raising the level of one's self-awareness and developing a basic framework for understanding two-person and group interactions.

GEN 505 Adult Human Development (3)

This course focuses on human development as a lifelong process of interaction between the individual and the environment within particular contexts. Cognition, emotions, and values are seen as influencing behavior and the role people play in their own development.

submission and acceptance is required for graduation. A grade of a "B" or above is required.

ORGL 600 Leadership and Ethics (3)

A review of various leadership theories, personal attributes and skills involved in ethically enhancing motivation and performance. Student leadership behaviors are assessed. Students identify a leader for leadership behavior analysis.

ORGL 601 Strategic Planning and Change Management (3)

The fundamentals of thinking through and facilitating alignment of people and "flexible" processes to realize the business vision and purpose of the organization is addressed.

ORGL 602 Organizational Finance (3)

Financial concepts as they relate to organizational performance, growth and entrepreneurship are addressed. An analysis of external and internal reports is included, along with an examination of corporate reporting and responsibility.

ORGL 610 Organizational Behavior (3)

Overview of representative theories of organizational behavior with focus on individual, interpersonal and organizational processes is addressed.

Leadership Concentration

The Portfolio (ORG 595-597)

The portfolio is a comprehensive, goal driven document that provides concrete evidence of the integration and practice of leadership knowledge and skill learned as a result of program study. Satisfaction of the portfolio series, ORG 595, 596 and 597, satisfies the master's comprehensive required for graduation.

ORGL 595 Portfolio Development (1)

Students begin working on their portfolio when accepted. It is organized around a set of goals the student creates relative to standards set by the department. The workshop details requirements.

ORGL 596 Portfolio Coaching (1)

Midway through program, students receive coaching and support toward continued development of the portfolio.

ORGL 597 Portfolio Assessment (1)

After all course work has been completed, students work on the final product in preparation for submission for review by program advisor. Its

ORGL 615 Conflict Utilization and Negotiation (1)

An overview to the various theories and models for managing conflict. Strategies for negotiations are also addressed.

ORGL 616 Project Leadership (1)

Addresses the dynamics of effective projects from the perspective of organization leadership.

ORGL 620 Leadership and Information Technology (2)

An examination of the various basics of the virtual organization; includes current technologies as well as virtual influence methods.

Organizational Effectiveness

OREF 611 Groups: Theory and Practice (3)

An experiential, laboratory training method for understanding group dynamics and processes. Students reflect on their own behavior and provide feedback regarding others' interpersonal behaviors to identify processes that serve and/or inhibit group development, norms and goals.

OREF 625 Group Leadership: Training and Facilitation (3)

Instructional theory, tools and techniques used to assess needs, design, deliver and evaluate outcomes in training programs and meeting contexts in organizations. Field Service required. (Prerequisites: GEN 503, ORGL 595, ORGL 600, and ORGL 610 .) A grade of "B" or above required.

OREF 626 Organizational Change and Consultation (3)

Focuses on how to consult and lead change initiatives both as an external and internal change agent. By reviewing various models of change management and coordinating an intervention by themselves from beginning to end, students lead by doing. Field service required. (Prerequisites: GEN 502, GEN 503, ORGL 595, ORGL 600, ORGL 610.) A grade of "B" or above required.

OREF 511 Special Topics in Organizational Effectiveness (2)

Topics may include emerging new trends and areas of interest or impact in the world of business, management, organization leadership or effectiveness.

Health Care

HCA 602 Health Services Finance (3)

The course covers the financial management function in health care organizations. A variety of tools will be used to analyze the financial health of health care organizations, both not-for-profit and for-profit.

HCA 605 Pharmacoeconomics (2)

A major challenge for health-care policy is the high price of prescription drugs and the increasing role of technology in health care. This course examines the role of pharmaceutical and biotech firms in the health care industry.

HCA 610 Health Services Administration (3)

The course will address the structure and organization of health care delivery organizations. Emphasis will be placed on the processes in the health service industry and its internal and external pressures.

HCA 619 Leadership and Information Technology in Health Care (2)

The course examines the current technologies in the health care arena. A review of the controversies surrounding electronic health records is included.

HCA 621 Health Ethics (1)

Examines clinical and administrative activities under which ethical review falls. Issues including advance directives, medical record privacy, hospice care, life-sustaining treatment, surrogate and proxy decisions, Bioethics, and medical research will be discussed. (Prerequisite: ORG 600)

HCA 630 Health Economics (2)

Involves the application of microeconomic tools to health issues and problems. Focuses on the supply and demand of health care resources and the impact of health care resources on a population with the goal of developing corrective health policies. Pricing, competitiveness, productivity, and technology are discussed.

HCA 640 Health Care Policy and Law (2)

Explores public policy issues as they apply to medical care delivery including regulatory functions and policy makers. Issues such as taxation, liability, malpractice, licensure, patients' rights and hospital governance will be discussed. The legal process as it applies to the health administrator, health organization, medical provider, and patient is addressed. Field service required. (Prerequisites: GEN 502, GEN 503, ORGL 600, ORGL 601, HCA 610.) A grade of "B" or above required.

P S Y C H O L O G Y

Chair: Jed Yalof, Psy.D., ABPP

The Graduate Psychology Department offers programs reflecting a commitment to provide a unique educational experience for persons interested in a professional career in psychology. Each program of study values a diverse curriculum that addresses educational, philosophical, cultural, ethical and practice issues, and which encourages an ongoing self-reflective process within the graduate student. Immaculata has a long tradition of preparing students for careers as mental health clinicians in a variety of institutions, organizations, and agencies dedicated to the educational, vocational, social and psychological development of the person. Based on theory, methodology, and practice, the department is humanistically oriented, with a strong emphasis on values and serving others.

PROGRAMS OF STUDY

MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY

Sr. Jeannine Marie O’Kane, Ph.D.
Coordinator

The M.A. program in Counseling Psychology prepares students to function as counselors in the mental health field. Students are trained to counsel clients and are instructed in areas relevant to the professional discipline of counseling psychology.

M.A. in Counseling Psychology	(48 credits)
M.A. in Counseling Psychology combined with School Psychology Certification*	(60 credits)
M.A. in Counseling Psychology combined with Elementary School Counselor Certification*	(51 credits)
M.A. in Counseling Psychology combined with Secondary School Counselor Certification*	(51 credits)

*A separate faculty interview is required for admission into certification programs. Initial certification candidates must satisfy a pre-requisite of 6 credits both in Mathematics and English-composition and literature. Certification also requires satisfactory completion of PA state-mandated tests (see section on Educational Leadership).

Students may pursue the M.A. in Counseling Psychology with or without pursuing a certification track. Students who already hold a master’s degree in Counseling Psychology or a related field may pursue a certification track by taking certification courses in a program of study.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY (48 credits)

Core	(9)
Counseling Concentration	(39)

PROGRAM COMPETENCIES AND EXPECTED OUTCOMES

MA Degree in Counseling Psychology

Upon program completion, students are expected to have demonstrated competency in the following areas:

1. Research design and analysis
2. Assessment strategies and applications
3. Human development and atypical behavior
4. Multicultural applications
5. Counselor ethics
6. Counseling theory
7. Counselor intervention

PREREQUISITES

Statistics (undergraduate (3) or GEN 517 (1))

Personality (for non-psychology majors: undergraduate (3) or PSYC 517 (1))

CORE (9 credits)

GEN 501	Human Development	(3)
	OR	
GEN 505	Adult Human Development	(3)
GEN 502	Methods of Research (required)	(3)
GEN 503	Interpersonal Relations (required)	(3)
GEN 600	Comprehensive Examination (required)	(0)

REQUIRED CONCENTRATION (39 credits)

PSYC 599	Comprehensive Examination in Psychology	(0)
PSYC 600	Counseling Theories and Techniques I	(3)
PSYC 601	Counseling Theories and Techniques II	(3)
PSYC 604	Group Process	(3)
PSYC 606	Family Counseling	(3)
PSYC 608	Psychopathology	(3)
PSYC 609	Career and Vocational Counseling	(3)
PSYC 614	Substance Abuse Education and Counseling	(3)
PSYC 617	Ethical and Professional Issues	(3)
PSYC 640	Diversity Counseling	(3)
PSYC 641	Assessment for Counselors	(3)
PSYC 671	Seminar I in Counseling Psychology	(3)
PSYC 672	Seminar II in Counseling Psychology	(3)
PSYC 673	Seminar III in Counseling Psychology	(3)

MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY WITH SCHOOL PSYCHOLOGY CERTIFICATION (60 credits)

The combined M.A. degree in Counseling Psychology with School Psychology Certification prepares the graduate to work in the field of mental health as well as in the school system. The school psychology curriculum emphasizes assessment and the development and application of counseling and consultative skills in the school setting. Course scheduling is done with advisement.

The combined M.A. in Counseling Psychology and School Psychology Certification is 60-credit hours above the Bachelor's degree and consists of:

- Core (9)
- Counseling & School Psychology Concentration (51)

PROGRAM COMPETENCIES AND EXPECTED OUTCOMES

MA in Counseling Psychology with School Psychologist Certification and School Psychologist Certification without MA in Counseling Psychology.

Upon program completion, students are expected to have demonstrated competency in the following areas:

1. Research design and analysis
2. Human development and atypical behavior
3. Assessment strategies and intervention procedures
4. Counseling intervention
5. Consultation strategies
6. Psychological and educational foundations of school psychology practice
7. Legal, ethical, and professional foundations
8. Social and cultural influences
9. Diagnosis of exceptionalities
10. Psychology interventions in schools
11. Practice roles

PREREQUISITES

Statistics (undergraduate (3) or GEN 517 (1))

Personality (required for non-psychology majors: undergraduate (3) or PSYC 517 (1))

CORE (9 credits)

GEN 501	Human Development	(3)
GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
GEN 600	Comprehensive Examination	(0)

REQUIRED CONCENTRATION (51 credits)

PSYC 599	Comprehensive Examination in Psychology	(0)
PSYC 600	Counseling Theories and Techniques I	(3)
PSYC 601	Counseling Theories and Techniques II	(3)
PSYC 604	Group Process	(3)
PSYC 607	Treatment of Children and Adolescents	(3)
PSYC 610	Children with Exceptional Needs	(3)
PSYC 617	Ethical & Professional Issues	(3)
PSYC 635	Neuropsychology and Learning with Children and Adolescents	(3)
PSYC 640	Diversity Counseling	(3)
PSYC 655	School Consultation and Curriculum Design	(3)
PSYC 663	Psychometrics	(3)
PSYC 664	Assessment I: Cognitive	(3)
PSYC 666	Assessment III: Psychoeducational Lab	(3)
PSYC 671	Seminar I in Counseling Psychology	(3)
PSYC 672	Seminar II in Counseling Psychology	(3)
PSYC 680	Seminar I in School Psychology	(3)
PSYC 681	Seminar II in School Psychology	(3)
EDL 625	School Law and the Legal Process	(3)

Post graduate study is an option for students who wish to pursue additional requirements for mental health counselor licensure in Pennsylvania. Students must initiate a formal request in writing and be approved by the department for additional study.

Immaculata is committed to following standards for school psychology training mandated by the Pennsylvania Department of Education (PDE) and reserves the right to make changes in the school psychology program should such change be mandated by PDE during a catalog period.

MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY WITH ELEMENTARY SCHOOL COUNSELOR CERTIFICATION (51 credits)

The combined M.A. degree in Counseling Psychology with Elementary School Counselor Certification prepares students to work in the field of mental health and in schools. The elementary school counselor curriculum emphasizes counseling and consultative strategies for working with elementary school children.

The combined M.A. degree in Counseling Psychology with Elementary School Counselor Certification is 51 credit hours above the Bachelor's degree and consists of:

- Core (9)
- Counseling Psychology and Elementary School Counselor Certification (42)

PROGRAM COMPETENCIES AND EXPECTED OUTCOMES

MA in Counseling Psychology with Elementary & Secondary School Certification and Elementary & Secondary School Certification without MA in Counseling Psychology.

Upon program completion, students are expected to have demonstrated competency in the following areas:

1. Philosophical foundations of school counseling and current trends
2. Physiological and psychological growth and development with emphasis on children and youth

3. Social and cultural influences on child development
4. Theories, models, and processes of counseling and consultation
5. Career choice and lifestyle
6. Assessment techniques
7. Organization and management of school counseling programs
8. School curriculum design and technology
9. Characteristics and range of exceptional students and services for at-risk children and youth

PREREQUISITES

Statistics (undergraduate (3) or GEN 517 (1))
 Personality (required for non-psychology majors: undergraduate (3) or PSYC 517 (1))

CORE (9 credits)

GEN 501	Human Development	(3)
GEN 502	Methods of Research	(3)
GEN 503	Interpersonal Relations	(3)
GEN 600	Comprehensive Examination	(0)

REQUIRED CONCENTRATION (42 credits)

PSYC 599	Comprehensive Examination in Psychology	(0)
PSYC 600	Counseling Theories and Techniques I	(3)
PSYC 601	Counseling Theories and Techniques II	(3)
PSYC 604	Group Process	(3)
PSYC 606	Family Counseling	(3)
PSYC 607	Treatment of Children and Adolescents	(3)
PSYC 609	Career and Vocational Counseling	(3)
PSYC 614	Substance Abuse Education and Counseling	(3)
PSYC 617	Ethical and Professional Issues	(3)
PSYC 640	Diversity Counseling	(3)
PSYC 641	Assessment for Counselors	(3)
PSYC 655	School Consultation and Curriculum Design	(3)
PSYC 672	Seminar II in Counseling Psychology	(3)
PSYC 685	Seminar I in School Counseling	(3)
PSYC 686	Seminar II in School Counseling	(3)

Post graduate study is an option for students who wish to pursue additional requirements for mental health counselor licensure in Pennsylvania. Students must initiate a formal request in writing and be approved by the department for additional study.

MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY WITH SECONDARY SCHOOL COUNSELOR CERTIFICATION (51 credits)

The combined M.A. degree in Counseling Psychology with Secondary School Counselor Certification prepares the graduate to work in the field of mental health as well as the school system. The secondary school counselor curriculum emphasizes counseling and consultative strategies for working with secondary school students.

The combined M.A. degree in Counseling Psychology with Secondary School Counselor Certification is 51 credit hours above the Bachelor's degree and consists of:

- Core (9)
- Counseling Psychology & Secondary School Counselor Concentration (42)

PREREQUISITES

Statistics (undergraduate (3) or GEN 517 (1))
 Personality (for non-psychology majors: undergraduate (3) or PSYC 517 (1))

CORE (9 credits)

GEN 501	Human Development	(3)
GEN 502	Methods of Research	(3)

GEN 503	Interpersonal Relations	(3)
GEN 600	Comprehensive Examination	(0)

REQUIRED CONCENTRATION (42 credits)

PSYC 599	Comprehensive Examination in Psychology	(0)
PSYC 600	Counseling Theories and Techniques I	(3)
PSYC 601	Counseling Theories and Techniques II	(3)
PSYC 604	Group Process	(3)
PSYC 606	Family Counseling	(3)
PSYC 607	Treatment of Children and Adolescents	(3)
PSYC 609	Career and Vocational Counseling	(3)
PSYC 614	Substance Abuse Education and Counseling	(3)
PSYC 617	Ethical and Professional Issues	(3)
PSYC 640	Diversity Counseling	(3)
PSYC 641	Assessment for Counselors	(3)
PSYC 655	School Consultation and Curriculum Design	(3)
PSYC 672	Seminar II in Counseling Psychology	(3)
PSYC 685	Seminar I in School Counseling	(3)
PSYC 686	Seminar II in School Counseling	(3)

Post graduate study is an option for students who wish to pursue additional requirements for mental health counselor licensure in Pennsylvania. Students must initiate a formal request in writing and be approved by the department for additional study.

Immaculata reserves the right to modify the school counselor programs as such modifications are mandated by PDE during a catalog period.

CERTIFICATION ONLY* (*see notation on page 56)

SCHOOL PSYCHOLOGY CERTIFICATION ONLY (57 credits)

Students who are seeking only certification in School Psychology take these courses unless waived through transcript review. All applicants must hold a master's degree.

GEN 501	Human Development	(3)
GEN 502	Methods of Research	(3)
PSYC 600	Counseling Theories and Techniques I	(3)
PSYC 601	Counseling Theories and Techniques II	(3)
PSYC 604	Group Process	(3)
PSYC 607	Treatment of Children and Adolescents	(3)
PSYC 610	Children with Exceptional Needs	(3)
PSYC 617	Ethical and Professional Issues for Counselors	(3)
PSYC 635	Neuropsychology and Learning with Children and Adolescents	(3)
PSYC 640	Diversity Counseling	(3)
PSYC 655	School Consultation and Curriculum Design	(3)
PSYC 663	Psychometrics	(3)
PSYC 664	Assessment I: Cognitive	(3)
PSYC 666	Assessment III: Psychoeducational Lab	(3)
PSYC 671	Seminar I in Counseling Psychology	(3)
PSYC 672	Seminar II in Counseling Psychology	(3)
PSYC 680	Seminar I in School Psychology	(3)
PSYC 681	Seminar II in School Psychology	(3)
EDL 625	School Law and the Legal Process	(3)

Immaculata is committed to following standards for school psychology training mandated by the Pennsylvania Department of Education (PDE) and reserves the right to make changes in the school psychology program should such change be mandated by PDE during a catalog period.

ELEMENTARY SCHOOL COUNSELOR CERTIFICATION ONLY (39 credits)

Students who are seeking only certification in Elementary School Counseling take these courses unless waived through transcript review. All applicant's must hold a master's degree.

GEN 501	Human Development	(3)
GEN 502	Methods of Research	(3)
PSYC 600	Counseling Theories and Techniques I	(3)
PSYC 601	Counseling Theories and Techniques II	(3)
PSYC 607	Treatment of Children and Adolescents	(3)
PSYC 609	Career and Vocational Counseling	(3)
PSYC 617	Ethical and Professional Issues	(3)
PSYC 640	Diversity Counseling	(3)
PSYC 641	Assessment for Counselors	(3)
PSYC 655	School Consultation and Curriculum Design	(3)
PSYC 672	Seminar II in Counseling Psychology	(3)
PSYC 685	Seminar I in School Counseling	(3)
PSYC 686	Seminar II in School Counseling	(3)

SECONDARY SCHOOL COUNSELOR CERTIFICATION ONLY (39 credits)

Students who are seeking only certification in Secondary School Counseling take these courses unless waived through transcript review. All applicants must hold a master's degree.

GEN 501	Human Development	(3)
GEN 502	Methods of Research	(3)
PSYC 600	Counseling Theories and Techniques I	(3)
PSYC 601	Counseling Theories and Techniques II	(3)
PSYC 607	Treatment of Children and Adolescents	(3)
PSYC 609	Career and Vocational Counseling	(3)
PSYC 617	Ethical and Professional Issues	(3)
PSYC 640	Diversity Counseling	(3)
PSYC 641	Assessment for Counselors	(3)
PSYC 655	School Consultation and Curriculum Design	(3)
PSYC 672	Seminar II in Counseling Psychology	(3)
PSYC 685	Seminar I in School Counseling	(3)
PSYC 686	Seminar II in School Counseling	(3)

DOCTOR OF PSYCHOLOGY DEGREE IN CLINICAL PSYCHOLOGY (PSY.D.)

Coordinator, Jed Yalof, Psy.D., ABPP, ABSNP

The Psy.D. program in Clinical Psychology, accredited by the American Psychological Association, is grounded in the practitioner-scholar model of professional psychology. The Psy.D. program is committed to the education and training objectives for doctoral programs set forth by The American Psychological Association (APA) and has been influenced by the values of The National Council of Schools and Programs in Professional Psychology (NCSPP). Students are instructed intensively in psychotherapy, psychodiagnostics and in other areas pertinent to the practice of clinical psychology. The Psy.D. program fosters the development of research skill through coursework, independent projects under faculty direction, and dissertation. Program graduates are prepared to practice at the doctoral level, make scholarly contributions to the professional community, and take leadership positions in the mental health field. All course scheduling is done with advisement. As an evening program, the Psy.D. curriculum was developed to address the educational needs and objectives of students who are working, and whose lifestyles do not permit attendance at daytime classes.

The Psy.D. program is distinct from all other department programs in its goals, objectives, and competencies. Students work only toward the doctoral degree and do not study for a master's degree simultaneously. Students in the Psy.D. program are referred to the Psy.D. Handbook and the Dissertation Handbook, which delineate additional aspects of the doctoral program, including philosophy, goals, competencies, curriculum, dissertation, comprehensive examination, practica, and internship.

PROGRAM GOALS AND OBJECTIVES

1. The Psy.D. program is committed to the goal of fostering personal growth in its student body through exposure to professional socialization, positive faculty and supervisory role models, new knowledge, and strategies for self awareness. The program's objective is to deepen students' appreciation for the complexity and spirit of the human condition.
2. The Psy.D. program is committed to the goal of fostering the maturation of conceptual and technical skills relevant to the delivery of clinical psychology services. The program's objective is to provide students with a well rounded understanding of multiple models of client change and the techniques necessary to facilitate such change. The application of technique to diverse clinical settings and shorter term models is discussed in relation to client service. Students gain foundational experience in developing teaching skills by leading class discussion and seminar presentations on concepts related to clinical psychology research and practice. Students will also graduate skilled in the diagnosis of various forms of psychological disturbance and will have acquired the ability to make such diagnoses from psychological test, measures and clinical interviews.
3. The Psy.D. program is committed to the goal of nurturing a strong ethical base in its students. The objective is to provide students with an understanding of psychology ethics and professional standards of conduct. Students are taught professional ethics and standards in the classroom and through application of case material and dilemmas arising in work with supervised clients. There is also a strong commitment to teaching ethical conduct through faculty role modeling in the context of instructional, advisory, and mentoring roles and responsibilities.
4. The Psy.D. program is committed to the goal of teaching its students multiple strategies for identifying, defining, studying and analyzing research data. The program's objective is to provide students with the skills needed to support scholarship, conduct research, and to foster a desire for systematic inquiry that complements the inquiry of clinical problems through psychotherapy and psychodiagnostic processes.
5. The Psy.D. program is committed to the goal of program diversity in a broad sense, including diversity among faculty, students and curriculum. The objective is to broaden student knowledge, sensitivity, and competence. Faculty bring uniqueness to the classroom and to their exchange with students. Students are invited to participate in identifying field sites that speak to their diverse needs. The non-discriminatory policy of the university invites individuals from all walks of life to seek admissions, teaching opportunities and supervisory roles. The range and depth of course offerings include specific courses in Human Diversity, Human Sexuality, Social Psychology, and Gender Psychology; in addition, efforts are made to integrate diversity applications throughout the curriculum.
6. The Psy.D. program is designed to move students toward state psychology license requirements. The objective is to support student attainment of a psychology license for independent practice. Course content and fieldwork lay the pre-doctoral foundation for licensure eligibility in Pennsylvania. Program graduates have passed the state licensing examination.
7. There is a strong commitment to the goal of helping students meet scheduling needs. The objective is to support degree attainment through program flexibility. Students take one to three courses each semester including a minimum of two consecutive semesters of three courses each. Courses are scheduled in a manner that allows students to meet pre-requisite needs as well as study together. The four-semester academic calendar permits flexibility and predictability in scheduling. Advisement occurs regularly in order to help students meet their short-term and long-term scheduling goals. Students have eight years to complete the requirements for the Psy.D. degree.
8. The Psy.D. program is also committed to the goal of encouraging professional exchange among students, faculty and members of the psychology community. The objective is to provide students with opportunities to dialogue with psychologists working in the field who have areas of special interest. Faculty are encouraged to make presentations at professional meetings, to publish, and to involve students in professional activities.
9. The Psy.D. program is committed to the goal of timely program review and revision. The objective is to provide students with qualified teaching faculty, and with a model of education and training that is updated, contemporary, and responsive to program needs. Students continually evaluate faculty teaching performance, are invited to evaluate field sites and are periodically surveyed about program-related matters. Program publications are reviewed at regular intervals and updated to reflect change in program direction.

PROGRAM PHILOSOPHY

Students are referred to the Psy.D. Handbook for a description of the Psy.D. program in clinical psychology's philosophy in training students for the doctoral degree and for a description of the program's psychotherapy training philosophy.

Students are admitted into the Psy.D. program in clinical psychology with a master's degree or another graduate degree or with a bachelor's degree. Students admitted with a master's degree take the required and elective courses as outlined below in a sequence that follows pre-requisites and in consultation with faculty advisement. Students admitted with a bachelor's degree take pre-requisite, required and elective courses in a specific sequence outlined in the Psy.D Handbook in consultation with faculty advisement, and are reviewed by faculty after the completion of 18 600-level credits which must include PSYC 600, 601 and a field placement (PSYC 696).

The Psy.D. program is 117 credit hours above the Bachelor's degree and consists of:

- Core (9)
- Clinical Concentration (102)
- Electives (6)

PROGRAM COMPETENCIES AND EXPECTED OUTCOMES

PsyD Program in Clinical Psychology

Upon completion of the program, students are expected to have demonstrated competency in the following areas:

1. Case conceptualization and diagnoses through application of clinical strategies for problem analysis.
2. Addressing client problems through multiple psychotherapeutic strategies.
3. Sensitivity to ethnic, gender, and racial diversity in clinical practice.
4. Understanding of the impact of clinician thoughts, feelings and behavior on client dynamics in individual, group, supervisory and consultative settings.
5. Responding from an informed ethical base that demonstrates understanding of ethical code and state law governing psychology practice.
6. Development of relevant research hypotheses and methods of problem analysis through multiple methods of research inquiry and analysis.
7. Select, administer and analyze a wide range of assessment techniques to facilitate problem understanding and recommendations.
8. Understanding of normal and atypical patterns of development and behavior across the life span of clientele, including children, adolescents, adults, and elderly clients.
9. Understanding of psychophysiological, neuropsychological and pharmacological considerations in relation to diagnostic understandings.
10. Understanding of human sexuality in relation to diversity of expression and treatment implications.
11. Understanding of historical and contemporary factors that have helped to define psychology as a scientific and professional discipline.
12. Understanding of social psychology principles that shape individual and group psychology.
13. Understanding of managed health care and its implications for psychology practice.
14. Instructional skill through the organization and dissemination of clinical literature and data in conjunction with leading discussions and presentations in classroom settings and seminars.

PREREQUISITES (for Bachelor admits)

- PSYC 600** Counseling Theories and Techniques I
PSYC 601 Counseling Theories and Techniques II

CORE (9 credits)

- GEN 701** Human Development (3)
GEN 702 Methods of Research (3)
PSYC 790 Dissertation Research Seminar (3)
PSYC 797 Comprehensive Examination (0)

REQUIRED CONCENTRATION (102 credits)

PSYC 602	Geriatric Counseling	(3)
PSYC 604	Group Process	(3)
PSYC 606	Family Counseling	(3)
PSYC 607	Treatment of Children and Adolescents	(3)
PSYC 608	Psychopathology	(3)
PSYC 663	Psychometrics	(3)
PSYC 664	Assessment I: Cognitive	(3)
PSYC 700	Biological Bases of Behavior	(3)
PSYC 701	Cognitive and Affective Bases of Behavior	(3)
PSYC 702	Professional Issues and Ethics	(3)
PSYC 710	Cognitive and Behavioral Theories and Therapies	(3)
PSYC 711	Psychoanalytic Theories and Therapies	(3)
PSYC 712	Existential-Humanistic Theories and Therapies	(3)
PSYC 713	History and Systems in Psychology	(3)
PSYC 718	Applied Statistical Analysis for Behavior Science	(3)
PSYC 720	Gender Psychology	(3)
PSYC 721	Psychology of Human Diversity	(3)
PSYC 722	Human Sexuality and Dysfunctions	(3)
PSYC 730	Assessment IV: Advanced	(3)
PSYC 731	Assessment V: Neuropsychological	(3)
PSYC 740	Clinical Psychopharmacology	(3)
PSYC 741	Topics in Clinical Practice	(3)
PSYC 745	Social Psychology	(3)
PSYC 765	Assessment II: Personality	(3)
PSYC 780	Diagnostic Practicum and Seminar I	(3)
PSYC 781	Diagnostic Practicum and Seminar II	(3)
PSYC 782	Psychotherapy Practicum and Seminar I	(3)
PSYC 783	Psychotherapy Practicum and Seminar II	(3)
PSYC 786	Internship in Clinical Psychology I	(1.5)
PSYC 787	Internship in Clinical Psychology II	(1.5)
PSYC 788	Internship in Clinical Psychology III	(1.5)
PSYC 791	Internship in Clinical Psychology IV	(1.5)
PSYC 792	Internship in Clinical Psychology V	(1.5)
PSYC 793	Internship in Clinical Psychology VI	(1.5)
PSYC 798	Doctoral Dissertation I	(3)
PSYC 799	Doctoral Dissertation II	(3)
PSYC 800	Doctoral Dissertation III	(3)
PSYC 000	Dissertation Continuation	(0)

ELECTIVES (6 credits)

PSYC 610	Children with Exceptional Needs	(3)
PSYC 614	Substance Abuse Education and Counseling	(3)
PSYC 666	Assessment III: Psychoeducational Lab	(3)
PSYC 696	Independent Project	(3)
PSYC 750	Advanced Psychoanalytic Theories and Therapies	(3)
PSYC 751	Advanced Existential-Humanistic Theories and Therapies	(3)
PSYC 752	Advanced Cognitive and Behavioral Theories and Therapies	(3)
PSYC 753	Advanced Family and Marital Theories and Therapies	(3)
PSYC 754	Advanced Group Theories and Therapies	(3)
GEN 511*	Special Topics	(1,1,1)

All students must take three credits in the PSYC 750-754 series.

All students must take three credits from PSYC: 610, 614, 666, 696, or three one-credit courses from GEN 511 series to substitute for one three-credit elective course, or an elective from another graduate department with the written permission of the chair of the other department and of the chair of the department of graduate psychology.

PSYC 786, 787, 788, 791, 792, 793: students work with the Coordinator of Predoctoral Internship and Practicum in preparation of application and identification of internship sites.

The full-time internship involves a national application pool for placement slots and is highly competitive.

FULL-TIME REQUIREMENT

Doctoral students must complete a minimum of two consecutive semesters full time (nine credits per semester) as a matriculated student at the start of the program. All courses required for the Psy.D. in Clinical Psychology must be taken at Immaculata unless waived on admission into the Psy.D. program. The department reserves the right to adjust requirements in response to program need during a catalog period.

CERTIFICATES OF ADVANCED PROFICIENCY IN CLINICAL PSYCHOLOGY

Students enrolled in the Psy.D. program in clinical psychology may earn an advanced proficiency certificate in one of the following four areas as part of their program of study:

- Drug and Alcohol Education and Counseling
- Psychological Testing
- Integrative Psychotherapy
- Human and Cultural Diversity
- Psychodynamic Psychotherapy
- Neuropsychological Assessment

Requirements are outlined in the Psy.D. Handbook.

DOCTOR OF PSYCHOLOGY DEGREE IN SCHOOL PSYCHOLOGY

Coordinator: Pamela Pressley Abraham, Psy.D., NCSP

The Psy.D. program in School Psychology is approved by the Pennsylvania Department of Education. The program is committed to the education and training of certified school psychologists who are seeking doctoral level skills and competencies. The PsyD program in School Psychology at Immaculata is a practitioner-scholar program in which students are educated and trained to deliver school psychological services through the direct application of skills and knowledge based on scientific research, scholarly inquiry, and personal reflection and are prepared to make scholarly contributions to the professional community.

The curriculum of the Psy.D. in School Psychology is informed by the educational and training standards of the American Psychological Association (APA), the National Council of Schools and Programs in Professional Psychology (NCSP), and the National Association in School Psychology (NASP). The Psy.D. program in School Psychology operates from a philosophy that is fully attentive to the systemic, cultural and ecological forces that shape the psychology of children, youth, and families in need of school psychological services. The program seeks to build upon the school psychologist's understanding of children and adolescents affected by numerous quality-of-life issues impacting growth and development.

With this type of ecological orientation to school psychology practice, the philosophy of the Psy.D. program in School Psychology values and promotes education and training in the areas of ethics, research design and analysis, assessment, consultation, diversity, program evaluation, prevention, and intervention. Program graduates are prepared to take leadership positions as doctoral level school psychologists both in the public and private sectors. These functional domains, applied to school settings, distinguish the focus of the Psy.D. program in School Psychology from the certification program in School Psychology and from the Psy.D. program in Clinical Psychology. The Psy.D. program in School Psychology is distinct from the school psychology certification program in the areas of admissions, range and depth of courses, individualized practicum training, research contribution, and scope of doctoral internship. The Psy.D. program in school psychology is distinct from the Psy.D. in Clinical Psychology in program admission, and by the nature of discipline specific courses and clinical training. School and clinical PsyD students take common foundation courses in response to the generic knowledge needs that define psychology as a professional discipline and which are applicable to a psychology license, but are separated by specific tracks in which courses are unique to students in each discipline.

PROGRAM GOALS AND OBJECTIVES

1. The Psy.D. program is committed to the goal of nurturing a strong ethical base in its students as applied to the practice of school psychology. The objective is to inform students of psychology ethics and professional standards of conduct.
2. The Psy.D. program is committed to the goal of training students in research strategies that are applicable to program evaluation in schools. The objective is to prepare students to direct and consume research in program evaluation.
3. The Psy.D. program is committed to the goal of training students in the areas of cultural and human diversity, biases, and social processes as they apply to the practice of school psychology. The objective is to deepen student appreciation for human diversity when making decisions related to school psychology diagnosis, intervention, programming, and research.

4. The Psy.D. program is committed to the goal of training students in formal consultation strategies. The objective is to use consultation skills that foster positive interactions in school contexts in order to strengthen alliances between schools, families, and communities.
5. The Psy.D. program is committed to the goal of teaching students individual and group strategies. The objective is to promote prosocial behaviors in school settings.
6. The Psy.D. program is committed to the goal teaching advanced assessment strategies. The objective is to refine skill in diagnosis and intervention of school exceptionalities, and of other conditions related to school psychology practice.
7. The Psy.D. program is committed to the goal of fostering skill acquisition in the areas of diagnosis, program prevention/intervention, and crisis management. The objective is to support the integration of diagnostic understanding with program needs.
8. The Psy.D. program is committed to the goal of teaching the skills necessary to evaluate educational outcomes, including quantitative and qualitative approaches to problem inquiry and investigation. The objective is to develop a sophisticated knowledge base from which to modify program in response to needs and outcomes.
9. The Psy.D. program is committed to the goal of supporting student research, developing technological skills, and professional initiatives. The objective is to foster the motivation and ability to make scholarly contributions.
10. The Psy.D. program is committed to providing students with predoctoral foundation for license eligibility in Pennsylvania. The objective is to support the attainment of a license for independent psychology practice. (This is subject to change based upon changes in licensing requirements in the State of Pennsylvania).

The PsyD program in school psychology (for master prepared certified school psychologists) is 90 credit hours and it consists of:

- Core (9)
- Concentration (81)

PROGRAM COMPETENCIES AND EXPECTED OUTCOMES

Psy.D. Program in School Psychology

Upon program completion, students will have demonstrated competency in the following areas:

1. Application of ethical reasoning and legal principles to school psychology settings.
2. Using research strategies applicable to program evaluation in schools.
3. Knowledge and application of cultural diversity, bias and other social processes applied to educational settings and decision making.
4. Understanding and skill in implementation of consultative strategies.
5. Implementing individual and group strategies in practice situations.
6. Understanding of problems through use of assessment techniques; strategies and techniques for evaluating risk for mild and serious disturbances; learning disorders; and other student problems in relation to school adjustment.
7. Program prevention, intervention, and crisis management.
8. Evaluating educational outcomes through data based decision-making.
9. Offering scholarly research contribution, and use of emergent technologies.
10. Understanding foundation bases and skills prerequisite to the independent practice of professional school psychology.

CORE (9 credits)

GEN 701	Human Development	(3)
GEN 702	Methods of Research	(3)
PSYC 790	Dissertation Seminar	(3)
PSYC 797	Comprehensive Examination	(0)

REQUIRED CONCENTRATION (81 credits)

PSYC 606	Family Counseling	(3)
PSYC 607	Treatment of Children & Adolescents	(3)
PSYC 608	Psychopathology	(3)
PSYC 614	Substance Abuse Education & Counseling	(3)
PSYC 663	Psychometrics	(3)

PSYC 664	Assessment I: Cognitive	(3)
PSYC 700	Biological Bases of Behavior	(3)
PSYC 701	Cognitive and Affective Bases of Behavior	(3)
PSYC 702	Professional Issues & Ethics	(3)
PSYC 718	Applied Statistical Analysis for Behavior Science	(3)
PSYC 723	Prevention, Intervention, and Program Evaluation in Schools	(3)
PSYC 732	History, Systems and School Climate	(3)
PSYC 733	Neuropsychological Applications in Schools	(3)
PSYC 740	Clinical Psychopharmacology	(3)
PSYC 742	Supervision and Consultation in Schools	(3)
PSYC 745	Social Psychology	(3)
PSYC 755	Assessment and Intervention with School-Age Children	(3)
PSYC 756	Adv Independent Project in Diversity	(3)
PSYC 765	Assessment II: Personality	(3)
PSYC 772	Advanced Practicum in School Psychology and Seminar I	(3)
PSYC 773	Adv Practicum in School Psychology and Seminar II	(3)
PSYC 798	Dissertation I	(3)
PSYC 799	Dissertation II	(3)
PSYC 800	Dissertation III	(3)
PSYC 801	Internship in School Psychology I	(1.5)
PSYC 802	Internship in School Psychology II	(1.5)
PSYC 803	Internship in School Psychology III	(1.5)
PSYC 804	Internship in School Psychology IV	(1.5)
PSYC 805	Internship in School Psychology V	(1.5)
PSYC 806	Internship in School Psychology VI	(1.5)
PSYC 000	Dissertation Continuation	(0)

Students work with the Coordinator of Predoctoral Internship and Practicum in preparation of application and identification of internship sites.

The full-time internship involves a national application pool for placement slots and is highly competitive.

Courses that are eligible for transfer into the PsyD program in School Psychology based upon review of transcripts and syllabi by the Coordinator and Chair are: PSYC 606, PSYC 607, PSYC 608, PSYC 614, PSYC 663, PSYC 664. Scheduling is done in consultation with the program coordinator.

The Psy.D. program in School Psychology for Master prepared (without school psychology certification) and Bachelor prepared students consists of the following:

PREREQUISITES (for Bachelor admits)

PSYC 600	Counseling Theories and Techniques I
PSYC 601	Counseling Theories and Techniques II

CORE (9 credits)

GEN 701	Human Development	(3)
GEN 702	Methods of Research	(3)
PSYC 790	Dissertation Seminar	(3)
PSYC 797	Comprehensive Examination	(0)

REQUIRED CONCENTRATION

EDL 625	School Law and the Legal Process	(3)
PSYC 604	Group Process	(3)
PSYC 606	Family Counseling	(3)
PSYC 607	Treatment of Children and Adolescents	(3)
PSYC 608	Psychopathology	(3)
PSYC 610	Children with Exceptional Needs	(3)

PSYC 614	Substance Abuse Education and Counseling	(3)
PSYC 635	Neuropsychology and Learning with Children and Adolescents	(3)
PSYC 663	Psychometrics	(3)
PSYC 664	Assessment I: Cognitive	(3)
PSYC 666	Assessment III: Psychoeducational Lab	(3)
PSYC 672	Seminar II in Counseling Psychology*	(3)
PSYC 700	Biological Bases of Behavior	(3)
PSYC 701	Cognitive and Affective Bases of Behavior	(3)
PSYC 702	Professional Issues and Ethics	(3)
PSYC 718	Applied Statistical Analysis for Behavior Science	(3)
PSYC 723	Prevention, Intervention, and Program Evaluation in Schools	(3)
PSYC 732	History, Systems and School Climate	(3)
PSYC 733	Neuropsychological Applications in Schools	(3)
PSYC 740	Clinical Psychopharmacology	(3)
PSYC 742	Supervision and Consultation in Schools	(3)
PSYC 745	Social Psychology	(3)
PSYC 755	Assessment and Intervention with School-Age Children	(3)
PSYC 756	Adv Independent Project in Diversity	(3)
PSYC 765	Assessment II: Personality	(3)
PSYC 770	School Psychology Practicum and Seminar I	(3)
PSYC 771	School Psychology Practicum and Seminar II	(3)
PSYC 772	Advanced Practicum in School Psychology and Seminar I	(3)
PSYC 773	Adv Practicum in School Psychology and Seminar II	(3)
PSYC 798	Dissertation I	(3)
PSYC 799	Dissertation II	(3)
PSYC 800	Dissertation III	(3)
PSYC 801	Internship in School Psychology I	(1.5)
PSYC 802	Internship in School Psychology II	(1.5)
PSYC 803	Internship in School Psychology III	(1.5)
PSYC 804	Internship in School Psychology IV	(1.5)
PSYC 805	Internship in School Psychology V	(1.5)
PSYC 806	Internship in School Psychology VI	(1.5)
PSYC 000	Dissertation Continuation	(0)

*Required for bachelor admits.

Course Descriptions

The Department of Graduate Psychology endorses a range of teaching applications in each of its courses to support the integration of theory and practice. Students are engaged in different learning activities that encourage the acquisition of an informed knowledge and skill base relevant to the field of psychology. Didactic strategies may include lecture, small group discussion, small group activities, presentations, role play simulation, skills practice, experiential learning, observational learning, use of technology, and video demonstration.

GEN 501 Human Development (3)

Because of the increasing complexity of global relationships, this course provides opportunities for students to understand and appreciate the developmental experiences of all people across the lifespan.

Included in the course are: development theories which relate to the human growth process, and biological, cognitive and language, social, cultural, and affective aspects of behavior.

GEN 502 Methods of Research (3)

This course is designed to examine comprehensive methodological approaches to qualitative and quantitative research. Rudiments of basic research process, skills in evaluating the research outcomes as valid, reliable and useful and the application of this knowledge and skill in the creation of a simulated study are included. (Prerequisite: statistics course)

GEN 503 Interpersonal Relations (3)

Study of the meaning of interpersonal relationships, focusing on key concepts; raising the level of one's self-awareness, and developing a basic framework for understanding person to person and group interactions.

GEN 505 Adult Human Development (3)

This course focuses on human development as a lifelong process of interaction between the individual and the environment within particular contexts. Cognition, emotions, and values are seen as influencing behavior and the role people play in their own development.

GEN 701 Human Development (3)

This course covers some of the major concepts and lines of research and inquiry within the field of Human Development, mainly from a theoretical perspective and research based perspective. Development is considered as an overarching construct with which to view cognition, affect, social relatedness, etc. Recent theorists and researchers are studied especially for their clinical relevance. Issues related to diversity will be addressed specifically throughout the course.

GEN 702 Methods of Research (3)

This course is designed to assist the student in refining basic, and developing advanced, understanding of research concepts and methods. Methodological issues covered include strategies for literature review; sampling and subject selection; ethics; internal and external validity, program evaluation, selection of appropriate measures; procedures; writing style; and APA publication style. Methodological approaches to both qualitative and quantitative research are discussed. Students also explore and develop their own research interests and contributions to their field. Students choose, study and discuss research covering a variety of clinical settings; populations; and cultural groups and concerns. (Prerequisite: undergraduate statistics)

PSYC 599 Comprehensive Examination in Psychology (0)

A culminating experience which reflects the student's synthesis and integration of knowledge. (Taken concurrently with GEN 600). All students pursuing the M.A. degree in Counseling Psychology are required to sit for the Comprehensive Examination. In order to be eligible to take the Comprehensive Examination, the student must secure the chair's approval and have completed the following requirements:

- Have matriculated status
- Test of English as a Foreign Language (TOEFL) for International Students
- All core courses with at least a B average
- The following Concentration Courses with a B average

For students seeking M.A. in Counseling Psychology without certification option:

PSYC 600
 PSYC 601
 PSYC 604
 PSYC 606
 PSYC 608
 PSYC 614
 PSYC 617
 PSYC 640
 PSYC 641
 PSYC 671

For students seeking M.A. in Counseling Psychology with School Psychology Certification*:

PSYC 600
 PSYC 601
 PSYC 607 or 608
 PSYC 617
 PSYC 640

PSYC 663
 PSYC 664
 PSYC 671

*Students who are seeking only certification are not required to take the Comprehensive Examination.

For students seeking M.A. in Counseling Psychology with Elementary or Secondary School Counselor Certification*:

PSYC 600
 PSYC 601
 PSYC 604
 PSYC 606
 PSYC 607
 PSYC 614
 PSYC 617
 PSYC 640
 PSYC 641
 PSYC 672

*Students who are seeking only certification are not required to take the Comprehensive Examination.

PSYC 517 Introduction to Personality Theories (1)

Survey of foundation personality theories, including psychoanalytic, client-centered, and behavioral. Emphasis is placed on understanding philosophical distinctions among various models concerning the fundamental nature of people as well as on the delineation of basic concepts by which different theories understand typical and atypical personality development.

PSYC 600-601 Counseling Theories and Techniques I & II (3,3)

These courses provide a historical review and evaluation of relevant theories of personality and psychotherapy, including psychodynamic, cognitive-behavioral, and humanistic theories. Counseling attitudes and strategies, including applying theory and technique to child, adolescent and adult populations as well as clients with varying multicultural backgrounds, are reviewed. Students are trained in interviewing skills, case formulation, rapport-building and self-reflection. Training in microskills, interviewing, case formulation, rapport building, and self-reflection are reviewed. (Prerequisite: A course in Personality, GEN 503; 600:601).

PSYC 602 Geriatric Counseling (3)

A survey of the physical, emotional, and social changes in aging; application of counseling skills to the problems of the aged. Course reviews variables that contribute to life satisfaction and successful aging of elders; assessment and interviewing techniques; health-related concerns; ethical issues that may arise with older clients; Medicare guidelines, and diagnosis and referral considerations. Implications of geriatric counseling for human diversity are reviewed and discussed. Diagnostic issues are reviewed. Relevant medical and health care issues pertinent to service delivery in different settings and through different systems are discussed.

PSYC 604 Group Process (3)

A behavior science approach to the study of small group behavior and development; a survey of principles and theories of small group interaction with didactic and experiential focus on the dynamics of group processes in communication. This course focuses on the acquisition of foundation skills and knowledge for facilitating groups in child, adolescent and adult populations. Assessment of prospective members and ethics of group therapy are reviewed. Stages of group development, crises management and termination are reviewed. Implications for diversity are reviewed and discussed. Intervention strategies are reviewed and discussed. Applications to different clinical settings, including managed care, are reviewed.

PSYC 606 Family Counseling (3)

This course provides an overview of the application of general systems theory to assessing, conceptualizing, and intervening with families. The course reviews several major models of family therapy and introduces attitudes and techniques from each model to support families in their effort to modify relationships. The course also examines issues of family development, including the roles of gender and culture on developing family beliefs, rituals, rules, and values.

PSYC 607 Treatment of Children and Adolescents (3)

The course addresses concepts and principles of psychopathology and treatment approaches for children and adolescents. The course covers foundation counseling skills for child and adolescent populations, including therapy alliance, verbal and play approaches, group processes, therapist communication with school and family, social and cultural influences, wrap-around services, childhood exceptionalities, crisis management, and developmental and diagnostic considerations. Intervention strategies are covered from various theoretical orientations and based on recent empirical findings. In addition, qualities that contribute to an effective and ethical child or adolescent therapist/counselor are included. Multicultural competence and awareness is considered a critical component of the therapist/counselor. Empirically supported treatments are reviewed.

PSYC 608 Psychopathology (3)

Strategies for assessing and formulating clinical and cultural material are examined. Review of moderate and serious pathological and diagnostic schemas including DSM, with secondary emphasis on treatment implications. Students are introduced to symptom clusters which distinguish different mental health problems and are presented with a model for understanding diagnosis within the context of personality styles. Implications for diversity are examined.

PSYC 609 Career and Vocational Counseling (3)

Examination of methods, theories and materials of career counseling, including emergent technologies. Emphasis on the psychology of career choice; terms of diagnosis; the process of counseling; goals and expected outcomes of counseling, and the use of occupational information. Review of vocational transition, including job change and downsizing, and of career planning for secondary and college students. Review of career counseling programs, including assessment, interpretation and application. Work values, attitudes, gender stereotyping, networking strategies, and life-long learning are examined.

PSYC 610 Exceptional Child (3)

This course examines major areas of exceptionality; the delivery of services, learning disabilities and options for assessment and programming. Individualized education programs and a presentation of the concept of multidisciplinary evaluations are explored. Major litigations and legislation in the area of special education are reviewed.

Implications of exceptionalities for family systems including parent-child communication and counseling (as it pertains to school issues), siblings and parent-school interface are examined.

PSYC 614 Substance Abuse Education and Counseling (3)

Examination and exploration of drug- and alcohol-related issues in relation to self, significant others and professional roles across the life span. Discussion of basic concepts in understanding alcoholism and drug addiction, including effects on mental health and relationships, counseling strategies and an understanding of clinical settings that service these populations. Implications for culturally diverse populations are reviewed.

PSYC 617 Ethical and Professional Issues (3)

Ethical codes relevant to professional counselors and school psychologists (e.g. ACA, APA, NASP), professional conduct, limits of competence, school and non school career paths, PA Code of Professional Practice and Conduct for Educators, legislative initiatives affecting the profession, emergent technologies, and other topical issues, including HIPAA are reviewed. The role of professional socialization processes, including counselor organizations, professional socialization and collegiality, and the importance of life-long learning are examined. Models for ethical decision making are reviewed with attention to multiculturalism and diversity. PSYC 617 must be completed prior to beginning practicum.

PSYC 635 Neuropsychology and Learning with Children and Adolescents (3)

Theories of learning, cognition and motivation are explored. Models of behavior and personality, problem solving, and behavioral, affective, and cognitive adaptations are evaluated in terms of neuropsychological functioning. Methods of assessment and direct and indirect interventions are reviewed. Ways to examine curriculum and propose changes and recommendations are discussed in view of neuropsychological functioning.

PSYC 640 Diversity Counseling (3)

Review of theories and counseling strategies for addressing needs of individuals from diverse backgrounds; competency skills in special areas; ethical implications for diversity counseling; gender and ethnicity; stereotyping; and topics relevant to diversity across populations and settings.

PSYC 641 Assessment in Counseling (3)

This course addresses test construction theory, including reliability, validity, item development and analysis, a review of strategies for assessing and intervening for risk/protective factors in child, adolescent, and adult populations (e.g. suicide, violence, substance abuse and identification of exceptionalities). Ethical issues, a survey of basic assessment for screening and interpreting cognitive and social/emotional functioning, planning for personal, education, social-emotional change, and report writing are reviewed.

PSYC 655 School Consultation and Curriculum Design (3)

This course addresses theories, models, and processes of consultation including: group dynamics, crisis prevention and management of school programs, (e.g. antiviolence and bullying, etc.), direct and indirect interventions with individuals and groups, strategies for crises prevention and management, and program evaluation. The role of the school counselor and school psychologist are reviewed. Also included are curriculum development and design for elementary and secondary educa-

tion as well as adapting curriculum to needs of students, understanding operational support services, multidisciplinary teams, child study, school systems and graduation expectations. Networking and the development of public relations are emphasized.

PSYC 663 Psychometrics (3)

This course critically examines the issues related to assessing psychological characteristics and educational achievements. Reliability, validity, units of measurement, theories of aptitude and intelligence and use of multiple measures in selection, prediction and diagnosis are explored. Properties and the application of cognitive and personality measures are addressed.

PSYC 664 Assessment I: Cognitive (3)

Students learn to administer, score, interpret, and report on cognitive functioning. Multicultural assessment practices and diversity issues are reviewed. Educational and clinical applications of individual assessment, diagnostic measures of intelligence, observation and interview techniques, and perception are examined. Supplementary measures, best practices, ethical standards for treatment and program planning, contemporary cognitive assessments, cross-battery assessment, and functional problem solving assessment are reviewed. (Pre-requisites: GEN 502, PSYC 663)

PSYC 666 Assessment III: Psycho-educational Lab (3)

Psychological tests and measures and diversity issues relevant to school psychology practice are studied. Pre-school assessment measures, achievement testing, curriculum-based approach, individual and group testing, cognitive screening, social maturity, behavior rating scales, and measures to assess social and emotional problems are reviewed. This course reviews test administration and skills, history of school psychology, roles and functions of school psychologists, emergent technologies, ethical, diversity issues and practice in school psychology, and multidisciplinary and consultation paradigms. State standards and federal laws; IDEA; Section 504; MDT processes are examined.

Seminars and Field Placements

All forms and instructions regarding MA practicum placements are available on-line. No practicum or internship can be completed at place of employment.

PSYC 671 (3), 672 (3), 673 (3), 685 (3), 686 (3)

Supervised counseling at an approved setting that involves direct service, professional socialization, and weekly seminar and case conference led by a university faculty member. Case conferences include discussions related to theories, issues of diversity, conceptualization, diagnoses, group/family dynamics, and methods of direct and indirect intervention. Also included are readings, review of selected topics, professional socialization and the integration of practice with theory. For PSYC 685 and 686, in addition to the general course description noted above, students in PSYC 685 will also participate in modules which cover topics in family and groups. Students in PSYC 686 will participate in modules which cover topics in substance abuse.

Sequencing of Seminars for Counseling Psychology, School Psychology and School Counseling

The following field placements are required and must be completed in the following sequence after pre-requisites have been met:

MA in Counseling Psychology

Seminar I in Counseling Psychology	PSYC 671*	200 hours
Seminar II in Counseling Psychology	PSYC 672	250 hours (internship)
Seminar III in Counseling Psychology	PSYC 673	250 hours (internship)

Pre-requisites for PSYC 671: Core; PSYC 600, 601, 604, 606, 608, 614, and 617

* The student must complete a departmental form that is signed, dated and initialed by student and supervisor, upon completion of the first 100-hours of the first mental health practicum (PSYC 671 or 672 depending on program). This represents 100 hours of counseling practicum. The remaining 100 hours are designated toward internship. The form must be accompanied by a supervisor evaluation. Practicum and internship requirements for students enrolled in PSYC 671 are different and available from the Field Site Coordinator. The department will review the student for transition to intern status upon completion of 100 hours of practicum training.

MA in Counseling Psychology with School Psychology Certification

Seminar I in Counseling Psychology (must be done prior to PSYC 672)	PSYC 671	200 hours
Seminar II in Counseling Psychology (must be done prior to PSYC 680)	PSYC 672	250 hours
Seminar I in School Psychology (must be done in the Fall semester)	PSYC 680	600 hours
Seminar II in School Psychology (must be done in the Spring semester)	PSYC 681	600 hours

School Psychology Certification Only

Seminar I in Counseling Psychology (must be done prior to PSYC 672)	PSYC 671*	200 hours
Seminar II in Counseling Psychology (must be done prior to PSYC 680)	PSYC 672	250 hours
Seminar I in School Psychology (must be done in the Fall semester)	PSYC 680	600 hours
Seminar II in School Psychology (must be done in the Spring semester)	PSYC 681	600 hours

Pre-requisites for PSYC 671: Core, PSYC 600, 601, 604, 607 or 608, 617, 663, and 664

Pre-requisites for PSYC 680: Completion of all course work, including PSYC 671 and 672.

PSYC 680, 681 Seminar I, II in School Psychology (3, 3)

PSYC 680, 681, Seminar I and II in School Psychology, provides students with a 1,200 hour internship experience over two semesters (600, 600) that integrates course work with practicum training. Students work at sites that have been approved by the Program Field Site Coordinator. Students also participate at weekly seminars at the university that emphasize case review, issues of diversity, multiculturalism, emergent technologies, curriculum design and recommendations and discussion of readings. In addition to case conference, seminar covers ethics in school psychology practice, personality testing applications, administrative structures in public and non-public schools, school law and regulations, and organizational patterns in schools.

MA in Counseling Psychology with Elementary Guidance or Secondary Counselor Certification

Seminar II in Counseling Psychology (must be done prior to PSYC 685)	PSYC 672†	250 hours
Seminar I in School Counseling (must be done in the Fall semester)	*PSYC 685	200 hours
Seminar II in School Counseling (must be done in the Spring semester)	*PSYC 686	250 hours

Elementary or Secondary School Counselor Certification Only

Seminar I in School Psychology (must be done prior to PSYC 685)	PSYC 672†	250 hours
Seminar I in School Counseling (must be done in the Fall semester)	*PSYC 685	200 hours
Seminar II in Guidance Counseling (must be done in the Spring semester)	*PSYC 686	250 hours

† Pre-Requisites for PSYC 672: Core, PSYC 600, 601, 604, 606, 607, 614, 617, 641

Pre-Requisites for PSYC 685: Completion of all course work, including PSYC 672.

* PSYC 685 and 686 must be completed in a public school setting.

Field Placement Considerations and Policies

Upon entering the program, students should begin to anticipate that practicum and internship will require time on site during day hours. The need to spend time on site may necessitate modifications in the student's regular daily schedule. Students are strongly encouraged to work with their advisor and to plan accordingly. Students must contact the Field Site Coordinator and begin the process of securing a placement at least six months in advance. Grading is "Pass" or "Fail". The field site coordinator works with the department chair in approving students for internship. No student enrolled in any of the counseling or school programs may do practica or internships at places of employment. Questions about exceptional circumstances should be directed in writing to the Field Site Coordinator and Department Chair.

PSYC 674 Internship in Counseling (3)
A 300-hour internship in Counseling Psychology.

PSYC 696 Independent Project (3)
A one-semester independent project conducted under faculty direction. Options include a critical library research paper focusing on one topic that is of particular interest to the student, and clinical field placement as supplement to required field experiences that includes case review—under faculty direction. Students admitted into the PsyD program in Clinical Psychology with a Bachelor's degree must complete PSYC 696 as a 250-hour mental health field placement. Doctoral students who complete PSYC 696 as a research paper are encouraged to direct this project toward dissertation interests.

PSYC 700 Biological Bases of Behavior (3)
Overview of neuroanatomy, neurophysiology, brain-mind-behavior relationships; diagnostic and clinical issues. There is also a laboratory component to PSYC 700. Open only to Psy.D. students.

PSYC 701 Cognitive and Affective Bases of Behavior (3)
Review of cognitive psychological processes and paradigms for learning, memory, sensation, perception, reasoning, and information processing. Cognitive aspects of emotionality, diagnosis and personality will be discussed. Cognitive disturbance in depression, anxiety, psychosis and eating disorders are reviewed. (Prerequisite: PSYC 700) Open only to Psy.D. students.

PSYC 702 Professional Issues and Ethics (3)
Review of APA ethics code, Pennsylvania psychology and legal issues; specialty guidelines; ethics-law distinction; diversity issues; professional issues; practice considerations in which students are encouraged to reason through case applications of ethical dilemmas. Open only to Psy.D. students.

PSYC 710 Cognitive and Behavioral Theories and Therapies (3)
Review of history of behavioral, cognitive, and cognitive-behavioral models, including classical and operant conditioning, integrative/eclectic approaches, and cognitive-behavioral applications. Review of relevant literature for cognitive and behavioral formulation and intervention strategies to different populations (e. g., anxiety, depression, social skills). Review of empirically supported treatments. Review of application to managed care settings. Assessment of client-model fit is reviewed. Open only to Psy.D. students in Clinical Psychology.

PSYC 711 Psychoanalytic Theories and Therapies (3)
Study of past and current major theoretical issues and treatment strategies in psychoanalytic psychotherapy. The goal of the course is to teach students to apply psychoanalytic formulations and intervention strategies in clinical settings. The course discusses major constructs in theory. A developmentally-sensitive model of diagnosis and intervention is presented. The continuum of contemporary models and traditional approaches (e.g., drive theory, ego psychology, object relations theory, self psychology) is discussed from a historical perspective and in relation to each other. Emphasis is placed on the integration of theory, listening skills, clinical formulations, and flexible technical application of supportive-expressive to different clients and settings, including time-limited therapy environments. Therapy process research is reviewed. Implications of psychoanalytic applications to diverse client populations, including ethnic/racial, head trauma, and learning disabled, are also reviewed. Therapy process research is reviewed. (Prerequisite: PSYC 608) Open only to Psy.D. students in Clinical Psychology.

PSYC 712 Existential-Humanistic Theories and Therapies (3)
This course is a study of the history, development, and application of existential-humanistic theories and therapies. It includes a study of a variety of psychotherapy theories and techniques that are derived from or share similarities with humanistic and existential perspectives. The integration of this approach with gender and culture-sensitive therapies is also discussed. The application of this approach cross-culturally and across various disciplines is reviewed, including education, international relations, conflict-resolutions, diversity workshops, and psychotherapy around the world. Original sources provide the basis of the course content. An introspective, experiential approach is used as a way of modeling a humanistic learning environment. The course consists of

lectures, discussions, group activities, skills practice, and video demonstrations. Open only to Psy.D. students in Clinical Psychology.

PSYC 713 History and Systems in Psychology (3)
Review of history and systems of psychology, and of how psychology as a profession has developed its identity. Review of history of the Ph.D. and Psy.D. models, diversity; changes in practice climate, origins of contemporary issues in practice, including managed care, information technology, current trends in professional practice, career paths and the future of psychology. This course is open only to Psy.D. students in Clinical Psychology.

PSYC 718 Applied Statistical Analysis for Behavior Science (3)
The goals of this course include 1) promoting the understanding of the uses of various descriptive and inferential statistics in research, and 2) gaining a basic familiarity with the use of computers in conducting research. Critical analysis of professional literature and statistical data. Discussion of ethical and cultural issues related to use and interpretation of data. (Prerequisite: GEN 702). Open only to Psy.D. students.

PSYC 720 Gender Psychology (3)
Review of the changing role of women and men in society and of the social issues which have accompanied these changes. Exploration of intrapsychic and interpersonal issues; gender bias, diversity and treatment implications. Open only to Psy.D. students in Clinical Psychology.

PSYC 721 Psychology of Human Diversity (3)
Examination of the major historical and contemporary social and cultural issues associated with all aspects of diverse populations, and of clinical strategies for addressing mental health needs of these groups. Emphasis on the role and impact of culture on structure, delivery and management of care systems; review of cultural influences and meaning of contextualization. Open only to Psy.D. students in Clinical Psychology.

PSYC 722 Human Sexuality and Dysfunctions (3)
Review of the wide range of sexual issues that may emerge in psychotherapy. Discussion of the etiological, diagnostic, treatment issues, and empirically-supported treatments related to sexual dysfunctions. Develop awareness in students of their biases, values, and areas of comfort and discomfort related to sexuality. Review of the ethical, transference/countertransference, and diversity issues related to sexuality. Open only to Psy.D. students in Clinical Psychology.

PSYC 723 Prevention, Intervention, and Program Evaluation in Schools (3)
This course will examine the role of the school psychologist in service provision and provides specific training in school based interventions. School programming will be viewed across a continuum of service provision, including prevention, risk reduction, crisis management, school violence, substance use, academic intervention, postvention/evaluation. Preparation includes developing effective and appropriate academic and psychological interventions, review of diversity and ethical issues in schools, collecting and interpreting data from assessment for intervention development and evaluation, and monitoring the outcome of interventions. Open only to Psy.D. students in School Psychology.

PSYC 730 Assessment IV: Advanced (3)
Examines contemporary assessment issues related to research and practice; assessment competencies in diversity and professional ethics, test selection, scoring and interpretation, report writing and feedback; review of objective and personality measures through discussion and critique. There is also an emphasis on the relationship between assess-

ment and treatment implications for different diagnostic groups and clinical settings. (Prerequisite: PSYC 765) Open only to Psy.D. students in Clinical Psychology.

PSYC 731 Assessment V: Neuropsychological (3)
Review of strategies for assessing neuropsychological dysfunction; ethical and practice issues in neuropsychological assessment. Review of interviewing, test selection, report writing and feedback strategies. (Prerequisites: PSYC 765) Open only to Psy.D. students in Clinical Psychology. PSYC 701 may be taken concurrently.

PSYC 732 History, Systems and School Climate (3)
Review of history and developmental foundations of school psychology. This course will examine school culture and educational atmosphere with particular focus on strategies to create a positive culture, sense of community, school-family-community partnerships, and respect for diversity. Psychological variables that influence classroom and school climate, individual interventions, and classroom management are also reviewed. Implications for creating a teaching and learning environment conducive to positive instruction and affective development will be discussed. Open only to Psy.D. students in School Psychology.

PSYC 733 Neuropsychological Application in Schools (3)
This course will present a neuropsychological model of learning disorders. Students will be exposed to a framework that integrates neuropsychological applications with classroom behavior and learning. Implications for differential diagnosis, dyslexia, ADHD, right hemisphere disorders, autism, and memory deficits will be reviewed. Assessment strategies and ethics will be discussed. Open only to Psy.D. students in School Psychology.

PSYC 740 Clinical Psychopharmacology (3)
Overview of the major psychotropic agents and their interaction with the physical system; implications for diagnosis and treatment in an interdisciplinary context are reviewed. (Prerequisite: PSYC 700) Open only to Psy.D. students.

PSYC 741 Topics in Clinical Practice (3)
Course modules address topics related to applied clinical practice and work roles (supervisor, consultant, administrator, teacher and practitioner). Ethics, developmental models, intervention, and evaluation of supervision and consultation models are explored. Administrative responsibilities in clinical settings are discussed with emphasis on the psychology of leadership, employer-employee relations, and organizational structure. Students are presented with an approach for preparing to teach an academic course, understanding student-teacher interactions, and strategies for evaluating performance. Private practice applications are discussed, with emphasis on development and management of an independent psychology practice. (Pre-requisite: student is within one-semester of beginning, enrollment in, or completion of PSYC 780). Open only to PsyD students in Clinical Psychology.

PSYC 742 Supervision and Consultation in Schools (3)
This seminar will explore classical and contemporary literature and themes in the area of school-based consultation and supervision. Evidence based consultation models designed to work with individuals, groups and systems organizational development, theories of leadership and change are reviewed. Topics include interventions, change strategies, organizational diversity, and grant writing. Models, theories and techniques of supervision and case scenarios with legal and ethical applications are examined. Practice issues related to providing developmentally based assessment, and feedback are also reviewed. Open only to Psy.D. students in School Psychology.

PSYC 745 Social Psychology (3)

Study of the influence of social stimuli on feelings, thoughts, and behaviors. Major topics in social psychology such as conformity, persuasion, social cognition, self justification, human aggression, prejudices and intergroup conflict, affiliation and attraction are explored. Application of social psychological research in different settings. Open only to Psy.D. students.

PSYC 750-754 Advanced Psychotherapy (3)

- *PSYC 750 **Psychoanalytic Theories and Therapies (3)**
- *PSYC 751 **Existential-Humanistic Theories and Therapies (3)**
- *PSYC 752 **Behavioral Theories and Therapies (3)**
- *PSYC 753 **Family and Marital Theories and Therapies (3)**
- *PSYC 754 **Group Theories and Therapies (3)**

Students who complete PSYC 750-754 as a research paper are encouraged to direct the paper toward dissertation interests.

*PSYC 750-754 are taken as Independent Projects only by Psy.D. students in Clinical Psychology. Students develop content of their advanced therapy elective area with faculty direction and have the option of either an extended clinical paper or a 150-hour field placement in their interest area, with a brief clinical paper. Students contact the Department Chair for assignment to faculty and identification of faculty interests. Students must complete Independent Project form outlining focus of study when registering. Open only to Psy.D. students in Clinical Psychology.

PSYC 755 Advanced Assessment and Interventions with School-Age Children (3)

This course will cover individual and group assessment and treatment techniques to address a wide spectrum of problems emergent in schools. A structured approach to interviewing, using a variety of methods, play therapy, and diagnosis of child and adolescent disorders will be reviewed. Empirically based treatments will be highlighted as well as new research and practice directions. Implications for school psychology ethics and diversity will be discussed. Open only to Psy.D. students in School Psychology.

PSYC 756 Advanced Project in Diversity in Schools (3)

This is an independent course conducted under faculty direction in which the student develops a paper or other project approved by the department and faculty member that is tied to human diversity, including the many dimensions of diversity such as language, gender, multicultural, poverty, SES, visual and auditory impairment, learning disability, and individuals with other characteristics. Open only to Psy.D. students in School Psychology.

PSYC 765 Assessment II: Personality (3)

Introduction to personality assessment. Students learn how to use storytelling techniques and Rorschach, with emphasis on administration, scoring, interpretation and report writing skills. Course also reviews ethical and practice issues, and implications for diversity and treatment planning. (Prerequisite: PSYC 608 and 664) Open only to Psy.D. students.

PSYC 770-71 School Psychology Practicum and Seminar I and II (250, 250)

Seminar I and II (PSYC 770-71) in school psychology provide students who are not school certified with a 500 hour practicum experience over two consecutive semesters (fall and spring) (250, 250) that

integrates course work with training in a school setting. Students participate in weekly seminars at the University that emphasize case review, test administration, scoring, integration and report writing, diversity, school law, legal and ethical practice, consultation, school organization and climate, emergent technology, curriculum design and strategies of learning and recommendations. In addition to case presentations, the seminar covers social/emotional/personality test applications and a discussion of administration structures in public and non-public schools. Students may not complete their practicum at their place of employment.

PSYC 772-73 Advanced Practicum in School Psychology and Seminar I and II (3, 3)

The student must complete a minimum of 500 hours over two semesters (250, 250) and receives three credits upon successful completion of each semester's work (At the completion of PSYC 773, students who already hold school certification will receive up to 200 additional hours based upon a review of previous training.) Seminar is conducted in case conference format. Presentations include discussions of identification/diagnostic issues, assessment results, therapy approaches (including prevention crisis intervention), developmental, family and diversity influences, home, school, community collaboration, consultation, legal and ethical practice, and prevention, intervention, and program evaluation.

Student presentations are accompanied by readings. Practicums are approved by the Coordinator of the School PsyD program practicum sites.

No students enrolled in the school PsyD may complete their advanced practicums (PSY 772 and 773) at their place of employment.

PSYC 780-81 Diagnostic Practicum and Seminar I and II (3,3)

The student must complete a minimum of 500 hours over two consecutive semesters (250, 250) and receives three credits upon successful completion of each semester's work. The course focuses on psychological assessment skill acquisition and development. Open only to Psy.D. students in Clinical Psychology.

PSYC 780-81

PSYC 780-781 is led by a faculty member who is trained in clinical and school psychology. Seminar is conducted in a case conference format. Presentations include discussion of referral, background, test selection, relationship issues with the examiner, result diagnosis, and recommendations. The impact of culture and diversity on assessment and diagnosis is discussed. Test administration, scoring, and report writing are reviewed. Strategies for test feedback and ethics in testing are discussed. Student presentations are accompanied by readings that have been identified by the presenter for the group.

Prerequisites For PSYC 780

GEN 663; GEN 701; GEN 702; PSYC 664
 All, or almost all other 600-level courses PSYC 700, 701, 702, 711, 713, 718, 720, 745, 765
 Chair's approval to begin PSYC 780

No student enrolled in the clinical program may do a diagnostic practicum or internship at place of employment. Questions about exceptional circumstances should be directed in writing to both the Coordinator of Doctoral Practicum and Predoctoral Internship Training and Department Chair.

PSYC 782-83 Psychotherapy Practicum and Seminar I and II (3,3)

The student must complete a minimum of 500 hours over two consecutive semesters (250, 250) and receives three credits upon successful completion of each semester's work. The course focuses on therapy skill acquisition and development. Open only to Psy.D. students in Clinical Psychology.

PSYC 782-783

Seminar is conducted in a case-conference format. Presentations highlight the relationship that exists among client, therapist, Treatment setting, diagnosis, and the student's preferred therapeutic approach. Students identify readings for the group to accompany presentations. The influence of early development, family, later life development, culture and diversity, ethics and realistic treatment goals on case formulation are integrated into the presentation. Empirically supported treatments are discussed.

Prerequisites For PSYC 782

PSYC 780 PREREQUISITES, and all 600-level courses
PSYC 781
PSYC 710, 712, 721, 730 OR 731
Chair's approval to begin PSYC 782

No student enrolled in the clinical program may do a therapy practicum at place of employment. Questions about exceptional circumstances should be directed in writing to both the Coordinator of Doctoral Practicum and Predoctoral Internship Training and Department Chair. Open only to Psy.D. students in Clinical Psychology.

PSYC 780-81 and PSYC 782-83

The field placements and seminars in diagnostics and in psychotherapy provide the clinical student with supervised experiences in core areas of clinical psychological training. Students work with clients on sites that are consistent with training needs and interests and which have been approved by the Coordinator of Doctoral Practicum and Predoctoral Internship Training. Students also participate in weekly seminars and receive support through individual contacts with program faculty that supplements on-site learning. Practicum cannot be completed at place of employment.

Field Placement Considerations and Policies

Upon entering the program, students should begin to anticipate that practicum training will require time on site during day hours. The need to spend time on site may necessitate modifications in the student's regular daily schedule. Students are strongly encouraged to work with their advisor and to plan accordingly. Students should contact the Coordinator of Doctoral Practicum and Predoctoral Internship and begin the process of securing a practicum placement at least six months prior to the semester that they plan to begin their field work. Students can begin field placement at the start of fall semester, start of spring semester or start of summer session. The Coordinator of Doctoral Practicum and Predoctoral Internship Training works in conjunction with the Chair. Grading is "Pass" or "Fail."

PSYC 786, 787, 788, 791, 792, 793**Predoctoral Internship in Clinical Psychology (9)**

Involves the synthesis of knowledge and skill acquired through course work and practica and the integration of the clinical psychologist's professional roles and identity. Internship begins in the fall semester and must be completed either full-time (three consecutive semesters over one year) or half-time (six consecutive semesters over two years.) A minimum of 1,500 hours must be documented for internships, as must the completion of nine credits. Grading is "Pass" or "Fail."

Students are required to meet with the Coordinator of Doctoral Practicum and Predoctoral Internship Training one year prior to the year that they anticipate beginning their internship. Students are required to begin internship in the fall semester. (Prerequisite: All course work, including dissertation; and department approval to begin internship.) No student may do an internship at place of employment. Students on full-time internship register for:

- *PSYC 786 & PSYC 787 (semester 1) (3 credits)
- *PSYC 788 & PSYC 791 (semester 2) (3 credits)
- *PSYC 792 & PSYC 793 (semester 3) (3 credits)

Students taking the half-time internship option sign up for one course section in sequence over six consecutive semesters (1.5 credits per course). Internship cannot be completed at place of employment.

PSYC 790 Dissertation Research Seminar (3)

This seminar is designed to prepare students for beginning the dissertation in the Fall semesters. Students review the Dissertation Handbook, including dissertation requirements, formatting, information technology, committee selection, ethical issues in research and the department's timeline for completing the dissertation process. Students work in seminar format to refine dissertation topics and methodology, and complete a dissertation proposal prospectus. Grading is "Pass" or "Fail." Students take PSYC 790 in the spring semester and must then register for their first section of dissertation (PSYC 798) in the summer semester. Open only to Psy.D. students (Clinical Psychology prerequisite: PSYC 781; School Psychology prerequisite: Concurrent enrollment in or completion of PSYC 773 and completion of all courses except PSYC 798-800; PSYC 801-806).

PSYC 797 Comprehensive Examination in Psychology (0)

A culminating experience which assesses the student's ability to synthesize and integrate knowledge.

Eligibility for the Comprehensive Examination requires as prerequisites:

Clinical Psychology Students:

- * GEN 663, 701 and 702; PSYC 718
- * PSYC 602, 604, 606, 607, 608, 664, 700, 701, 702, 710, 711, 712, 713, 720, 721, 730 or 731, 740, 745, 765
- * Completion of PSYC 781 with "Pass"
- * Completion of all courses with a minimum 3.3 G.P.A.
- * Concurrent enrollment in or completion of PSYC 782 (with an ongoing caseload)
- * Concurrent enrollment in or completion of PSYC 790

School Psychology Students:

- * Completion of all courses except PSYC 798-800; PSYC 801-806
- * Completion of all courses with a minimum 3.3 G.P.A.
- * Concurrent enrollment in or completion of PSYC 773
- * Concurrent enrollment in or completion of PSYC 790

PSYC 798-800 Doctoral Dissertation (3,3,3)

Student completes dissertation. Grading is "Pass" or "Fail." Students are required to begin dissertation in the fall semester and must register for consecutive semesters of dissertation. (Prerequisite: PSYC 790 and Chair's approval). PSYC 798 involves completion of the dissertation proposal (summer semester). PSYC 799 involves data collection and analysis (fall semester). PSYC 800 involves the preparation of the final draft and dissertation defense (spring semester). Throughout the dissertation process, the student works closely with his or her Dissertation Chair and has regular contacts with two other committee members. Only full-time faculty are eligible to serve as Dissertation Chairs. See Dissertation Handbook for further details.

PSYC 000 Dissertation Continuation

Required for students who have completed PSYC 798, 799 and 800 but need additional time to complete the dissertation process. See pg. 11 Continuous Registration.

PSYC 801 Internship in School Psychology I (1.5)
PSYC 802 Internship in School Psychology II (1.5)
PSYC 803 Internship in School Psychology III (1.5)
PSYC 804 Internship in School Psychology IV (1.5)
PSYC 805 Internship in School Psychology V (1.5)
PSYC 806 Internship in School Psychology VI (1.5)

Students will be required to complete either a one-year, full-time or two-year, half-time internship in a setting approved by the Coordinator of the School Psychology program, the Predoctoral Internship Coordinator, and the Department Chair. Internship cannot be completed at place of employment.

CERTIFICATE IN EXISTENTIAL-HUMANISTIC THEORIES AND APPLICATIONS

Coordinator: Marijo Lucas, Ph.D.

In addition to earning an advanced proficiency certificate, the department offers a 20-credit certificate program in Existential-Humanistic Theories and Applications. This certificate program may include courses from the Psy.D. program in clinical psychology and additional courses above the requirement for the Psy.D. degree. Courses are offered on campus and on-line. The total credit distribution for various experiences are listed:

Learning Communities	(3 credits)
Reading Seminars	(9 credits)
Retreats	(6 credits)
Electives	(2 credits)
Total	(20 credits)

REQUIRED COURSES INCLUDE:

EHC 600	Orientation to Learning Community
EHC 601	Learning Community
EHC 611	Seminar: Foundations
EHC 612	Seminar: Bugental and Yalom
EHC 613	Seminar: Being and Subjectivity
EHC 614	Seminar: The Arts and Psychotherapy
EHC 615	Seminar: Philosophy and Phenomenology
EHC 616	Seminar: Self Estrangement
EHC 617	Seminar: Social and Cultural Applications
EHC 621-26	Retreats

EHC 600, 611, and 621 may in total be substituted for PSYC 712. PSYC 712 can be substituted for EHC 600, 611 and one elective credit. EHC 601, 612 and 622 may be substituted for PSYC 696 (Independent Project) or PSYC 751 (Advanced Existential-Humanistic). EHC 602, 613, and 623 may be substituted for PSYC 696 (Independent Project) or PSYC 751 (Advanced Existential-Humanistic).

Course Descriptions

EHC 600 Orientation to Learning Community (.5)
This course serves as an introduction to the Learning Community and to student-centered learning. Students will also be provided socialization into the larger professional community, via introduction to publications and associations of Existential and Humanistic approaches.

EHC 601-605 Learning Community (.5)
Throughout the program, students are required to be involved in this Learning Community. The purpose of this course is to provide ongoing awareness and involvement in the local and larger professional community. Students will be joined in discussions with faculty and guest speakers. Participants will discuss current issues, recent publications and conferences, and ongoing writings. Participants also are able to post copies of their ongoing manuscripts for peer discussion and feedback.

EHC 611 Seminar: Foundations (1.5)
Students will study the historical and philosophical foundations of the humanistic, existential, and existential-humanistic approaches. This study will include a foundational study of the work of Carl Rogers. Students will complete a theoretical and case report, integrating humanistic theory. (This seminar is taken concurrent with EHC 621: Retreat I)

EHC 612 Seminar: Bugental and Yalom (1.5)
Students will review the writings of Dr. Bugental and Dr. Yalom. Students will cover major concepts and applications of existential psychology, including individual, group, and social applications. Students will complete a theoretical and case report, integrating existential theory. (Prerequisite: EHC 611. This seminar is taken concurrent with EHC 622: Retreat II.)

EHC 613 Seminar: Being and Subjectivity (1.5)
This course is designed to assist the student in refining an understanding and appreciation of the important concepts of being and subjectivity. Students will begin with a study of the writings of Rollo May, which will be accompanied by writings of Rogers, Bugental, Fromm, and others. Students will complete a theoretical and case report, emphasizing the subjective process. (Prerequisite: EHC 611. This seminar is taken concurrent with EHC 623: Retreat III.)

EHC 614 Seminar: The Arts and Psychotherapy (1.5)
Students will study literature, music, and theatre in light of existential-humanistic concepts and psychotherapy. The purpose of this course is to extend thinking into others disciplines, to enhance application and integration into a life perspective. Students will write an integrative paper, integrating psychotherapy and the arts. (Prerequisite: EHC 611)

EHC 615 Seminar: Philosophy and Phenomenology (1.5)
Students will study philosophy and phenomenology as they relate to existential and humanistic assumptions. The purpose of this course is to develop a deeper understanding and appreciation of these assumptions and concepts from the philosophical perspective. Students will examine how phenomenology relates to psychotherapy dialogue as well as psychological research. Based on these studies, students will write a manuscript intended for submission to a publication or professional presentation. (Prerequisite: EHC 611)

EHC 616 Seminar: Self-Estrangement (1.5)
Students will study the concepts of self-estrangement as they relate to development and psychotherapy. Readings will include those of Maslow, Rogers, Sartre, Shapiro, Horney, and others. Students will write a theoretical and clinical application paper, integrating an application of self-estrangement into the case formulation and psychotherapy. (Prerequisite: EHC 611)

EHC 617 Seminar: Social and Cultural Applications (1.5)
Students will study social and cultural applications of existential-humanistic theory. Students will write a paper, applying existential-humanistic theory to social and cultural contexts. (Prerequisite: EHC 611)

EHC 621-626 Retreat (1)
Students will attend a 3-day weekend residential retreat, located at a campus retreat center across from the college. To maintain a cultural island, students are required to stay at the center throughout the weekend.

CERTIFICATE IN EXPRESSIVE ARTS

Chair: Brian Abrams, Ph.D., MT-BC

The Certificate in Expressive Arts provides present or aspiring professionals working in the fields of health, education, and/or art with a deepened understanding of the numerous relationships between creative expression and well being (through such modalities as music, visual art, dance/movement, drama, poetry/creative writing, etc.). The program addresses creative expression surrounding experiences of health and healing, manifestations and roles of expressive arts across the allied health professions, and principles of the arts in therapy, through experiential course work featuring a wide variety of expressive modalities and media. The program culminates in multimedia presentations, simulations, and/or analyses that integrate the various principles and experiences acquired through course work. The Certificate in Expressive Arts serves as an enriching complement to the study of any of the allied health disciplines, arts, or creative arts therapies (including the study specifically of Music Therapy through the Master of Arts program at Immaculata University), as well as an opportunity for professional development and continuing education for those already working with any of these fields.

PROGRAM OF STUDY

CERTIFICATE IN EXPRESSIVE ARTS

HUMAN DEVELOPMENT (3 credits total)

GEN 501	Human Development	(3)
OR		
GEN 505	Adult Human Development	(3)

EXPRESSIVE ARTS (15 credits total)

CEA 626	Expressive Arts Seminar	(3)
OR		
MUT 500	Music Therapy Foundations*	(3)
CEA 628	Expressive Arts Projects, Portfolios, and Presentations	(3)
OR		
MUT 690	Culminating Project in Music Therapy*	(3)
CEA 511	Circles of Healing and/or Special Topics in Expressive Arts	(1 credit each; 9 total)

*For Music Therapy majors only - refer to music therapy section for course descriptions.

Course Descriptions

CEA 511 Circles of Healing/Special Topics
Specialized course work in Expressive Arts, including considerations of their relationship to health and healing. Specific offerings vary from semester to semester. Consult College of Graduate Studies Bulletin for current courses and their descriptions.

CEA 626 Expressive Arts Seminar (3)
An overview of the relationships between human health and the expressive arts. The various ways in which people experience well being and

healing through music, movement, painting will all be explored. Manifestations of the arts in health care will also be considered. Course includes multi-media exhibitions and presentations by visiting artists.

CEA 628 Expressive Arts Projects, Portfolios, and Presentations (3)
Development of a culminating product integrating the various principles and experiences acquired through the course work of the certificate program. The product may feature a written and/or multimedia format. These will be submitted and/or presented to faculty and peers at a time arranged by the participant and department.

SCHOOL NURSE CERTIFICATION

Chair: Janice Cranmer, B.S., M.S.N., Ed.D., R.N.

The School Nurse Certification enables baccalaureate-prepared nurses to practice holistic health care in school environments. The required education courses may be completed at the graduate and/or undergraduate level. Applicants must have a Bachelor of Science in Nursing from an accredited institution. (Initial certification candidates must satisfy a pre-requisite of six credits both in Mathematics and English-Composition and Literature).

Required Education Courses:

EDL 619	Social Foundations	(3 credits)
EDL 629	Adapting Instruction to Individual Needs of Students	(3 credits)

Required Undergraduate Course:

NURS 420	School Health Theory and Practice	(3 credits)
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Applicants may be accepted as an enrichment student in order to complete EDL 619 and 629 at the graduate level. To be accepted at the enrichment level students must submit a completed graduate application form with the application fee and an official copy of their undergraduate transcript. For information on completing the required education courses and NURS 420 at the undergraduate level, contact the College of Lifelong Learning at 610-647-4400, extension 3239. Certification also requires satisfactory completion of state-mandated tests.

Course Descriptions

EDL 619 Social Foundations (3)

Includes historical and political issues in Education.

EDL 629 Adapting Instruction to Individual Needs of Students (3)

Explains the various characteristics of and approaches for meeting the needs of students with disabilities in both regular and special education classrooms. (This is a prerequisite for EDL 631 and EDL 633)

NURS 420 School Health Theory and Practice (3)

An examination of the health status of school populations. Emphasis is placed on the assessment, identification, and resolution of health problems common to these populations. Practicum in a school setting is required. This course is offered at the undergraduate level only. Prerequisites: BSN from an accredited institution, EDL 619 or EDL 629.

ADMINISTRATIVE ORGANIZATION

EXECUTIVE ADMINISTRATION

2006-2007

Sister R. Patricia Fadden, Ed.D.
President

Sister M. Carroll Isselmann, Ed.D., R.D., L.D.N.
Vice-President for Academic Affairs

Thomas Ford, Ed.D.
Vice-President for Finance and Administration

Stephen Pugliese, Ph.D.
Vice-President for Student Affairs

Linda Hopkins, Ph.D.
Vice-President for Institutional Advancement

COLLEGE OF GRADUATE STUDIES ADMINISTRATION

Sister Ann M. Heath, Ph.D.
Dean of the College of Graduate Studies

John F. Wingerter, Ed.D.
Assistant Dean

Chairs of the Graduate Programs

Margaret van Naerssen, Ph.D., Coordinator
Cultural and Linguistic Diversity

Sister Carol Anne Couchara, Ed.D.
Educational Leadership

Brian Abrams, Ph.D.
Director of Music Therapy

Jean Klein, D.N.Sc.
Coordinator Graduate Nursing

Laura Frank, Ph.D.
Nutrition Education

Janice Jacobs, Ph.D.
Organization Studies

Jed A. Yalof, Psy.D., ABPP
Psychology

Executive Director of Graduate Admission

Sandra A. Rollison, B.A.

Director of Graduate Enrollment

Rosemary A. Malloy, B.A.

Counselor of Graduate Admission

Shavaun McGinty, B.A.

Assistant Director of Student Services

Mary Beierle, B.A.

Coordinator of Student Records

Roseanne Mucchetti, B.A.

Faculty Emeritae

Sister Kathleen Mary Burns, A.B., M.Ed., Ed.D. (Emerita)
A.B. Immaculata College
M.Ed. University of Virginia
Ed.D. University of Virginia
Licensed Psychologist, Commonwealth of Pennsylvania
National Certified Counselor

Sister Mary Lalande Drumm, A.B., M.A., Ed.D. (Emerita)
A. B. Immaculata College
M.A. Catholic University of America
Ed.D. University of Pennsylvania

Sister Cecile Marie Phelan, B.Mus., M. Mus., D.M.A. (Emerita)
B.Mus. Immaculata College
M. Mus. Temple University
D.M.A. Temple University

Faculty

Pamela Abraham, B.A., Psy.D.
B.A. Baylor University
Psy.D. Baylor University
Licensed Psychologist, Commonwealth of Pennsylvania
Certified School Psychologist, Commonwealth of Pennsylvania

Brian Abrams, B.A., B.S., M.M.T., Ph.D., MT-BC, LPC, FAMI
B.A. Vassar College
B.S. State University of New York
M.M.T. Temple University
Ph.D. Temple University
Music Therapist-Board Certified, Certification Board
for Music Therapists
Licensed Professional Counselor, Commonwealth of Pennsylvania
Fellow, Association for Musica and Imagery

Donna J. Alberici, B.S., M.S., NCC, LPC
B.S. Eastern College
M.S. Villanova University

George Allen, B.Mus.Ed., M.S., Ph.D.
B.Mus.Ed. West Chester University
M.S. Temple University
Ph.D. Temple University

Marguerite Stahley Ambrose, B.S.N., M.S.N., D.N.Sc., APRN, BC
B.S.N. LaSalle University
M.S.N. LaSalle University
D.N.Sc. Widener University

Janet R. Belitsky, B.A., M.S.S., Psy.D.
B.A. Temple University
M.S.S. Bryn Mawr College
Psy.D. Immaculata University
Licensed Psychologist, Commonwealth of Pennsylvania

Eileen Beyer, B.S., M.A., Psy.D.
B.S. Albright College
M.A. University of Oklahoma
Psy.D. Immaculata College

Percy Bland, B.S., M.S., Ed.D.
B.S. Arkansas State University
M.S. Arkansas State University
Ed.D. Immaculata College

David G. Blozowich, B.S., M.Ed., Ed.D.
B.S. Clarion University
M.Ed. Clarion University
Ed.D. Immaculata University

Susan Burke, B.S.N., M.S.N., DNSC, CRNP
BSN Thomas Jefferson University
MSN Villanova University
DNSC The Catholic University

Valerie Burnett, B.S.Ed., M.Ed., Ed.D.
B.S.Ed. West Chester State College
M.Ed. Pennsylvania State University
Ed.D. Immaculata University

Sister Anne Marie Burton, A.B., B.Mus., M.A., Ed.D.
A.B., B.Mus. Immaculata College
M.A. Virginia Polytechnical Institute and State University
Ed.D. Temple University

Mary D. Calderone, B.A., M.A., Ed.D.
B.A. Immaculata College
M.A. Villanova University
Ed.D. Immaculata College

William Carr, B.Mus., M.Mus., M.A., D.M.A.
B.Mus. Temple University
M.Mus. Temple University
M.A. University of Pennsylvania
D.M.A. Catholic University of America

Christina W. Charnitski, B.S., M.A., M.S., Ph.D.
B.S. College Misericordia
M.A. Marywood College
M.S. Marywood College
M.S. College Misericordia
M.S. Lehigh University
Ph.D. Drexel University

Maria Cuddy-Casey, B.A., M.S. Ph.D.
B.A. Temple University
M.S. Nova Southwestern University
Ph.D. Nova Southwestern University

Robert Cerulli, B.Mus., Dp., M.M.
B. Mus. University of the Arts
Dp. Curtis Institute
M.M. Trenton State University

Cris L. Chambers, B.S., M.Ed., Psy.D.
B.S. Millersville University
M.Ed. Millersville University
Psy.D. Immaculata University

Joseph J. Corabi, B.S., M.Ed., Ed.D.
B.S. West Chester University
M.Ed. West Chester University
Ed.D. Widener University

Sister Carol Anne Couchara, A.B., M.Ed., Ed.D.
A.B. Immaculata College
M.Ed. West Chester University
Ed.D. Lehigh University

Janice Cranmer, B.S., M.S.N., Ed.D., R.N.
B.S. Temple University
M.S.N. University of Pennsylvania
Ed.D. Temple University

Craig R. Cunningham, B.A., M.A.
B.A. Bucknell University
M.A. Villanova University

Barbara W. Domingos, B.S., M.Ed., Ph.D.
B.S. West Chester University
M.Ed. West Chester University
Ph.D. Bryn Mawr College
Licensed Psychologist, Commonwealth of Pennsylvania
Certified School Psychologist, Commonwealth of Pennsylvania
Certified Secondary School Guidance Counselor, Commonwealth of Pennsylvania

Francien Chenoweth Dorlaie, B.A., B.S., M.A., M.A., Psy.D.
B.A. East Stroudsburg University
B.S. East Stroudsburg University
M.A. East Stroudsburg University
M.A. Immaculata University
Psy.D. Immaculata University

Kelly Ann Doyle, B.S., M.S., Ed.D.
B.S. St. Joseph's University
M.S. St. Joseph's University
Ed.D. Immaculata University

Janet L. Etzi, B.A., M.A., Psy.D.
B.A., Duquesne University
M.A., Duquesne University
Psy.D., Widener University
Licensed Psychologist, Commonwealth of Pennsylvania

Deborah D. Falk, B.A., M.Ed.
B.A. Cornell University
M.Ed. Cabrini College

Charlotte Feierman, B.S., M.A.
B.S. Ursinus College
M.A. Swarthmore College

Stephanie Fineman, B.A., M.A.
B.A. West Chester University
M.A. Villanova University

Charlene V. Fitzwater, B.S., M.B.A.
B.S. George Peabody College of Vanderbilt University
M.B.A. University of Kansas

Miriam Franco, B.A., M.A., Psy.D.
B.A. University of Rochester
M.A. University of Chicago
Psy.D. Immaculata College
Licensed Psychologist, Commonwealth of Pennsylvania

Laura Frank, B.S., M.P.H., MEd., Ph.D., R.D., L.D.N.
B.S. University of California
M.P.H. University of California
MEd. Temple University
Ph.D. Temple University
R.D. American Dietetic Association
Licensed Dietitian-Nutritionist, Commonwealth of Pennsylvania
Licensed Psychologist, Commonwealth of Pennsylvania

Elizabeth Gasho, B.S., M.Ed., R.D., L.D.N.
B.S. University of New Hampshire
M.Ed. Temple University
R.D. American Dietetic Association
Licensed Dietitian- Nutritionist,
Commonwealth of Pennsylvania

David Harman, B.A., M.A., Ph.D.
B.A. Pennsylvania State University
M.A. University of Pennsylvania
Ph.D. University of Chicago

Paul Haughton, B.S., Psy.D.
B.S. Trinity College
Psy.D. Hahnemann University

Sister Ann M. Heath, A.B., M.A., Ph.D.
A.B. Immaculata College
M.A. Villanova University
Ph.D. Bryn Mawr College

Sister Agnes Hughes, A.B., M.A., Ph.D.
A.B. Immaculata College
M.A. Fordham University
Ph.D. Fordham University
Licensed Psychologist, Commonwealth of Pennsylvania

Sister M. Carroll Isselmann, B.S., M.S., Ed.D., R.D., L.D.N.
B.S. Immaculata College
M.S. Drexel University
Ed.D. Rutgers University
R.D. American Dietetic Association
Licensed Dietitian-Nutritionist, Commonwealth of Pennsylvania

Janice M. Jacobs, B.A., M.S., Ph.D.
B.A. Temple University
M.S. Villanova University
Ph.D. Temple University

Edward B. Jenny, B.A., M.Ed., Psy.D., NCC, LPC
B.A. University of Pennsylvania
M.Ed. University of Delaware
Psy.D. Immaculata University

David Cassels Johnson, B.A., M.A., Ph.D.
B.A. The University of Iowa
M.A. The University of Northern Iowa
Ph.D. the University of Pennsylvania

Susan W. Johnston, B.S., M.S., R.D., L.D.N.
B.S. Michigan State University
M.S. West Chester University
R.D. American Dietetic Association
Licensed Dietitian-Nutritionist, Commonwealth of Pennsylvania

Angela Jones, B.S., M.Ed., Ph.D.
B.S. James Madison University
M.Ed. Temple University
Ph.D. Temple University
Licensed Psychologist, Commonwealth of Pennsylvania
Certified School Psychologist, Commonwealth of Pennsylvania

Mary Elizabeth Jones, B.A., M.A., Ph.D.
B.A. Immaculata College
M.A. Villanova University
Ph.D. Drexel University

Michael J. Kelly, B.A., J.D., Ed.D.
B.A. West Chester University
J.D. Widener University
Ed.D. Immaculata University

Jean Klein, B.S.N., M.S.N., D.N.Sc., APRN, BC
B.S.N. University of Pennsylvania
M.S.N. University of Pennsylvania
D.N.Sc. Widener University
Registered Nurse, Clinical Specialist
American Nurses Credentialing Center

Kalala Kabongo-Mianda, B.A., M.A., Ph.D.
B.A. Universite Nationale du Zaire
M.S. University of Pennsylvania
Ph.D. University of Pennsylvania

Thomas Kent, B.S., M.S., Ed.D.
B.S. West Chester University
M.S. West Chester University
Ed.D. University of Pennsylvania

Margaret D. Lacey, B.S.N., M.S.N., Ph.D., R.N.
B.S.N. Gwynedd-Mercy College
M.S.N. Widener University
Ph.D. Temple University

Richard C. Krlevich, B.A., M.S.I.T
B.A. Pennsylvania State University
M.S.I.T. Bloomsburg University

Kathleen Byrnes Lawler, B.S., B.S.N., M.S.N., R.N., CRNP
B.S. St. Joseph University
B.S.N. Eastern College
M.S.N. Temple University
Certified Registered Nurse Practitioner, Commonwealth of Pennsylvania

Matthew S. Leary, B.A., M.A., Ph.D.
B.A. University of Chicago
M.A. University of North Carolina at Chapel Hill
Ph.D. University of North Carolina at Chapel Hill

Gail Lehner, B.S.N., M.S.N., APRN, BC
B.S.N. Villanova University
M.S.N. Neumann College
Advanced Practice Registered Nurse, Board Certified (ANCC)

Todd M. Lewis, B.A., M.S., Ph.D.
B.A. Fairfield University
M.S. Drexel University
Ph.D. Drexel University
Licensed Psychologist, Commonwealth of Pennsylvania

Marijo Lucas, B.A., M.S., Ph.D.
B.A. Auburn University
M.S. Auburn University
Ph.D. Auburn University
Licensed Psychologist, Commonwealth of Pennsylvania

Pamela M. Lunardi, B.A., M.A., Psy.D.
B.A. St. Joseph's University
M.A. Immaculata College
Psy.D. Immaculata College

Valerie A. Martin, B.A., M.A.T.
B.A. University of Hartford
M.A.T. University of Hartford

Marie C. McGrath, B.A., M.Ed., Ph.D.
B.A. Villanova University
M.Ed. Temple University
Ph.D. Temple University

Eric Miller, B.A., M.Ed., Ph.D., MT-BC, LMHC
B.A. Antioch College
M.Ed. Antioch New England Graduate School
Ph.D. LaSalle University, New Orleans
Music Therapist - Board Certified, Certification
Board for Music Therapists
Licensed Mental Health Counselor,
Commonwealth of Massachusetts

Lynn Miller, B.A., M.A., C.M.T.
B.A. Cheyney State University
M.A. Lesley College
C.M.T. American Music Therapy association

Sister Jane Anne Molinaro, A.B., M.Sci.Ed., Ph.D.
A.B. Immaculata College
M.Sci.Ed. Virginia State University
Ph.D. Ohio State University

Edward T. Moon, B.S., M.M., Psy.D.
B.S. Randolph-Macon College
M.M. Northwestern University
Psy.D. Illinois School of Professional Psychology
Licensed Psychologist, Commonwealth of Pennsylvania

David Morgan, B.A., M.S., Ed.D.
B.A. Lycoming University
M.S. Bucknell University
Ed.D. University of Pennsylvania

Rod Napier, B.A., M.A., Ph.D.
B.A. Carlton College
M.A., University of Chicago
Ph.D. University of Wisconsin

Kathleen Nolan, B.S., M.A., Ph.D.
B.S. D'Youville College
M.A. George Washington University
Ph.D. St. Louis University

Thomas O'Brien, B.A., M.A., Ed.D.
B.A. Holy Family College
M.A. Villanova University
Ed.D. Immaculata College

Sister Jeannine Marie O'Kane, B.A., M.A., M.A., M.A., Ph.D., NCC, LPC
B.A. Immaculata College
M.A. St. Charles Seminary
M.A. Immaculata College
M.A. Fordham University
Ph.D. Fordham University
National Certified Counselor, Licensed Professional Counselor

Roger Osmun, B.A., M.A., Ph.D.
B.A. University of Rochester
M.A. Temple University
Ph.D. Temple University

Michael B. Overturf, B.A., M.A.
B.A. University of Hawaii
M.A. University of Dayton

Susan E. Proulx, B.A., M.A., Psy.D.
B.A. Temple University
M.A. Temple University
Psy.D. Immaculata College
Licensed Psychologist, Commonwealth of Pennsylvania

Joseph F. Reilly, B.S., M.A., MT-BC
B.S. West Chester University
M.A. Immaculata College
Music Therapist - Board Certified, Certification Board
for Music Therapists

Anne M. Reinsmith, B.A., M.A., D.Min.
B.A. Immaculata College
M.A. Villanova University
D. Min. Eastern Theological Seminary

Julie Roberts, B.S., M.Ed., Ph.D.
B.S. West Chester University
M.Ed. Temple University
Ph.D. Temple University

Mary Rounds, B.A., M.Ed., Ed.D., B.A.
B.A. Albertus Magnus College
M.Ed. Temple University
Ed.D. University of Pennsylvania

Julie Ryan, B.S., M.B.A., M.A., Ph.D.
B.S. University of California
M.B.A. St. Mary's College
M.A. Temple University
Ph.D. Capella University

Thomas Scholvin, B.S., M.A., Ed.D.
B.S. Bloomsburg State University
M.A. Bloomsburg State University
Ed.D. Nova Southeastern University

L. Louise Shuman, B.S., M.S., Psy.D.
B.S. Juniata College
M.S. St. Joseph's University
Psy.D. Immaculata university

Bonnie Clement Socket, B.A., M.Ed., Ph.D.
B.A. Temple University
M.Ed. Temple University
Ph.D. Temple University
Licensed Psychologist, Commonwealth of Pennsylvania
Certified School Psychologist, Commonwealth of Pennsylvania

Kathryn L. Soeder, B.S., M.A., Ed.D.
B.S. Ursinus College
M.A. Immaculata College
Ed.D. Immaculata College

Charles F. Stefanski, B.S., M.A., Ed.D.
B.S. St. Joseph University
M.A. Villanova University
Ed.D. Temple University

Jane Tang, B.S.N., M.S.N., Ph.D., R.N.
B.S.N. Midland Lutheran College
M.S.N. University of Iowa
Ph.D. University of Iowa

Janice B. Tehie, B.A., M.Ed., Ph.D.
B.A. Fairleigh Dickinson University
M.Ed. Pennsylvania State University
Ph.D. Pennsylvania State University

Stephanie Trinkl, B.S.N., M.S.N., Ph.D., R.N.
B.S.N. Neumann College
M.S.N., Villanova University
Ph.D. Widener University

Carolyn V. Trohoski, B.S., M.A., Ed.D.
B.S. Edinboro University
M.A. Villanova University
Ed.D. University of Pennsylvania

Robert Urzillo, B.A., M.A., Ed.D.
B.A. William Penn College
M.A. Villanova University
Ed.D. West Virginia University

Margaret van Naerssen B.A., M.S., Ph.D.
B.A. The American University
M.S. Georgetown University
Ph.D. University of Southern California

Marcia A. Vega, B.S., M.S.
B.S. Kutztown University
M.S. Wilkes University

Tamara Warhol, B.A. M.S.Ed.
B.A. Princeton University
M.S. Ed. University of Pennsylvania

John F. Wingerter, B.S., M.A., Ed.D.
B.S. East Stroudsburg University
M.A. Villanova University
Ed.D. Temple University

Jed A. Yalof, B.A., M.A., Psy.D., ABPP
B.A. State University of New York at Albany
M.A. Southern Connecticut State College
Psy.D. Illinois School of Professional Psychology
Licensed Psychologist, Commonwealth of Pennsylvania
Certified School Psychologist, Commonwealth of Pennsylvania
Diplomate in Clinical Psychology, American Board of Professional Psychologists
Diplomate in School Neuropsychology, American Board of School Neuropsychology

George A. Zeo, B.A., M.S., Psy.D.
B.A. Temple University
M.S. Chestnut Hill College
Psy.D. Immaculata University

GRADUATE STUDENT INFORMATION

Freedom of Access to Higher Education

Immaculata seeks to admit those students who appear best qualified to profit from the distinctive educational opportunities offered by the university. The committee on admissions endeavors to bring together a group of students whose intellectual ability, personal qualities, varied interests and talents, and diverse backgrounds provide a cultural and intellectual atmosphere in which each may become a well-rounded person.

Applications are processed without discrimination on the basis of race, national origin, religious belief or condition of handicap. Each applicant is considered as an individual and consideration is given to special cases. The university reserves the right to modify admission requirements at any time.

By virtue of matriculation, an Immaculata student indicates his/her willingness to abide by the regulations of the university as they may exist from time to time.



STATEMENT of STUDENT RESPONSIBILITIES

Students are responsible for becoming familiar with policies and procedures listed in the catalog, News Notes, and the course listings and complying with the catalog. The catalog provides information to guide students as they progress through the graduate program. By accepting admission to the university the student accepts responsibility for compliance with policies and procedures of the university contained primarily in the graduate catalog and the university student handbook.

GENERAL INFORMATION

ADVISEMENT

Each student is assigned an academic advisor; at registration time each semester, the student should contact the advisor for an appointment if there are questions or problems concerning course sequence and/or selection.

ATTENDANCE POLICY

Students are expected to attend class. Students who miss two or more classes may be asked to withdraw from the course. Students should be aware of course requirements with regards to attendance and participation.

CHANGE OF ADDRESS OR TELEPHONE NUMBER

Students are required to notify the Graduate Office in writing of any change of address or telephone number. This will facilitate receipt of necessary forms and other communications.

CURRICULUM

Students are referred to the Graduate Catalog for an explanation of program curriculum and course descriptions. Graduate requirements are generally contingent upon the catalog effective at the time of admission.

DISABILITIES/AT RISK STUDENTS

The University is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the responsibility of the individual to bring to the appropriate college's attention the need for academic accommodation due to a qualifying disability. Requests for reasonable variation in degree requirements or other considerations to accommodate a student's disability should be submitted in writing to the Assistant Dean at the earliest possible time, but prior to the start of studies.

Requests should be supported by appropriate documentation of the relevant disability with recommendations for accommodations; this documentation should be provided by qualified professionals whose credentials are approved by the college. Validation of disabilities associated with learning should include, but may not be limited to, appropriate battery of educational tests administered by a licensed clinical psychologist. The primary care physician should provide documentation of physical disabilities requiring accommodation. Original documentation should be provided in a timely manner, be no older than one year, and address the learning environment at the undergraduate or graduate level. Students who have disabilities that may interfere with their performance in a course or may require special and reasonable accommodation in the conduct of the course are encouraged to inform the instructor of that fact at the beginning of the course. Any questions concerning the propriety of particular accommodations should be referred to the Assistant Dean.

EXAMINATIONS - MAKE-UP

Final Examinations generally take place at the last class meeting. Under unusual and unanticipated circumstances (death, serious illness, extraordinary job requirements), changes in an individual student's examination schedule will be considered. All changes must be approved in writing both by the instructor and the Assistant Dean.

INSURANCE COVERAGE

Students are responsible for contacting their Department Chair or Program Coordinator in order to be apprised of procedures for securing malpractice liability insurance for practicum and internships. Students are expected to secure coverage well in advance of beginning field placement and risk being excluded from field placement experiences if appropriate coverage is not secured within the time frame established by the student's academic program.

RESEARCH PAPERS

Graduate research papers in all areas of specialization are to be completed using the standardized format designated by the graduate Academic Policy Committee. Currently, the American Psychological Association (APA) writing manual is the designated source. This book is available in the college bookstore. RERB guidelines are available through the Immaculata University portal on the Graduate tab.

RESEARCH ETHICS REVIEW BOARD

This board reviews educational and research projects involving the use of animal and/or human subjects conducted by individuals affiliated with Immaculata. The RERB is responsible for assuring the general welfare and humane treatment of animals and for assuring the protection of human subject's rights, privacy, welfare, and civil liberties.

RETURN OF ASSIGNMENTS

Faculty members make available to students a procedure for returning final assignments. If the faculty member agrees to a mailing, the students are requested to supply the faculty member with a self-addressed, stamped envelope for the returning of assignments at the end of the semester. It will be understood that students not providing the stamped envelope do not wish materials returned.

STUDENT RETENTION PROCEDURES

All professions charge their members with the responsibility of monitoring new members. This monitoring involves not only evaluation of potential new members' cognitive (i.e. academic) abilities, but also their personal and professional behaviors. Faculty believe that this is an appropriate responsibility for members of professions, and therefore readily accept this charge.

On rare occasions, faculty members become concerned about a student's suitability for entry into a profession represented in programs even though the student may be evidencing satisfactory performance in academic course work. Therefore, faculty members have adopted these student retention procedures for such occasions in order to fulfill their professional responsibility and to protect the rights of the student.

Behavior

If, in the professional judgment of a faculty member, a student's behavior is deemed inappropriate and professionally unbecoming, the following steps are taken (according to the student's right to due process):

1. The faculty member who has become aware of a problem meets with the student and offers suggestions for possible changes in the student's behavior.
2. If deemed appropriate, the faculty member also writes a letter to the Department Chair concerning the meeting with the student. The faculty member concurrently informs the student, in writing, that a letter has been sent to the Department Chair. The faculty member maintains ongoing communication with the Chair.

3. If the Chair deems the student's problem to be serious enough in nature, a request is made to the Dean to appoint a retention committee composed of three current faculty members to investigate all aspects of the situation and to make recommendations concerning the student to the Chair and faculty. The student is always informed, in writing, of these proceedings and is always interviewed by the retention committee as one aspect of the investigation.
4. The retention committee's report, including recommendations and/or requirements, is presented to the Dean, Chair and faculty in a "closed" meeting (i.e. a meeting of faculty members only; students are not permitted in this meeting).
5. At the conclusion of the retention committee's report, the Chair and the student's faculty advisor meet with the student to convey the decision(s). The Chair (and the student's advisor) subsequently monitor the student's progress in carrying out the recommendations for the student.
6. If the student is not satisfied with the committee's decision, she/he can subsequently follow the appeals procedures of the Immaculata College, which are printed in the *Graduate Student Handbook*.

WRITING AND MATHEMATICS CENTERS

The Writing and Mathematics Centers at Immaculata University are focused on enhancing the writing and math skills of Immaculata students. Our goal is to help students across the disciplines in all stages of mathematics and the writing process. We offer a pleasant and supportive environment as well as both print and electronic resources.

FACULTY AND STUDENT GRIEVANCE REVIEW POLICY

Purpose

The purpose of this grievance review policy is to provide procedures which will facilitate the resolution of grievances by Immaculata's faculty members and students after efforts at grievance resolution on appropriate administrative levels (informal procedures) have been exhausted.

Grievance: Informal Procedures

Under this policy, a grievance is defined as any event, conduct, condition, rule, or practice which the student believes violates his or her civil rights or results in substantial unfairness to him or her. Efforts shall be made to resolve a grievance informally on the appropriate college administrative level. When these efforts have been exhausted, the student or faculty member may request mediation.

Mediation: Campus Review Committee

To request mediation, the student or faculty member shall file a written statement with the campus review committee (a facilitating committee which will explain this policy, will help frame, if requested, such written statement and which will attempt to resolve the matter informally).

Method: appointment by president of the university.

Faculty Grievance: one religious - one lay faculty member.

Student Grievance: in addition to the two members of the faculty, two graduate students will be appointed by the president.

If the campus review committee cannot resolve the grievance informally, the shall appoint a neutral mediator who will meet with the disputants within thirty days and attempt to mediate a resolution at such meeting.

Definition: neutral mediator - a third party (which may include a member of the college community) not directly involved with the subject matter of the grievance who is acceptable to the disputants.

If the grievance is not resolved within the thirty-day period, the faculty member or student may request a formal hearing within thirty days after the date of the mediation.

Formal Hearing

Except as provided below with respect to matters referred to the board of trustees, the formal hearing is the final procedure for resolving any previously unresolved grievance.

The campus review committee will facilitate the formation of a three member panel consisting of a representative designated by the faculty member or student, one designated by the administration, and a third panel member selected jointly by the two representatives.

The panel shall schedule a formal hearing to be held within twenty days from the day the request for a hearing was received by the campus review committee unless the parties mutually consent to an extension of time.

The panel shall send five days previously a written notice of the scheduled hearing to the disputants and to the campus review committee. In addition to the disputants, members of the campus review committee are entitled to attend. Other persons may attend at the discretion of the panel.

The panel shall conduct the hearing in accordance with such equitable and efficient procedures as it may establish. The disputants shall be given an opportunity to make a complete presentation, with due regard to privacy.

The panel shall render a decision which shall include findings, recommendations and an opinion within thirty days after completion of the hearing. A copy of the decision will be sent to the disputants, the campus review committee and the president. The decision of the panel is conclusive unless the president determines within thirty days that the subject matter of the grievance or the nature of the panel's decision is of sufficient gravity as to warrant consideration and a final decision by the board of trustees or its executive committee.

Reports and Annual Review

The campus review committee will report at least once each year to the college community stating the nature of grievances and their disposition (without identifying the disputants) and suggesting, if appropriate, improvements in these procedures or other policies or practices of the institution that result from experience with the grievance procedure.

LINES OF COMMUNICATION

COURSE OFFERINGS

Course offerings are published each semester, listing the courses offered and the semester dates, as well as the days and the time of instruction. It gives information on dates for registration, holidays, late registration date and date on which tuition is due.

CANCELLATION OF CLASSES

For class cancellation due to inclement weather or other emergencies, listen for the College of Graduate Studies emergency number (#868) on stations KYW, WCOJ, and WCHE. If it is necessary for a faculty member to cancel a class, the faculty member will contact the students. A student telephone tree is used for this purpose; the organization of this contact tree is the responsibility of the instructor.

COMMITTEE: STUDENT ADVISORY

This Graduate Student Advisory Committee acts as a liaison between students and faculty. Members communicate to faculty student opinions and suggestions for improvement of the graduate programs. Students interested in membership on this committee should contact the committee's faculty advisor.

COMPUTER ACCESS

Network Logins. Any student who uses the computers in any of the computer labs or the presentation setups in class must have a network login. These logins are setup automatically based on course registration. The syntax for logging into the **campus network is firstname+lastname** (lowercase, no spaces). The **password is the last**

4 digits of your Social Security number. In cases where, no Social Security number was given on the registration form, the numbers **9876** were used as the password. Students should login into the network within the first two weeks of a semester in order to fix any potential login problems.

EMAIL. All Immaculata students are setup automatically with email accounts which they may access here on campus or from home. The syntax for accessing their email is **firstname+lastname** (lowercase, no space). The password is the last 4 digits of your Social Security number. In cases where, no Social Security number was given on the registration form, the numbers **9876** were used as the password. Students have the option after they login to change their password. The **email address is firstname+lastname@mail.immaculata.edu**. To access the email site from the labs, click on Internet Explorer, Quick Links, Student Email. To access this email from home go to <http://mail.immaculata.edu>. Students should access their email within the first two weeks of a semester in order to fix any potential login problems.

DIRECTORY INFORMATION

A student's name, address, and program enrollment are considered public or directory information. Students may withhold "directory information" from certain third parties by completing.

NEWS NOTES

News Notes, is published approximately five times each year. It keeps students abreast of important dates, activities and pertinent news concerning students enrolled in the College of Graduate Studies and graduates of the programs. News Notes are circulated/disseminated through classes or available in the Graduate Office.

PHONE DIRECTORY

College of Graduate Studies Phone Directory and Office Locator

Main Number610-647-4400
 (All college extensions can be reached through this number)

College of Graduate Studies - Offices located in 130 Loyola Hall

Karen Wolcov, Office Manager (Office Extension).....3211
 Sr. Ann M. Heath, Dean3210
 Dr. John F. Wingerter, Assistant Dean.....3221
 Sandra Rollison, Executive Director of Graduate Admission3215
 Rosemary Malloy, Director of Graduate Enrollment.....3214
 Director of Special Programs3219
 Shavaun McGinty, Counselor of Graduate Admission3213
 Mary Beierle, Assistant Director of Student Services3222
 Roseanne Mucchetti, Coordinator of Student Records3216
 Natalie Heaps, Secretary3220
 Shelley Neiner, Secretary3212
 Janet Rowe, Secretary3223

College of Graduate Studies Fax.....610-993-8550
College of Graduate Studies e-mailgraduate@immaculata.edu

Graduate Program Faculty

Cultural and Linguistic Diversity

Dr. Margaret van Naerssen, Coordinator3282
 Room 13B Loyola Hall

Psychology

Dr. Jed Yalof, Professor and Chair, Coordinator of
 PsyD Program in Clinical Psychology3503
 Suite 30 Nazareth Hall

Dr. Pamela Abraham, Professor,
 Coordinator of PsyD Program in School Psychology.....3464
 Suite 30 Nazareth Hall

Donna Alberici, Instructor.....3297
 Suite 30 Nazareth Hall

Dr. Francien Dorlaie, Assistant Professor.....3433
 Suite 30 Nazareth Hall

Dr. Janet Etzi, Professor3205
 Suite 30 Nazareth Hall

Dr. Edward Jenny, Assistant Professor,
 Suite 30 Nazareth Hall3274

Dr. Matthew Leary, Assistant Professor,
 Master-level Field Placement Coordinator3481
 Suite 30 Nazareth Hall

Dr. Marijo New Lucas, Associate Professor,
 Pre-doctoral Internship & Doctoral Practicum Coordinator3487
 Suite 30 Nazareth Hall

Dr. Marie McGrath, Assistant Professor.....3437
 Suite 30 Nazareth Hall

Sr. Jeannine Marie O’Kane, Professor
 and Coordinator of Counseling Psychology3021
 Suite 30 Nazareth Hall

Education

Sister Carol Anne Couchara3281
 Professor and Chair
 Room 230 Loyola Hall

Sr. Anne Marie Burton, Professor3280
 Room 231 Loyola Hall

Dr. Mary Calderone, Associate Professor3284
 Room 224A Loyola Hall

Sr. Joseph Marie Carter, Assistant Professor
 Room 301, Loyola Hall.....3029

Dr. Christina Charnitski, Associate Professor3286
 Room 226 Loyola Hall

Dr. Joseph Corabi, Associate Professor.....3288
 Room 224B Loyola Hall

Dr. Thomas Scholvin, Assistant Professor3313
 Room 13L Loyola Hall

Dr. Kathleen Nolan, Professor.....3283
 Room 224C Loyola Hall

Dr. Charles F. Stefanski, Assistant Professor
 Room 228 Loyola Hall.....3835

Sr. Regina Anthony, Certification Officer3287
 Registrar’s Office, Villa Maria Hall

Music Therapy

Dr. Brian Abrams, Assistant Professor and Chair
 Room 15, Faculty Center3490

Dr. William Carr, Professor3036
 Room 211, Villa Maria Hall

Nursing

Dr. Jean Klein, Coordinator of Graduate Nursing,
 Room 13G Loyola Hall3306

Nutrition Education

Dr. Laura Frank, Professor and Chair3482
 Room 32 Faculty Center

Elizabeth Gasho, Assistant Director of Dietetic Internship

Room 28, Faculty Center3495

Susan Johnston, Assistant Professor and Director of
 Dietetic Internship, Room 10 Faculty Center3444

Expressive Arts Therapy

Coordinator of Expressive Arts3490

Existential Humanistic Psychotherapy

Dr. Marijo Lucas, Coordinator3487
 Suite 30 Nazareth Hall

Organization Leadership

Dr. Janice Jacobs, Associate Professor and Chair.....3452
 Coordinator of Organizational Effectiveness
 Room 17 Faculty Center

Dr. Julie Ryan, Associate Professor and
 Coordinator of Health Care3463
 Room 13 Faculty Center

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DIRECTIONS

BY CAR:

From Lancaster Pike (Rte 30): Travel east or west to Route 352; follow 352 South to the Immaculata entrance.

From West Chester Pike (Route 3): Travel east or west to Route 352; follow Route 352 north to light at King Road; turn left one mile to the Immaculata entrance.

From Philadelphia: Travel Schuylkill Expressway (I-76) west to Route 202; take Route 202 south to Route 30 Frazer Exit; follow Route 30 (east) to Route 352; turn right on Route 352 (south) to the Immaculata entrance.

From Pennsylvania Turnpike: From east (I-276): Travel to the Valley Forge Exit 24; take Route 202 south to Route 30 Frazer Exit; follow Route 30 (east) to Route 352; turn right on Route 352 (south) to the Immaculata entrance.

From west (I-276): Travel to the Downingtown Exit 23; take Route 100 south to Route 30; turn left (east) on Route 30 to Route 352, turn right on 352 (south) and continue to the Immaculata entrance.

From Wilmington & I-95: Travel north on Route 202 to Route 30 (not the Route 100 north/Route 30 west exit); turn right on Route 30 east and continue to Route 352; turn right on Route 352 to the Immaculata entrance.

BY TRAIN, BUS, TAXI:

From Center City Philadelphia: Take SEPTA R5 train west to Paoli. SEPTA bus 133 runs from King of Prussia through Paoli to the Immaculata entrance. For taxi service from Paoli, call 610-644-2564.

BY AIR:

Immaculata is approximately a 50-minute drive from Philadelphia International Airport, where limousine service is available to the Paoli/Malvern area. The SEPTA R1 train from the airport connects with the R5 train (Paoli Local).

Where is Immaculata, PA?

Minutes from Exton

A quick look at Immaculata's location and its vicinity to surrounding cities, historical places, vacation spots, and cultural areas.

Immaculata is in Chester County

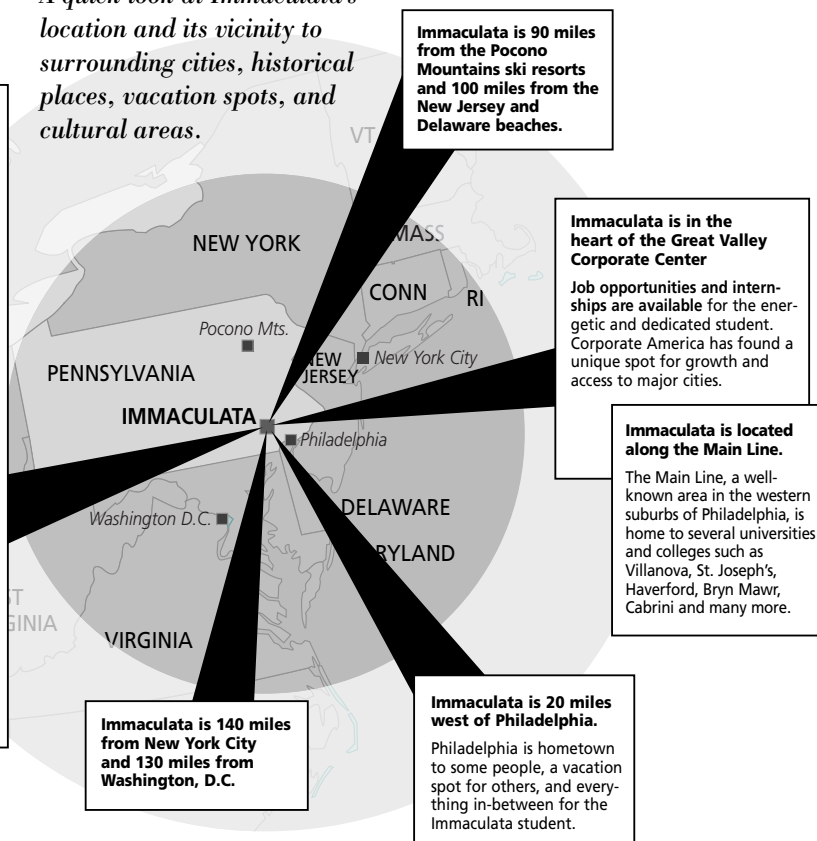
Growth describes this region outside of Philadelphia. An estimated number of private homes being built in the next ten years will be in the hundreds of thousands.

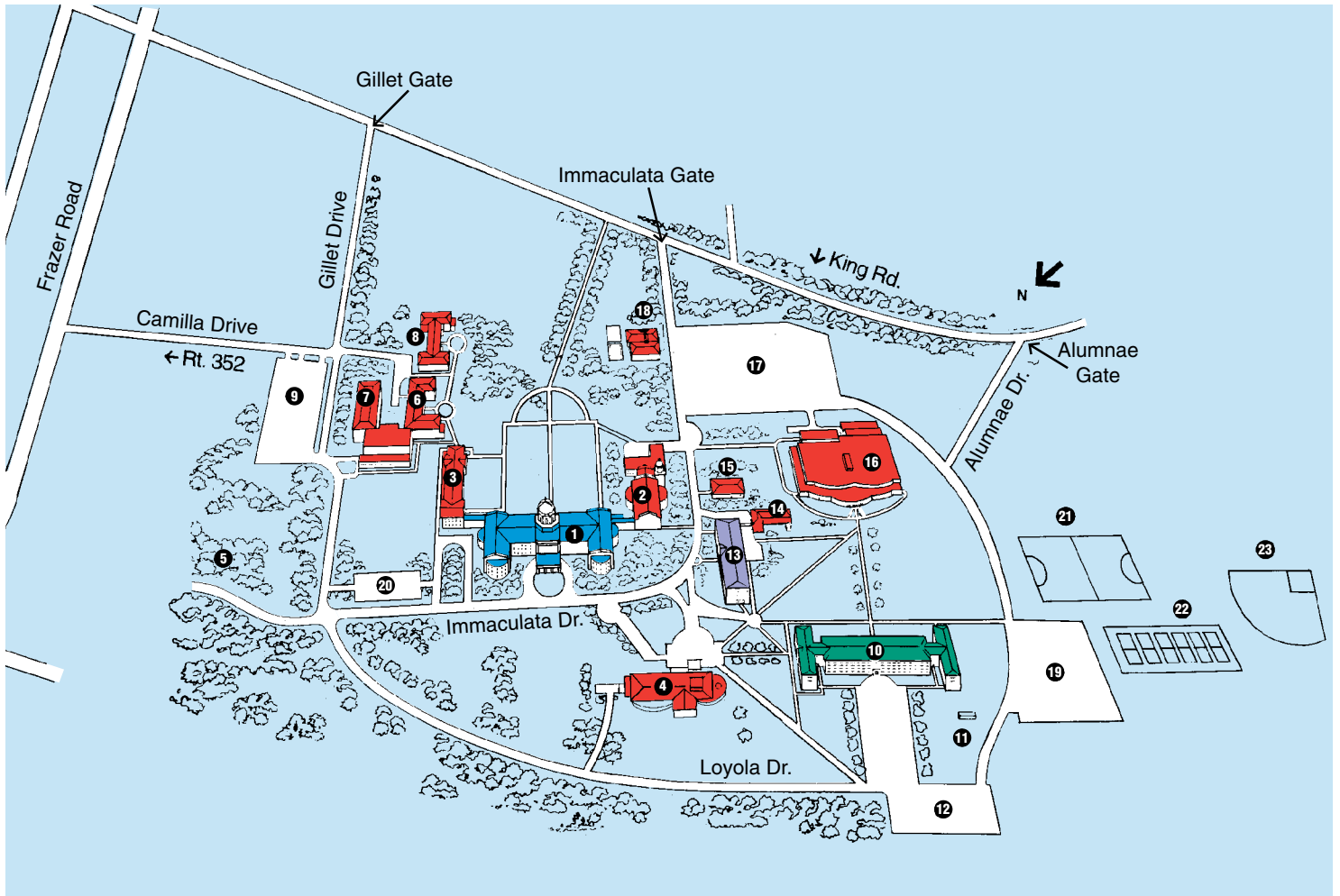
Valley Forge Park: The sight for the winter camp during the Revolutionary War, this National Park is fifteen minutes from IC providing numerous activities for students.

The **King of Prussia Mall** is the second largest mall in America. Shop in stores like DKNY, Versace, Brooks Brothers, Tiffanys, and JCrew. Distance from campus: six miles.

West Chester University is only ten minutes from IC. Situated in the Seat of Chester County, the town of West Chester is a hub of activity with its restaurants, stores, and community activities.

The historic town of **Malvern** is only two miles from IC introducing charm, sophistication, antique stores, restaurants, and pubs to the Immaculata student. A favorite spot? The Flying Pig.





1. Villa Maria Hall—College Receptionist/Switchboard, Administrative Offices, Campus Ministry, Green Room Reception Area, JFK Lounge, Music Studios, Memorial Hall, Residence Hall, Undergraduate Academic Advisement.
2. Nazareth Hall—Main Dining Facilities, Main College Chapel, Post Office, Fashion-Foods and Nutrition Department
3. Lourdes Hall—Residence Hall, College of Undergraduate Studies Admission Office, Financial Aid, Campus Safety
4. Gabriele Library
5. Lourdes Grotto
6. Marian Hall—Residence Hall, Chapel
7. DeChantal Hall—Residence Hall, Student Life Offices
8. Gillet Hall—Faculty Residence, Chapel
9. Student Parking Lot
10. Loyola Hall—Mathematics, Science, Psychology, Education, Biology, Chemistry, Art Departments; Computer Center; Graduate Studies Offices; Laboratories; Amphitheatres; Audio-Visual Center.
11. McIntyre Greenhouse
12. Loyola Hall Parking Lots
13. Good Counsel Hall—LifeLong Learning Offices, College Bookstore (a service of Barnes & Noble), Humanities Departments, Music Listening Rooms, Seminar Centers, Campus Learning Resource Center, and MacShack.
14. Faculty Center—Faculty Offices, Faculty Lounge, Conference Rooms.
15. Mary A. Bruder Center for Personal and Career Development
16. Alumnae Hall—Theater, Gymnasiums, Pool, Open Door Reception Area, Art Gallery, Student Center
17. Alumnae Hall Parking Lot
18. Power House
19. Loyola Parking Area
20. Visitor Parking Area
21. Athletic Field
22. Athletic Field
23. Athletic Field



College of Graduate Studies
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