Accreditation
Immaculata University is currently granted accreditation by the Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104; (267) 284–5000; website: www.msche.org.

The Immaculata University associates and baccalaureate business programs are currently granted accreditation and the accounting programs are also granted separate specialized accreditation by the Accreditation Council for Business Schools and Programs, 11520 West 119th Street, Overland Park, Kansas 66213; (913) 339-9356.

Immaculata University, offering the Bachelor of Arts in Music, Bachelor of Music in Music Education, Bachelor of Music in Music Therapy, and Master of Arts in Music Therapy, is accredited by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; (703) 437-0700.

The Master of Science in Nursing and the Bachelor of Science in Nursing are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036; (202) 887-6791.

The Dietetic Internship is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995; 800-877-1600, ext. 5400.

The Didactic Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995; 800-877-1600, ext. 5400.

The Doctor of Psychology Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association (APA), 750 First Street, NE, Washington, DC 20002-4242; (202) 336-5979; email: apaaccred@apa.org; web: www.apa.org/ed/accreditation.

Membership
The Immaculata University Predoctoral Internship Consortium (IU-PIC) is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC), 10 G Street NE, Suite 440, Washington, DC 20002.

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 University is committed to the principle of equal educational opportunity without unlawful discrimination because of an applicant’s or student’s race, gender, ethnicity, religion, age, national origin, color, disability, marital status, familial status, veteran status, ancestry, genetic characteristics, pregnancy, or other classifications protected by law or University policy.

For more information, please call: (610) 647-4400 ext. 3211, 3212, or 3213
or visit www.immaculata.edu
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 integrates its students in a community of service and empowers them to assume meaningful roles in a diverse and changing world. Contributing to the development of the whole person of any faith, 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.

Core Values

Faith • Caring • Service • Integrity • Learning • Teamwork

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/division and its programs, foster student growth

Goals

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 the student may extend and deepen knowledge through research efforts
TABLE OF CONTENTS

College of Graduate Studies

Mission Statement.................................................................Page 2
Academic Calendar.................................................................Page 4

Admission

Master’s level.........................................................................Page 8
Doctoral level..........................................................................Page 9

Academic Life

Academic Standing and Progress..............................................Page 11
Registration and Transcripts...................................................Page 15
Recognition of Achievement..................................................Page 18

Expenses................................................................................Page 19

Financial Assistance...............................................................Page 20

Academic Programs...............................................................Page 23
Core/General Curriculum.......................................................Page 24

Areas of Concentration

Cultural and Linguistic Diversity..............................................Page 26
Educational Leadership.........................................................Page 31
Leadership Studies..............................................................Page 47

Organization Leadership Coaching Certificate.......................Page 48
Higher Education.................................................................Page 48

Music Therapy.......................................................................Page 53
Nursing..................................................................................Page 61
Nutrition and Dietetics.........................................................Page 65
Psychology..........................................................................Page 70

Certificate in Addictions Studies and Therapeutic Practice........Page 90

Public Relations.................................................................Page 92
School Nurse Certification....................................................Page 94

Administrative Organization and Faculty...............................Page 95
General Information..........................................................Page 103
Lines of Communication.....................................................Page 107
Campus Map and Directions................................................Page 111

Index....................................................................................Page 108
<table>
<thead>
<tr>
<th>Academic Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2012</strong></td>
</tr>
<tr>
<td>Registration Begins</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Labor Day (no classes)</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Open House</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
</tr>
<tr>
<td>Deadline for Spring Comprehensive Examination Petition</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Open House</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Final Class Session</td>
</tr>
<tr>
<td><strong>Spring 2013</strong></td>
</tr>
<tr>
<td>Registration Begins</td>
</tr>
<tr>
<td>January Graduation Date</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Spring Break</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
</tr>
<tr>
<td>Open House</td>
</tr>
<tr>
<td>Easter Vacation</td>
</tr>
<tr>
<td>Classes Resume</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Final Class Session</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Commencement</td>
</tr>
<tr>
<td><strong>Summer I, 2013</strong></td>
</tr>
<tr>
<td>Registration Begins</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Memorial Day (celebrated) - no classes</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Final Class Session</td>
</tr>
<tr>
<td><strong>Summer II, 2013</strong></td>
</tr>
<tr>
<td>Registration Begins</td>
</tr>
<tr>
<td>Deadline for Fall Comprehensive Examination Petition</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Open House</td>
</tr>
<tr>
<td>Final Class Session</td>
</tr>
<tr>
<td>August Graduation Date</td>
</tr>
<tr>
<td><strong>Fall 2013</strong></td>
</tr>
<tr>
<td>Registration Begins</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Labor Day (No Classes)</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Open House</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
</tr>
<tr>
<td>Deadline for Spring Comprehensive Examination Petition</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Final Class Session</td>
</tr>
<tr>
<td>Open House</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td><strong>Spring 2014</strong></td>
</tr>
<tr>
<td>Registration Begins</td>
</tr>
<tr>
<td>January Graduation Date</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Spring Break</td>
</tr>
<tr>
<td>Classes Resume</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
</tr>
<tr>
<td>Open House</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Easter Break</td>
</tr>
<tr>
<td>Classes Resume</td>
</tr>
<tr>
<td>Final Class Session</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Commencement</td>
</tr>
<tr>
<td><strong>Summer I, 2014</strong></td>
</tr>
<tr>
<td>Registration Begins</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Memorial Day (celebrated) - no classes</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Final Class Session</td>
</tr>
<tr>
<td><strong>Summer II, 2014</strong></td>
</tr>
<tr>
<td>Registration Begins</td>
</tr>
<tr>
<td>No Classes</td>
</tr>
<tr>
<td>Classes Begin</td>
</tr>
<tr>
<td>Miller Analogies Test</td>
</tr>
<tr>
<td>Open House</td>
</tr>
<tr>
<td>Deadline for Fall Comprehensive Examination Petition</td>
</tr>
<tr>
<td>Final Class Session</td>
</tr>
<tr>
<td>August Graduation Date</td>
</tr>
</tbody>
</table>

All schedules are tentative until published in the official course bulletin.
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 date 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 goals which seek to achieve excellence, promote values, foster diversity and vibrancy, enhance resources and practice visionary leadership.

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. The program in applied communication received initial approval in Spring 2008. This initiative addresses the evolving needs of professionals who seek advanced skills in communication practice with a focus in public relations. Approval for the MA in Clinical Psychology was received in 2010 and initial authorization to offer the Ed.D. in higher education was granted in 2011.

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.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
<td>Teacher Education approved by the Pennsylvania Department of Instruction First degrees conferred</td>
</tr>
<tr>
<td>1927</td>
<td>Membership in National Catholic Educational Association</td>
</tr>
<tr>
<td>1928</td>
<td>Accreditation by Middle States Association</td>
</tr>
<tr>
<td>1929</td>
<td>Formal change of name from Villa Maria to Immaculata Membership in American Council of Education and Association of American Colleges</td>
</tr>
<tr>
<td>1930</td>
<td>Dietetic Program approved by the American Dietetic Association</td>
</tr>
<tr>
<td>1945</td>
<td>Establishment of the Father Gillet Cancer Research Unit (terminated in 1974)</td>
</tr>
<tr>
<td>1953</td>
<td>Approval of four-year program in Elementary Education by the Pennsylvania State Council of Education</td>
</tr>
<tr>
<td>1964</td>
<td>Renewal of accreditation by Middle States Association</td>
</tr>
<tr>
<td>1967</td>
<td>Establishment of Center for the Teaching of the Americas</td>
</tr>
<tr>
<td>1969</td>
<td>Establishment of the Evening Division</td>
</tr>
<tr>
<td>1973</td>
<td>Initial approval of Early Childhood Teacher Education Program by Pennsylvania Department of Education</td>
</tr>
<tr>
<td>1974</td>
<td>Renewal of accreditation by Middle States Association Initial accreditation by the National Association of Schools of Music</td>
</tr>
<tr>
<td>1976</td>
<td>Renewal of Plan IV Dietetic Program in the areas of General and Clinical Dietetics by The American Dietetic Association</td>
</tr>
<tr>
<td>1977</td>
<td>Establishment of Bicultural/Bilingual Studies in Master’s Program (in cooperation with Marywood College)</td>
</tr>
<tr>
<td>1978</td>
<td>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</td>
</tr>
<tr>
<td>1980</td>
<td>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</td>
</tr>
<tr>
<td>1983</td>
<td>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</td>
</tr>
<tr>
<td>1984</td>
<td>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 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</td>
</tr>
<tr>
<td>1985</td>
<td>Approval of School Psychology Certification Program by Pennsylvania Department of Education Additional focus of Graduate Educational Leadership Program: Leadership in Teaching and Learning</td>
</tr>
<tr>
<td>1987</td>
<td>Renewal of accreditation of Coordinated Undergraduate Program (CUP) in the area of General Dietetics by the Commission on Accreditation of The American Dietetic Association</td>
</tr>
<tr>
<td>1989</td>
<td>Renewal of Teacher Education Program by Pennsylvania Department of Education Approval of Music Therapy Program by American Association for Music Therapy Full membership in National Association of Schools of Music Initiation of Pi Kappa Lambda for Music Therapy students</td>
</tr>
<tr>
<td>1990</td>
<td>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</td>
</tr>
<tr>
<td>1991</td>
<td>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 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</td>
</tr>
</tbody>
</table>
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 Certificate 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


2006 Accreditation of MSN by Commission on Collegiate Nursing Education (CCNE).

2007 Final approval of Master of Science in Nursing

2008 Initial approval of MA in Applied Communication by Pennsylvania Department of Education

2009 Approval of generic 4-year pre-licensure BSN by the Pennsylvania State Board of Nursing
Initial approval of generic 4-year pre-licensure BSN by the Pennsylvania Department of Education

2010 Approval of major name from Applied Communication to Public Relations
Approval of department name change from Organization Studies to Leadership Studies

2011 Renewal of accreditation of MSN by Commission on Collegiate Nursing Education (CCNE).
Initial approval of Doctor of Education (Ed.D). in Higher Education by Pennsylvania Department of Education

2012 Renewal of accreditation of Psy.D. program in clinical psychology by American Psychological Association Commission on Accreditation
**ADMISSION REQUIREMENTS**

### Master’s Degree Programs

Immaculata University seeks to admit students whose interests, goals, and abilities are compatible with its mission, and endeavors to retain them through the pursuit of the students’ educational goals. Those students who are best qualified to profit from the distinctive educational opportunities offered by the University will be admitted. The admission process 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 unlawful discrimination based on an individual’s race, gender, ethnicity, religion, age, national origin, color, disability, marital status, familial status, veteran status, ancestry, genetic characteristics, pregnancy, or any other characteristic protected by federal, state or local law or University policy. 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 without prior notice.

**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 $50.00 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 CCNE accredited school with a minimum GPA of 3.0. A copy of current RN license is also required for admission. RNs from an NLNAC or CCNE-accredited nursing program with a non nursing baccalaureate degree may be admitted, but must meet BSN equivalent competencies* in nursing leadership, research, and community health. These competencies may be met through documentation in a professional portfolio or collegiate course work after admission.

*BSN equivalent competencies as outlined in the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)

4. Recommendations. Two recommendations appraising the applicant’s personal and professional qualities as well as capability for graduate study. References must 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) must be submitted 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. Applicants to Public Relations must submit a sample of academic or professional writing.
8. Applicants to Nursing must submit a copy of their current RN license.
9. Interview. An official interview with the department chair, designated advisor, and/or a graduate admission counselor must be completed.


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

Students are selected for admission 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 non-matriculated admission and only in designated departments/divisions.

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 3.0 may apply for admission to a certificate or certification program. The following materials must be submitted to the College of Graduate Studies:

- 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 non-matriculated admission and only in designated departments/divisions.

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.
A dmission for the doctoral program in clinical psychology is available to students who meet the following criteria:

1. Qualification: Students must have completed a master’s degree and a bachelor’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.

2. Academic Record: Students must have achieved a minimum of 3.5 grade point average at the graduate level.

3. Professional Experience: Students must have completed a certificate or certification program at a college or university.

4. Letter of Recommendation: Students must submit two letters of recommendation from academic professors or employers.

5. Personal Statement: Students must submit a personal statement discussing their professional goals and how graduate study at Immaculata will enable them to achieve those goals.

6. Official Transcripts: Students must submit official transcripts from each undergraduate and graduate school attended.

7. Additional Criteria: Students must meet the specific pre-requisites for the program.

8. Admission Committee: Admissions decisions are made by the Doctor of Psychology in Clinical Psychology Admissions Committee.

9. Application Fee: Students must submit an application fee of $50.00.

10. Application Form: Students must submit an application form.

11. Official Transcripts: Students must submit official transcripts from each undergraduate and graduate school attended.

12. Letter of Recommendation: Students must submit two letters of recommendation from academic professors or employers.

13. Personal Statement: Students must submit a personal statement discussing their professional goals and how graduate study at Immaculata will enable them to achieve those goals.

14. Graduate Record Examination (GRE) or Miller Analogies Test (MAT): Students must submit GRE or MAT scores.

15. Other Test Scores: Students may be required to submit other test scores as determined by the Admissions Committee.

Doctor of Psychology (Psy.D.)

Clinical Psychology

Admission for the doctoral program in clinical psychology is available to students who meet the following criteria:

1. Qualification: Students must have completed a master’s degree and a bachelor’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.

2. Academic Record: Students must have achieved a minimum of 3.5 grade point average at the graduate level.

3. Professional Experience: Students must have completed a certificate or certification program at a college or university.

4. Letter of Recommendation: Students must submit two letters of recommendation from academic professors or employers.

5. Personal Statement: Students must submit a personal statement discussing their professional goals and how graduate study at Immaculata will enable them to achieve those goals.

6. Official Transcripts: Students must submit official transcripts from each undergraduate and graduate school attended.

7. Additional Criteria: Students must meet the specific pre-requisites for the program.

8. Admission Committee: Admissions decisions are made by the Doctor of Psychology in Clinical Psychology Admissions Committee.

9. Application Fee: Students must submit an application fee of $50.00.

10. Application Form: Students must submit an application form.

11. Official Transcripts: Students must submit official transcripts from each undergraduate and graduate school attended.

12. Letter of Recommendation: Students must submit two letters of recommendation from academic professors or employers.

13. Personal Statement: Students must submit a personal statement discussing their professional goals and how graduate study at Immaculata will enable them to achieve those goals.

14. Graduate Record Examination (GRE) or Miller Analogies Test (MAT): Students must submit GRE or MAT scores.

15. Other Test Scores: Students may be required to submit other test scores as determined by the Admissions Committee.

Doctor of Ministry (D.Min.)

Admission for the doctoral program in ministry is available to students who meet the following criteria:

1. Qualification: Students must have completed a master’s degree and a bachelor’s degree from an accredited institution with a minimum 3.0 (B) grade point average OR a bachelor’s degree in a related field with a minimum of 12 credits in psychology from an accredited institution with a minimum 3.3 grade point average.

2. Academic Record: Students must have achieved a minimum of 3.5 grade point average at the graduate level.

3. Professional Experience: Students must have completed a certificate or certification program at a college or university.

4. Letter of Recommendation: Students must submit two letters of recommendation from academic professors or employers.

5. Personal Statement: Students must submit a personal statement discussing their professional goals and how graduate study at Immaculata will enable them to achieve those goals.

6. Official Transcripts: Students must submit official transcripts from each undergraduate and graduate school attended.

7. Additional Criteria: Students must meet the specific pre-requisites for the program.

8. Admission Committee: Admissions decisions are made by the Doctor of Psychology in Clinical Psychology Admissions Committee.

9. Application Fee: Students must submit an application fee of $50.00.

10. Application Form: Students must submit an application form.

11. Official Transcripts: Students must submit official transcripts from each undergraduate and graduate school attended.

12. Letter of Recommendation: Students must submit two letters of recommendation from academic professors or employers.

13. Personal Statement: Students must submit a personal statement discussing their professional goals and how graduate study at Immaculata will enable them to achieve those goals.

14. Graduate Record Examination (GRE) or Miller Analogies Test (MAT): Students must submit GRE or MAT scores.

15. Other Test Scores: Students may be required to submit other test scores as determined by the Admissions Committee.

Doctor of Philosophy (Ph.D.)

Admission for the doctoral program in psychology is available to students who meet the following criteria:

1. Qualification: Students must have completed a master’s degree and a bachelor’s degree from an accredited institution with a minimum 3.0 (B) grade point average OR a bachelor’s degree in a related field with a minimum of 12 credits in psychology from an accredited institution with a minimum 3.3 grade point average.

2. Academic Record: Students must have achieved a minimum of 3.5 grade point average at the graduate level.

3. Professional Experience: Students must have completed a certificate or certification program at a college or university.

4. Letter of Recommendation: Students must submit two letters of recommendation from academic professors or employers.

5. Personal Statement: Students must submit a personal statement discussing their professional goals and how graduate study at Immaculata will enable them to achieve those goals.

6. Official Transcripts: Students must submit official transcripts from each undergraduate and graduate school attended.

7. Additional Criteria: Students must meet the specific pre-requisites for the program.

8. Admission Committee: Admissions decisions are made by the Doctor of Psychology in Clinical Psychology Admissions Committee.

9. Application Fee: Students must submit an application fee of $50.00.

10. Application Form: Students must submit an application form.

11. Official Transcripts: Students must submit official transcripts from each undergraduate and graduate school attended.

12. Letter of Recommendation: Students must submit two letters of recommendation from academic professors or employers.

13. Personal Statement: Students must submit a personal statement discussing their professional goals and how graduate study at Immaculata will enable them to achieve those goals.

14. Graduate Record Examination (GRE) or Miller Analogies Test (MAT): Students must submit GRE or MAT scores.

15. Other Test Scores: Students may be required to submit other test scores as determined by the Admissions Committee.
Doctor of Education in Educational Leadership & Administration K-12 (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 $75.00 application fee (with check made payable to Immaculata University).
2. Official transcript(s) of the student’s academic record from each undergraduate and graduate school attended. Verification of completion of a bachelor’s and master’s degree is also required. Official transcripts should be forwarded to the student from the school registrar(s). Students should request that the school enclose the transcript(s) in a sealed envelope, with the registrar’s name signed across the seal. If the seal has been broken on the envelope when it arrives at the Immaculata office of admission, the student’s entire application will be returned to him or her.
3. Three completed reference forms appraising the student’s capacity for doctoral study. Students should complete and sign the top portion of the reference form and forward it with an envelope to the individual who will be providing the reference. Students should write their name and address on the envelope, and when it has been returned to the student, the sealed envelope should be sent to Immaculata with the other application materials.
4. A goals statement, in the form of a two-page, double-spaced, typed and signed statement of your educational pursuits in education.
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 or IELTS score sent directly to the College of Graduate Studies, if the applicant if an international student.

International Students

1. Original transcript of academic credentials. These must be accompanied by English translations and a course by course evaluation by World Education Services (www.wes.org).
2. Certification of financial support during the time of graduate study.
3. Official scores on Test of English as a Foreign Language (TOEFL) of 79 on the iBT (internet-based), 550 on the PBT (paper-based), or 213 on the CBT (computer-based), when appropriate. On the International English Language Testing System (IELTS) a score of 6.5 will also be accepted.
4. Certification of enrollment in an approved health and accident insurance program.
5. Formal admission to a program is required prior to issuance of the I-20.
6. Enrollment in a full-time course of study is required for those with a student visa.

Applicants with Criminal Histories

Applicants with felony convictions may not be eligible for admission to Immaculata University, except in outstanding circumstances as determined by the president. Applicants having convictions (other than minor traffic violations) will be asked to submit full disclosure of the facts and circumstances of the incident for review by the office of admission or College offices on a case-by-case basis.
ADMISSION STATUS (at the master’s level)

Admission is determined as follows:

1. **Matriculated Status**
   Students who have submitted all required application materials and have met admission criteria and prerequisites.

   Certification Program (only)
   Students who have submitted all required application materials and have met admission criteria and prerequisites.

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.

APPLICATION RE-SUBMISSION (at the doctoral level)

The application packets of students who have been denied admission to 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 an academic policy stated in the catalog should submit a request in writing to the Dean for a catalog exemption. Exemptions related to coursework (such as a waiver of pre-requisites, sequencing of courses, or course substitutions) should be submitted first to the Department/Division Chair.

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, have an interview with the appropriate program advisor, and submit program specific documentation required for admission. Students will be notified in writing regarding their admission status.

CHANGE OF STATUS

Anyone seeking a change of status (enrichment, non-matriculated, matriculated) within any master’s 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.

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 and Public Relations students submit a capstone project.)

**Master’s Students**

Each candidate must successfully complete the comprehensive examination or its department/division equivalent in the core and concentration. A candidate who fails the comprehensive examination may petition the department/division 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 department/division advisement and fulfill recommendations (additional information may be found in the department/division 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 returned to the student.
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 (Healthcare, 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/divisions 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 or its equivalent in both major areas. Two separate degrees will result from successful completion of all requirements. Students must be officially admitted to a second program.

ETHICAL CONDUCT

Immaculata University, through its faculty, staff and students strives to create an environment of trust, mutual respect, and integrity that fosters scholarly pursuits in an academically challenging and supportive setting. To further the pursuit of truth and the exercise of honest, intelligent inquiry, the University maintains an academic integrity code that promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty. The most common form of academic dishonesty is plagiarism. Other forms of academic dishonesty are also described in the sections below.

Plagiarism
Plagiarism is defined as failing to acknowledge adequately the source of words or ideas which are not one’s own. Plagiarism includes, but is not limited to:

1. The quotation or other use of another person’s words, ideas, logic, opinions, thoughts, or theories without use of quotation marks and acknowledgment of the source;

2. The paraphrasing of another person’s words, ideas, logic, opinions, thoughts, or theories without acknowledgment of the source;

3. The quotation or other use of facts, statistics, or other data or materials that are not clearly common knowledge without acknowledgment of the source;

4. Copying or purchasing all or any portion of another’s academic, research, or creative work — even with the creator’s knowledge and permission — and submitting it, in part or in its entirety, as one’s own. This includes material available through the Internet or other electronic sources and any material which has been copyrighted. Students are hereby advised that when such material has been copyrighted, its unauthorized use constitutes not only a breach of academic integrity, but also a violation of law that could lead to civil or criminal penalties.

The college considers plagiarism by a student to be a serious violation of professional and academic ethics and standards; and ignorance of the rules governing plagiarism is not an excuse. When in doubt, students should seek clarification from the instructor who issued the assignment.

A finding of plagiarism may result in the imposition of a serious academic penalty such as, but not limited to, suspension, receipt of a failing grade, non-continuation or expulsion. For graduate students engaged in the dissertation process, all findings 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 a research study, the student will face immediate expulsion from the program.

Other Forms of Academic Dishonesty

Cheating
Cheating is defined as using, or attempting to use, in any academic exercise materials, information, study aids, or electronic data that the student knows or should know is unauthorized. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing or copying another student’s examination or assignment, making or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student.

Collusion
Collusion involves the cooperation of students with faculty or staff personnel in securing confidential information/material (tests, examinations, etc.); bribery by students to change examination grades and/or grade point averages; cooperative efforts by students and student assistants to gain access to examinations or answers to examinations for distribution; assisting in or contributing to the academic dishonesty of another individual; and seeking, obtaining, possessing, or giving to another person an examination or portions of an examination (not yet given), without permission of the instructor.

Recycling
Recycling is defined as submission of a student’s work that has previously counted for credit in another course. Recycling is not allowed unless explicitly authorized by the faculty members of both study units; in such a case, students must reference their previous work.

Sabotage
Sabotage is defined as the destruction or deliberate inhibition of progress of another’s work, including but not limited to the destruction or hiding of shared resources such as library materials, computer software and hardware and tampering with another person’s laboratory experiments.
Falsification of Data, Information or Records

Furnishing or conspiring to furnish false information to the University by forgery, alteration or misuse of, among other things, University documents, academic records, research data or professional or academic credentials is strictly prohibited.

Review Procedure for Academic Integrity Code Offenses

The following procedure should be used to resolve alleged violations of the Academic Integrity Code by undergraduate or graduate students at Immaculata University:

1. Whenever an alleged infraction of academic integrity occurs, the faculty member shall first contact the dean of the College to learn of any prior student violations and to discuss the appropriateness of this informal procedure with respect to the nature of the offense;

   a. If the student has no record of prior offenses and the case appears to be one that will require a sanction less severe than suspension or expulsion, it may be resolved between the faculty member and the student.

   b. If a student has prior academic integrity code offenses, or the case appears to involve a first time offense that will likely result in suspension or expulsion, the faculty member should seek the guidance of the department/division chair and dean of the College in resolving the matter.

   c. If the offense is one that will require a sanction such as failure of a course, suspension, or removal from the program, the student will meet with the dean and other departmental/division representatives as appropriate.

2. The faculty member shall meet with the student to discuss the incident and present any relevant information or evidence;

3. The student shall have an opportunity to respond to the allegations;

4. If the faculty member/dean believes that an Academic Integrity Code violation has occurred, the faculty member should document the violation in writing, including the proposed sanction or resolution, and present this information to the student;

5. Typical sanctions or resolutions may include a reduced grade on the assignment, a reduced grade in the course, additional assignments, failure in the course or expulsion;

6. If the student does not accept the proposed resolution, the faculty member should notify the dean of the College who may refer the case to the appeals procedure of the University grievance procedure as outlined in the Graduate Catalog.

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 included on the student’s transcript with this grade.

Access to semester grades is available through SSIU; grades will not be given over the phone. At the end of each semester the university makes every effort to expedite grade processing.

The chart below sets forth the grading system for graduate courses at Immaculata University.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rating</th>
<th>Definition</th>
<th>Gr. Points Per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>Performance of highest achievement: evidence of consistent ability and originality</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Superior</td>
<td>Performance of high achievement</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>Mastery of Subject Matter</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Average/Satisfactory</td>
<td>Standard Performance</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Less than</td>
<td>Below standard performance</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Acceptable</td>
<td>Performance does not meet minimal standards</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Standards</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Below</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Acceptable</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Standards</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete Pass Withdrawal</td>
<td>For a grave reason, all course work has not been completed within the timeframe of the semester</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>Equivalent of at least B for course taken as pass-fail option; completion of course requirements</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>Not included in Grade Point Average toward earned credits</td>
<td>0.00</td>
</tr>
</tbody>
</table>

GRADUATION

A candidate is expected to complete degree requirements within a maximum of six years for master’s programs and eight years for 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:

a. completion of academic program with a minimum GPA of 3.0 for master’s students and 3.3 for doctoral students

b. recommendation of the faculty

c. clearance of all financial accounts, academic holds, and library records

d. payment of Commencement Fee

e. 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.

When placed on academic probation, students will be informed in writing by the dean of the college. Students must contact the department/division immediately for academic advisement. The student will be issued remediation steps that must be taken or completed within a specified timeframe. These remediations could include, but are not limited to: repeating the course, meeting a certain GPA within a specified timeline, or other guidelines as determined by the department/division. Students on academic probation may not sit for the comprehensive examination, apply to internship/practica, or graduate. Students failing to fulfill recommendations will be dismissed from the University.

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 the student is admitted, through the standard admission procedure, to another program.

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

Non-continuation involves the termination of a student’s acceptance in a specific program of study. Following a ruling of non-continuation, a student may not participate in the programs of the associated major.

Exclusion involves the termination of a student’s status. Following a ruling of exclusion, the student may not participate in any of 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 is considered to have withdrawn and 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 complete an interview with the appropriate department/division faculty member and/or an admission counselor. Doctoral students seeking re-admission must complete the formal admission process.

STATUS: FULL-TIME/HALF-TIME

For purposes of enrollment, full-time status requires enrollment in a minimum of 9 credits per semester. Half-time status requires a minimum of 4.5 credits per semester.

WITHDRAWAL FROM COLLEGE

Complete withdrawal should not be confused with changes in registration status. Requests for complete withdrawal from the College must be made in writing 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. If students are withdrawing from the University prior to the end of the semester, they must follow the procedure outlined for withdrawal from classes in order to avoid receiving failing grades for their courses. Students who withdraw without approval will receive an F grade in any courses in which they are enrolled. Students who have not enrolled for the period of one year will be withdrawn.

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 style is the required format.
REGISTRATION AND TRANSCRIPTS

CLERY ACT
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. The Annual Campus Security Report for Immaculata University is available at www.immaculata.edu/students/SafetyandProtection/index.htm. The website also provides information on campus safety and security measures and services.

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 should seek advisement regarding their program of study. Course registration is approved by the academic advisor.

AUDITING COURSES
Having met pre-requisites and, with approval from the department/division chair and dean, a student may register to audit a course without receiving grades or credits. Audited 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. While attendance at all class sessions is expected, completion of assignments, including examinations and term papers, is not required. Changing course registration from credit status to audit status is permitted only during the Drop/Add Period. Changing course registration from audit status to credit status is not permitted. The University reserves the right to cancel an audit registration if class size exceeds space available.

CONTINUOUS REGISTRATION
Students who have completed all of their coursework towards dissertation (EDL 798-799-800, HED 798-799-800, or PSYC 798-799-800) but need additional time to complete the dissertation will be required to register for continuous registration status. For the first semester of continuous registration (EDL 000, HED 000 or PSYC 000), dissertation students will be charged the equivalent of a one-credit doctoral course. In subsequent semesters of EDL 000, HED 000 or PSYC 000, students will be charged the equivalent of a three-credit course. Continuous registration will be recorded on the transcript with Pass/Fail grading, but will count for 0 credits. All students involved in the dissertation or thesis process must be registered. A student must be registered during the semester in which he/she defends his/her dissertation.

If a student remains on continuous registration for more than three semesters, a review of progress will be recommended to the Department/Division Chair. Possible outcomes of the progress review include disbanding the committee, designating the case as non-completion by the student, imposing appropriate remediation, or implementation of other suggestions that the dissertation and department/division chairs deem appropriate based on the circumstances of the particular student.

CHANGE OF COURSES - DROP/ADD/WITHDRAWAL
The University maintains an add/drop period on a schedule that varies based upon the College and program in which a student is enrolled. Add/drop schedules are published by semester in the course schedules.

Students at Immaculata University may add or drop classes online up until the first day of class. Students may not drop their last 3 credit course online. Requests to change courses after registration or after web registration closes should 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, assuming 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 academic advisor.

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 16 for payment information.
EXTENSION TO COMPLETE DEGREE
Students pursuing master’s degrees at Immaculata University are expected to complete the program in 6 years, while students pursuing doctoral degrees are expected to complete the program in 8 years. However, under unusual circumstances, students may have compelling reasons for needing to extend the time to complete the degree (6 years - master’s; 8 years - doctoral). Students requesting an extension must 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/Division 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/division 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 associate 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/division chair, and graduate dean in writing using the official incomplete grade request form available in the graduate office. For semester based courses, all such authorized incompletes must be changed to traditional grades within three weeks of the start of the following semester. For courses offered in an alternate, non-semester based format, all authorized incompletes must be changed to traditional grades within three weeks of the end of the course in which the Incomplete is given. If the course is not completed within the allotted time, the student will receive an F. If there are extenuating circumstances, extensions to the Incomplete time period may be granted subject to appropriate approvals.

INDEPENDENT STUDY
Independent study courses will be offered when special circumstances require that such a course be given to meet a student's need. Approval to take such a course must be obtained through the following procedures:

a) The student will consult with the Department/Division 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) The student will obtain the faculty member’s approval

c) The student will 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) The student will submit the registration form for Independent Study to the Graduate Office for approval.

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 from the University 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 Dean. All requirements must be completed within six years (Masters Degree Candidates) or eight years (Doctoral Degree Candidates) of the first admission.

Students should be aware that there must be a reasonable expectation that students will return from a leave of absence. Leaves of absence will not be approved for students subject to disqualification or dismissal due to academic deficiencies or disciplinary action. The dean of the college will determine any conditions that must be met for the student’s return to the University. If a student is enrolled in courses at the time of requesting a leave, the registrar will then take the following actions:

1. Student will be issued grades of W for each course in the current semester (if applicable).

2. Student will be dropped from all future courses.

Once the student is ready to return from leave, the student should register for courses. If a student does not return at the end of the leave, the student’s withdrawal date will be the first date of the leave. Students who are absent from the University for one year without taking a formal leave of absence, and those who attempt to extend their leave of absence beyond one year, must seek readmission. Readmitted students will be governed by the new department/division guidelines in place at the time of readmission.

REGISTRATION PROCEDURES
Registration for each semester begins on the date published in the graduate course listing. Students should complete the registration form included in the course listing and return it to the graduate office in person or via mail or fax. Students can also register online via SSIU (Self-Service at Immaculata University). Online registrations are processed in “real time” (24/7) and paper registrations are processed in the order that they are received during regular business hours until the class limit has been reached.

Through the registration process, students assume academic and financial responsibilities for the classes in which they enroll. All financial obligations must be met prior to registration. The graduate office staff will submit course selections to the department/division chair or faculty member for review, approval and signature.

TRANSFER CREDITS
Students should be aware that the University’s transfer credit policy is College and program-specific, and requires consultation with one’s academic advisor and the dean of the College at the time of transfer credit review.

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

1. After receiving admission to graduate study at Immaculata University, students must petition the department/division chair for a review of graduate academic credits earned at other institutions. Students are encouraged to complete this process as early as possible. Courses should meet the requirements of the program and
the student must have been awarded a minimum grade of B in the
course. Only transfer credits from a regionally accredited college
or university will be accepted.

2. Credits which have resulted in the receipt of an academic degree at
another institution may not be counted again and are “counted
again” toward a new degree, and thus are not transferrable.

3. The department/division chair, with the approval of the dean, 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 (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/division
chair may authorize may be accepted on the recommendation of
the department/division 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/division
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 transcripted by
Immaculata University with the approval of the Dean, generally at
the time of admission.

9. Transfer credits will be recorded on the transcript 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 receives credit or course waivers 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/division chair and
requires the approval of the Dean of the College of Graduate
Studies.

12. Graduate students 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.
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.

The purpose of Immaculata’s Beta Mu Chapter of Chi Sigma Iota is four fold: 1) the support of scholarship among its members, as well as Counseling Psychology students through sponsored semester presentations; 2) the encouragement of new students through its CP mentoring program; 3) the outreach to Immaculata Alumni through the publication of Immaculata Counselors’ Connection, a biannual newsmong created and published by Beta Mu Members; and 4) the annual provision of an induction program for new members which features a formal reception with speaker, and refreshments to which new members’ family and friends are invited.

Students enrolled in Immaculata’s graduate psychology programs, who have completed a minimum of 15 graduate credits with a minimum GPA of 3.5 are eligible to pick up an application of interest form in the Graduate Office. Faculty, alumnae/i, and participating professional counselors who have given evidence of distinguished scholarship and professional service including professional credentials are also eligible. More information may be found on www.csi-net.org.

PI KAPPA LAMBDA
The Pi Kappa Lambda honor society is the only music organization recognized by the Association of College Honor Societies. This honor society was dedicated by its founders to the fostering of scholarly interest in the theoretical and historical aspects of music, and to the stimulation of eminent achievements in performance, composition, music education, and research. The local chapter, Delta Psi, was founded at Immaculata in April 1980.

The membership of the Society is open to eligible 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 the letter A, or equivalent when letter grades are nonexistent, may be eligible for membership in Pi Kappa Lambda.

SIGMA THETA TAU
Sigma Theta Tau, an international honor society of Nursing founded in 1922, provides leadership and scholarship in practice, education and research to enhance the health of all people. Immaculata University joined The Delta Tau Chapter at large in November 2005. The honor society supports the learning and professional development of its members, who strive to improve nursing care worldwide. To be eligible for membership graduate candidates are required to have completed at least one-half of the nursing curriculum, have at least a 3.5 GPA on a 4.0 scale, rank in the upper 35% of the graduating class and meet the standard of academic integrity.

KAPPA OMICRON NU
Kappa Omicron Nu is a national honor society in the field of Family and Consumer Sciences, academic specialization of Nutrition Education, and related academic disciplines. 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.
**EXPENSES**

**Tuition, Charges and Fees - 2012-2013**

- **Application Fee (Master’s)**: $50
- **Application Fee (Doctoral)**: $75

**Tuition**

- **500/600 Master’s level courses**: $620 per credit
- **700 Doctorate level courses**: $850 per credit

**Practicum and Internship Fees (per semester or per course as appropriate)**

- **Cultural and Linguistic Diversity**: $150
- **Music Therapy**: $50 / $100
- **Nursing**: $100
- **Nutrition Education**: $250
- **Psychology Field Site**: $180
- **Student Teaching**: $230

**Comprehensive Examination Fee**

- **Master’s**: $75
- **Doctoral**: $100

**Graduation Fee**: $125

*Immaculata reserves the right to revise charges whenever 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.*
GRADUATE FINANCIAL ASSISTANCE

Graduate students are eligible to participate in the Direct Loan, the Federal Work Study (FWS) program, and Direct Graduate Plus 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. Federal regulations specify that federal financial aid recipients must be US citizens, US nationals or eligible non-citizens.

The Direct Loan Programs for College of Graduate Studies degree candidates include the Direct Stafford Unsubsidized Student Loan (up to $20,500) and the Direct Graduate PLUS Loan. Direct Loans are special low interest loans, available to all students enrolled at least half-time as a matriculated student in an eligible degree seeking program. An official FAFSA must be completed and on file each year with the Department of Education to apply for, and receive, any Direct Student or PLUS Loan. As of July 1, 2012, repayment calculation begins immediately after a student graduates, leaves school, or drops to less than half-time enrollment.

Direct PLUS loans are credit-based loan options available to graduate students to meet any differences between the financial aid cost of attendance budget and Direct Student Loan award amount. Repayment options are available regarding the Direct PLUS Loan. To apply for a Direct Graduate PLUS Loan, or complete a promissory note or entrance/exit counseling, please visit: www.studentloans.gov.

How to Apply:

1. Free Application for Federal Student Aid (FASFA). You can complete it on the web at www.fafsa.gov with or without a PIN (must send signature page). (Required) The FASFA must be completed every year. Immaculata University code is 003276. To get a PIN go to www.pin.gov.

2. Immaculata University Student Aid Application. This is required, since it will be the way we will know if you want a Direct Loan and how much you are requesting. This will also give us your planned enrollment and registration status. An online application completion link will be sent to you via email upon completing the FAFSA each academic year. You may also submit the form directly at: http://www.immaculata.edu/FinAid/Iuapp

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.studentloans.gov.

4. Master Promissory Note (MPN). All student loan borrowers must complete a Direct Loan MPN. The MPN is available online at www.studentloans.gov.

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 for sufficient time for processing prior to registration.

You will be mailed an award letter after:

1. All of your forms are complete and on file in the University Financial Aid Office and

2. You have enrolled at least half-time per semester and

3. All requests for additional documentation are fulfilled.

Please remember that you must maintain at least a 3.0 cumulative gpa for renewal of any student aid at the next academic year. Policy allows $20,500 Direct Student loan per academic year.

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 9 credits per semester
   Half time 4.5 credits per semester

PRIVATE EDUCATIONAL LOAN PROGRAM

Students can apply for private educational loans as a supplement to traditional federal and state sources of financial aid. Immaculata University encourages all students and families to first apply for federal and state financial aid. Private educational loans are loans offered by banks or lending institutions to help students and families bridge the gap between the cost of education and the amount of other financial aid received. These private supplemental loans are NOT guaranteed by the federal government. Unlike federally guaranteed student loans, lending institutions that offer private educational loans may impose certain eligibility requirements and varying terms. In most cases, the student and/or co-signer must have a good credit history and a low debt-to-income ratio. Since a credit check is likely, not everyone is approved for a private educational loan.

Additional Information:
As of February 14, 2010, Title X – the Private Student Loan Transparency and Improvement Act, as a part of Regulation Z of the Higher Education Opportunity Act (HEOA), became effective for new legislative requirements regarding a lender’s disclosure of information provided through the Truth in Lending Act (TILA) to allow borrower and student choices for loans covering educational expenses. These changes now allow for borrowers to receive three (3) disclosure statements from the lender from the time a loan is applied for, through the time funds are disbursed to the University. These new regulations are applicable to all levels of offered programs of study.

PROGRAMS ELIGIBLE FOR FINANCIAL ASSISTANCE

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

Doctoral Programs
Educational Leadership and Administration (Ed.D.)
Higher Education (Ed.D.)
Clinical Psychology (Psy.D.)

Master of Arts Programs
Cultural and Linguistic Diversity
Counseling Psychology
Educational Leadership
Music Therapy
Nutrition Education
Organization Leadership
Public Relations
Master of Science Program
Master of Science in Nursing (MSN)

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

Certifications
Elementary School (PreK-4) Teacher
Secondary School Teacher
Special Education (PreK-8) 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
Principal K-12
Elementary/Secondary School Guidance Counselor
School Nurse
School Psychologist
Letter of Eligibility – School District Superintendent

Teacher certification and graduate prerequisites:
Financial assistance in the form of a Direct loan in the amount of $5,500 subsidized and $7,000 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, 4.5 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.

Practicum:
PSYC 671 (250 hours) Half-time
PSYC 672 (250 hours) Half-time
PSYC 673 (250 hours) Half-time
PSYC 687 (300 hours) Half-time
PSYC 688 (300 hours) Half-time
PSYC 780-781 or 782-783 (750 hours) Half-time
MUT 521, 522, 523 (260 hours) Half-time
MUT 524, 525 (520 hours) Full-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 801 & 802 (3 credits/semester) Full-time
PSYC 803 & 804 (3 credits/semester) Full-time
PSYC 805 & 806 (3 credits/semester) Full-time

Note: Full-time PsyD internship registration sequences may vary.

PSYC 786, 787, 788, 791, 792, 793
PSYC 794 (0 credits) Half-time
PSYC 801, 802, 803, 804, 805, 806
NED 662, 663 or 664 Dietetic Internship Full-time

Dissertation:
EDL 798, 799 or 800 (1.5 credits/semester) Half-time
HED 798, 799 or 800 (3 credits/semester) Half-time
PSYC 798, 799 or 800 (3 credits/semester) Half-time

Student Teaching:
EDL 592 (6 credits) 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. Please see Payment Policy below.

Refunds:
If you received aid under Title IV funding (Direct Loan) and withdraw from the University, a portion of the aid received must be returned to the appropriate lending institution. The portion to be returned is determined by federal regulations. Examples of the formula and refund calculations, plus information on the University verification policy are available in the Office of Financial Aid.

Please contact the Student Financial Aid Office with any questions.

OFFICE LOCATION/HOURS:
Office of Financial Aid
Immaculata University
1145 King Road
P.O. Box 647
Immaculata, PA 19345

Voice: (610) 647-4400, Ext. 3028
FAX: (484) 395-0068
Email: finaid@immaculata.edu

The office is open Monday-Friday, 9:00 a.m. – 4:30 p.m. Evening appointments with a financial aid counselor are by appointment only.

PAYMENT INFORMATION
Payment Policy
Tuition and fees are due in full by the term payment due date unless a student enrolls into the IU Installment Payment Plan. Registrations received after the term cut-off date must be accompanied with payment in full or according to the installment payment plan. For further
information regarding term registration cut-off dates and installment due dates, please refer to the course guide or Installment Plan enrollment form. Once registered, a student assumes financial responsibility for charges. Students are not permitted to attend class or occupy University Housing until payment obligations have been met. Late payment fees are assessed monthly.

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, transcripts or diploma.

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

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

Students who receive reimbursement from their employer may obtain a course enrollment document that includes course information, grade and cost. This document is available online at SSIU Self Service at IU, accessible through MyIU.

Employer Tuition Assistance Program - ETAP
Immaculata offers direct employer billing to those who qualify, according to the following requirements.

- Students must be enrolled
- Students must submit an ETAP Form or employer’s Letter of Credit each term
- Employer must remit payment directly to IU within 30 days of billing
- Employer payment must not be dependent upon grade

For further information or to receive an ETAP Form visit http://www.immaculata.edu/leadership/BusinessOffice or MyIU, Campus Life, under Business Office.

IU Installment Payment Plan
Immaculata offers an installment payment plan which allows students to distribute their term costs over installment payment dates during a traditional term. There is no enrollment fee. Installment plan due dates are based on a traditional term, not cohort schedules. All students must complete an enrollment form each term. Forms are available online at http://www.immaculata.edu/leadership/BusinessOffice and through MyIU, Campus Life, under Business Office. Late payment fees apply. Term installment due dates may be found on the enrollment form and in the course guide.

Student Refunds
In compliance with Federal regulations, it is Immaculata University’s policy that credit balances on a student account resulting from the receipt of Federal funds be refunded to the student, third party (such as a borrower) or lending institution. Immaculata will process refunds within 14 days of the start of the term and weekly during the term in accordance with Federal guidelines.

The Business Office processes and mails refund checks to the home address provided by the student. Using SSIU-Self Service at IU, student may select to have their refunds deposited directly into their bank account.

Credit balances resulting from non-Federal funds will be processed within three weeks after the credit occurs and issued to the appropriate party. Refunds are processed for the full amount; partial refunds will not be processed.

Credit balances (up to $800) may be transferred to the students’ University One Card to purchase books at the Campus Bookstore.

Students may request to have their student account credit balance held to pay future charges through the end of the aid year. The aid year runs Fall through Summer. All credits are refunded at the end of each aid year. Contact the Business Office or the Office of Financial Aid to obtain the Title IV Authorization Hold form.

If a credit balance on a student account is not the result of federal loan funds, the credit will remain on the student account and will be applied to future charges incurred. If a student would like a refund of all or part of a credit balance, the student can request the refund by contacting the business office.

Once a student has graduated or is no longer enrolled at Immaculata and all financial obligations have been met, eligible refunds will be issued.

Dismissal
The University assumes no responsibility to reduce or refund tuition and fees in the event of a student being dismissed from the University.

Mandatory Student Health Insurance
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. For further information please call 610-647-4400, ext. 3500.

Business Office Hours and Contact Information
The Business Office is located in Room # 14 terrace level, Villa Maria Hall and open Monday-Friday, 8:30 a.m. – 4:00 p.m. Modified summer hours begin in June and run through mid-August.

Voice: (610) 647-4400, Ext. 3174
Fax: (610) 251-9358
Email: studentaccounts@immaculata.edu

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.

Graduate Assistantships
A limited number of full or partial graduate assistantships are available yearly. These provide for tuition reduction and stipend. Students are required to provide service under the tutelage of a faculty or administrative mentor. Further details including the application and assistantship requirements are available in the graduate office.
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.) in Higher Education
Doctor of Education (Ed.D.) in Educational Leadership & Administration (K-12)
Doctor of Psychology (Psy.D.) in Clinical Psychology
Doctor of Psychology (Psy.D.) in School Psychology

MASTER OF ARTS PROGRAMS
Clinical Psychology
Cultural and Linguistic Diversity
Counseling Psychology
Educational Leadership
Music Therapy
Nutrition and Dietetics
Organization Leadership
Public Relations

MASTER OF SCIENCE IN NURSING (MSN)

CERTIFICATIONS

The University is also authorized to grant Pennsylvania Department of Education (PDE) certifications through the College of Graduate Studies as or for:

Principal K-12
Elementary School Counselor
Secondary School Counselor
Elementary Certification (PreK-4)
Secondary Certification
School Nurse
Letter of Eligibility - School District Superintendent
School Psychologist
Special Education (PreK-8)
Supervisor, Special Education
Supervisor, Single Subject
Supervisor, Curriculum and Instruction

CERTIFICATES

Addictions Studies and Therapeutic Practice
ESL Program Specialist
Organizational Effectiveness
Organization Leadership Coaching
Teaching English to Speakers of Other Languages (TESOL)

CERTIFICATES OF ADVANCED PROFICIENCY
(Open only to students in Psy.D. in Clinical Psychology)
Drug and Alcohol Education
Forensic Psychology
Psychological Testing
Integrative Psychotherapy
Human and Cultural Diversity
Psychodynamic Psychotherapy
Neuropsychological Assessment

PROGRAMS BY PROFESSION

EDUCATION
Cultural and Linguistic Diversity
Educational Leadership
Nutrition and Dietetics

HEALTH CARE
Clinical Psychology
Counseling Psychology
Music Therapy
Nursing
Nutrition and Dietetics

BUSINESS
Cultural and Linguistic Diversity
Organization Leadership
Public Relations
The Core Curriculum is an essential part of each graduate program and provides a framework for both creative and critical thinking. This interdisciplinary approach brings students together from various academic disciplines in Core courses in the finest tradition of Immaculata’s holistic approach to education. Faculty and students in the Core share their unique perspectives to assist one another in understanding essential aspects of ethical professionalism such as personal development, human interaction, and rigorous research standards.

**General Core Student Learning Outcomes and Requirements**

Based on a personalized educational program emphasizing student commitment to individual development through reflection, demonstration of growth toward appropriate interpersonal behavior, moral responsibility and service to others,

Students will demonstrate:

- Advanced knowledge of the major methods and theoretical foundations of scholarly inquiry integrating this knowledge through research and professional practice.
- Higher order critical thinking in applying information literacy skills.
- Application of advanced knowledge and skills to achieve professional competence through appropriate university and program specific requirements.
- Involvement in current social issues though coursework, competent and ethical professional practice, and research initiatives.
- Ability to make ethical decisions in their life experiences that respect the values of others in accordance with codes of professional practice.

### MASTER’S CORE COURSES

*(9 Credits 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 Required)*

- **GEN 701** Human Development (3)
- **GEN 702** Methods of Research (3)
- **EDL 734 / PSYC 790 / HED 790** Dissertation Research Seminar (3)
- **EDL 797 / PSYC 797** Comprehensive Examination (0)
**Master’s Core Course Descriptions**

**GEN 501 Human Development (3)**
This course provides opportunities for students to understand and appreciate the developmental experiences of all people across the lifespan. This course includes: development theories related 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). Students who receive a grade of B- or below in Methods of Research at the master’s level will be required to repeat the course.

**GEN 503 Interpersonal Relations (3)**
This course is a 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 with objectives to study and appreciate one’s own and others’ adult developmental process. Seminal adult development scholars and their theories are presented and discussed. 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 demonstrates the student’s ability to synthesize and integrate knowledge from Core courses. (The Core Comprehensive is taken concurrently with the comprehensive examination in academic 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)*
This course guides student’s efforts to translate theoretical constructs and research ideas into useful research plans to be incorporated into the research proposal. Emphasis 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.)

**HED 790 Dissertation Research Seminar (3)**
This seminar is designed to prepare students for beginning the dissertation in the Fall semester. 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 to complete a dissertation proposal prospectus. Grading is “Pass” or “Fail.” (Prerequisite HED 797)

**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; and completion of all courses except PSYC 798-800).

**EDL 797 / HED 797 / 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
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 (CLD) 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. The two certificate programs provide the basic competencies for 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. The CLD Program also provides professional development support to prospective K-12 regular classroom teachers and leadership to raise their awareness of instructional needs of English Language Learners.

**Learning Outcomes:**
- At the conclusion of the program students will be prepared to
  - 1) develop contemporary strategies, models, and programs in school and community settings
  - 2) address the challenges and conflicts involved in developing interdependence within multicultural diversity.

**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 about 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 in Education (3)
- **CLD 522** Introduction to Linguistics (3)
- **CLD 524** Sociolinguistics (3)
- **CLD 534** Teaching English as a Second Language Methods (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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 558</td>
<td>English for Specific Purposes</td>
<td>(3)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLD 544</td>
<td>Curriculum and Materials Development</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 555</td>
<td>Special Issues in ELL Education</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 640</td>
<td>Diversity Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>other options with approval of coordinator</td>
<td></td>
</tr>
</tbody>
</table>

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) under Pennsylvania Code, Chapter 49.62.

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 (with grades of B or better) 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 the Certificate is the terminal goal, candidates must have a minimum GPA of 2.0 for approval of completion of certificate requirements.

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 Office of Postsecondary and Higher Education, Bureau of School Leadership and Teacher Quality, Pennsylvania Department of Education, in Harrisburg, PA, Phone: 717-787-3356.

http://www.portal.state.pa.us/portal/server.pt/community/bureau_of_school_leadership_and_teacher_quality/7326

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

REQUIRED COURSES (18-21 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 522</td>
<td>Introduction to Linguistics</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 534</td>
<td>Teaching English as a Second Language Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 546</td>
<td>Multicultural Multilingual Issues in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 548</td>
<td>Structure of English</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 555</td>
<td>Special Issues in ELL Education</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 560</td>
<td>Second Language Acquisition</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 564</td>
<td>Practicum in TESOL</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(Required if less than 60 hours regular ESL classroom teaching experience)</td>
<td></td>
</tr>
</tbody>
</table>

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 Methods (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 in Education (3)
CLD 536 Reading/Writing in the ESL Classroom (3)
CLD 544 Curriculum and Materials Development (3)
CLD 558 English for Specific Purposes (3)
other options with approval of coordinator

M.A. WITH CONCENTRATION IN BILINGUAL STUDIES (36 credits)
Students in Bilingual studies may be 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/Multilingual Issues in Education (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)
OR
CLD 560 Second Language Acquisition (3)
CLD 534 Teaching English as a Second Language Methods (3)
CLD 544 Curriculum and Materials Development (3)
OR
EDL 622 Curriculum and Instruction (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 Diversity Counseling (3)
other options with approval of coordinator
### 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 a set of 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 Gumprch, 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 560 Second Language Acquisition is an alternative course.)

**CLD 534 Teaching English as a Second Language Methods (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 553 with selected assignments adapted for TESOL professionals is an alternative for CLD 534.)

**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 reading/writing processes, 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 552 Practicum in Multicultural Studies (3)**

Students have an opportunity for on-site study and teaching experience under the supervision of school personnel and CLD faculty. Student teachers are observed several times during the practicum. Written records about the experience are submitted to the CLD program coordinator.
CLD 553  Instructional Needs of English Language Learners (ELLs) (3)
Course participants are introduced to the cultural and English learning needs of ELLs (both academic and communicative). Course emphases include knowledge and strategies for making academic content accessible to ELLs; recognizing linguistic and cultural bias in instruction; using assessment data for modifying instruction; knowing legal responsibilities to ELLs; and communicating with their families. Course activities include case studies, readings, reports and observations. (PA Code, 49.13) (CLD 553 with selected assignments adapted for TESOL professionals is an alternative for CLD 534.)

CLD 555  Special Issues in ELL Education (1, 1, 1)
A three-module course covering the following areas:

Module I – School-Home-Community: An exploration 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 CLD 524, or CLD 548 (or other 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 program coordinator.

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.
The Education Division 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 (Instructional Track) (36 credits)
- M.A. in Educational Leadership (ESL Track) (36 credits)
- M.A. combined with Principal certification (42 credits)
- M.A. combined with Special Education Supervisor Certificate (39 credits)
- M.A. combined with PreK-4 certification (60 credits)
- M.A. combined with PreK-4 and Special Education (Pre K-8) certifications (72 credits)
- M.A. combined with Secondary certification in a content area (45 credits plus any content-area specific requirements)

- M.A. combined with Single Subject Supervisor Certificate (39 credits)
- Ed.D. in Educational Leadership and Administration (60 credits)
- Ed.D. combined with Letter of Eligibility (69 credits)

**Certifications**
- Pre K-4 (Early Education)
- Secondary (7-12)
- Special Education (Pre K-8) (added to existing PA instructional certificate: PreK-4 or N-3 or K-6 or 4-8)
- PreK-4 and Special Education (PreK-8)
- Principal K-12
- Supervisor, Single Subject Area
- Supervisor, Curriculum and Instruction
- Supervisor, Special Education
- Letter of Eligibility (Superintendent)

* All certifications (including course requirements) are subject to change to comply with the most current PA Department of Education (PDE) regulations. Upon a candidate’s admission to any certification program, professional experiences and previously completed coursework will be reviewed on a case-by-case basis. 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.

**INSTRUCTIONAL CERTIFICATIONS**

The new, initial instructional certificates offered by Immaculata, issued after August 31, 2013, will be:

(a) Grades Pre K-4 (Early Education)
(b) Pre K-4 with a dual certificate in Special Education Pre K-8
(c) Secondary Education (grades 7-12) and Specialists (K-12)

PDE will only issue the new Pre K-4 and Special Education Pre K-8 certificates beginning on September 1, 2013 for candidates that have completed the approved programs.

**EDUCATIONAL ADMINISTRATION CERTIFICATIONS**

Immaculata University’s Educational Administration Certification (Principal, Supervisory and Superintendent) programs are designed to reflect the PA Inspired Leadership Initiative (PIL) Core Standards as follows:
1) The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student access.
2) The leader is grounded in standards-based systems theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school.
3) The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

The PIL Corollary Standards are also integrated into the programs:
1) The leader creates a culture of teaching and learning with an emphasis on learning.
2) The leader manages resources for effective results.
3) The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.
4) The leader operates in a fair and equitable manner with personal and professional dignity.
5) The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.
6) The leader supports professional growth of self and others through practice and inquiry.

MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP (36 credits)

Learning Outcomes
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:
• Express 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 Instructional Track and the ESL Track enable teachers as educational leaders to:
• Demonstrate the central concepts, tools of inquiry, and structure of the specific discipline to be taught;
• Demonstrate 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>OR</td>
<td>GEN 505</td>
<td>Adult Human Development</td>
</tr>
<tr>
<td>OR</td>
<td>EDL 611</td>
<td>Early Childhood Theory and Development (Instructional Track only)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 600</td>
<td>Comprehensive Examination</td>
<td>(0)</td>
</tr>
</tbody>
</table>

REQUIRED COMMON CONCENTRATION (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 599</td>
<td>Comprehensive Examination in Educational Leadership</td>
<td>(0)</td>
</tr>
<tr>
<td>EDL 615</td>
<td>Contemporary Professional Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 622</td>
<td>Curriculum and Instruction</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 546</td>
<td>Multicultural/Multilingual Issues in Education (or related CLD course)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

REQUIRED CONCENTRATION (Administration track - 18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 621</td>
<td>Administration</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 623</td>
<td>Supervision</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 624</td>
<td>Confronting Current Issues</td>
<td>(3)</td>
</tr>
</tbody>
</table>
EDL 625  School Law (3)
EDL 626  School Community Relations (3)
EDL 636  Art and Science of Grant Writing (3)

REQUIRED CONCENTRATION (Instructional track - 18 credits)
EDL 629  Introduction to Special Education (3)
EDL 634  Content Area Reading (3)
OR
EDL 641  Differentiated Reading (3)
EDL 613  Testing and Assessment (3)
OR
EDL 637  Technology in Education (3)
ELECTIVES  (Master’s Level EDL Courses) (9)

REQUIRED CONCENTRATION (ESL Track - 18 credits)
CLD 522  General Linguistics (3)
CLD 534  Teaching English as a Second Language Methods (3)
CLD 548  Structure of English (3)
CLD 555  Special Issues in ELL 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 (42 credits)
Program requires a minimum of 360 hours of field experiences, including a 180 hour practicum.

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  Core Comprehensive Examination (0)

REQUIRED COMMON CURRICULUM (9 credits)
EDL 599  Comprehensive Examination in Ed. Leadership (0)
EDL 615  Contemporary Professional Ethics (3)
EDL 622  Curriculum and Instruction (3)
CLD 546  Multicultural Issues in Education (or related CLD course) (3)

REQUIRED CONCENTRATION (Administration track - 24 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)
EDL 643  Special Education for School Leaders (3)
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 tests.
M.A. (Administration Track) plus SUPERVISOR OF SPECIAL EDUCATION (39 credits)

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 360 hours of field experiences, including a 180-hour internship. (Certification also requires satisfactory completion of state-mandated test.)

**REQUIRED CORE CURRICULUM (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEN 505</td>
<td>Adult Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 600</td>
<td>Core Comprehensive Examination</td>
<td>(0)</td>
</tr>
</tbody>
</table>

**REQUIRED COMMON CONCENTRATION (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 599</td>
<td>Comprehensive Examination in Ed. Leadership</td>
<td>(0)</td>
</tr>
<tr>
<td>EDL 615</td>
<td>Contemporary Professional Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 622</td>
<td>Curriculum and Instruction</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 546</td>
<td>Multicultural Issues in Education (or related CLD course)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**REQUIRED CONCENTRATION (Administration track - 21 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 621</td>
<td>Administration</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 623</td>
<td>Supervision</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 624</td>
<td>Confronting Current Issues</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 625</td>
<td>School Law</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 626</td>
<td>School Community Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 636</td>
<td>Art and Science of Grant Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 693</td>
<td>Supervisory Internship</td>
<td>(3)</td>
</tr>
</tbody>
</table>

M.A. (Administration Track) plus SUPERVISOR SINGLE SUBJECT (39 credits)

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 internship. The following courses need to be completed to obtain this supervisory certificate. (Certification also requires satisfactory completion of state-mandated test.)

**REQUIRED CORE CURRICULUM (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEN 505</td>
<td>Adult Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 600</td>
<td>Core Comprehensive Examination</td>
<td>(0)</td>
</tr>
</tbody>
</table>

**REQUIRED COMMON CONCENTRATION (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 599</td>
<td>Comprehensive Examination in Ed. Leadership</td>
<td>(0)</td>
</tr>
<tr>
<td>EDL 615</td>
<td>Contemporary Professional Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 622</td>
<td>Curriculum and Instruction</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 546</td>
<td>Multicultural Issues in Education (or related CLD course)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**REQUIRED CONCENTRATION (Administration track - 21 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 621</td>
<td>Administration</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 623</td>
<td>Supervision</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 624</td>
<td>Confronting Current Issues</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 625</td>
<td>School Law</td>
<td>(3)</td>
</tr>
</tbody>
</table>
EDL 626 School Community Relations (3)
EDL 636 Art and Science of Grant Writing (3)
EDL 693 Supervisory Internship (3)

M.A. (Instructional Track) plus INSTRUCTIONAL CERTIFICATIONS.

M.A. (Instructional Track) plus PreK-4 CERTIFICATION (60 credits)

REQUIRED CORE CURRICULUM (9 credits)
EDL 611 Early Childhood Theory and Development (3)
GEN 502 Methods of Research (3)
GEN 503 Interpersonal Relations (3)
GEN 600 Core Comprehensive Examination (0)

REQUIRED COMMON CONCENTRATION (9 credits)
EDL 599 Comprehensive Examination in Ed. Leadership (0)
EDL 615 Contemporary Professional Ethics (3)
EDL 622 Curriculum and Instruction (3)
CLD 553 Instructional Needs of ELL (3)

REQUIRED CONCENTRATION (Instructional Track plus PreK-4 Certification – 42 credits)
EDL 612 Early Education Basic Methods (3)
EDL 613 Testing and Assessment (3)
EDL 619 Foundations of Education (3)
EDL 629 Introduction to Special Education (3)
EDL 635 Psychology of Learning (3)
EDL 640 Instructional Accommodation (3)
EDL 641 Differentiated Reading (3)
EDL 642 Integrating Arts/Movement in Curriculum (3)
EDL 646 Language Arts/Literacy Methods (3)
EDL 647 Mathematics Methods (3)
EDL 648 Science & Technology Methods (3)
EDL 649 Social Studies & Health Methods (3)
EDL 592* Student Teaching (6)

Field Experience (or prior classroom experiences/equivalencies) are infused in EDL 612 and EDL 640. (Certification also requires satisfactory completion of state-mandated tests.)

M.A. (Instructional Track) plus SECONDARY CERTIFICATION (7-12) and Specialists (K-12) (45 credits) Pending PDE review and approval.

Students may pursue a master's degree and these certifications at the graduate level based on an earned baccalaureate degree in a specific content area which will be subject to departmental approval. In addition to content area specific requirements, the graduate courses required are:

REQUIRED CORE CURRICULUM (9 credits)
GEN 501 Human Development (3)
GEN 502 Methods of Research (3)
GEN 503 Interpersonal Relations (3)
GEN 600 Core Comprehensive Examination (0)

REQUIRED COMMON CONCENTRATION (9 credits)
EDL 599 Comprehensive Examination in Ed. Leadership (0)
EDL 615 Contemporary Professional Ethics (3)
EDL 622 Curriculum and Instruction (3)
CLD 553 Instructional Needs of ELL (3)
### Required Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 613</td>
<td>Testing and Assessment</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 619</td>
<td>Foundations of Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 629</td>
<td>Introduction to Special Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 630</td>
<td>Strategies for the Classroom Teacher</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 634</td>
<td>Content Area Reading</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 635</td>
<td>Psychology of Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 640</td>
<td>Instructional Accommodations</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 592*</td>
<td>Student Teaching</td>
<td>(6)</td>
</tr>
</tbody>
</table>

Field Experience (or prior classroom experiences/equivalencies) are infused in EDL 630 and EDL 640. (Certification also requires satisfactory completion of state-mandated tests.)

### M.A. (Instructional Track) plus PreK-4 and Special Education (PreK-8) Certifications (72 Credits)

#### Required Core Curriculum (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 611</td>
<td>Early Childhood Theory and Development</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 600</td>
<td>Core Comprehensive Examination</td>
<td>(0)</td>
</tr>
</tbody>
</table>

#### Required Common Concentration (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 599</td>
<td>Comprehensive Examination in Ed. Leadership</td>
<td>(0)</td>
</tr>
<tr>
<td>EDL 615</td>
<td>Contemporary Professional Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 622</td>
<td>Curriculum and Instruction</td>
<td>(3)</td>
</tr>
<tr>
<td>CLD 553</td>
<td>Instructional Needs of ELL</td>
<td>(3)</td>
</tr>
</tbody>
</table>

#### Required Concentration (54 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 612</td>
<td>Early Education Basic Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 613</td>
<td>Testing and Assessment</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 619</td>
<td>Foundations of Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 629</td>
<td>Introduction to Special Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 635</td>
<td>Psychology of Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 640</td>
<td>Instructional Accommodation</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 641</td>
<td>Differentiated Reading</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 642</td>
<td>Integrating Arts/Movement in Curriculum</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 646</td>
<td>Language Arts/Literacy Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 647</td>
<td>Mathematics Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 648</td>
<td>Science &amp; Technology Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 649</td>
<td>Social Studies &amp; Health Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 650</td>
<td>Characteristics/Causes of Disabilities</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 651</td>
<td>Procedures/Process in Special Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 652</td>
<td>Strategies for High Incidence Disabilities</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 653</td>
<td>Strategies for Low Incidence Disabilities</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 592*</td>
<td>Student Teaching</td>
<td>(6)</td>
</tr>
</tbody>
</table>

Field Experience (or prior classroom experiences/equivalencies) are infused in EDL 612, EDL 640, EDL 652 and EDL 653. (Certification also requires satisfactory completion of state-mandated tests.)
**Post-Baccalaureate Level**

**INSTRUCTIONAL (TEACHER) CERTIFICATIONS**

SECONDARY CERTIFICATION (7-12) and Specialists (K-12)
Pending PDE review and approval.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 553</td>
<td>Instructional Needs of ELL</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 613</td>
<td>Testing and Assessment</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 619</td>
<td>Foundations of Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 629</td>
<td>Introduction to Special Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 630</td>
<td>Strategies for the Classroom Teacher</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 634</td>
<td>Content Area Reading</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 635</td>
<td>Psychology of Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 640</td>
<td>Instructional Accommodations</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 592*</td>
<td>Student Teaching</td>
<td>(6)</td>
</tr>
</tbody>
</table>

by arrangement with Director of Student Teaching at least one year prior to this experience

Departmental requirements in the specific subject area must be met. Field Experience (or prior classroom experiences/equivalencies) are infused in EDL 630 and EDL 640. (Certification also requires satisfactory completion of state-mandated tests.)

**INITIAL INSTRUCTIONAL (TEACHER) CERTIFICATIONS**
(for those admitted July, 2012 or later who DO NOT hold any PA Instructional certification)

PRE K-4 (Pre Kindergarten through Grade 4) CERTIFICATION ONLY
(grade band begins Sept. 1, 2013)

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 553</td>
<td>Instructional Needs of ELLs</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 611</td>
<td>Early Childhood Theory and Development</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 612</td>
<td>Early Education Basic Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 613</td>
<td>Testing and Assessment</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 619</td>
<td>Foundations of Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 629</td>
<td>Introduction to Special Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 635</td>
<td>Psychology of Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 640</td>
<td>Instructional Accommodation</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 641</td>
<td>Differentiated Reading</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 642</td>
<td>Integrating Arts/Movement in Curriculum</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 646</td>
<td>Language Arts/Literacy Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 647</td>
<td>Mathematics Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 648</td>
<td>Science &amp; Technology Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 649</td>
<td>Social Studies &amp; Health Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 592*</td>
<td>Student Teaching</td>
<td>(6)</td>
</tr>
</tbody>
</table>

by arrangement with Director of Student Teaching at least one year prior to this experience

Field Experience (or prior classroom experiences/equivalencies) are infused in EDL 612 and EDL 640. (Certification also requires satisfactory completion of state-mandated tests.)
**PRE K-4 AND SPECIAL EDUCATION PRE K-8 CERTIFICATION ONLY**  
(grade band begins Sept. 1, 2013)

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 553</td>
<td>Instructional Needs of ELLs</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 611</td>
<td>Early Childhood Theory and Development</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 612</td>
<td>Early Education Basic Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 613</td>
<td>Testing and Assessment</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 619</td>
<td>Foundations of Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 629</td>
<td>Introduction to Special Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 635</td>
<td>Psychology of Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 640</td>
<td>Instructional Accommodation</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 641</td>
<td>Differentiated Reading</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 642</td>
<td>Integrating Arts/Movement in Curriculum</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 646</td>
<td>Language Arts/Literacy Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 647</td>
<td>Mathematics Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 648</td>
<td>Science &amp; Technology Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 649</td>
<td>Social Studies &amp; Health Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 650</td>
<td>Characteristics/Causes of Disabilities</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 651</td>
<td>Procedures/Process in Special Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 652</td>
<td>Strategies for High Incidence Disabilities</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 653</td>
<td>Strategies for Low Incidence Disabilities</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 592*</td>
<td>Student Teaching</td>
<td>(6)</td>
</tr>
<tr>
<td></td>
<td>by arrangement with Director of Student Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>at least one year prior to this experience</td>
<td></td>
</tr>
</tbody>
</table>

Field Experience (or prior classroom experiences/equivalencies) are infused in EDL 612, EDL 640, EDL 652 and EDL 653. (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 number of specified hours of classroom observation prior to student teaching. Certification also requires satisfactory completion of the state-mandated tests required by the Pennsylvania Department of Education. All coursework must be completed prior to student teaching.

**ADD-ON (ACCELERATED) INSTRUCTIONAL (TEACHER) CERTIFICATIONS** (for those admitted July, 2012 or later who are current holders of PA Instructional I or II certificates who wish to become certified in ADDITIONAL Instructional grade levels) (Pending PDE approval)

The following certificate holders may enroll in an ADD-ON/ACCELERATED Program at Immaculata:

- **N-3** - desiring PreK-4 certificate
- **K-6** - desiring PreK-4 certificate
- **N-3 or K-6** - desiring Special Education PreK-8 certificate
- **Pre K-4 or 4-8** - desiring Special Education PreK-8 certificate
- **4-8** - desiring PreK-4 certificate

The intake/admissions process for add-on/accelerated certifications is based on a thorough assessment of the following areas of the candidate’s background: academic history, work experience, and continued professional development.

The academic history of course work will be individually evaluated against all courses listed under INITIAL INSTRUCTIONAL (TEACHER) CERTIFICATIONS (PreK-4 and Special Education PreK-8).
Candidates who already hold N-3, K-6 or 4-8 certifications must meet competencies in the following areas as mandated by recent changes in the PDE standards for certification:

1) 9 credits in Adaptations and Accommodations and 3 credits in ELL and
2) competencies relating to the desired area of certification (PreK-4 or Special Education PreK-8).

Based on the intake assessment, therefore, candidates’ backgrounds will be evaluated to determine to extent to which competencies in which these areas have been met.

Candidates currently holding N-3, K-6 or 4-8 instructional certificates, seeking to add on PreK-4 and/or Special Education PreK-8 certification(s), will be required to participate in Field Experiences related to the new grade band(s). The comprehensive and coordinated field experiences will be embedded into specific courses that are aligned with the grade band and will follow the PDE Field Experience Competency Domains with Stages 1, 2 and 3. Candidates will also be required to do a modified student teaching experience. All field experience and student teaching placements will be in licensed private and/or public schools.

**ADMINISTRATIVE PROFESSIONAL CERTIFICATIONS**

**PRINCIPAL K-12 CERTIFICATION**

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.

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 621</td>
<td>Administration</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 622</td>
<td>Curriculum and Instruction</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 623</td>
<td>Supervision</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 625</td>
<td>School Law and the Legal Process</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 626</td>
<td>School Community Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 643</td>
<td>Special Education for School Leaders</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 690</td>
<td>Practicum Experience</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Certification also requires satisfactory completion of state-mandated test.

**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 360 hours of field experiences, including a 180-hour internship.

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 621</td>
<td>Administration</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 622</td>
<td>Curriculum and Instruction</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 623</td>
<td>Supervision</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 625</td>
<td>School Law</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 626</td>
<td>School Community Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 693</td>
<td>Supervisory Internship</td>
<td>(3)</td>
</tr>
</tbody>
</table>

(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 internship. 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 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 internship.

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
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 360 hours of field experiences, including a 180 hour clinical experience. Students must be accepted through the doctoral admission process.

REQUIRED COURSES
EDL 643 Special Education for School Leaders (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 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.)

Learning Outcomes
An Ed.D. in Educational Leadership is a professional degree that focuses on the preparation of educational leaders in the K-12 environment 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 643 Special Education for School Leaders (3)
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 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 (one year in advance), 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 complete pre-student teaching observations in school settings prior to student teaching. Certification also requires satisfactory completion of the state-mandated tests. Note: Methods and Strategies courses must be completed before student teaching.

EDL 599  Comprehensive Examination in Educational Leadership (0)
The comprehensive examination is a culminating experience for the MA degree 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 courses with at least a "B" average
• required concentration
• all courses with at least a "B" average

EDL 611  Early Childhood Theory and Development (3)
This course examines theoretical/psychological approaches to child development from birth through middle childhood in each of the following areas: physical growth, cognitive and language development and social/emotional changes. It also covers the history, philosophies, program planning, recent trends, and current issues in early childhood education.

EDL 612  Early Education Basic Methods (3)
This course introduces candidates for PreK-4 grade bands to appropriate and relevant curriculum, pedagogy, learning activities and resources. Topics include: effective teaching strategies applicable to all content areas (literacy, math, science, writing, reading, art, music, technology, and social studies), reflective decision making, issues of professionalism, student diversity, lesson and thematic unit planning (based on PA state standards, district curriculum, and multiple learning styles), classroom management, effective communication with parents/families and practical application of these concepts. (This is a prerequisite for EDL 646, 647, 648, 649) (Field Experience or equivalency required)

EDL 613  Testing and Assessment (3)
Candidates will learn how to develop and use a variety of evaluation methods to monitor student academic achievement and teaching effectiveness. Special emphasis will be placed on relating evaluations to curriculum and instruction. The course covers standardized tests and other diagnostic tools, including intelligence, achievement, aptitude and personality tests, frequently encountered and/or used by classroom teachers. Particular attention will be given to adapting assessments to meet the needs of all students. Candidates will plan, construct, administer and analyze data for a diagnostic evaluation of achievement for a content unit. Contemporary issues related to testing, grading, evaluation, and accountability will also be addressed.

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 educational leader and 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  Foundations of Education (3)
This course provides coverage of the teaching profession and the issues/controversies confronting American Education. It includes professional aspects and social trends for teaching, how schools are organized, administered, regulated and financed, various educational philosophies of education, curriculum design, school and instructional practices.

EDL 620  Curriculum Applications (3)
Material focuses on teaching strategies applied to mathematics, science, and social studies.

EDL 621  Administration (3)
This course, aligned with the PA Leadership Core Standards and Corollary Standards, is a survey of the field of administration designed to provide aspiring administrators with a framework for understanding change as a process, educators a people, and leadership as a skill. Through research, problem-based learning, in-class scenarios, case studies and discussion, the course will focus on the skills needed for effective leadership, decision making and increased student achievement.

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)
This course, aligned with the PA Leadership core Standards and Corollary Standards, examines the goals, principles and approaches to supervision of instruction. Options for working with teachers in a learning community and for encouraging teacher leadership are included. Through research, problem-based learning, in-class scenarios, case studies, and discussion, the course will focus on leadership and the role of supervision in student achievement.
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)
The purpose of the course is to provide students with a basic understanding of the legal system and the fundamental principles of law as they apply to education, as well as the social and political influences between state and local governments, organizations, and their influences on public education.

EDL 626  School Community Relations (3)
This course investigates the responsibility of the principal/supervisor to communicate effectively with all groups both internally and externally to the school/district. Importance is placed on the principal’s and supervisor’s responsibility to explain and interpret the school’s goals to the community with emphasis on student learning and achievement.

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  Introduction to Special Education (3)
This is a survey course, introducing the general categories, etiologies and identification of children with disabilities as per the Individuals with Disabilities Education Improvement Act. It also covers the process of Special Education at the Federal and State (PA) levels. Factors that promote effective communication and collaboration among all school personnel, families, students and other community members are included. (This is a prerequisite for EDL 631, 633, 640, 650, 651, 652, 653).

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)
This course includes the specific roles and responsibilities of the special education teacher in the inclusive or self-contained classroom and the school. More specifically, development of individualized educational programs, functional behavioral assessments, behavior intervention plans, screening and classification of students with special needs, and knowledge of programs and services within the school and the community are covered. (Prerequisite: EDL 629)

EDL 632  Integrated Language Arts (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 and/or in an inclusive school setting. (Prerequisite: EDL 629) (Includes a minimum 40 hour Practicum with low incidence special education students)

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 human learning, cognition, and motivation, and an understanding of how these processes develop differentially. Specifically, theories of behaviorism, cognitivism, and social learning theories will be explored via 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  Technology 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 640  Instructional Accommodations (3)
This course includes introductory level instructional adaptations and accommodations for all school-age students who are academically and functionally at risk for learning and/or for students identified as needing special education. It covers Universally Designed Instructional techniques in a standards aligned system within the Least Restrictive Environment, primarily in inclusive school settings. Reviews of general assessments and data collection processes, along with progress monitoring techniques, are incorporated within the instructional components. Response to Intervention models are utilized to allow for appropriate educational decision making for these diverse learners. (Prerequisite: EDL 629) (Field Experience or equivalency required)

EDL 641  Differentiated Reading (3)
This course will focus on the manner in which reading instruction can be designed to meet the individual needs of students. Understanding of assessment measures/instruments specific to literacy will be stressed. Knowledge of formal and informal reading assessments will be developed. Focus will be on students in PreK-4 classroom settings.

EDL 642  Integrating Arts/Movement in Curriculum (3)
Under the umbrella of Multiple Intelligence Theory and current research in Brain-Based Learning, students will examine state and national standards governing music, art, drama and physical education for the early education classrooms. Resources for these curriculum areas will be studied and evaluated.
EDL 643 Special Education for School Leaders (3)
This course, designed for school leaders, addresses aspects of over-representation of diverse students in special education as well as prevention, early intervention and instructional strategies for students with disabilities in inclusive settings. More specifically, it addresses instructional adaptations and accommodations to meet the needs of the following student populations: a) academically and functionally at-risk for learning, b) identified as needing special education, c) culturally and linguistically diverse. The role the school leader plays as a potential Local Education Agency (LEA) representative is also covered. In order to equip the school leaders with both knowledge and competence in leading, supervising and evaluating the skills of staff members engaged in student learning, the following concepts will be included: a) Universal Design for Learning (UDL) as instructional techniques in a standards aligned system within the Least Restrictive Environment, b) Response to Intervention models used as appropriate educational decision making for all learners, c) application of legal mandates from the Individuals with Disabilities Education Improvement Act (specifically IEPs) and other federal and state (PA) laws, d) factors that promote effective communication and collaboration among all school personnel, families, students and other community members.

EDL 646 Language Arts/Literacy Methods (3)
This course will introduce candidates to the reading/writing connection in the teaching of language arts to PreK-4 students. They will learn research-based approaches to instruction in these areas while making connections between and across the curriculum, students’ lives, literature and literacy. Relevant Pennsylvania learning standards, as well as national standards from the International Reading Associations (IRA) and the National Association for the education of Young children (NAEYC) will be examined as a basis for developing meaningful literacy experiences for students in PreK-4 grades. Emphasis will be on reading, writing, speaking, listening, viewing and visually representing. (Prerequisite: EDL 612)

EDL 647 Mathematics Methods (3)
This course is designed to address mathematics instruction for the developmental needs of the Pre K-4 student within the framework of helping to build children’s beliefs about what Mathematics is, about what it means to know and do mathematics, and establishing children as mathematical learners. (Prerequisite: EDL 612)

EDL 648 Science & Technology Methods (3)
This course introduces the Pre K-4 teachers to methods and materials for teaching science, including technology options within this subject matter. It emphasizes problem solving, reasoning, communication, scientific inquiry, and the use of concrete materials to investigate scientific concepts. The content areas of biology, earth and space science, the physical sciences and the use of technology will be explored. Students will develop curriculum materials containing both lessons and activities which demonstrate an understanding of the national and PDE standards for science. (Prerequisite: EDL 612)

EDL 649 Social Studies & Health Methods (3)
This course is designed to introduce Pre K-4 teachers to social studies curriculum and instructional methods used by professional educators. It exposes students to the social studies curriculum as it relates to learning and development, differences in learning styles, critical thinking, problem solving, active learning and inquiry. Areas of focus explored include effective teaching strategies and appropriate and relevant pedagogy applicable to the social studies content areas (geography, history, economics, and civics/government) based on standards identified by PDE and the National Council for the Social Studies. In addition, areas of human health maintenance will be addressed as they relate to the early education child. (Prerequisite: EDL 612)

EDL 650 Characteristics/Causes of Disabilities (3)
This course includes ADVANCED characteristics and causes (etiologies) of all disabilities as per the categories described in IDEA 2004. These developmental differences are in the realms of medical, biological, psychological, emotional-behavioral and social-cultural influences. Coverage about how these aspects affect academic and all other functional skills is also included. (Prerequisite: EDL 629)

EDL 651 Procedures/Process in Special Education (3)
This course includes federal and state level Professional and Ethical Practices required of the Special Education Teacher. In addition, it covers ADVANCED development (Instructional Planning) of Individual Education Plans (IEP), Individual Family Service Plans (IFSP), 504 Plans, and Positive Behavior Support Plans (PBS) created as a result of comprehensive, multidisciplinary evaluations (MDE) (Evaluation Reports – ER, Functional Behavior Assessments – FBA) of students with disabilities in school settings. Contents capture global procedures for screening/assessment, referral, classification, placement, instructional programming in a standards aligned system, and progress monitoring (data collection systems). (Prerequisite: EDL 629)

EDL 652 Strategies for High Incidence Disabilities (3)
This course covers ADVANCED, research-based strategies/interventions for students who have HIGH INCIDENCE DISABILITIES (specific Learning Disabilities, Attention Deficit Disorders, Mild/Moderate Intellectual/Developmental Disabilities, Speech/Language Disorders, Social-Emotional/Behavioral Disorders and High Functioning Autistic Disorders). Specifically, it includes instructional planning, pedagogical techniques (specially designed instruction) for all academic, social-behavioral and other functional skill areas, and monitoring of students’ progress resulting from these instructional techniques. (Prerequisites: EDL 629) (Field Experience or equivalency required)

EDL 653 Strategies for Low Incidence Disabilities (3)
This course covers ADVANCED, research-based strategies/interventions for students who have LOW INCIDENCE DISABILITIES: (Significant Cognitive Delays-Intellectual/Developmental Disabilities, Low Functioning Autism Spectrum Disorders or Pervasive Developmental Disorders, Serious Physical Disabilities-Orthopedic Impairments, Complex Health Issues-Other Health Impairments, Multiple Disabilities, Visual Impairments including Blindness, Hearing Impairments including Deafness and Severe Emotional Disorders). Specifically, it includes instructional planning, pedagogical techniques (specially designed instruction) for all academic, social-behavioral and other functional skill areas, and monitoring of students’ progress resulting from these instructional techniques. Medical and physical management techniques for students in need are also included. (Prerequisites: EDL 629) (Field Experience or equivalency required)
EDL 690  Principal Practicum Experience (3)
Provides the Principal Certification Candidate with the opportunity to apply educational theory and research findings to practical application in a variety of educational environments. Students are required to experience appropriate activities in the areas of administration, curriculum, teaching and learning. These experiences provide students with opportunities to compare their varied practical educational experience with the knowledge base of educational administration to diagnose sources of difficulty, to identify problems, to develop plans and strategies as well as to assess developing outcomes. Includes 360 hours of documented activities of which 180 may be accumulated prior to taking the Principal Practicum. The hours may be accumulated through work-site activities in the school setting as well as through completion of assigned coursework research. The focus of the practicum experience is directly aligned with the standards of the Pennsylvania Inspired Leadership Program. (All prerequisite courses should be completed per advisement.)

EDL 693  Supervisor Internship (3)
Provides the Supervisor Certification Candidate opportunities to integrate education theory and research with practical experiences in the schools. The candidate may accomplish this task through participation in work-site activities in the school setting as well as through completion of assigned coursework research. The focus of this internship program and the on-site activities are directly aligned with the standards of the Pennsylvania Inspired Leadership program. Includes 360 hours of documented activities of which 180 may be accumulated prior to taking the Supervisor’s Internship. (All prerequisite courses should be completed per advisement.)

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. Course must be taken within first 12 credits of doctoral program. (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)
This course, aligned with the PA Leadership Core Standards and Corollary Standards and offered in an online environment, examines the historical antecedents of the political processes of education, as well as ways to improve the organization's culture. The course focuses on the political, social, and economic realities in which the education system operates and considers research and theory which are directly related to issues of education and school reform.

EDL 727  Pennsylvania School Code and School Board Policies (3)
This course provides doctoral students with a basic understanding and appreciation of the interaction of the PA School Code, PA School Law, School Policies, and landmark court decisions that have influenced the development of education in the Commonwealth of Pennsylvania. (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)
This course examines pupil personnel services in public and private schools. The focus includes the nature and development of programs to meet diverse student needs at the building and district levels along with discussions of current issues and trends. Central administration and school leadership must understand the broad and extensive services mandated by state and/or federal requirements and those that derive from student needs at the local level. These services strongly influenced by member constituents requires an evaluation and assessment of their worth and effectiveness in promoting effective learning environments and programs for students.
EDL 731  Advanced Supervision (3)
This course, aligned with the PA Leadership Core Standards and Corollary Standards, examines the supervisory process as developmental, dynamic, and collegial to promote purposeful, important learning and teaching. Supervisory perspectives, skills, and authority are analyzed. Options for working with teachers in a learning community and for encouraging teacher leadership are included. Through research, problem-based learning, in-class scenarios, case studies, and discussion, the course will focus on leadership and the role of supervision in student achievement. (Prerequisite: EDL 623)

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 739  Clinical Experience (3)
The Clinical Experience provides candidates for the Superintendent’s Letter of Eligibility opportunities to integrate education theory and research with practical experiences in the school district. The candidate may accomplish this task through participation in work-site activities as well as through completion of assigned coursework research. The course includes 360 hours of field experience of which 180 may be accumulated prior to registering for the Clinical Experience. The focus of the Clinical Experience and coursework are directly aligned with the standards of the Pennsylvania Inspired Leadership program.

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. (A minimum of 6 credits in dissertation is required)


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.
Organization Leadership is a practical, hands-on program for current leaders, for those aspiring to leadership roles and for those who wish to grow personally. Ideal candidates have a minimum of two to three years full-time work experience and are committed to providing value to their organization by enhancing personal effectiveness and creating positive change. The program focuses on key leadership and business skills that are relevant in motivating oneself and inspiring others to higher levels of performance in diverse work settings. This program differs from the traditional MBA program with its focus on the core competencies of leadership. These include: 1) social and emotional intelligence, 2) use of influence and power, and 3) the role of ethics and values. This program strives to build leaders who are effective, influential and responsible.

Program highlights include real world application where what is learned can be immediately applied. Supervised fieldwork focused on practical change projects that deliver business results is required. Being a holistic program, both personal and professional development is addressed. The program operates in a cohesive and supportive community. A final project provides evidence of the integration of current standards of effective leadership knowledge and skills.

Those who complete the program develop personal attributes and professional characteristics of ethical leadership including:

- Development of leadership vision and style
- Commitment to enhancing professional competence based on personal and organizational strategic needs
- Ability to motivate self and others to higher performance through better communication and collaboration (positively impacting bottom-line problem-solving and decision making)
- Skill to lead change through complex and turbulent times
- Work and life integration focused on well-being

Programs of Study

M.A. in Organization Leadership

with Concentration in Organizational Effectiveness (36 credits)
Certificate in Organizational Effectiveness (16 credits)
Ed.D. in Higher Education (60 credits)

MASTER OF ARTS IN ORGANIZATION LEADERSHIP WITH CONCENTRATION IN ORGANIZATIONAL EFFECTIVENESS (36 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 502</td>
<td>Methods of Research (required)</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR EF 611</td>
<td>Interpersonal &amp; Group Relations (as determined by advisement)</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 505</td>
<td>Adult Human Development (required)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Leadership Concentration (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORGL 595</td>
<td>Leadership Development I</td>
<td>(2)</td>
</tr>
<tr>
<td>ORGL 596</td>
<td>Leadership Development II</td>
<td>(1)</td>
</tr>
<tr>
<td>ORGL 597</td>
<td>Leadership Master’s Comprehensive</td>
<td>(0)</td>
</tr>
<tr>
<td>ORGL 600</td>
<td>Leadership &amp; Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>ORGL 601</td>
<td>Strategic Management</td>
<td>(3)</td>
</tr>
<tr>
<td>ORGL 602</td>
<td>Foundations of Finance &amp; Economics</td>
<td>(3)</td>
</tr>
<tr>
<td>ORGL 610</td>
<td>Organizational Behavior</td>
<td>(3)</td>
</tr>
<tr>
<td>ORGL 615</td>
<td>Utilizing Conflict &amp; Negotiation</td>
<td>(1)</td>
</tr>
<tr>
<td>ORGL 620</td>
<td>Leveraging Emerging Technologies</td>
<td>(2)</td>
</tr>
</tbody>
</table>

Organizational Effectiveness Specialization (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR EF 624</td>
<td>Leading Change</td>
<td>(3)</td>
</tr>
<tr>
<td>OR EF 625</td>
<td>Leading Teams &amp; Facilitating Training</td>
<td>(3)</td>
</tr>
<tr>
<td>OR EF 626</td>
<td>Coaching Enhanced Leader Performance</td>
<td>(3)</td>
</tr>
</tbody>
</table>
Certificate in Organizational Effectiveness (16 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 two to three years industry experience.

REQUIRED COURSES

Leadership Concentration (7 credits)
- ORGL 595 Leadership Development I (1)
- ORGL 600 Leadership & Ethics (3)
- ORGL 610 Organization Behavior (3)

Specialization (9 credits)
- OREF 611 Interpersonal & Group Relations (3)
- OREF 625 Leading Teams & Facilitating Training (3)
- OREF 624 Leading Change (3)
- OREF 626 Coaching Enhanced Leader Performance (3)

Organization Leadership Coaching Certificate
The Organization Leadership Coaching Graduate Certificate is designed to help you understand how coaching is the due diligence of change in organizations and leadership development. Throughout the program you will work at increasing your capacity to think, to reflect, and to be reflexive. Working as a coach in the domains of language, body, and emotion, and realizing their interconnectedness, you will gain an understanding of personal transformation and how to apply this in a coaching relationship. At the end of the course, you will be able to identify the context of coaching as an organizational intervention. As you define and practice the elements of the coaching relationship, you will also assemble a coaching toolkit and come to recognize what a “signature presence” means for you as a coach and how you can work with your clients to develop their signature presence.

Highlights:
- 7-month program comprised of 6 learning conferences each lasting 3 days
- Program delivered on weekends with both Fall & Spring start
- Credits earned (9) may be applied to M.A. in Leadership
- International Coaching Federation (ICF) Program Accreditation in progress

Courses include
- Coaching Supervision
- Coaching Learning Group
- Coaching Effectiveness
- Coaching as Process of Human Interaction
- Coaching in Organizations
- Coaching Breakthroughs
- Coaching and Signature Presence
- Coaching Teams and Groups
- Coaching Integration

DOCTOR OF EDUCATION IN HIGHER EDUCATION
The Doctor of Education (Ed.D.) in Higher Education Program is designed for higher education administrators or faculty members who are seeking to advance their career opportunities by expanding their knowledge of current trends in higher education and developing their leadership skills. The program is also designed for individuals working in related fields who are seeking to make a career change. The Doctor of Education in Higher Education Program prepares students to meet the challenges of change in the higher education environment while maintaining the highest educational and ethical standards.

STUDENT LEARNING OUTCOMES
The Ed.D. in higher education will enable educational leaders to:
- Articulate major challenges and issues facing contemporary higher education
- Apply information, principles, and references from the historical foundations of higher education to current issues and practices
- Apply the links between theory and practice in rapidly changing educational environments throughout the world
- Analyze legal and ethical issues in higher education
- Demonstrate understanding of leadership values, beliefs, and styles
• Illustrate the ability to develop and manage organizational budgets, analyze operations, and make program decisions
• Interpret with accuracy current research in the field
• Conduct and disseminate current contemporary research
• Demonstrate understanding of current paradigms of curriculum design, delivery, and assessment
• Reflect understanding of how campus environments with their diverse student populations, influence student learning and identity
• Evaluate fiscal issues impacting higher education in general as well as individual institutional budgeting

REQUIRED COURSES: DOCTOR OF EDUCATION (ED.D) IN HIGHER EDUCATION (60 Credits)

Foundational Concentration: 24 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 705</td>
<td>Introduction to Higher Education</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 710</td>
<td>Higher Education Administration</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 715</td>
<td>Change and Innovation in Higher Education</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 720</td>
<td>Cognition, Learning, and Pedagogy</td>
<td>(3)</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 732</td>
<td>Evaluation and Outcomes</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 725</td>
<td>Finance and Strategic Planning</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 730</td>
<td>Ethics and Decision Making</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 735</td>
<td>Public Policy and Legal Issues</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 820</td>
<td>Applied Field Experience and Seminar</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Specialty Areas: 15 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 731</td>
<td>Best Practices in Teaching and Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 732</td>
<td>Evaluation and Outcomes</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 740</td>
<td>Academic Curriculum: Design, Delivery, and Assessment</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 748</td>
<td>Enrollment Management</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 750</td>
<td>Student Services in Higher Education</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 755</td>
<td>Program and Institutional Evaluation</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 760</td>
<td>Current Issues in Higher Education</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 765</td>
<td>Advanced Topics in Higher Education</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 505*</td>
<td>Adult Human Development</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Research Core: (12 credits + 9 for dissertation) 21 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 702</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 703</td>
<td>Advanced Research: Qualitative Analysis and Quantitative Analysis</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 704</td>
<td>Advanced Research: Action Research Method</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 790</td>
<td>Dissertation Research Seminar</td>
<td>(3)</td>
</tr>
<tr>
<td>HED 798-800</td>
<td>Dissertation I, II, III</td>
<td>(9)</td>
</tr>
<tr>
<td>HED 797</td>
<td>Comprehensive Examination</td>
<td>(0)</td>
</tr>
</tbody>
</table>

All students entering the program must hold a master’s degree.
The 60 credits are beyond the student’s master’s degree.

*required for students who have not had a graduate level human development course.

PROGRAM HIGHLIGHTS

HYBRID COURSES: The Doctor of Education in Higher Education Program is delivered in a hybrid model that seamlessly blends face-to-face and online delivery of courses.

THE COHORT MODEL: The program is offered in a cohort model creating a professional learning community to enhance student-to-student interactions and support throughout the program.

THE PRACTICUM EXPERIENCE: The Practicum Experience is designed to provide doctoral candidates with opportunities to demonstrate knowledge, skills and abilities developed and/or enhanced in the Doctor of Education Program. In addition, the Practicum will afford valuable networking experiences to students.

CAREER OPPORTUNITIES: Career opportunities exist in two- and four-year colleges and universities across all departments and divisions as well as in professional organizations dedicated to the advancement and support of higher education initiatives.
**Course Descriptions**

**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). Students who receive a grade of B- or below in Methods of Research at the master’s level will be required to repeat the 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 with objectives to study and appreciate one’s own and others’ adult developmental process. Seminal adult development scholars and their theories are presented and discussed. Cognition, emotions, and values are seen as influencing behavior and the role people play in their own development.

**ORGL 595  Leadership Development I (2)**
Through exposure to a broad range of leadership competencies and assessment methods including a 360 evaluation, students set goals relevant to personal, professional and organizational needs while building a foundation for individual leadership vision and style.

**ORGL 596  Leadership Development II (1)**
Midway through the program, students receive coaching and support toward refining their leadership vision by focusing on strengths, identifying barriers to success and developing effective action plans.

**ORGL 597  Leadership Master’s Comprehensive (0)**
After course work is completed, students develop a portfolio that details their leadership development based upon vision, goals and successful application of program learning. Its submission and acceptance is required for graduation.

**ORGL 600  Leadership & Ethics (3)**
An overview of leadership theories is provided along with personal attributes, values and skills involved in maintaining high standards of leadership character and practice.

**ORGL 601  Strategic Management (3)**
Strategy theories, concepts and processes are explored as they relate to achieving business results. Key concepts of vision, mission, culture, planning, assessment, structure, competitive advantage, innovation and leadership are examined in the context of the external environment and market.

**ORGL 602  Foundations of Finance & Economics (3)**
Macroeconomic and financial concepts are addressed as they relate to organization performance, growth and entrepreneurship. Students analyze corporate financial reports and discuss accountability relating to regulations and compliance. Personal financial responsibility is included.

**ORGL 610  Organization Behavior (3)**
Students explore organization behavior theories, focusing on the psychological aspects of individual, interpersonal and organization processes as they relate to leadership concepts.

**ORGL 615  Utilizing Conflict & Negotiation (1)**
Through an examination of theories and models, students utilize conflict to enhance individual and team performance. Students practice negotiation techniques for win-win scenarios.

**ORGL 620  Leveraging Emerging Technologies (2)**
Basics of the virtual organization are examined along with current and emerging technologies and virtual influence methods.

**Organizational Effectiveness**

**OREF 611  Interpersonal & Group Relations (3)**
A laboratory experience that focuses on group dynamics and relationship building where students observe and reflect on their own and others’ interpersonal behaviors and are encouraged to experiment with new communication behaviors.

**OREF 624  Leading Change (3)**
Addressing the complexity of leading change in the midst of the challenging role of leadership, students examine change concepts and tools that help individuals and organizations with transition. Field service required. (Prerequisites: GEN 502, ORGL 595, ORGL 600, ORGL 610, OREF 611). A grade of “B” or above required.

**OREF 625  Leading Teams & Facilitating Training (3)**
Students examine strategies for leading effective teams and develop skills in assessing needs, designing, delivering and evaluating training. Field service required. (Prerequisites: GEN 502, ORGL 595, ORGL 600, ORGL 610, and OREF 611). A grade of “B” or above required.
OREF 626  Coaching Enhanced Leader Performance (3)
Students engage in a coaching relationship with a partnering business leader to improve the leader’s effectiveness and to develop student coaching competencies. Field Service required. (Prerequisites: GEN 502, ORGL 595, ORGL 600, ORGL 610 and OREF 611). A grade of “B” or above required.

HED 702  Methods of Research (3)
This course provides an overview of methods used to conduct and evaluate research in the area of social science. This course will include discussion on the scientific method, development of research questions, exploration of literature, formulation of research designs, and professional critique of methodologies. Additionally, the focus of this course will be on the continuum of designs from the least to most constraint. Qualitative and quantitative designs will be reviewed.

HED 703  Advanced Research Methodologies: Qualitative and Quantitative (3)
In this course, students will review both qualitative and quantitative methodologies utilized in designing research studies in the field of higher education. Topics will include descriptive and inferential statistics as well as a variety of supporting designs, which students will find applicable to their dissertation studies. (Pre-requisite HED 702)

HED 704  Advanced Research: Action Research Design (3)
This course covers techniques for and critical thinking about the evaluation of changes in educational practices and policies in universities, organizations, and informal contexts. Topics include participatory design of practices and policies in a framework of action research, institutional learning, the wider reception or discounting of evaluations, and selected case studies, including those arising from semester-long student projects. (Pre-requisite HED 702)

HED 705  Introduction to Higher Education (3)
This course examines the historical, political, philosophical, and cultural shifts including technology that have given rise to and shaped modern day higher educational practice. Special focus will be placed on the objectives and functions of various types of higher education institutions and the adult learning population in contemporary colleges and universities.

HED 710  Higher Education Administration (3)
This course is designed to provide an overview of the basic organizational structure of higher education. The role of each leadership unit (academic affairs, student affairs, enrollment management, finance, institutional advancement) is examined as well as the policy issues that need to be addressed by unit leaders.

HED 715  Change and Innovation in Higher Education (3)
This course will examine the leadership traits, strategies and techniques needed by administrators and supervisors to implement changes and to create cultures of educational excellence. Students will define the nature of change and transformation in higher education as well as the role of the individual as a change agent; they will investigate research models for planning and evaluation as well as practical change strategies. Applications of the course will include determining present status, determining future direction, charting a course of action, and assessing progress toward desired outcomes.

HED 720  Cognition, Learning, and Pedagogy (3)
Based on contemporary research in cognitive science including information processing, organization of knowledge, and complex cognitive skills, this course will apply theory to the practice of pedagogy. Learning styles, brain-based behavior, and the concepts of multiple intelligences will be explored.

HED 725  Finance and Strategic Planning (3)
This course reviews budgeting and planning models appropriate to a broad spectrum of higher education programs. Topics will include accounting methods, financial management strategies, asset management, risk control, resource allocation, revenue sources, fiscal planning, and the impact of governmental fiscal policies.

HED 730  Ethics and Decision Making (3)
This course will provide students with a comprehensive, interdisciplinary approach to theories and practices of leadership ethics within higher education. Students will reflect on personal ethical stances, examine the influence of ethics and values on leadership and decision making, and analyze and critique ethical issues in a variety of contexts to frame their professional ethical perspectives.

HED 731  Best Practices in Teaching and Learning (3)
This course is designed for current and aspiring college level teachers and focuses on the practical application of best practices in teaching in today’s diverse college classroom. After a theoretical research-based foundation, best practices are identified, modeled, and evaluated.

HED 732  Evaluation and Assessment in College Teaching (3)
This course is designed for current and aspiring college level teachers and focuses on the variety of evaluative methods used to assess student learning. After a theoretical research-based foundation, various models of evaluation are developed, discussed, and evaluated. Student outcomes assessment is explained and students can prepare an assessment plan for a course objective that can be implemented in the fall semester.

HED 735  Public Policy and Legal Issues (3)
This course examines the legal principles within which higher education functions, with emphasis on structure, personnel, programs, property, and finance. Public policy issues related to federal and state funding mandates and compliance will be explored as well as the role of higher education leaders in assisting legislators with making policy decisions.
HED 740  Curriculum Design, Delivery, and Assessment (3)
This course focuses on current standards for curriculum design and assessment in accordance with the standards set by state and regional authorities. Students will become familiar with state and regional agency documents related to the design and development of new programs as well as the assessment of existing programs. Modification and adaptation of the curriculum for students with special needs will be examined.

HED 748  Enrollment Management (3)
This course will examine current trends pertaining to recruitment and retention of students at all levels of higher education. The application of technology to enrollment management along with the impact of recent changes in financial aid regulations will be discussed.

HED 750  Student Services in Higher Education (3)
Taking both theoretical and practice-based approaches, this course will examine the wide range of issues currently affecting student development and engagement. Topics include enrollment management, diversity issues, residence life, student activities, athletics, discipline, and campus security.

HED 755  Program and Institutional Evaluation (3)
This course will focus on strategic planning for program and institutional research and assessment. Topics will include the development of clear outcomes expectations, selection of reliable instrumentation, data collection plans, and feedback loops. The role of accreditation agencies will be examined.

HED 760  Current Issues in Higher Education (3)
This course provides an overview of topics and policies of current importance in higher education. Topics include: response to federal mandates, enrollment management, minority student retention, faculty development, management of adult learning programs, and fund raising during times of economic downturn.

HED 765  Advanced Topics in Higher Education (Independent Study) (1-3)
A one-semester independent project, which meets the approval of the program chair and is conducted under faculty supervision, will frame this course. Student may merit one, two, or three credits according to the complexity of the project.

HED 790  Dissertation Research Seminar (3)
This seminar is designed to prepare students for beginning the dissertation in the Fall semester. 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 to complete a dissertation proposal prospectus. Grading is "Pass" or "Fail." (Pre-requisite HED 797)

HED 797  Comprehensive Examination (0)
This examination is 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 coursework prior to the Dissertation Research Seminar with a GPA of at least 3.3 and also must secure the approval of the chair.

HED 798-799-800  Dissertation (3, 3, 3)
Working with committee to complete dissertation, students must register for consecutive semesters of dissertation. HED 798 involves completion of the dissertation proposal. Normally, HED 799 involves data collection/analysis, and HED 800 involves preparation of the final document and the dissertation defense. See Dissertation Handbook for further details. (Pre-requisite HED 790)

HED 000  Dissertation Continuation required for students who have completed HED 798, 799, and 800, but need additional time to complete the dissertation process.

HED 820  Applied Field Experience
Students complete a minimum of 90 hours in a field experience related to higher education leadership as determined in conjunction with their advisor. A seminar and internship-based project will serve as a capstone experience for the program.

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. The primary emphasis of the class are psychosocial, psychological (cognitive), and intellectual development. Although physical development is discussed it is not a primary issue for the class. Seminal adult development scholars and their theories are presented and discussed.
PROGRAM OVERVIEW

The Master of Arts in Music Therapy program prepares students to practice music therapy at an advanced level, in a range of clinical settings. The program provides extensive breadth and depth of training in the musical, clinical, and theoretical components of music therapy, emphasizing psychotherapeutic practices in the upper division. 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.

Educational Outcomes

The Master of Arts in Music Therapy prepares students to:

- Work at an advanced level with a wide range of clients across various clinical settings
- Understand client needs from a variety of theoretical perspectives and clinical models
- Practice music-centered psychotherapy at an advanced level
- Practice music therapy with greater self-awareness, and engage in ongoing personal development
- Utilize the scholarly literature effectively, understand and conduct research, and produce scholarly writing, in music therapy
- Adhere to ethical standards of professional practice in music therapy
- Serve as leaders within the music therapy field

Two programs are offered:

- The 60-credit degree program is especially designed for students who wish to complete music therapy training (attaining MT-BC eligibility) at the graduate level. Typically, these students have an undergraduate degree in music (or related field) but have not yet studied music therapy. Students in this program complete the requirements for Board Certification through 500-level courses, and then continue with courses in music-centered psychotherapy (identical to the 48-credit program).

- The 48-credit degree program is especially designed for music therapists (MT-BC) who wish to develop advanced skills in music therapy clinical practice, with a special emphasis on music-centered psychotherapy.

In both degree programs, students meet part or all of the educational requirements for the Licensed Professional Counselor (LPC) in Pennsylvania; the academic courses may also be applied toward licensure requirements in other states.

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 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

Lower division courses are specifically designed for students who are not yet Board Certified Music Therapists (MT-BC). The lower division begins with a series of theories, processes and practices courses. Upon successful completion of this series, along with completion of graduate clinical training and demonstration of 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 Graduate Internship. Upon successful completion of this Internship 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

Upper division courses are specifically designed for students who have completed Board Certification (MT-BC) prior to admission into the Master of Arts program, along with those who have completed lower division (500 level) courses. Courses in this division further advance clinical practice, with a special emphasis on music-centered psychotherapy. In this division students
focus on music and imagery, clinical improvisation, songs in psychotherapy, verbal skills, advanced supervision, and advanced music skills. Toward the completion of their degree, students take both the Culminating Project in Music Therapy and the Comprehensive Exam 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.

Standard Admission (60 credit program)
For admission to the Master of Arts in Music Therapy (60 credit) 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 included as part of the Master of Arts in Music Therapy curriculum. 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 bachelor’s undergraduate level (through Immaculata or another institution) or at the graduate level (through Immaculata or another institution).

Admission with Advanced Standing (48 credit program)
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).

Audition and Interview Requirements
Auditions are required for both degree programs and are arranged directly with the Chair of the Graduate Music Therapy Program. Each audition lasts one hour, and has three components: 1) performance of two (2) contrasting pieces on the applicant’s primary instrument. Typically, pieces from “classical” tradition suffice. Jazz standards may also be included in accordance with the applicant’s undergraduate concentration. An accompanist is not required, and pieces do not need to be performed from memory. 2) demonstration of existing skills in piano and guitar. The applicant will present five (5) pieces from the “popular” music literature (for example, children’s songs, pop music from the 1960s to present, folk music, religious music, and show tunes). At least two songs should be performed on piano and two on guitar. Diversity in song choice is encouraged (e.g. one children’s song, three pop songs, one spiritual, etc.). The applicant must sing and play each song. Memorization is welcomed, but not necessary, and 3) an interview, in which the applicant will be asked a range of questions related to their application and their career goals.

For successful applicants to the program, the audition also serves to evaluate music skills for therapy, and to assign music skills course requirements (MUT530, 532, 534) undertaken during program study.

MASTER OF ARTS IN MUSIC THERAPY (60 credit program)

<table>
<thead>
<tr>
<th>CORE REQUIREMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development (3)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research (3)</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations (3)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>(9)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PSYCHOLOGY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 604</td>
<td>Group Process (3)</td>
</tr>
<tr>
<td>PSYC 608</td>
<td>Psychopathology (3)</td>
</tr>
<tr>
<td>PSYC 609</td>
<td>Career and Vocational Counseling (3)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>(9)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MUSIC THERAPY THEORIES, PROCESSES AND METHODS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 500</td>
<td>Theoretical Orientations to Music Therapy Clinical Practice (3)</td>
</tr>
<tr>
<td>MUT 502</td>
<td>Theories and Processes in Music Therapy Practice (3)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>MUT 504</td>
<td>Theories and Practices in Medical Music Therapy</td>
</tr>
<tr>
<td>MUT 506</td>
<td>Theories and Practices in Psychiatric Music Therapy</td>
</tr>
<tr>
<td>MUT 608</td>
<td>Ethical and Professional Orientation in Music Therapy</td>
</tr>
<tr>
<td>MUT 609</td>
<td>Multicultural Practice in Music Therapy</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>

**GRADUATE CLINICAL TRAINING**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 512-514</td>
<td>Clinical Training: Integrating Theory and Practice</td>
<td>(1 credit each, 3 total)</td>
</tr>
<tr>
<td>MUT 521</td>
<td>Graduate Internship I</td>
<td>(2)</td>
</tr>
<tr>
<td>MUT 522</td>
<td>Graduate Internship II</td>
<td>(2)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>(7)</td>
</tr>
</tbody>
</table>

**PSYCHOTHERAPEUTIC MUSIC THERAPY THEORIES, PROCESSES and METHODS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 600</td>
<td>Music and Imagery in Clinical Practice: Individual and Group Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>MUT 602</td>
<td>Clinical Improvisation in Group Music Therapy</td>
<td>(3)</td>
</tr>
<tr>
<td>MUT 604</td>
<td>Clinical Improvisation in Individual Music Therapy</td>
<td>(3)</td>
</tr>
<tr>
<td>MUT 606</td>
<td>Songs in Psychotherapy</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>(12)</td>
</tr>
</tbody>
</table>

**ADVANCED CLINICAL TRAINING**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 610</td>
<td>Advanced Music Therapy Practicum</td>
<td>(1)</td>
</tr>
<tr>
<td>MUT 621</td>
<td>Advanced Music Therapy Internship I</td>
<td>(1)</td>
</tr>
<tr>
<td>MUT 622</td>
<td>Advanced Music Therapy Internship II</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>(3)</td>
</tr>
</tbody>
</table>

**ADVANCED MUSIC SKILLS FOR THERAPY**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 630</td>
<td>Advanced Music Skills for Therapy</td>
<td>(2)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>(2)</td>
</tr>
</tbody>
</table>

**FINAL COMPONENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 600</td>
<td>Comprehensive Exam (Core)</td>
<td>(0)</td>
</tr>
<tr>
<td>MUT 599</td>
<td>Comprehensive Exam in Music Therapy</td>
<td>(0)</td>
</tr>
<tr>
<td>MUT 690</td>
<td>Culminating Project in Music Therapy</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>(3)</td>
</tr>
</tbody>
</table>

**DEGREE TOTAL**

(60)

Students entering the program through standard admission or through the combined BM/MA track, and who are not prepared or able to pass the diagnostic functional music skills proficiency examination, must complete 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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 530</td>
<td>Music Skills for Therapy – Piano</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>MUT 532</td>
<td>Music Skills for Therapy – Guitar</td>
<td>(1 credit)</td>
</tr>
<tr>
<td>MUT 534</td>
<td>Music Skills for Therapy – Voice</td>
<td>(1 credit)</td>
</tr>
</tbody>
</table>
### MASTER OF ARTS IN MUSIC THERAPY (48 credit program – MT-BC credentialed)

#### CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>MUT 608</td>
<td>Ethical and Professional Orientation in Music Therapy</td>
<td>(2)</td>
</tr>
<tr>
<td>MUT 609</td>
<td>Multicultural Practice in Music Therapy</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>(12)</strong></td>
</tr>
</tbody>
</table>

#### PSYCHOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 604</td>
<td>Group Process</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 608</td>
<td>Psychopathology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 609</td>
<td>Career and Vocational Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>(9)</strong></td>
</tr>
</tbody>
</table>

#### PSYCHOTHERAPEUTIC MUSIC THERAPY THEORIES, PROCESSES and METHODS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 600</td>
<td>Music and Imagery in Clinical Practice:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual and Group Methods</td>
<td>(3)</td>
</tr>
<tr>
<td>MUT 602</td>
<td>Clinical Improvisation in Group Music Therapy</td>
<td>(3)</td>
</tr>
<tr>
<td>MUT 604</td>
<td>Clinical Improvisation in Individual Music Therapy</td>
<td>(3)</td>
</tr>
<tr>
<td>MUT 606</td>
<td>Songs in Psychotherapy</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>(12)</strong></td>
</tr>
</tbody>
</table>

#### ADVANCED CLINICAL TRAINING

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 610</td>
<td>Advanced Music Therapy Practicum</td>
<td>(1)</td>
</tr>
<tr>
<td>MUT 621</td>
<td>Advanced Music Therapy Internship I</td>
<td>(1)</td>
</tr>
<tr>
<td>MUT 622</td>
<td>Advanced Music Therapy Internship II</td>
<td>(1)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>(3)</strong></td>
</tr>
</tbody>
</table>

#### ADVANCED MUSIC SKILLS FOR THERAPY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUT 630</td>
<td>Advanced Music Skills for Therapy</td>
<td>(2)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>(2)</strong></td>
</tr>
</tbody>
</table>

#### ELECTIVES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Electives</td>
<td>(7)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>(7)</strong></td>
</tr>
</tbody>
</table>

#### FINAL COMPONENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 600</td>
<td>Comprehensive Exam (Core)</td>
<td>(0)</td>
</tr>
<tr>
<td>MUT 599</td>
<td>Comprehensive Exam in Music Therapy</td>
<td>(0)</td>
</tr>
<tr>
<td>MUT 690</td>
<td>Culminating Project in Music Therapy</td>
<td>(3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>(3)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DEGREE TOTAL</strong></th>
<th><strong>(48)</strong></th>
</tr>
</thead>
</table>
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).

NOTES
1 Students entering program with advanced standing need not take 500-level courses
2 Students 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)
3 Specific 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 2 credits are also arranged on an individual basis)
4 Specific 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 2 credits are also arranged on an individual basis)

Course Descriptions

500-Level Courses

MUT 500 Theoretical Orientations to Music Therapy
Clinical Practice (3)
Students develop a comprehensive knowledge of the foundations and principles of music therapy practice. Areas addressed include defining music therapy; historical and philosophical underpinnings of the music therapy field; psychological and neurophysiological bases of music as therapy; major theories, models, and treatment orientations; an orientation to the principal client populations served through music therapy; knowledge of current methods of music therapy assessment, treatment and evaluation; an introduction to music therapy research; and an introduction to music-centered self-inquiry.

MUT 502 Theories and Processes in Music Therapy
Practice (3)
Students advance their understanding of clinical practice by developing their knowledge of music therapy literature and theory, with a special emphasis on persons with developmental disabilities and children with special needs in educational settings. Students apply knowledge of the dynamics and processes of therapy from a variety of theoretical perspectives, including adapting assessment, treatment, and evaluation procedures for these populations. Data collection and basic research design is introduced in the context of potential clinical research opportunities.

MUT 504 Theories and Practices in Medical Music Therapy (3)
Students advance their understanding of clinical practice by applying knowledge of music therapy assessment, treatment and evaluation, with a special emphasis on work with children and adults in medical settings. By focusing on physiological and biopsychosocial theories, students advance their knowledge of the influence of music on the human body, and the interplay between mind, body and spirit. Additional emphasis is placed on the assessment process for short-term clinical interventions.

MUT 506 Theories and Practices in Psychiatric Music Therapy (3)
Students advance their understanding of clinical practice by applying knowledge of music therapy assessment, treatment and evaluation, with a special emphasis on work with children and adults in mental health settings. By focusing on individual and group theories and models, students advance their knowledge of complex psychological processes as they relate to recovery and wellness. An understanding of the potential physical and psychological risks to health and safely encountered in music therapy practice is also emphasized.
MUT 512-514  Clinical Training: Integrating Theory and Practice (1 credit each, 3 credits total)
Students undertake clinical training experiences with various populations, in a range of settings. Through the completion of 200 hours of supervised practice and a weekly seminar, students integrate their theoretical knowledge of music therapy into the design and implementation of music therapy sessions. A special emphasis is placed on 1) synthesizing foundational principles of music therapy practice, as they relate to the client population and setting encountered; 2) applying current literature to the clients and settings encountered, with a special emphasis on the constructs underpinning this research; 3) adapting assessment, treatment, and evaluation procedures to these client populations, 4) responding to the dynamics of musical and interpersonal relationships that emerge at different stages of the therapeutic process, and 5) Adhering to AMTA’s Code of Ethics. Prerequisites: PSYC 608; PSYC 610; MUT 502; MUT 504; MUT 506; MUT 512-14; successful passage of diagnostic functionals skills proficiency examination. Course is repeatable.

MUT 521-522-523  Graduate Internship I, II, III (2 each)
Through the completion of a comprehensive, supervised training experience of 1000 hours completed on a part time basis (260 hours per semester), students further their knowledge of clinical practice by: 1) Applying their comprehensive knowledge of the foundations and principles of music therapy to clinical practice, synthesizing and differentiating this knowledge as it applies to their clients and setting, 2) Analyzing and applying knowledge of the music therapy literature to their practice, 3) adapting assessment and evaluation procedures to these client populations, 4) responding to the dynamics of musical and interpersonal relationships that emerge at different stages of the therapeutic process, 5) Applying advanced verbal and non-verbal interpersonal skills, and 6) Adhering to AMTA’s Code of Ethics. Prerequisites: PSYC 608; PSYC 610; MUT 502; MUT 504; MUT 506; MUT 512-14; successful passage of diagnostic functional music skills proficiency examination.

In addition, students attend a one-day seminar held during the semester in which they will focus on research topics related to clinical practice. Such discussions may include the relationship between research and clinical practice, a review of research in a particular area of clinical practice, a discussion of research methods in music therapy, and the development of topical areas that may be pursued later in the degree program (e.g. MUT646, MUT652 and MUT690).

MUT 530  Music Skills for Therapy – Piano (1)
Study of piano, arranged on an individual basis, for students who have not yet acquired the piano skills necessary to pass the diagnostic 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 guitar skills necessary in order to pass the diagnostic 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 vocal skills necessary in order to pass the diagnostic 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.

600 Level Courses

MUT 600  Music and Imagery in Clinical Practice: Individual and Group Methods (3)
This course provides an overview of the theory, literature, and practice of music and imagery models and methods as they relate to advanced clinical practice. Students will gain an understanding of how to assess and evaluate clients and design individual and group treatment sessions for a variety of client populations with various functional levels, taking into consideration a multicultural perspective. Students will learn advanced skills related to systematic relaxation inductions, imagery techniques and music selection.

MUT 602  Clinical Improvisation in Group Therapy (3)
This course provides an overview of the theory, literature, and practice of vocal and instrumental models and methods of group improvisation as they relate to advanced clinical practice. Students will gain an understanding of how to assess and evaluate individuals in groups in order to structure and facilitate improvisations to treat various populations, taking into consideration their cultures, ages, functioning levels, and therapeutic needs. Pertinent theories of group therapy will be presented and improvisation techniques will be introduced and practiced in class.
MUT 604  Clinical Improvisation in Individual Therapy (3)
This course provides an overview of the theory, literature, and practice of the models and methods of vocal and instrumental improvisation in individual music therapy as they relate to advanced clinical practice. Students will gain an understanding of how to assess and evaluate individuals and their musical production and develop treatments that are informed by psychodynamic principles in clinical improvisation for clients who function at various levels. Students will also develop advanced improvisation techniques used in clinical work.

MUT 606  Songs in Psychotherapy (3)
This course provides an overview of the theory, literature, and practice of the use of pre-composed, composed, and improvised songs in individual and group psychotherapy. Students will gain a theoretical and practical understanding of how to assess and evaluate clients using advanced techniques that incorporate song forms. Students will develop methods for the use of receptive and creative techniques with songs with different populations, cultures, and in various clinical settings from sing-a-longs and supportive therapy to group and individual psychodynamic therapy.

MUT 608  Ethical and Professional Orientation in Music Therapy (2)
Students develop an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards and credentialing. A particular emphasis is placed on ethical thinking, using ethical decision making processes to discuss, solve and apply to clinical practice. In addition to HIPAA, students developed an understanding of AMTA's Code of Ethics, and further their knowledge of ethical issues related to consent, research, work with minors, and work with dangerous clients.

MUT 609  Multicultural Practices In Music Therapy (1)
Students survey the multicultural music therapy literature and design and implement a music experience in a clinical setting in order to understand the roles and functions that music plays in a multicultural and diverse society.

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. Students may also participate in the Music for People leadership training program. 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)
Individualized project featuring intensive exploration of a particular area within music therapy, demonstrating depth of understanding and competence at an advanced level. The project is completed under the guidance and supervision of a music therapy faculty, who serves as project advisor. The project must incorporate elements of music therapy theory, practice, and research, and can consist of formal research, clinical case study, literature study, self study, clinical/creative materials development, or marketing/advocacy work. Specific aspects of project content and form are based upon the student’s interests and learning needs.

Elective Courses

MUT 640  Developmental Foundations of Music Therapy (2)
Students advance their knowledge of human development, musical development and their relationship to music therapy clinical practice. A particular focus will be given to the developmental theories of Wilber, Bruscia and Briggs.

MUT 642  Client Assessment in Music Therapy (2)
Students advance their knowledge of client assessment in music therapy, survey the music therapy assessment literature and design an assessment tool relevant to their clinical practice.
MUT 644  Advanced Verbal Skills in Music Therapy (2)
Students further their knowledge of verbal interventions and dialogue in music therapy clinical practice. Students develop a wide range of verbal techniques through experiential exercises and learn to verbally process musical interventions related to singing, improvising, composing, and receptive experiences in music therapy. A range of theoretical perspectives are presented to contextualize verbal processing in music therapy.

MUT 646  Music Therapy Research: Qualitative and Quantitative Perspectives (3)
Students further their understanding of the principles of qualitative and quantitative research along with mixed method approaches to research in music therapy. Students design a quantitative and qualitative music therapy research project (literature review, research questions/hypothesis, method).

MUT 648  Theoretical Foundations of Music Therapy (2)
Students develop an advanced understanding of the theoretical, methodological and clinical foundations of music therapy framed within the Wilbur 4-Quadrant Model. Students develop their own working model of music therapy, grounded in clinical practice.

MUT 650  Music and Imagery in Clinical Practice II (2)
Continuing development of music and imagery skills for work with clinical populations (e.g. cancer care). Students deepen their understanding of the role of the verbal prelude, relaxation and induction, music and imagery experience and verbal processing, building upon the competencies developed in MUT600. Under supervision, students design and implement music and imagery experiences and evaluate their effectiveness within short-term therapeutic work.

MUT 652  Research Colloquium (1)
A seminar focused on developing research and clinical practice topics for MUT690 Culminating Project in Music Therapy. Students discuss topical areas of interest, refine their focus, draw upon and relate pertinent research literature, and develop a time line for completion.
Program Overview
The Master of Science in Nursing (MSN) program is designed to prepare professional nurses as leaders in administration and education in a variety of organizations. The competencies acquired through an interdisciplinary and cross-disciplinary model of education prepares the MSN graduate to practice in a complex and dynamic professional milieu.

MSN Program Goals:
- Promote critical analysis of theory, research, policy and organizational systems.
- Develop leaders and change agents
- Enhance collaboration skills
- Provide the foundation for doctoral studies
- Prepare for successful passage of certification examinations
- Promote a commitment to lifelong learning

Graduate Learning Outcomes:
- Critically seek, evaluate, and develop expanding nursing knowledge.
- Use leadership abilities, moral and ethical principles, and professional standards to guide practice of self and others.
- Impact nursing practice through scientific inquiry and the dissemination of research findings.
- Integrate concepts, models, and theories from nursing science and related disciplines into advanced nursing practice.

Specialization Tracks:
Students may choose one of two areas of specialization:
- Nursing Administration
- Nursing Education

PROGRAM OF STUDY
This 39 credit hour MSN program consists of the following:

General Core (9 credits)
Nursing Concentration (15 credits)
Specialization Core (15 credits)
Prerequisite
NURS 500 Professional Portfolio (3)
(fornon-nursing bachelor’s admits)

General 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)
†MSN students may elect a cross-disciplinary course in lieu of Human Development or Adult Human Development. Student chooses one course with advisement based on academic background, practice, and area of specialization.

Nursing Concentration (15 credits)
NURS 621 Role Development for Advanced Nursing Practice (3)
NURS 625 Healthcare Policy and Politics (3)
NURS 640 Advanced Health Assessment (3)
NURS 655* Nursing Research (3)
NURS 690* MSN Capstone (3)
### Specialization Core (15 Credits)

#### Nursing Administration
- **ORGL 610** Organizational Behavior (3)
- **NURS 670** Nursing Administration (3)
- **NURS 681** Clinical Practicum (3)
- **NURS 684** Administration Practicum (3)
- **Elective** One Leadership Studies Elective (3)

#### Nursing Education
- **NURS 674** Curriculum Theory and Design (3)
- **NURS 675** Teaching Strategies (3)
- **NURS 676** Measurement & Evaluation Strategies (3)
- **NURS 681** Clinical Practicum (3)
- **NURS 683** Education Practicum (3)

**Nursing Education** (requirements for students admitted to the program after Summer 2012)
- **NURS 645** Advanced Pathopharmacology (3)
- **NURS 660** Seminar for Nurse Educators I (3)
- **NURS 661** Seminar for Nurse Educators II (3)
- **NURS 681** Clinical Practicum (3)
- **NURS 683** Education Practicum (3)

* Indicates prerequisite course(s) needed

### Division 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. A student who receives a course grade below “B” in any required course must repeat the course.
3. MSN graduate students must successfully pass the practicum course pre-requisites and maintain a minimum GPA of 3.0 overall before progression to all practicum course.
4. Each course may be repeated once (1).
5. Health clearance is required prior to the beginning of any practicum course.
6. Violation of the Nursing Practice Act in any state will result in dismissal from the MSN Program.

(Immaculata University is also approved to offer a program of study leading to the Master of Science in Nursing with an area of specialization in Adult Psychiatric/Mental Health Nursing.)

### Course Descriptions

#### General Core Courses

**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). Students who receive a grade of B- or below in Methods of Research at the master’s level will be required to repeat the 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 with objectives to study and appreciate one’s own and others’ adult developmental process. Seminal adult development scholars and their theories are presented and discussed. Cognition, emotions, and values are seen as influencing behavior and the role people play in their own development.
**Prerequisite**

**NURS 500**  Professional Portfolio (3)
This course validates BSN equivalent competencies in nursing leadership, research and community health as outlined in the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). In this course the RN students (who do not have a BSN degree) present a completed professional portfolio to demonstrate knowledge foundational for MSN study. (Prerequisite: RN with a non-nursing baccalaureate degree).

**Nursing Concentration Courses**

**NURS 621**  Role Development for Advanced Nursing Practice (3)
Advanced nursing roles will be analyzed in terms of their major components: consultant, change agent, clinician, educator, mentor, researcher, leader and manager within the context of changing educational institutions and health care delivery system. The process of socialization into the advanced nursing role is explored, and strategies for effective role implementation and evaluation are discussed. Practical strategies for role transition and development will be reviewed.

**NURS 625**  Healthcare Policy and Politics (3)
Focuses on the social, political, and economic factors that influence health policy decisions. Students will examine the legal, ethical, financial, and political foundations of the health care delivery system and its function as a social institution. The role of the nurse in advanced practice in influencing policy decisions and in addressing the needs of vulnerable and culturally diverse populations will be emphasized.

**NURS 640**  Advanced Health Assessment (3)
Provides the advanced knowledge and skills for holistic health assessment within the context of advanced nursing practice. This course emphasizes the collection, interpretation, and synthesis of relevant historical, genetic, biological, cultural, psychosocial, and physical data for the development of a comprehensive and holistic health assessment. Evidence-based practice concepts related to health promotion/disease prevention are addressed.

**NURS 655**  Nursing Research (3)
Expands on the research competencies developed in GEN 502, this course focuses on the nursing research process and evidence-based practice. The historical, scientific, and theoretical context of nursing research is examined and current issues are analyzed. The use of scientific evidence to improve nursing practice and patient outcomes is emphasized. Ethical issues involved in the conduction of research are also explored. Pre-requisite: GEN 502.

**NURS 690**  MSN Capstone
(2 credits theory; 1 credit guided field work)
Action research, as a methodology to critically analyze and reflect on practice, is presented. In a field experience, students develop and implement an action research project utilizing knowledge and skills acquired from all graduate courses. Students present their capstone project to a professional audience at course end. Pre-requisites: Successful completion of all required courses.

**Specialization Core Courses**

**NURS 645**  Advanced Pathopharmacology (3)
Focuses on the concepts of pathophysiologic disease processes and pharmacologic agents. Students will apply evidence-based practice, current pharmacologic treatments, preventive measures and integrative therapies to advanced nursing practice. Environmental, sociocultural, legal/political, ethical and developmental issues of pathopharmacology will be considered.

**NURS 660**  Seminar for Nurse Educators I (3)
Introduces the student to contemporary nursing education. Students will focus on curriculum development, program outcomes, students as learners, evaluation of learning and program development and improvement. Teaching strategies are explored. Philosophical, social, political, economic, and professional issues are examined. Ethical and legal considerations of nursing education are considered.

**NURS 661**  Seminar for Nurse Educators II (3)
Continues with contemporary nursing education and introduces the concepts and theories of measurement and evaluation. Techniques for constructing and analyzing appropriate testing measures are explored. Learning theories and teaching strategies will be explored. Ethical, social, cultural, and legal issues related to evaluation are discussed. Pre-requisite: NURS 660

**NURS 670**  Nursing Administration (3)
Using professional standards and competencies as a framework, examines the roles, functions and responsibilities of a nurse administrator. Content focuses on principles of leadership and management, health care organizations and systems, and human resource management. Research related to administrative practice and contemporary issues that affect practice and roles of nurse administrators are examined.

**NURS 674**  Curriculum Theory & Design (3)
Introduces students to traditional and contemporary approaches for curriculum planning and design as applied to nursing education. Historical, philosophical, social, political, economic, and professional issues that need to be considered in planning, evaluating and changing curricula, are examined.

**NURS 675**  Teaching Strategies (3)
Examines the theory and methods of effective classroom and clinical teaching in nursing. Learning theory and teaching strategies will be explored.

**NURS 676**  Measurement & Evaluation Strategies (3)
Introduces the concepts and theories of measurement and evaluation with application to classroom and clinical nursing education. Techniques for constructing and analyzing appropriate testing measures are explored. Ethical, social, cultural, and legal issues related to evaluation are discussed.
NURS 681  Clinical Practicum (3)
The role, scope and function of an advanced practice nurse are explored during a clinical practicum. In consultation with the faculty, students select a specialty area of nursing practice for the clinical component. In conjunction with the role exploration, students also examine current research, trends in practice and emerging technology related to their selected area. Pre-requisites: NURS 620/621, & 640.

NURS 683  Education Practicum
(2 credits theory; 1 credit practicum)
Focuses on the role of the nurse as an educator in the classroom and clinical setting. The course examines the theory and methods of effective classroom and clinical teaching in nursing. Students will experience the role of the nurse educator during the education practicum. Pre-requisites: NURS 674, 675, 676 & 681; OR NURS 660, 661, & 681

NURS 684  Administration Practicum
(2 credits theory; 1 credit practicum)
Focuses on concepts and theories related to the management of financial resources, quality outcome management, and legal and ethical issues in relation to selected administrative functions of the nurse administrator. Contemporary trends and issues affecting the role and function of the nurse administrators are also discussed. During the practicum experience, under the guidance of a master’s prepared nurse administrator, students develop competencies in the nurse administrator role. Pre-requisites: NURS 670, 681 & ORGL 610.

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.

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 in Education
EDL 635  Psychology of Learning
EDL 636  The Art and Science of Grant Writing
NED 644  Nutrition in the Life Cycle
NED 653  Health Counseling
ORGL 600  Leadership and Ethics
ORGL 601  Strategic Management
ORGL 602  Foundations of Finance and Economics
ORGL 615  Utilizing Conflict and Negotiations
ORGL 620  Leveraging Emerging Technologies
OREF 611  Interpersonal and Group Relations
OREF 626  Coaching Enhanced Leader Performance
PSYC 602  Geriatric Counseling
PSYC 604  Group Process
PSYC 606  Family Counseling
PSYC 607  Treatment of Children and Adolescents
PSYC 608  Psychopathology
PSYC 614  Substance Abuse Education and Counseling
PSYC 640  Diversity Counseling
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. The Dietetics option in the program combines the M.A. degree in Nutrition Education with an Academy of Nutrition and Dietetics (formerly American Dietetic Association) accredited dietetic internship. The Advanced Dietetics Practice 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. The Nutrition and Wellness Promotion option provides a foundation in nutrition science and education combined with a range of elective course choices, for students from a variety of health-related or education disciplines.

These programs will enable the student to:

• Obtain in-depth knowledge of 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 vary depending on the option selected (see individual option below for specific requirements).

Students applying to the dietetic internship must also complete Academy of Nutrition and Dietetics 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 combined with Academy of Nutrition and Dietetics
Dietetic Internship (48 credits)
MA in Nutrition Education for the Registered Dietitian (39 credits)
MA in Nutrition Education with focus on Wellness Promotion (39 credits)

MASTER OF ARTS DEGREE IN NUTRITION EDUCATION COMBINED WITH ACADEMY OF NUTRITION AND DIETETICS INTERNSHIP*

*Admission to the Academy of Nutrition and Dietetics Internship requires a separate application. Completion of an Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited Didactic Program in Dietetics (DPD) program, or equivalent program with verification, is required. An ACEND approved DPD program is available at Immaculata, with some course work available at the graduate level. Further details regarding the internship follow the course listings below.

A 48-credit program for the individual seeking an internship:

Core requirements (9)
Concentration requirements (36)
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)
**CONCENTRATION REQUIREMENTS (34 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, 664 Internship Experience in Nutrition I, II, III (9)
- NED 680 Principles of Nutrition Education (1)
- NED 689 Preparation for Nutrition Education Thesis (3)
- NED 690 Thesis Seminar in Nutrition Education (3)

**PROGRAM ELECTIVES (2 credits)**

- NED 511 Special Topics in Nutrition (1-3)
- NED 601 Introduction to Medical Nutrition Therapy (3)
- NED 620 Sports Nutrition (3)
- NED 643 Community Nutrition (3)
- NED 648 Independent Study (3)

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 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 four graduate courses: Preparation for Internship (NED 659) and Internship Experience in Nutrition I, II and III (NED 662-664). These courses provide students seeking dietetic registration an opportunity to complete the Academy of Nutrition and Dietetics competency requirements through a dietetic internship. The internship experience includes 1200 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 requires an intensive commitment.

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

- Acceptance to the College of Graduate Studies
- Completion of an ACEND-accredited Didactic Program in Dietetics (DPD).
- Minimum undergraduate GPA of 3.0 overall and 3.2 in DPD coursework (4 point GPA scale)*
- Experience (paid or volunteer) in a foodservice and/or clinical setting
- Completion of the Dietetic Internship Application Packet via DICAS and submission of required information to D&D Digital Systems for computer matching. All applications will be reviewed by the Dietetic Internship Committee. Suitable applicants will be selected for a personal interview. Acceptance will be based on academic performance, work experience, recommendations, and interview.

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

*The minimum undergraduate GPA of 3.0 and DPD GPA of 3.2 may be waived for a student who has completed at least 12 graduate credits with a minimum graduate GPA of 3.25.

**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 Accreditation Council for Education in Nutrition and Dietetics 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 Academy of Nutrition and Dietetics 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 Academy of Nutrition and Dietetics internship requirements and the MA in Nutrition Education. The courses required vary for each student based on prior coursework.

International students seeking a Master of Arts degree in Nutrition Education combined with an Academy of Nutrition and Dietetics internship must contact the Nutrition and Dietetics Department for a list of agencies acceptable to the Academy of Nutrition and Dietetics and Immaculata University for their course by course transcript evaluation.

MASTER OF ARTS DEGREE IN NUTRITION EDUCATION FOR THE REGISTERED DIETITIAN

Prerequisites: Registered Dietitian

A 39-credit program for the R.D. consisting of:
Core requirements (9)
Concentration requirements (15)
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)

CONCENTRATION REQUIREMENTS (16 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 680 Principles of Nutrition Education (1)
NED 689 Preparation for Nutrition Education Thesis (3)
NED 690 Thesis Seminar in Nutrition Education (3)

PROGRAM ELECTIVES (14 credits)
NED 511 Special Topics in Nutrition (1-3)
NED 620 Sports Nutrition (3)
NED 643 Community Nutrition (3)
NED 644 Nutrition in the Life Cycle (3)
NED 645 Medical Nutrition Therapy I (3)
NED 648 Independent Study (3)
NED 655 Medical Nutrition Therapy II (3)
ORGL 600 Leadership and Ethics (3)
ORGL 601 Strategic Management (3)
ORGL 610 Organization Behavior (3)
ORGL 615 Utilizing Conflict and Negotiations (1)
CLD 546 Multicultural Multilingual Issues in Education (3)
PSYC 602 Geriatric Counseling (3)
PSYC 606 Family Counseling (3)
PSYC 640 Diversity Counseling (3)
EDL 635 Psychology of Learning (3)

Other electives may be permitted with the written approval of the Department Chair.
### MASTER OF ARTS DEGREE IN NUTRITION EDUCATION WITH FOCUS ON WELLNESS PROMOTION

**Prerequisites:**
- General chemistry with laboratory (CHE 101-102 or equivalent)
- Organic chemistry with laboratory (CHE 201 or equivalent)
- Biochemistry with laboratory (CHE 202)
- Nutrition (with an organic chemistry prerequisite – FNU 305 or equivalent)
- Advanced Nutrition (FNU 322 or equivalent)
- Anatomy and Physiology (BIO 207 or equivalent)
- Statistics (may replace with GEN 517)

**A 39-credit program consisting of:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core requirements</td>
<td>(9)</td>
</tr>
<tr>
<td>Concentration requirements</td>
<td>(18)</td>
</tr>
<tr>
<td>Program Electives</td>
<td>(12)</td>
</tr>
</tbody>
</table>

**CORE REQUIREMENTS (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEN 505</td>
<td>Adult Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**CONCENTRATION REQUIREMENTS (19 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NED 599</td>
<td>Comprehensive Examination in Nutrition Education</td>
<td>(0)</td>
</tr>
<tr>
<td>NED 641</td>
<td>Applied Metabolism: Macronutrients</td>
<td>(3)</td>
</tr>
<tr>
<td>NED 642</td>
<td>Applied Metabolism: Micronutrients</td>
<td>(3)</td>
</tr>
<tr>
<td>NED 644</td>
<td>Nutrition in the Life Cycle</td>
<td>(3)</td>
</tr>
<tr>
<td>NED 653</td>
<td>Health Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>NED 680</td>
<td>Principles of Nutrition Education</td>
<td>(1)</td>
</tr>
<tr>
<td>NED 689</td>
<td>Preparation for Nutrition Education Thesis</td>
<td>(3)</td>
</tr>
<tr>
<td>NED 690</td>
<td>Thesis Seminar in Nutrition Education</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**PROGRAM ELECTIVES (11 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 517</td>
<td>Statistical Concepts for Applied Research</td>
<td>(1)*</td>
</tr>
<tr>
<td>NED 511</td>
<td>Special Topics in Nutrition</td>
<td>(1-3)</td>
</tr>
<tr>
<td>NED 601</td>
<td>Introduction to Medical Nutrition Therapy</td>
<td>(3)</td>
</tr>
<tr>
<td>NED 620</td>
<td>Sports Nutrition</td>
<td>(3)</td>
</tr>
<tr>
<td>NED 643</td>
<td>Community Nutrition</td>
<td>(3)</td>
</tr>
<tr>
<td>NED 648</td>
<td>Independent Study</td>
<td>(3)</td>
</tr>
<tr>
<td>ORGL 600</td>
<td>Leadership and Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>ORGL 601</td>
<td>Strategic Management</td>
<td>(3)</td>
</tr>
<tr>
<td>ORGL 610</td>
<td>Organization Behavior</td>
<td>(3)</td>
</tr>
<tr>
<td>ORGL 615</td>
<td>Utilizing Conflict and Negotiations</td>
<td>(1)</td>
</tr>
<tr>
<td>CLD 546</td>
<td>Multicultural Multilingual Issues in Education</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 602</td>
<td>Geriatric Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 606</td>
<td>Family Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 640</td>
<td>Diversity Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>EDL 635</td>
<td>Psychology of Learning</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*may be taken in place of undergraduate statistics pre-requisite

Other electives may be permitted with the written approval of the Department Chair.
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. Prerequisites: completion of core requirements, concentration requirements, program electives, overall GPA of 3.0 or above. (Up to 3 credits may be completed concurrently with permission of Department Chair)

NED 601 Introduction to Medical Nutrition Therapy (3)
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 620 Sports Nutrition (3)
Application of knowledge of nutrition and metabolism to the demands of physical activity and athletic performance. Covers the impact of physical activity on metabolic processes and nutrient needs, and applies this to specialized nutritional needs of active individuals throughout the life cycle. Discusses sport-specific nutrition recommendations for optimal athletic performance.

NED 641 Applied Nutrition and Metabolism: Macronutrients (3)
Study of the biochemistry and metabolism of carbohydrates, proteins and fats and their inter-relationships. (Prerequisites: undergraduate biochemistry, FNU 322 or equivalent, 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 biochemistry and metabolism of vitamins and minerals and their inter-relationships. (Prerequisites: FNU 322 or equivalent, GEN 502 Methods of Research [may be taken concurrently with approval of department chair]), NED 641.

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 648 Independent Study (3)
A one-semester independent project under faculty supervision which meets with the approval of department chair.

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 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; 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, 664 Internship Experience in Nutrition I, II, III (3, 3, 3)
Includes a seminar class and placement as a full-time dietetic intern (1200 hours). (Prerequisite: NED 659 and acceptance into the Dietetic Internship Program.)

NED 680 Principles of Nutrition Education (1)
Overview of the fundamental theories and processes of nutrition education. Includes approaches to educational needs assessment; design of population-appropriate educational interventions; principles of teaching and learning; issues in program implementation; program assessment tools and processes.

NED 689 Preparation for Nutrition Education Thesis (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. Prerequisite: completion of core course requirements and concentration requirements. (Fall semester only)

NED 690 Thesis Seminar in Nutrition Education (3)
Development, implementation, evaluation and presentation of a pilot project in nutrition education. Prerequisite: NED 689, completion of program electives. (Spring semester only)
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* (63 credits)
- M.A. in Counseling Psychology combined with Elementary School Counselor Certification* (60 credits)
- M.A. in Counseling Psychology combined with Secondary School Counselor Certification* (60 credits)
- M.A. in Counseling Psychology combined with Elementary and Secondary School Counselor Certification* (63 credits)

*A separate faculty interview is required for admission into certification programs. Certification also requires satisfactory completion of PA state-mandated tests (i.e., Praxis tests). All certification candidates must complete 9 credits of special education and 3 credits of teaching English language learners; these credits are built into the certification curricula.

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.

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 (48 credits)
  - Core (9)
  - Counseling Concentration (39)

PROGRAM COMPETENCIES AND EXPECTED OUTCOMES
MA Degree in Counseling Psychology

Upon program completion, successful students will demonstrate 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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 505</td>
<td>Adult Human Development</td>
<td>3</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research (required)</td>
<td>3</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations (required)</td>
<td>3</td>
</tr>
<tr>
<td>GEN 600</td>
<td>Comprehensive Examination (required)</td>
<td>0</td>
</tr>
</tbody>
</table>

**REQUIRED CONCENTRATION (39 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 599</td>
<td>Comprehensive Examination in Psychology</td>
<td>0</td>
</tr>
<tr>
<td>PSYC 604</td>
<td>Group Process</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 606</td>
<td>Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 608</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 609</td>
<td>Career and Vocational Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 614</td>
<td>Substance Abuse Education and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 617</td>
<td>Ethical and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 640</td>
<td>Diversity Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 641</td>
<td>Assessment for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 668</td>
<td>Counseling Theories and Techniques I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 669</td>
<td>Counseling Theories and Techniques II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 671</td>
<td>Seminar I in Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 672</td>
<td>Seminar II in Counseling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 673</td>
<td>Seminar III in Counseling Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

**MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY WITH SCHOOL PSYCHOLOGY CERTIFICATION (63 credits)**

The combined M.A. degree in Counseling Psychology with School Psychology Certification prepares graduates to work in school systems as certified school psychologists. Students also obtain experience delivering mental health services in other settings. The school psychology curriculum emphasizes the development and application of assessment, consultation, intervention, and counseling skills in the school setting. Course scheduling is done with advisement.

The combined M.A. in Counseling Psychology and School Psychology Certification is 63-credit hours above the Bachelor’s degree and consists of:

- Core (9 credits)
- Counseling & School Psychology Concentration (54 credits)

**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, successful students will demonstrate the ability to improve the academic, behavioral, and socioemotional competencies of children and youth, and to enhance the capacities of the systems in which they work. Specifically, they will demonstrate the following competencies, which are informed by and consistent with the National Association of School Psychologists’ education and training standards:

1. Foundational competencies:
   a. Interpersonal and collaborative skills
   b. Diversity awareness and sensitive service delivery
   c. Technological applications
   d. Professional, legal, ethical, and social responsibility
2. Functional competencies:
   a. Data-based decision making and accountability
   b. Systems-based service delivery
   c. Enhancing the development of cognitive and academic skills
   d. Enhancing the development of wellness, social skills, mental health, and life competencies

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)
OR
PSYC 604 Group Process (as determined by advisement) (3)
GEN 600 Comprehensive Examination (0)

REQUIRED CONCENTRATION (54 credits)
PSYC 599 Comprehensive Examination in Psychology (0)
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 642 Instruction and Assessment of Culturally and Linguistically Diverse Learners (3)
PSYC 654 Principles of Academic Assessment, Instruction and Intervention (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 668 Counseling Theories and Techniques I (3)
PSYC 669 Counseling Theories and Techniques II (3)
PSYC 672 Seminar II in Counseling Psychology (3)
PSYC 676 Seminar I: School Psychology Practicum (3)
PSYC 677 Seminar II: School Psychology Practicum (3)
PSYC 680 Seminar I: School Psychology Internship (3)
PSYC 681 Seminar II: School Psychology Internship (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.

MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY WITH ELEMENTARY SCHOOL COUNSELOR CERTIFICATION (60 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 60 credit hours above the Bachelor’s degree and consists of:
- Core (9)
- Counseling Psychology and Elementary School Counselor Certification (51)
PROGRAM COMPETENCIES AND EXPECTED OUTCOMES

Upon program completion, successful students will demonstrate 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))

<table>
<thead>
<tr>
<th>CORE (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501 Human Development (3)</td>
</tr>
<tr>
<td>GEN 502 Methods of Research (3)</td>
</tr>
<tr>
<td>GEN 503 Interpersonal Relations</td>
</tr>
<tr>
<td>GEN 600 Comprehensive Examination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED CONCENTRATION (51 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 599 Comprehensive Examination in Psychology (0)</td>
</tr>
<tr>
<td>PSYC 604 Group Process (3)</td>
</tr>
<tr>
<td>PSYC 606 Family Counseling (3)</td>
</tr>
<tr>
<td>PSYC 607 Treatment of Children and Adolescents (3)</td>
</tr>
<tr>
<td>PSYC 609 Career and Vocational Counseling (3)</td>
</tr>
<tr>
<td>PSYC 610 Children with Exceptional Needs (3)</td>
</tr>
<tr>
<td>PSYC 614 Substance Abuse Education and Counseling (3)</td>
</tr>
<tr>
<td>PSYC 617 Ethical and Professional Issues (3)</td>
</tr>
<tr>
<td>PSYC 640 Diversity Counseling (3)</td>
</tr>
<tr>
<td>PSYC 641 Assessment for Counselors</td>
</tr>
<tr>
<td>PSYC 642 Instruction and Assessment of Culturally and Linguistically Diverse Learners (3)</td>
</tr>
<tr>
<td>PSYC 654 Principles of Academic Assessment, Instruction and Intervention (3)</td>
</tr>
<tr>
<td>PSYC 655 School Consultation and Curriculum Design (3)</td>
</tr>
<tr>
<td>PSYC 668 Counseling Theories and Techniques I (3)</td>
</tr>
<tr>
<td>PSYC 669 Counseling Theories and Techniques II (3)</td>
</tr>
<tr>
<td>PSYC 671 Seminar I in Counseling Psychology (3)</td>
</tr>
<tr>
<td>PSYC 672 Seminar II in Counseling Psychology (3)</td>
</tr>
<tr>
<td>PSYC 687 Seminar in Elementary School Counseling (3)</td>
</tr>
</tbody>
</table>
MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY WITH SECONDARY SCHOOL COUNSELOR CERTIFICATION (60 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 60 credit hours above the Bachelor’s degree and consists of:

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

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 (51 credits)
- PSYC 599 Comprehensive Examination in Psychology (0)
- 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 610 Children with Exceptional Needs (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 642 Instruction and Assessment of Culturally and Linguistically Diverse Learners (3)
- PSYC 654 Principles of Academic Assessment, Instruction and Intervention (3)
- PSYC 655 School Consultation and Curriculum Design (3)
- PSYC 668 Counseling Theories and Techniques I (3)
- PSYC 669 Counseling Theories and Techniques II (3)
- PSYC 671 Seminar I in Counseling Psychology (3)
- PSYC 672 Seminar II in Counseling Psychology (3)
- PSYC 688 Seminar in Secondary School Counseling (3)

MASTER OF ARTS DEGREE IN COUNSELING PSYCHOLOGY WITH ELEMENTARY AND SECONDARY SCHOOL COUNSELOR CERTIFICATION (63 credits)
The combined M.A. degree in Counseling Psychology with dual certification as an Elementary and Secondary School Counselor prepares students to work in the field of mental health and in schools. The school counselor curriculum prepares students for counseling and consultative strategies for working with both elementary and secondary school students.

The combined M.A. degree in Counseling Psychology with dual certification in Elementary and Secondary School Counseling is 63 credit hours above the Bachelor’s degree and consists of:

- Core (9)
- Counseling Psychology and Elementary and Secondary School Counselor Certification (54)

PREREQUISITES
Statistics (undergraduate (3) or GEN 517 (1))
Personality (for non-psychology majors: undergraduate (3) or PSYC 517 (1))
CORE (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 503</td>
<td>Interpersonal Relations</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 600</td>
<td>Comprehensive Examination</td>
<td>(0)</td>
</tr>
</tbody>
</table>

REQUIRED CONCENTRATION (54 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 599</td>
<td>Comprehensive Examination</td>
<td>(0)</td>
</tr>
<tr>
<td>PSYC 604</td>
<td>Group Process</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 606</td>
<td>Family Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 607</td>
<td>Treatment of Children and Adolescents</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 609</td>
<td>Career and Vocational Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 610</td>
<td>Children with Exceptional Needs</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 614</td>
<td>Substance Abuse Education and Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 617</td>
<td>Ethical and Professional Issues</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 640</td>
<td>Diversity Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 641</td>
<td>Assessment for Counselors</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 642</td>
<td>Instruction and Assessment of Culturally and Linguistically Diverse Learners</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 654</td>
<td>Principles of Academic Assessment, Instruction and Intervention</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 655</td>
<td>School Consultation and Curriculum Design</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 668</td>
<td>Counseling Theories and Techniques I</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 669</td>
<td>Counseling Theories and Techniques II</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 671</td>
<td>Seminar I in Counseling Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 672</td>
<td>Seminar II in Counseling Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 687</td>
<td>Seminar in Elementary School Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 688</td>
<td>Seminar in Secondary School Counseling</td>
<td>(3)</td>
</tr>
</tbody>
</table>

(All courses must be done in Fall or Spring Semester)

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

CERTIFICATION ONLY* (*see notation on page 70)

SCHOOL PSYCHOLOGY CERTIFICATION ONLY (63 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 604</td>
<td>Group Process</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 607</td>
<td>Treatment of Children and Adolescents</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 610</td>
<td>Children with Exceptional Needs</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 617</td>
<td>Ethical and Professional Issues</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 635</td>
<td>Neuropsychology and Learning with Children and Adolescents</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 640</td>
<td>Diversity Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 642</td>
<td>Instruction and Assessment of Culturally and Linguistically Diverse Learners</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 654</td>
<td>Principles of Academic Assessment, Instruction and Intervention</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 655</td>
<td>School Consultation and Curriculum Design</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 663</td>
<td>Psychometrics</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 664</td>
<td>Assessment I: Cognitive</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 666</td>
<td>Assessment III: Psychoeducational Lab</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 668</td>
<td>Counseling Theories and Techniques I</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 669</td>
<td>Counseling Theories and Techniques II</td>
<td>(3)</td>
</tr>
</tbody>
</table>

(All courses must be done in Fall or Spring Semester)
Immaculata University

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 672</td>
<td>Seminar II in Counseling Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 676</td>
<td>Seminar I: School Psychology Practicum</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 677</td>
<td>Seminar II: School Psychology Practicum</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 680</td>
<td>Seminar I: School Psychology Internship</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 681</td>
<td>Seminar II: School Psychology Internship</td>
<td>(3)</td>
</tr>
</tbody>
</table>

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 if such change is mandated by PDE during a catalog period.

**ELEMENTARY SCHOOL COUNSELOR CERTIFICATION ONLY (48 credits)**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 607</td>
<td>Treatment of Children and Adolescents</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 609</td>
<td>Career and Vocational Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 610</td>
<td>Children with Exceptional Needs</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 617</td>
<td>Ethical and Professional Issues</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 640</td>
<td>Diversity Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 641</td>
<td>Assessment for Counselors</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 642</td>
<td>Instruction and Assessment of Culturally and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linguistically Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>PSYC 654</td>
<td>Principles of Academic Assessment, Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Intervention</td>
<td></td>
</tr>
<tr>
<td>PSYC 655</td>
<td>School Consultation and Curriculum Design</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 668</td>
<td>Counseling Theories and Techniques I</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 669</td>
<td>Counseling Theories and Techniques II</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 671</td>
<td>Seminar I in Counseling Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 672</td>
<td>Seminar II in Counseling Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 687</td>
<td>Seminar in Elementary School Counseling</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**SECONDARY SCHOOL COUNSELOR CERTIFICATION ONLY (48 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 501</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>GEN 502</td>
<td>Methods of Research</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 607</td>
<td>Treatment of Children and Adolescents</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 609</td>
<td>Career and Vocational Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 610</td>
<td>Children with Exceptional Needs</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 617</td>
<td>Ethical and Professional Issues</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 640</td>
<td>Diversity Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 641</td>
<td>Assessment for Counselors</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 642</td>
<td>Instruction and Assessment of Culturally and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Linguistically Diverse Learners</td>
<td></td>
</tr>
<tr>
<td>PSYC 654</td>
<td>Principles of Academic Assessment, Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and Intervention</td>
<td></td>
</tr>
<tr>
<td>PSYC 655</td>
<td>School Consultation and Curriculum Design</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 668</td>
<td>Counseling Theories and Techniques I</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 669</td>
<td>Counseling Theories and Techniques II</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 671</td>
<td>Seminar I in Counseling Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 672</td>
<td>Seminar II in Counseling Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 688</td>
<td>Seminar in Secondary School Counseling</td>
<td>(3)</td>
</tr>
</tbody>
</table>
SECONDARY AND ELEMENTARY SCHOOL COUNSELOR CERTIFICATION ONLY (51 credits)

Students who are seeking only certification in Elementary and 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 607 Treatment of Children and Adolescents (3)
- PSYC 609 Career and Vocational Counseling (3)
- PSYC 610 Children with Exceptional Needs (3)
- PSYC 617 Ethical and Professional Issues (3)
- PSYC 640 Diversity Counseling (3)
- PSYC 641 Assessment for Counselors (3)
- PSYC 642 Instruction and Assessment of Culturally and Linguistically Diverse Learners (3)
- PSYC 654 Principles of Academic Assessment, Instruction and Intervention (3)
- PSYC 655 School Consultation and Curriculum Design (3)
- PSYC 668 Counseling Theories and Techniques I (3)
- PSYC 669 Counseling Theories and Techniques II (3)
- PSYC 671 Seminar I in Counseling Psychology (3)
- PSYC 672 Seminar II in Counseling Psychology (3)
- PSYC 687 Seminar in Elementary School Counseling (3)
- PSYC 688 Seminar in Secondary 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 skills 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. The Psy.D. program was developed to address the educational needs and objectives of students who are working, and whose lifestyles do not permit attendance at daytime classes. Classes are in the evening; practica are completed during day hours.

The Psy.D. program is distinct from all other department programs in its goals, objectives, and competencies. Students in the Psy.D. program are referred to the Psy.D. Handbook, Predoctoral Internship Handbook, and 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

The Psy.D. program is designed to support students through the program as they become socialized into, and identified with, the profession of clinical psychology. The program provides students with a clear and detailed program of study, offers opportunities for scholarly exchange, provides timely reviews of progress, offers a curriculum that moves students toward Pennsylvania state psychology licensure requirements, and supports the knowledge, skills, attitudes, and professional socialization processes directed toward life-long learning as a clinical psychologist.

The Psy.D. program has goals that are related to the acquisition and attainment of competencies in these areas.

1. Comprehensive Clinical Understanding of the Client. The program goal is to help students develop the ability to attain a comprehensive clinical understanding of the client. The program's objective is to educate and train students toward the knowledge, skills, and attitudes necessary for theoretical, diagnostic, bio-psycho-social bases, life span, and self-observational applications that foster a comprehensive understanding of the client as a whole person.
2. Conceptual and Technical Skills. The program goal is to help students develop the technical and conceptual skills necessary to deliver clinical services competently. The program’s objective is to provide students with the knowledge, skills, and attitudes necessary to assess and intervene effectively in order to facilitate change in clients. 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 tests, measures, and clinical interviews.

3. Development of an Ethical Base for Clinical Psychology Service. The program goal is to help students develop the ability to make ethical decisions about their clinical work. The program’s objective is to provide students with the knowledge, skills, and attitudes needed to support an understanding and application 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. Research Methods and Data Analysis. The program goal is to help students develop the ability to be competent consumers of research. The program’s objective is to provide students with the knowledge, skills, and attitudes needed to support scholarship, conduct research, measure and evaluate outcomes, and foster a desire for systematic inquiry that complements the inquiry of clinical problems through psychotherapy and psychodiagnostic processes.

5. Diversity. The program goal is to help students develop the ability to integrate ideas and skills necessary to service a diverse clientele. The program's objective is to integrate human diversity throughout the curriculum, and to provide students with the knowledge, skills, and attitudes necessary for understanding and applying concepts related to human diversity to clinical services.

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, including PSYC 695 as a field placement. PSYC 600 and 601 are also required as program pre-requisites and do not count towards the 18 credits.

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

- Core (9)
- Clinical Concentration (108)

PROGRAM COMPETENCIES AND EXPECTED OUTCOMES

Psy.D. Program in Clinical Psychology

Upon completion of the program, successful students will demonstrate 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. Understanding 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. Ability to 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.
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 professional practice issues in the private sector.
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.

Psy.D. Clinical Psychology program outcome information (internships, average time to program completion, attrition, licensure statistics) can be located on the department’s webpage www.immaculata.edu/Academics/Department/GraduatePsychology/index.htm.

Tuition and fee information is available in the College of Graduate studies catalog and under the link to the College of Graduate Studies.

**PREREQUISITES**
Required for students admitted with a bachelor's degree, or a master's degree in a field unrelated to psychology, or at the department's recommendation).

**PSYC 668**  Counseling Theories and Techniques I
**PSYC 669**  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 (108 credits)**
**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 695**  Clinical Psychology and Practicum Seminar  (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**  Client-Centered and Relationship 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 Skills  (3)
**PSYC 731**  Assessment V: Neuropsychological  (3)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 740</td>
<td>Clinical Psychopharmacology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 741</td>
<td>Clinical Supervision, Consultation, and Management</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 745</td>
<td>Social Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 765</td>
<td>Assessment II: Personality</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 766</td>
<td>Advanced Neuropsychology*</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 767</td>
<td>Advanced Clinical Psychology and Practicum Seminar</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 768</td>
<td>Forensic Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 780</td>
<td>Diagnostic Practicum and Seminar I</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 781</td>
<td>Diagnostic Practicum and Seminar II</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 782</td>
<td>Psychotherapy Practicum and Seminar I</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 783</td>
<td>Psychotherapy Practicum and Seminar II</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 786</td>
<td>Internship in Clinical Psychology I</td>
<td>(1.5)</td>
</tr>
<tr>
<td>PSYC 787</td>
<td>Internship in Clinical Psychology II</td>
<td>(1.5)</td>
</tr>
<tr>
<td>PSYC 788</td>
<td>Internship in Clinical Psychology III</td>
<td>(1.5)</td>
</tr>
<tr>
<td>PSYC 791</td>
<td>Internship in Clinical Psychology IV</td>
<td>(1.5)</td>
</tr>
<tr>
<td>PSYC 792</td>
<td>Internship in Clinical Psychology V</td>
<td>(1.5)</td>
</tr>
<tr>
<td>PSYC 793</td>
<td>Internship in Clinical Psychology VI</td>
<td>(1.5)</td>
</tr>
<tr>
<td>PSYC 798</td>
<td>Doctoral Dissertation I</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 799</td>
<td>Doctoral Dissertation II</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 800</td>
<td>Doctoral Dissertation III</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 000</td>
<td>Dissertation Continuation</td>
<td>(0)</td>
</tr>
</tbody>
</table>

* Students eligible for M.A. in Clinical Psychology must take either PSYC 766 or PSYC 768. Permission of the Chair is required to take both classes. Students not eligible for the M.A. in Clinical Psychology must take PSYC 766 and PSYC 768.

PSYC 786, 787, 788, 791, 792, 793: students work with the Coordinator of Pre-doctoral 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.

**MASTER OF ARTS IN CLINICAL PSYCHOLOGY**

The Master of Arts in Clinical Psychology is embedded within the PsyD curriculum. This degree is open to doctoral students admitted into the PsyD program who enter with a BA or BS degree, or to students who entered the PsyD program with a master's degree or equivalency, but without any course transfers. It is not a stand-alone degree program.

**PROGRAM COMPETENCIES AND EXPECTED OUTCOMES**

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

1. intervention and theory
2. diversity and ethics
3. assessment and diagnosis
4. design and analysis
5. practice–based experience

**SCOPE AND SEQUENCE OF COURSES**

The courses organized within the five core areas that link to the goals and objectives of the program and support program outcomes follow.

*PSYC 668 and 669 are taken as program pre-requisites.

**Intervention and Theory (18 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 701</td>
<td>Human Development</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 604</td>
<td>Group Process</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 606</td>
<td>Family Counseling</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 710</td>
<td>Cognitive &amp; Behavioral Theories &amp; Therapies</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 711</td>
<td>Psychoanalytic Theories &amp; Therapies</td>
<td>(3)</td>
</tr>
<tr>
<td>PSYC 712</td>
<td>Client-Centered and Relationship Theories &amp; Therapies</td>
<td>(3)</td>
</tr>
</tbody>
</table>
**Diversity and Ethics (6 Credits)**
- **PSYC 721**  Psychology of Human Diversity (3)
- **PSYC 702**  Professional Issues & Ethics (3)

**Assessment and Diagnosis (12 Credits)**
- **PSYC 608**  Psychopathology (3)
- **PSYC 663**  Psychometrics (3)
- **PSYC 664**  Assessment I: Cognitive (3)
- **PSYC 765**  Assessment II: Personality (3)

**Design and Analysis (6 Credits)**
- **GEN 702**  Research Methods (3)
- **PSYC 718**  Applied Statistical Analysis for Behavioral Science (3)

**Application of Clinical Methods (6 Credits)**
- **PSYC 695**  Clinical Psychology and Practicum Seminar (3)
  This is a field placement of a minimum of 250 hours.
- **PSYC 767**  Advanced Clinical Psychology and Practicum Seminar (3)
  This is a field placement of a minimum of 150 hrs.
- **PSYC 697**  Comprehensive Examination (0)

**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 transferred in 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 areas as part of their program of study:
- Psychological Testing
- Integrative Psychotherapy
- Forensic Psychology
- Human and Cultural Diversity
- Psychodynamic Psychotherapy
- Neuropsychological Assessment

Requirements are outlined in the Psy.D. Handbook.
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 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). Students who receive a grade of B- or below in Methods of Research at the master’s level will be required to repeat the 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 with objectives to study and appreciate one’s own and others’ adult developmental process. Seminal adult development scholars and their theories are presented and discussed. 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 604
- PSYC 606
- PSYC 608
- PSYC 614
- PSYC 617

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

- PSYC 607
- PSYC 617
- PSYC 640
- PSYC 663

*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 602 Geriatric Counseling (3)
A survey of the physical, emotional, and social challenges of 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
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, crisis management and termination are reviewed. Implications for diversity are reviewed and discussed. Intervention strategies are reviewed and discussed. Applications to practice settings 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. Ethics in family therapy and applications to practice settings are reviewed.

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 schema 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, diversity, gender stereotyping, networking strategies, and life-long learning are examined.

PSYC 610 Children with Exceptional Needs (3)
This course examines major areas of exceptionality, service delivery, and options for assessment and programming. Individualized education programs and a presentation of the concept of multidisciplinary evaluations are discussed. Litigation and legislation in the area of special education are reviewed. Implications of exceptionalities for family systems, including parent-child communication, parent-school relationships, and sibling issues are examined. This course is a prerequisite for PSYC 676, 687, and 688.

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, dual diagnosis and medications, 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 HIPPA 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)
This course will critically examine issues related to psychological assessment and educational achievement from a primarily neuropsychological perspective. Brain-based theories of learning and cognition will be explored. Models of behavior, problem solving, and academic skills will be examined. Neuropsychologically-informed methods of assessment and direct and indirect interventions will be introduced. Neurodevelopmental changes and/or differences associated with various high-and-low incidence disabilities will be reviewed. Ways to examine and adapt curriculum in light of assessment data will be discussed. PSYC 664 should be taken before this course.

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, spirituality, and ethnicity; stereotyping; and topics relevant to diversity across populations and settings. For students in the school certification programs, this course is a prerequisite for PSYC 642.

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, educational, social/emotional change, and report writing are reviewed. For students in the School Counseling certification programs, this course is a prerequisite for PSYC 654.
PSYC 642 Instruction and Assessment of Culturally and Linguistically Diverse Learners (3)
This course will examine factors relating to instruction, assessment, and intervention for culturally and linguistically diverse (CLD) learners. The roles of the school counselor and the school psychologist in supporting CLD learners will be emphasized. Language acquisition processes for monolingual and multilingual learners will be reviewed. Bias, fairness, and cultural factors impacting instruction and assessment will be discussed. Educational, legal, and ethical standards pertaining to CLD learners will be reviewed (Prerequisite: PSYC 640).

PSYC 654 Principles of Academic Assessment, Instruction, and Intervention (3)
This course examines instructional techniques, assessments, and interventions as they apply to diverse learners, including children with exceptionalities and English Language Learners. Research on academic skill acquisition will be discussed. Use and interpretation of authentic, screening, diagnostic, formative, benchmark, and summative assessments will be reviewed. Ethical and evidence-based instructional and intervention techniques will be emphasized. This course is a prerequisite for PSYC 655. (Prerequisite: either PSYC 641 or PSYC 663).

PSYC 655 School Consultation and Curriculum Design (3)
This course addresses theories, models, and processes of consultation. Functional assessment of behavior, positive behavioral supports, direct and indirect interventions with individuals and groups, strategies for crisis prevention and management, and program evaluation will be explored. The role of the school counselor and school psychologist within the school system are reviewed. Curriculum development and design for elementary and secondary education, graduation expectations, school-based support teams and services, and school climate are discussed. Methods of collaboration among school-based professionals, and with families and community agencies are emphasized.

PSYC 663 Psychometrics (3)
This course critically examines the issues related to assessing psychological characteristics and educational achievement. Reliability, validity, item analysis, units and levels 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. Technological issues and applications as they pertain to psychological assessment are discussed. Ethical issues in assessment are explored. For students in the School Psychology certification program, this course is a prerequisite for PSYC 664 and PSYC 654.

PSYC 664 Assessment I: Cognitive (3)
Students will learn to administer, score, interpret, and report results of various measures of cognitive functioning. Multicultural assessment practices and diversity issues will be reviewed. Educational and clinical applications of individual assessment, diagnostic measures of intelligence, and observation techniques will be examined. Best practices, ethical standards, theoretical frameworks for assessment, and supplemental norm- and criterion-referenced assessment measures and techniques will be reviewed. (Pre-requisites: GEN 502, PSYC 663)

PSYC 666 Assessment III: Psychoeducational (3)
Students will increase their proficiency in planning, conducting, and interpreting the data resulting from comprehensive and individualized assessments. Cultural and linguistic issues relevant to school psychology practice will be reviewed. Cognitive assessment, academic achievement assessment, curriculum-based assessment, and socioemotional/behavioral assessment methods for preschool and school-age children will be discussed and practiced. Knowledge of and skills in cross-battery assessment; response to intervention initiative and practices; direct and indirect delivery of psycho-educational interventions; state and federal laws pertaining to the practice of school psychology and multidisciplinary team processes will be examined. Historical roles, emergent technologies, current trends, and future directions in school psychology will be discussed. Case conceptualization and report writing skills will be developed. (Pre-requisite: PSYC 664)

PSYC 668-669 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; PSYC 607 or PSYC 608)

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 676-677, 680-681, 687, and 688 must be completed in a public school setting.

PSYC 671 (3), 672 (3), 673 (3), 687 (3), 688 (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 687 and 688, in addition to the general course description noted above, students will also participate in modules which cover topics in family and groups, and substance abuse. Students in PSYC 688 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* 250 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 604, 606, 608, 614, 617, 668 and 669
Emergent technologies, curriculum issues, intervention design and variety of topics, including cultural and linguistic diversity issues, of research and practice issues. In addition to case conferences, a seminar at the university that emphasizes case review and discussion, psychology internship experiences at sites that have been approved by the Program Field Site Coordinator. Students also participate in internship training. Students complete supervised school semesters (Fall and Spring, 600/600 hrs) that integrate coursework with practicum training.

MA in Counseling Psychology with School Psychology Certification and School Psychology Certification Only:
Seminar I in Counseling Psychology PSYC 671 250 hours (must be done prior to PSYC 680)
Seminar II in Counseling Psychology PSYC 672 250 hours
Seminar I: School Psychology Practicum PSYC 676 150 hours (must be done in the Fall semester; is taken prior to PSYC 677)
Seminar II: School Psychology Practicum PSYC 677 150 hours (must be done in the Spring semester immediately following PSYC 676; is taken prior to PSYC 680)
Seminar I: School Psychology Internship PSYC 680 600 hours (must be done in the Fall semester; is taken prior to PSYC 681)
Seminar II: School Psychology Internship PSYC 681 600 hours (must be done in the Spring semester immediately following PSYC 680)

Pre-requisites for PSYC 672: Core, PSYC 604, 607 or 608, 617, 663, 664, 668 and 669.
Pre-requisites for PSYC 676: Core, PSYC 610, 654, 655, 663, 664 and 666.
Pre-requisites for PSYC 680: Completion of all course work, including PSYC 672, 676, and 677.

PSYC 676-677 Seminar I, II: School Psychology Practicum (3, 3)
PSYC 676 and 677, Seminar I and II: School Psychology Practicum, provide students with a 300 hour practicum experience (Fall and Spring, 150/150 hrs) that integrates course work with practicum training. Students complete supervised school psychology practicum experiences at sites that have been approved by the Program Field Site Coordinator. Practicum students provide supervised assessment and consultation services at practicum sites and engage in other experiences designed to familiarize them with school settings and systems during the practicum year. Students also participate in seminars at the university that emphasize best practices in school psychology services, the role and function of the school psychologist, and application of course content to practicum settings. (Prerequisites: Core, PSYC 610, 654, 655, 663, 664, 666).

PSYC 680-681 Seminar I, II: School Psychology Internship (3, 3)
PSYC 680 and 681, Seminar I and II in School Psychology, provide students with a 1,200 hour internship experience over the two semesters (Fall and Spring, 600/600 hrs) that integrates course work with internship training. Students complete supervised school psychology internship experiences at sites that have been approved by the Program Field Site Coordinator. Students also participate in seminars at the university that emphasize case review and discussion of research and practice issues. In addition to case conferences, a variety of topics, including cultural and linguistic diversity issues, emergent technologies, curriculum issues, intervention design and monitoring, ethics in school psychology practice, social and emotional assessment, administrative structures in public schools and other educational settings, school law and regulations, and organizational patterns in schools are discussed. Applications to practice settings are reviewed. (Prerequisites: all course work, including PSYC 672, 676, and 677).

MA in Counseling Psychology with Elementary School Counselor Certification
Seminar I in Counseling Psychology PSYC 671† 250 hours
Seminar II in Counseling Psychology PSYC 672 250 hours
Seminar in Elementary School Counseling *PSYC 687 300 hours (Must be done in Fall or Spring Semester)

MA in Counseling Psychology with Secondary School Counselor Certification
Seminar I in Counseling Psychology PSYC 671† 250 hours
Seminar II in Counseling Psychology PSYC 672 250 hours
Seminar in Secondary School Counseling *PSYC 688 300 hours (Must be done in Fall or Spring Semester)

MA in Counseling Psychology with Elementary and Secondary School Counselor Certification
Seminar I in Counseling Psychology PSYC 671† 250 hours
Seminar II in Counseling Psychology PSYC 672 250 hours
Seminar in Elementary School Counseling *PSYC 687 300 hours (Must be done in Fall or Spring Semester)
Seminar in Secondary School Counseling *PSYC 688 300 hours (Must be done in Fall or Spring Semester)

Elementary School Counselor Certification Only
Seminar I in Counseling Psychology PSYC 671† 250 hours
Seminar II in Counseling Psychology PSYC 672 250 hours
Seminar in Elementary School Counseling *PSYC 687 300 hours (Must be done in Fall or Spring Semester)

Secondary School Counselor Certification Only
Seminar I in Counseling Psychology PSYC 671† 250 hours
Seminar II in Counseling Psychology PSYC 672 250 hours
Seminar in Secondary School Counseling *PSYC 688 300 hours (Must be done in Fall or Spring Semester)

Dual Certification in Elementary and Secondary School Counseling
Seminar I in Counseling Psychology PSYC 671† 250 hours
Seminar II in Counseling Psychology PSYC 672 250 hours
Seminar in Elementary School Counseling *PSYC 687 300 hours (Must be done in Fall or Spring Semester)
Seminar in Secondary School Counseling *PSYC 688 300 hours (Must be done in Fall or Spring Semester)

†Prerequisites for PSYC 671: Core, PSYC 604, 606, 607, 614, 617, 641, 648 and 669
Note – PSYC 604, 606, and 614 not required for Certification Only
Prerequisites for PSYC 687 or PSYC 688: Completion of all course work including PSYC 671 and PSYC 672.
*PSYC 687 and 688 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 one year 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 695  Clinical Psychology and Practicum Seminar (3)
Students admitted into the PsyD program in Clinical Psychology with a Bachelor's degree must complete PSYC 695 as a 250-hour field placement, which may be combined with an academic case conference seminar. Students admitted into the PsyD program in Clinical Psychology with a Master's degree in an unrelated field and are pursuing a Master's degree in Clinical Psychology must also take PSYC 695 as a 250-hour field placement, which may be combined with an academic case conference seminar. Open only to Psy.D. students in Clinical Psychology.

PSYC 696  Independent Project (3)
A one-semester independent project conducted under faculty direction.

PSYC 697  Comprehensive Examination (0)
The Comprehensive Examination is the capstone project. Students petition for the Comprehensive Examination in the fall semester that either follows or coincides with their completion of course work. The MA degree is awarded upon successful completion of the Comprehensive Examination.

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 in Clinical Psychology.

PSYC 701  Cognitive and Affective Bases of Behavior (3)
Review of cognitive psychological processes and paradigms for learning, memory, sensation, decision making, perception, reasoning, and information processing. (Prerequisite: PSYC 700) Open only to Psy.D. students in Clinical Psychology.

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

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 Dialectical Behavioral Therapy. Application to practice settings are reviewed. Assessment of client-model fit is reviewed. 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 730  Assessment IV: Advanced Skills (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. Emphasis on the relationship between assessment 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 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 in Clinical Psychology.

PSYC 741  Clinical Supervision, Consultation, and Management (3)
Course addresses roles and expectations of supervisors and consultants, and program managers in clinical practice. A developmental supervision model, a consultation stage model, and issues in program leadership and personnel management are reviewed. Application of assessment, intervention, relational, diversity, ethics and outcome evaluation are reviewed. Strategic and informed approaches are discussed. The course also includes a private practice/practice management module. (Pre-requisite: Student is within one semester of enrolling in, is enrolled in, or has completed PSYC 780. Open only to Psy.D. students in Clinical 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 in Clinical Psychology.

PSYC 765  Assessment II: Personality (3)
Introduction to personality assessment. Students learn how to use story-telling 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 in Clinical Psychology.

PSYC 766  Advanced Neuropsychology (3)
This course advances knowledge base and skills relevant to the practice of clinical neuropsychology. The course will increase understanding of disorders of brain-behavior relationships, specialized assessment and intervention techniques and further develop consultation skills to work effectively and ethically with referral sources and families. Prerequisite: PSYC 731. Open only to Psy.D. students in Clinical Psychology.

PSYC 767  Advanced Clinical Psychology and Practicum Seminar (3)
A 150 hr placement, with content to include "Students complete a 150-hour field placement under supervision. Seminar is case conference and readings. Topics include assessment, intervention, and ethical-practice issues that may arise with older clients, forensic clients, and other specific client populations; substance abuse; outcome assessment; and client-therapist relationship. Pre-Requisite: PSYC 695 (if required). Open to Psy.D. students. Required for students eligible for the M.A. degree in Clinical Psychology. Open to Psy.D. students in Clinical Psychology as alternative to PSYC 768 for students not eligible for the M.A. degree in Clinical Psychology. Approval of Chair and PsyD Field Site Coordinator. Students interested in taking both PSYC 767 and PSYC 768 (below) must have the Chair's approval.

PSYC 768  Forensic Psychology (3)
This class covers foundational areas in forensic psychology, including ethical and legal issues, assessment, diagnostic, and intervention strategies related to the criminal justice system, relevant procedural matters, and other topics related to the practice of forensic psychology. Open to Psy.D. students in Clinical Psychology as alternative to PSYC 767 for students not eligible for the M.A. degree in Clinical Psychology. Students interested in taking both PSYC 767 and PSYC 768 must have the Chair's approval. Pre-Requisite: PSYC 702

Practicum and Internship Requirements
All students enrolled in practicum and internship must meet the following requirements prior to their clinical experience. These requirements must be renewed annually. The student is responsible for the cost of clearances.

- Pennsylvania Child Abuse History Clearance – Forms may be obtained by going to the Pennsylvania Department of Public Welfare website http://www.dpw.state.pa.us
Follow the online instructions for processing.

- Pennsylvania State Police Criminal Background Check – Clearance can be processed online by going to http://epatch.state.pa.us

- Mandatory drug screening as well as other health related information may be required by certain clinical facilities. In addition, anyone attending a clinical site and is suspected of being under the influence of drugs or alcohol will automatically be reported and screened. If results are positive, disciplinary action will be taken.

- Refer to The Pennsylvania State Board of Psychology regarding eligibility for licensure.
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 Placements. Students also participate in weekly seminars. Application to practice settings are reviewed. Practicum cannot be completed at place of employment. Open only to Psy.D. students in Clinical Psychology.

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 Placements 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 Placements works in conjunction with the Chair. Grading is "Pass" or "Fail."

PSYC 785

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. Open only to Psy.D. students in Clinical Psychology.

PSYC 786, 787, 788, 791, 792, 793

Predoctoral Internship in Clinical Psychology (9)

Students complete APA Accredited and/or APPIC Member Predoctoral Internships, which provide the intern with advanced level supervised clinical experiences and training. This clinical training includes the synthesis of knowledge and skills acquired through coursework and practica, in addition to development of professional roles and identity. Students may not complete an internship at their place of employment. Open only to Psy.D. students in Clinical Psychology.

Predoctoral Internships begin between July and September. Students completing internships enroll in the six courses distributed across the internship; the Pre-Doctoral Internship Coordinator assists students in determining this sequencing based on the interns’ start and end dates. Students complete a minimum of 1,800 hours across this 9-credit course sequence.

Students meet with the Pre-Doctoral Internship Coordinator approximately 16 months prior to the year that they anticipate beginning their internship. (Prerequisites: All coursework, including dissertation defense, and comprehensive exams; and departmental approval) Grading is “Pass” or “Fail.”

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 in Clinical Psychology (Clinical Psychology prerequisite: PSYC 781)
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 701 and 702; PSYC 663 and 718
* PSYC 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

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. Open only to Psy.D. students in Clinical Psychology.

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 page 15 Continuous Registration.
CERTIFICATE IN ADDICTIONS STUDIES AND THERAPEUTIC PRACTICE

Certificate in Addictions Studies and Therapeutic Practice (24 credits)
The department offers a 24-credit certificate in Addiction Studies and Therapeutic Practice to current MA in Counseling Psychology students who are completing PSYC 671, 672 and 673 (700 practicum and internship hours) in placements in which they serve clients suffering from addiction problems. Graduates of Immaculata’s MA in Counseling Psychology program, who have completed all PSY 671, 672 and 673 practica in the field of addictions may also be considered for the certificate.

REQUIRED COURSES: (15 credits)
- PSYC 511 Psychopharmacology: Medication Uses and Side Effects (3)
- PSYC 614 Substance Abuse Education and Counseling (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)

ELECTIVES: (9 credits)
Students must select 12 credits from the following courses:
- PSYC 511 Behavioral Addictions (3)
- PSYC 511 The Psychology and Spirituality of the 12-Step Program (3)
- PSYC 511 Counseling Strategies for Dealing with Addictive Disorders (1)
- PSYC 511 Dual Diagnosis in the Treatment of Addictions (1)
- PSYC 511 Infectious Diseases including HIV/AIDS (1)
- PSYC 511 Trauma and Addictions (1)

Students may earn only one of the above certificates.

Certificate in Addictions Studies (15 credits)
The department offers a 15 graduate credit certificate in Addictions Studies for students who wish to concentrate in this area but who may not have completed the appropriate placements in PSYC 671, 672, and 673 or who may be from other programs within the university. Students from other institutions are also welcome to enroll. Students may/may not already have an earned master’s degree.

REQUIRED COURSES:
- PSYC 511 Psychopharmacology: Medication Uses and Side Effects (3)
- PSYC 614 Substance Abuse Education and Counseling (3)

ELECTIVES:
Students must select 9 credits from the following courses:
- PSYC 511 Behavioral Addictions (3)
- PSYC 511 The Psychology and Spirituality of the 12-Step Program (3)
- PSYC 511 Counseling Strategies for Dealing with Addictive Disorders (1)
- PSYC 511 Dual Diagnosis in the Treatment of Addictions (1)
- PSYC 511 Infectious Diseases including HIV/AIDS (1)
- PSYC 511 Trauma and Addictions (1)
Course Descriptions

Three Credit Courses

PSYC 614  Substance Abuse Education and Counseling  
Required Course (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, dual diagnosis and medications, 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 511  Behavioral Addictions (3)  
This course will examine the etiology, attributes and treatment of the main behavioral addictions. Specifically, the addictions of gambling, sex, food, exercise, work and the internet will be explored as well as those therapeutic strategies proven most helpful in addressing these addictions.

PSYC 511  Psychopharmacology: Medication Uses and Side Effects (3)  
This course will provide an overview of commonly prescribed medications for psychological disorders with an emphasis on current research and drugs used for those with a diagnosis of addictions or addictions with co-occurring illnesses.

Readings and lecture will address how the medications work, their uses and side effects. This interactive seminar offers the opportunity to enhance the students’ and clinicians’ knowledge of their clients’ medications, which will contribute to the success of each client’s assessment and treatment.

PSYC 511  The Psychology and Spirituality of the 12-Step Program (3)  
This course will examine each of the steps, explore the spiritual nature of the 12-step philosophy, and translate each of the steps into psychological terms. Finally practical ways to use the 12-step program in counseling clients with addictions will be demonstrated and practiced.

One Credit Courses

PSYC 511  Counseling Strategies for Dealing with Addictive Disorders (1)  
Counseling persons with addictive disorders requires a set of skills very different from usual counseling situations. In this practical, hands-on course, students will be introduced to the basic skills needed to be effective in this important domain of psychotherapy.

PSYC 511  Dual Diagnosis in the Treatment of Addictions (1)  
This course will explore the major psychiatric disorders often used to define dual diagnosis, discuss reasons for its prevalence, examine preferred treatments, as well as, medications used in treatment of the dually diagnosed patient. Finally, techniques used in treatment of dually diagnosed patients will be demonstrated.

PSYC 511  Infectious Diseases including HIV/AIDS (1)  
This course will explore the common infectious diseases, their cause and treatment, i.e. medications, and counseling strategies that will help clients to comply with making healthy choices.

PSYC 511  Trauma and Addictions (1)  
This course will address the increasing incidence of trauma and abuse among addicted individuals presenting with mental health issues and barriers to recovery. It will explore the scope of the problem, tools for assessment, evaluation, treatment planning and resources for recovery and trauma resolution among addicted individuals.
Public Relations requires skills in writing, representing organizational image, responding to crisis, and applying communication theory needed and desired in all organizational and professional environments. Public Relations acts as the foundation of any successful business relationship. This program expands understanding of research, writing, and delivery methods that not only achieve, but exceed client’s expectations.

This program enables students to explore various aspects of public relations including local, governmental or global applications. The program builds on the theory of communication leading to the construction of deliverable, measurable outcomes for clients as well as evaluation strategies. Techniques of self-evaluation help strengthen the student’s ability to adapt and grow in changing climates, responsive to the fast-paced discipline of public relations.

The curriculum plan is based on the general core, public relation requirements, the capstone experience, and electives. This curriculum allows for the development of a strong foundation in communication theory as used in public relations, along with freedom to explore individual interests through the electives and capstone experiences.

As a result of this program, students will:
1. Deepen ability to apply communication theory to respond to client expectations.
2. Increase their understanding of the application of research strategies.
3. Refine public relations writing skills through internal communication, communication in virtual environments, the creation of proposals and the development of media materials.
4. Develop an awareness of the ethical functioning of public relations practices that serve groups or individuals in various settings.
5. Expand ability to communicate through the use of effective strategies responsive to crisis and context.

**PROGRAM OF STUDY**

**M.A. in Public Relations**  
(36 Credits)

This 36 credit hour program consists of the following:

**GENERAL CORE (9 Credits)**

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

**CONCENTRATION (18 Credits)**

- PREL 600  Communication Theory in Practice (3)
- PREL 605  Issues In Public Relations (3)
- PREL 610  Public Relations Writing (3)
- PREL 625  Media Relations (3)
- PREL 630  Crisis Communication (3)
- PREL 640  Community, Government, and Global Relations (3)

**CAPSTONE PROJECT (6 Credits)**

- PREL 690  Public Relations Research (3)
- PREL 691  Public Relations Practice (3)

**ELECTIVES* (3 Credits)**

- ORGL 601  Strategic Management (3)
- ORGL 602  Foundations of Finance and Economics (3)
- ORGL 610  Organization Behavior (3)
- ORGL 620  Leveraging Emerging Technologies (2)
- OREF 611  Interpersonal and Group Relations (3)
- GEN 511  Special Topics (1)
- PREL 620  Public Relations Campaigns (3)
- PREL 680  Special Topics in Public Relations (1-3)
- PREL 681  Independent Study in Public Relations (1-3)
**Course Descriptions**

**PREL 600  Communication Theory in Practice (3)**
Focus on seminal works that have impacted the communication discipline. Students will learn to recognize factors affecting the internal and external structure of an organization, the analysis of theoretical perspectives and the use of tools to accommodate clients.

**PREL 605  Issues in Public Relations (3)**
The theory and practice of public relations including public relations function within organizations, its impact on publics, and its function in society will be explored. Evolution of the field, ranges of responsibilities that public relations practitioners assume, and paramount issues that have evolved the practice form a basis for analysis of public relations practice. Values that create an organization’s ability to have successful relationships with its clients and public audience will also be explored.

**PREL 610  Public Relations Writing (3)**
Examination of the process of writing advertising copy, creating press packages, writing blogs, and writing recovery for an organization. Legal and ethical issues in writing will be addressed. Emphasis will be placed on creating strategic messages and understanding target audiences.

**PREL 620  Public Relations Campaigns (3)**
Focuses on informational and persuasive campaigns to achieve commercial, political and social goals. Application of principles, processes, strategies, and tactics that are required to plan and implement effective public relations campaigns and programs.

**PREL 625  Media Relations (3)**
Discussion of processes for building appropriate media kits, following ethical standards and use of technology in communicating with the public. Relationships between the promotion of products, services, and the entire organization will be investigated.

**PREL 630  Crisis Communication (3)**
Utilization of case studies and events to decipher practical crisis management processes that will help prevent and handle unexpected organizational incidents that can damage corporate reputation and client trust. Planning, preventing and repairing unexpected organization incidents will be investigated. Inclusion of issues management with crisis communication. Issues management (IM) involves scanning the social, political and environmental communities for issues that affect the organization’s structure, function and responses.

**PREL 640  Community, Government, and Global Relations (3)**
Investigation of communication on multiple levels including profit and non-profit organizations and the analysis of processes dealing with community, government and international clients. Case studies and strategies will be discussed.

**PREL 680  Special Topics in Public Relations (1-3)**
Analysis of selected topics, current trend or innovation in applied communications. Requires approval of program director.

**PREL 681  Independent Study in Public Relations (1-3)**
Students apply theoretical framework to applied experience in the field. Requires approval of program director.

**PREL 690  Public Relations Research (3)**
Investigation of theoretical topics in public relations. Students will explore methods of research, and identify specific theories for individual research. This course is the first of a two-part capstone series. Students will study advanced concepts, theories, principles and methods as they apply to public relations. This course will provide an opportunity to become familiar with some of the academic research literature in public relations that reflects and guides theory development in the field. The study of applied management and research techniques in public relations will become a foundation for a research paper as well as for the preparation of a prospectus outlining the application plan for the second course in this sequence.

**PREL 691  Public Relations Practice (3)**
Application of theory to field experiences. Students will complete a capstone paper for presentation utilizing the theories investigated in PREL 690. Concepts of performance based-research are addressed.
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.

Required Education Courses:

- **EDL 619** Foundations of Education (3 credits)
- **EDL 629** Introduction to Special Education (3 credits)

Required Undergraduate Courses:

- **NURS 420** School Health Theory and Practice I (4 credits)
- **NURS 424** School Health Theory and Practice II (3 credits)

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 and NURS 424 at the undergraduate level, contact the College of Lifelong Learning at 610-647-4400, extension 3239.

---

**Course Descriptions**

**EDL 619** Foundations of Education (3)
Includes historical and political issues in Education.

**EDL 629** Introduction to Special Education (3)
Explains the various characteristics of and approaches for meeting the needs of students with disabilities in both regular and special education classrooms.

**NURS 420** School Health Theory and Practice I (4)*
This course is part of the School Nurse Certification Program and examines the health status of children and personnel in the school setting. Emphasis is placed on the assessment, identification, and resolution of health problems common to these populations.

CLINICAL PRACTICUM REQUIRED (150 HOURS IN A SCHOOL SETTING). Prerequisites: BSN from an accredited institution, EDL 619 or EDL 629.

**NURS 424** School Health Theory and Practice II (3)
This course is devoted to addressing accommodations and adaptations necessary for students with disabilities. A clinical practicum which will include 10 to 15 hours in an inclusive school setting. 2 hours of which will be a field experience at a child development center. Prerequisite: NURS 420.
ADMINISTRATIVE ORGANIZATION

EXECUTIVE ADMINISTRATION

2012-2013
Sister R. Patricia Fadden, Ed.D.
President

Sister Ann Heath, Ph.D.
Vice-President for Academic Affairs

Jenni Sauer, CPA
Vice-President for Finance and Administration

Stephen Pugliese, Ph.D.
Vice-President for Student Development and Engagement

TBA
Vice-President for University Advancement

Robert D. Cole, M.A.
Vice-President for University Communications

COLLEGE OF GRADUATE STUDIES ADMINISTRATION

Janet F. Kane, Ed.D.
Dean of the College of Graduate Studies

Thomas F. O’Brien, Ph.D., Ed.D
Associate Dean

Sandra A. Rollison, M.A.
Assistant Dean

Rosemary A. Malloy, B.A.
Executive Director of Graduate Enrollment

David B. Morgan, Ed.D.
Director of Special Programs

Sueann Robbins, M.A.
Assistant Director of Graduate Admission

Marcia Parris, M.A.
Associate Director of Student Services

Roseanne Mucchetti, M.A.
Assistant Director of Graduate Enrollment

Mark Hammons, M.A.
Assistant Director of Student Services

Graduate Programs

Margaret van Naerssen, Ph.D., Coordinator
Cultural and Linguistic Diversity

Thomas Compitello, Ed.D., Chair
Educational Leadership

Janice Jacobs, Ph.D., Chair
Leadership Studies

Anthony Meadows, Ph.D., Chair
Music Therapy

Margaret Lacey, Ph.D., Chair
Nursing

Jane Tang, Ph.D., R.N., Coordinator
Nursing

Laura Frank, Ph.D., Chair
Nutrition and Dietetics

Jed A. Yalof, Psy.D., ABPP, Chair
Psychology

Sister Jeannine O’Kane, Ph.D., Coordinator
Counseling Psychology

Marie C. McGrath, PhD.D., Coordinator
School Psychology

Faculty Emeritae

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

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

A.B. Immaculata College
M.Sci.Ed. Virginia State University
Ph.D. Ohio State 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
Nationally Certified School Psychologist
B.A. Immaculata College
M.A. Marywood University
M.Ed. Temple University
Psy.D. Immaculata University
Licensed Psychologist, Commonwealth of Pennsylvania

Monisha C. Akhtar (Nayar), B.A., M.A., Ph.D.
B.A.-University of Connecticut
M.A.-Wayne State University
Ph.D.-Wayne State University
Licensed Psychologist, Commonwealth of Pennsylvania

Marguerite Stahley Ambrose, Ph.D., APRN,BC ACNS,BC
B.S.N. LaSalle University
M.S.N. LaSalle University
Ph.D. 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

B.Ed. California University of Pennsylvania
M.Ed. California University of Pennsylvania
Ed.D. Pennsylvania State University

David W. Brennan, B.S., M.S., Ed.D.
B.S. St. Joseph’s University
M.S. St. Joseph’s University
Ed.D. Immaculata University

Jean Bruch, B.A., M.A., Ed.D.
B.A. Salve Regina College
M.A. University of Rhode Island
Ed.D. Immaculata 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

B.A. Immaculata College
M.Ed. West Chester University
M.S.Ed. Fordham University
Ed.D. Immaculata University

Maria Cuddy-Casey, B.A., M.S. Ph.D.
B.A. Temple University
M.S. Nova Southwestern University
Ph.D. Nova Southwestern University
Licensed Psychologist, Commonwealth of Pennsylvania

Cris L. Chambers, B.S., M.Ed., Psy.D.
B.S. Millersville University
M.Ed. Millersville University
Psy.D. Immaculata University
Licensed Psychologist, Commonwealth of Pennsylvania

Beth Desaretz Chiatti, M.S.N, C.S.N, R.N.
B.A. University of Pennsylvania
B.S.N. Eastern University
M.S.N. Immaculata University
School Nurse Certification Immaculata University

Colleen Ciano, MSN, RN, CNE
BSN Monmouth University
MSN Millersville University

Kathleen A. Clark, R.N., M.S.N., PMHCNS, BC APN-BC
B.S.N. Seton Hall
M.S.N. University of Pennsylvania

Diane R. Colom, B.A., M.Ed.
B.A. Cedar Crest College
M.Ed. Turabo University, Puerto Rico

Thomas A. Compitello, B.S.Ed., M.Ed., Ed.D.
B.S.Ed. Villanova University
M.Ed. Villanova University
Ed.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

Carmen Jordan Cox, A.B., M.Ed., Ph.D.
A.B. Indiana University
M.Ed. Pennsylvania State University
Ph.D. Boston College

Janice Cranmer, M.S.N, Ed.D., R.N.
B.S. Temple University
M.S.N. University of Pennsylvania
Ed.D. Temple University

Sister Agnes Marie Cummings, I.H.M., M.S.N., R.N.
B.A. Immaculata College
B.S.N. West Chester University
M.S.N. Drexel 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 Dorlaiæ, 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
Licensed Psychologist, Commonwealth of Pennsylvania

Michael C. Dyson, B.S., MBA, Psy.D.,
B.S. Villanova University
M.B.A., Villanova University
Psy.D., Immaculata University
Licensed Psychologist, Commonwealth of Pennsylvania

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

Lillian Eyre, B.Mus.MT., B.Mus., M.Mus., Ph.D.
B.Mus. Music Therapy, Université du Québec à Montréal
B.Mus., University of Western Ontario
M.Mus., Université de Montréal
Ph.D. Temple University
M.T.-B.C., Certification Board for Music Therapists

Deborah D. Falk, B.A., M.Ed.
B.A. Cornell University
M.Ed. Cabrini College

Charlene Fitzwater, B.S., M.B.A., Ph.D.
B.S. George Peabody College of Vanderbilt University
M.B.A. University of Kansas
Ph.D. Cappella University

Myra Gehret Forrest, BME, M.Ed, Ed.D
BME Indiana University, Bloomington, IN
M.Ed. Cabrini College
Ed.D. Widener University

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 B. Frank, B.S., M.P.H., M.Ed., Ph.D., R.D., L.D.N.
B.S. University of California
M.P.H. University of California
M.Ed. Temple University
Ph.D. Temple University
R.D. American Dietetic Association
Licensed Dietitian-Nutritionist, Commonwealth of Pennsylvania
Licensed Psychologist, Commonwealth of Pennsylvania

Allyson L. Galloway, B.A., M.S.Ed., Psy.D.
B.A. Villanova University
M.S.Ed. University of Pennsylvania
Psy.D. Immaculata University
Licensed Psychologist, Commonwealth of Pennsylvania

Amber L. Gentile, B.A., M.S., Ed.D.
B.A. Dickinson College
M.S. West Chester University
Ed.D. Immaculata University

David Harman, B.A., M.A., Ph.D.
B.A. Pennsylvania State University
M.A. University of Pennsylvania
Ph.D. University of Chicago
Licensed Psychologist, Commonwealth of Pennsylvania

Paul Haughton, B.S., Psy.D.
B.S. Trinity College
Psy.D. Hahnemann University
Licensed Psychologist, Commonwealth of Pennsylvania

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

Marsha R. Hurda, B.S., M.Ed., Ed.D.
B.S. James Madison University
M.Ed. Penn State University
Ed.D. Immaculata University

Farzin Irani, B.S., M.S., Ph.D.
B.S.-University of Toronto
M.S.-Villanova University
Ph.D.-Drexel University
Licensed Psychologist, Commonwealth of Pennsylvania

Janice M. Jacobs, B.A., M.S., Ph.D.
B.A. Temple University
M.S. Villanova University
Ph.D. Temple University
Sister Paula Jamison, IHM, MSN, GNP-BC, R.N., CNE
A.B. Immaculata University
B.S.N. Neumann College
M.S.N. Neumann College

B.A. University of Pennsylvania
M.Ed. University of Delaware
Psy.D. Immaculata University
Certified School Counselor
Licensed Psychologist, Commonwealth of Pennsylvania

Joyce V. Jeuell, B.S., M.A., Ed.D.
B.S. Kutztown University
M.A. Villanova University
Ed.D. Immaculata University

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

Austin J. Joyce, B.S., M.Div., D. Min.
B.S.-St. Joseph’s College
M.Div.-Princeton Theological Seminary
D. Min.-Colgate Rochester Divinity School
Licensed Marriage and Family Therapist-Pennsylvania

Julie E. Keaveney, B.A., M.S., Psy.D., ABPP-CN
B.A.-University of Delaware
M.S. –Indiana State University
Psy.D. - Indiana State University
Diplomate in Clinical Neuropsychology, American Board of Professional Psychology
Licensed Psychologist, Commonwealth of Pennsylvania

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

Margaret D. Lacey Ph.D., R.N.
B.S.N. Gwynedd-Mercy College
M.S.N. Widener University
Ph.D. Temple University

Kathleen Byrnes Lawler, Ed.D., M.S.N., CRNP, ANP-BC, R.N.
B.S. St. Joseph University
B.S.N. Eastern College
M.S.N. Temple University
Ed.D. Widener University
Board Certified Registered Adult Nurse Practitioner, Commonwealth of Pennsylvania

Joseph E. Leaf, B.A., M.A.
B.A. Assumption College
M.A. West Chester University

Thomas E. Legere, B.A., M.A., Ph.D.
B.A. Marquette University
M.A. Fordham University
M.A. Urban University
Ph.D. The Union Graduate School

Gail A. Lehner, M.S.N., PMHCNS-BC, AHN-BC
B.S.N. Villanova University
M.S.N. Neumann College
Clinical Nurse Specialist, Adult Psychiatric Mental Health, ANCC Board Certified
Advanced Practice Holistic Nurse, AHNA Board Certified

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

Pamela M. Lunardi, B.A., M.A., Psy.D.
B.A. St. Joseph’s University
M.A. Immaculata College
Psy.D. Immaculata College
Licensed Psychologist, Commonwealth of Pennsylvania

Patricia P. Madeira, B.A., M.Ed., Ph.D.
B.A. Arcadia University
M.Ed. Temple University
Ph.D. Temple University

Lynne A. Malara, B.A., M.Ed., Ph.D.
B.A. Temple University
M.Ed. Temple University
Ph.D. Temple University
Certified School Psychologist, Commonwealth of Pennsylvania

Martin J. Malloy, B.S., M.A., M.P.A.
B.S. St. Joseph’s University
M.A. West Chester University
M.P.A. Marist College

David Martinson, B.A., M.A., Ph.D.
B.A. Bob Jones University
M.A. University of South Carolina
Ph.D. University of South Carolina

Susan Mateka, B.S., M.A., Ed.D.
B.S. West Chester University
M.A. Immaculata University
Ed.D. Immaculata University

Marie C. McGrath, B.A., M.Ed., Ph.D.
B.A. Villanova University
M.Ed. Temple University
Ph.D. Temple University
Certified School Psychologist, Commonwealth of Pennsylvania
Nationally Certified School Psychologist
Licensed Psychologist, Commonwealth of Pennsylvania
Tracy E. Ransom, B.S., M.A., M.S., Psy.D.
B.S. Western Michigan University
M.A. George Washington University
M.S. Philadelphia College of Graduate Studies Osteopathic Medicine
Psy.D. Philadelphia College of Graduate Studies Osteopathic Medicine

Janice L. Reilley, EdD, MSN, RN-BC
BSN – Villanova University
MSN – Widener University
EdD – Widener University

Anne M. Reinsmith, B.A., M.A., D. Min.
B.A. Immaculata College
M.A. Villanova University
D. Min. Eastern Theological Seminary

Sharon Richardson, B.A., M.Ed., M.A., Ed.D, J.D.
B.A. University of Hartford
M.Ed. University of Hartford
M.A. Wroxton College, Fairleigh Dickinson University
Ed.D. Temple University
J.D. Temple University

B.A. Allegheny College
M.A. Case Western Reserve University
M.S.L.S. Case Western Reserve University
Ed.D. Immaculata University

Michelle Ruhl, B.A., M.A.
B.A. LaSalle University
M.A. Immaculata University

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

Sister Regina J. Ryan, B.A., M.A., Ed.D.
B.A. Immaculata College
M.A. St. Charles Seminary
Ed.D. University of Virginia

Mary Ellen Santucci, PhD, R.N.
BS Saint Joseph’s University
BSN Thomas Jefferson University
MSN Thomas Jefferson University
PhD Widener University

Danielle Schade, B.A., M.A., Psy.D.
B.A. Colgate University
M.A. Argosy University
Psy.D. Argosy University
Licensed Psychologist, Commonwealth of Pennsylvania

Alan L. Schwartz, B.A., M.A., Psy.D.
B.A.-Pennsylvania State University
M.A.-Widener University
Psy.D.-Widener University
Certified School Psychologist, Commonwealth of PA
Licensed Psychologist, Commonwealth of Pennsylvania

Debra C. Shadle, B.S., M.B.A., R.D., L.D.N.
B.S. Immaculata College
M.B.A. Fairleigh Dickinson University
R.D. American Dietetic Association
Licensed Dietitian-Nutritionist, Commonwealth of Pennsylvania

Bonnie Socke, B.A., M.Ed., Ph.D.
B.A.-Temple University
M.Ed.-Temple University
Ph.D.-Temple University
Certified School Psychologist-Pennsylvania
Nationally Certified School Psychologist
Licensed Psychologist, Commonwealth of Pennsylvania

Kathleen M. Staub-Spitz, B.A., M.S.,
B.A. Gwynedd Mercy College
M.S. Chestnut Hill College
Licensed Psychologist, Commonwealth of Pennsylvania

Angela Steel, B.Sc., M.A., Ph.D.
B.Sc. University of Glasgow
M.A. Immaculata University
Ph.D. University of Cambridge

Charles F. Stefanski, B.S., M.A., Ed.D.
B.S. St. Joseph University
M.A. Villanova University
Ed.D. Temple University

Tracy A. Stinchfield, B.S., M.S., Ed.D., NCC
B.S.-University of Pittsburgh
M.S.-Shippensburg University
Ed.D.-Duquesne University
National Certified Counselor

Kristine Sudol-Regan, B.S., M.S., Psy.D.
B.S. Bloomsburg University
M.S. Villanova University
Psy.D. LaSalle University
Licensed Psychologist, Commonwealth of Pennsylvania
Jane Tang, Ph.D., R.N.
B.S.N. Midland Lutheran College
M.S.N. University of Iowa
Ph.D. University of Iowa

Angela Tekely, B.A., M.A., Ed.D.
B.A. York College of Pennsylvania
M.A. Towson University
Ed.D. Morgan State University

Stanley G. Terzopolos, B.S., M.S., Ed.D.
B.S. Pennsylvania State University
M.S. Lehigh University
Ed.D. Lehigh University

Karen Thompson, MSN., RNC
BSN Immaculata University
MSN West Chester University

Yuma Tomes, B.A., M.A., Ph.D.
B.A.-University of North Carolina
M.A.-Appalachian State University
Ph.D.-Virginia Commonwealth University
Licensed School Psychologist-NC and VA

Stephanie Trinkl, Ph.D., R.N.
B.S.N. Neumann College
M.S.N. Villanova University
Ph.D. Widener University

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

Kimberly D. Villarin, B.S., M.Ed., Ph.D.
B.S. St. Joseph’s University
M.Ed. Temple University
Ph.D. Temple University
Certified School Psychologist, Commonwealth of Pennsylvania
Licensed Psychologist, Commonwealth of Pennsylvania

Larisa Warhol, B.A., M.S.Ed., Ph.D.
B.A. Yale University
M.S.Ed. University of Pennsylvania
Ph.D. Arizona State University

Judith Witt, B.A., M.A., M.A., Ph.D.
B.A. Linfield College
M.A. Portland State University
M.A. Fielding Graduate University
Ph.D. Fielding Graduate University

Nancy Wozniak, B.A., M.Ed.
B.A. Notre Dame College
M.Ed. College of Mount St. Joseph

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

Jennifer Zavertnik, B.A., M.Ed., Ph.D.
B.A. University of Notre Dame
M.Ed. Temple University
Ph.D. Temple University
Certified School Psychologist, Commonwealth of Pennsylvania
Nationally Certified School Psychologist
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 must familiarize themselves and comply with policies and procedures listed in the catalog, News Notes, Student Handbook, course listings, Student Code of Conduct, and other official publications of the university.

The catalog provides information to guide students as they progress through their respective programs.

By accepting admission to the university the student accepts responsibility for compliance with all policies and procedures set forth by the University.

---

CLERY ACT

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses.

The Annual Campus Security Report for Immaculata University is available at www.immaculata.edu/students/SafetyandProtection/index.htm.

The website also provides information on campus safety and security measures and services.
GENERAL INFORMATION

ADVICEMENT
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.

ADMISSION TO CLASS
Instructors are required to admit to class only those students with appropriate documentation of enrollment as verified by the registrar.

ATTENDANCE POLICY
Students are expected to attend class. Students who miss two or more classes with a standard meeting time (2.5 hours) may be asked to withdraw from the course. Students who miss one or more classes with an accelerated meeting time (4 or more hours) may be asked to withdraw from the course. Students who are regularly late for class and whose accumulated late times equals one regular class will be considered to have one absence. Students need to be aware of course requirements with regards to attendance, lateness and participation.

CLASSROOM CONDUCT
Consistent with the University’s core values and as members of a community of scholars, Immaculata University expects students and faculty to treat one another with civility, mutual respect, and common courtesy, accept personal accountability, and willingly contribute to the effective functioning of the University.

To this end, students are asked to comply with instructor requests to silence cell phones and refrain from other distracting behaviors in the classroom.

No person (administrator, staff, faculty, student, or visitor) shall be permitted to make an announcement during scheduled class time without the express consent of the instructor.

Should a student become disruptive during class, the student shall be asked politely, but firmly, to leave the classroom by the instructor. If the student refuses to leave the classroom, the department of campus safety and protection and the vice president for academic affairs shall be notified.

COURSE SYLLABI
A copy of the syllabi (current and past), which shows the day and hour the class meets and the instructor’s name, as well as a calendar of topics shall be available to students and the appropriate College offices at the beginning of each term. The offices of the appropriate College deans shall maintain permanent files of all course syllabi and class schedules. These files shall be available for inspection and comparison with the courses described in the catalogs of other institutions.

It is the student’s responsibility to read, comprehend and act on the syllabus’ objectives, content and requirements. Should there be any question or need for reasonable interpretation or clarification of the syllabus, the student must contact the instructor.

All faculty shall follow the syllabi and outline for each course as closely as possible; students should recognize that adaptations/adjustments in syllabi may occur at the discretion of the instructor in order to create the most effective learning and teaching environment possible.

CHANGE OF NAME, ADDRESS OR TELEPHONE NUMBER
Students are required to notify the graduate office in writing of any change of name, address or telephone number. This will facilitate receipt of necessary forms and other communications.

Criminal Background Waiver
Immaculata University is committed to ensuring that students have the ability to benefit from the education received at the University. Although it may not be required for initial admission to the University, certain affiliates associated with Immaculata University may require that students placed in their facility for internships or clinical experiences clear a criminal background check prior to placement. Students whose background check reveals a criminal history may be prevented access to the internship or clinical site, and as a result, the student may not have sufficient experience to successfully complete their program. Immaculata University and its staff and faculty are not responsible for finding internship or clinical placements for students who are rejected from potential opportunities due to criminal histories or drug use, and students are prohibited from engaging in internships or clinical experiences that have not been pre-approved by the University. Additionally, state licensing boards may deny the individual the opportunity to sit for an examination if an applicant has a criminal history. The student is responsible for the cost of the criminal background screen(s) at the time of the screening.

Additional Provisions:
1. Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the educational program or University.
2. Criminal activity that occurs while a student is in attendance at the University may result in disciplinary action, including dismissal, and will be addressed through the Code of Student Conduct and Student Disciplinary Procedures as outlined in Volume VI, Section X of the Policy Manual.
3. Students should be aware that drug testing may also be required for clearance to internship and clinical placement sites.
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: LEARNING ACCOMMODATIONS

In compliance with the Americans with Disabilities Act of 1990 (ADA) as well as Section 504 of the Rehabilitation Act of 1973, Immaculata University is committed to providing reasonable academic accommodations to students diagnosed with a disability and who are seeking accommodations. According to ADA and Section 504, the determination of a disability is made only when an individual’s impairment substantially limits his/her ability to perform one or more of the person’s major life activities. Also, an institution is required to provide accommodations only to individuals who have a record of such impairment. In order for students with disabilities to receive services, they must submit the appropriate documentation for their disability and for their need for accommodations. Evaluations and reports must be completed by licensed, certified, professionals.

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 associate dean. Further information can be found at www.immaculata.edu/ADAlearningaccommodationspolicy.pdf.

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 officially approved by the instructor.

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 and maintained 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

RERB is a committee of faculty members from various academic disciplines appointed by the President for the purpose of: ensuring the protection of human subjects involved in research and in reviewing research protocols submitted to the board for review by students, faculty, or community members seeking to conduct research under the auspices of Immaculata University or with Immaculata populations.

RETURNING 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 HANDBOOK

The Immaculata University Student Handbook is a supplement to the current catalog and contains an overview of student services and university policies and procedures. It can be accessed online at: www.immaculata.edu/Students/documents/StudentHandbook.pdf

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/Division 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/Division 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, the student can subsequently follow the appeals procedures of the Immaculata university, which are printed in the Graduate Catalog.

WRITING AND MATHEMATICS CENTERS

The Writing and Mathematics Centers at Immaculata University are focused on enhancing the writing and mathematics skills of Immaculata students. The goal is to help students across the disciplines in all stages of mathematics and the writing process. While the Writing Center is supportive in developing writing skills of graduate students throughout their programs, its services may not be employed during the Comprehensive Examination process.
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 University's students, faculty, administrators, and staff members after efforts at grievance resolution on appropriate administrative levels (informal procedures) have been exhausted or specifically rejected by the above parties. This policy will ensure fair and equitable treatment of all parties.

Grievance Defined
Informal Procedures at Administrative Level. Under this policy, a grievance is defined as any event, conduct, condition, rule, or practice which the student, faculty member, administrator, or staff member 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 university administrative level.

Informal Resolution
Campus Review Committee Composition. If efforts to arrive at an informal resolution at the administrative level have been exhausted, the aggrieved member may then 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).

Members: Appointment by president of the university
Student Grievance: one religious – one lay person

In addition to the two members of the faculty, two students from the appropriate college will be appointed by the president.

Mediation
If the campus review committee cannot resolve the grievance informally, it shall inform the aggrieved party that he/she has a choice of mediation or a formal hearing within thirty (30) working days of his/her written grievance. If the student, selects mediation, the campus review committee shall appoint a neutral mediator who will meet with the disputants within thirty (30) working days of such appointment and attempt to mediate a resolution.

Definition: neutral mediator a third party not directly involved with the disputed issues of the grievance who is acceptable to the disputants.

If the grievance is not resolved with the mediator, or if the resolution is specifically rejected by the aggrieved party, the aggrieved party may request a formal hearing within thirty (30) working days after the mediation period. If the aggrieved party chooses to have the formal hearing (in lieu of or after the mediation process), the campus review committee will facilitate its formation. If the student declines mediation, the individual may then request a formal hearing.

Formal Hearing
Except as provided below with respect to matters referred to the board of trustees, the formal hearing is the final in-house procedure for resolving any previously unresolved grievance.

The campus review committee will facilitate the formation, within twenty (20) working days from the date the request for a formal hearing was received by the campus review committee, of a three member panel made up of members of the university community. The panel shall consist of a representative designated by the aggrieved party, 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 thirty (30) working days of its formation unless the disputants mutually consent to an extension of time. Five (5) working days before the hearing, the panel shall send a written notice of the 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, due regard to privacy. The panel shall render a decision which shall include findings, recommendations, and an opinion within thirty working days after completion of the hearing. A copy of the decision will be sent to the disputants and the campus review committee. The decision of the panel is conclusive unless the president determines within thirty working days that the subject matter of the grievance or the nature of the panel's decision is of sufficient gravity as to warrant consideration thereof by the board of trustees or its executive committee. The board chair will appoint an appropriate task force to review the panel's decision and make a recommendation to the board chair. The board chair will refer the matter for consideration and final decision by the executive committee or by the board. The decision of the board or its executive committee is final.

Reports and Annual Review
The campus review committee will report at least once each year to the university community, if there has been review activity, stating the nature of grievances filed and their disposition (without identifying the disputants). The campus review committee will suggest, if appropriate, improvements in these procedures or other policies and practices of the institution that result from experience with the grievance procedure.
THE COURSE LISTING

Course offerings are published each semester, listing the courses offered and the semester dates, as well as the days and the times of instruction. It also gives information on dates for registration, holidays, and dates on which tuition is due. This information can also be found through SSIIU.

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 or e2campus.

If it is necessary for a faculty member to cancel a class, the faculty member must contact the graduate office. A student telephone tree or email listing is used for this purpose; the organization of this process is the responsibility of the instructor.

STUDENT ADVISORY BOARD

This Graduate Student Advisory Board 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 board should contact their faculty advisor or the assistant dean.

COMPUTER ACCESS

Network Login. To use campus computers, such as those in the library or in the classroom, students are automatically provided with a network account. Your credentials to log on are:

Username: firstinitiallastname (lowercase, no spaces, ex. kjohnson)
Password: your birthdate in the format of mmddyy (ex. 050587)
Domain: Academia

Students with a common name may have a numeral after their username (kjohnson2).

If your birthdate was not given to us, your password is the last six digits of your student ID number. Assistance with network accounts is available through the Help Desk by calling 610.647.4400 x1234 or emailing helpdesk@immaculata.edu.

Email. All students receive an email account automatically. The account is accessible on or off campus through the university Web portal, MyIU. To access the login page, type in any browser—http://myiu.immaculata.edu.

Username: firstinitiallastname (lowercase, no spaces, ex. kjohnson)
Password: your birthdate in the format of mmddyy (ex. 050587)

Students with a common name may have a numeral after their username (kjohnson2). If your birthdate was not given to us, your password is the last six digits of your student ID number. Your student e-mail address is firstinitiallastname@mail.immaculata.edu (ex. kjohnson@mail.immaculata.edu). For help with MyIU, contact Linda Jones at 610.647.4400 x3854 or ljones@immaculata.edu.

Receive Class Cancellation Notice by Text Message. Sign up to receive text message notification of class cancellation and/or university emergency information. Log onto MyIU, the university Web portal (see above), click on the e2campus link in the Weather and Emergency Information channel, which is located to the top left of the page. Create an account in e2campus and choose to receive notification by text message, email or both.

Access to Grades, Financial Account and Class Registration. All students have access to their grades and financial records online. Students can also register online. The online service is called SSIIU (Self-Service at Immaculata University). You can get to SSIIU directly through MyIU, the Web portal. After logging on to the portal (see above), click on the SSIIU logo that appears on the upper right side of the page, next to your email inbox.

DIRECTORY INFORMATION

A student’s name, address, and program enrollment are considered public or directory information. Other directory information is defined in the Student Handbook. Students may withhold “directory information” from certain third parties by completing a form available in the graduate office.

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 the IU Portal, Angel Networks, in classes or available in the Graduate Office.
<table>
<thead>
<tr>
<th>INDEX</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisement</td>
<td>15</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>23</td>
</tr>
<tr>
<td>Academic Standing and Progress</td>
<td>11</td>
</tr>
<tr>
<td>Administration, College, 2012-2013</td>
<td>95</td>
</tr>
<tr>
<td>Admission, Requirements for</td>
<td>8-10</td>
</tr>
<tr>
<td>Admission Status</td>
<td>11</td>
</tr>
<tr>
<td>Assistantships</td>
<td>22</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>103</td>
</tr>
<tr>
<td>Auditing Courses</td>
<td>15</td>
</tr>
<tr>
<td>Calendar</td>
<td>4</td>
</tr>
<tr>
<td>Campus Map</td>
<td>112</td>
</tr>
<tr>
<td>Cancellation of Classes</td>
<td>107</td>
</tr>
<tr>
<td>Catalogue Exemptions</td>
<td>11</td>
</tr>
<tr>
<td>Certificate in Addictions Studies and Therapeutic Practice</td>
<td>90</td>
</tr>
<tr>
<td>Certificate in Organization Leadership Coaching</td>
<td>48</td>
</tr>
<tr>
<td>Certificate in Organizational Effectiveness</td>
<td>48</td>
</tr>
<tr>
<td>Certificate in TESOL</td>
<td>27</td>
</tr>
<tr>
<td>Certification Programs</td>
<td>23</td>
</tr>
<tr>
<td>Principal K-12</td>
<td>39</td>
</tr>
<tr>
<td>Elementary School Counselor</td>
<td>76</td>
</tr>
<tr>
<td>Secondary School Counselor</td>
<td>76</td>
</tr>
<tr>
<td>Elementary and Secondary School Counselor</td>
<td>76</td>
</tr>
<tr>
<td>Pre K-4 Certification</td>
<td>37</td>
</tr>
<tr>
<td>Pre K-4 and Special Education Pre K-8 Certification</td>
<td>38</td>
</tr>
<tr>
<td>Secondary Certification</td>
<td>37</td>
</tr>
<tr>
<td>Letter of Eligibility</td>
<td>40</td>
</tr>
<tr>
<td>School Nurse</td>
<td>94</td>
</tr>
<tr>
<td>School Psychology</td>
<td>75</td>
</tr>
<tr>
<td>Special Education Pre K-8</td>
<td>38</td>
</tr>
<tr>
<td>Supervisor, Curriculum and Instruction</td>
<td>40</td>
</tr>
<tr>
<td>Supervisor, Single Subject</td>
<td>39</td>
</tr>
<tr>
<td>Supervisor, Special Education</td>
<td>39</td>
</tr>
<tr>
<td>Change of Address</td>
<td>103</td>
</tr>
<tr>
<td>Change of Courses-Drop/Add-Withdrawal</td>
<td>15</td>
</tr>
<tr>
<td>Change of Program</td>
<td>11</td>
</tr>
<tr>
<td>Change of Status</td>
<td>11</td>
</tr>
<tr>
<td>Clergy Act</td>
<td>15, 102</td>
</tr>
<tr>
<td>Comprehensive Examinations</td>
<td>11</td>
</tr>
<tr>
<td>Computer Access</td>
<td>107</td>
</tr>
<tr>
<td>Continuous Registration</td>
<td>15</td>
</tr>
<tr>
<td>Core/General Curriculum</td>
<td>24</td>
</tr>
<tr>
<td>Cultural and Linguistic Diversity</td>
<td>26</td>
</tr>
<tr>
<td>Curriculum</td>
<td>104</td>
</tr>
<tr>
<td>Degree Candidacy</td>
<td>12</td>
</tr>
<tr>
<td>Dietetic Internship Program</td>
<td>66</td>
</tr>
<tr>
<td>Directions to Campus</td>
<td>111</td>
</tr>
<tr>
<td>Disabilities: Learning accommodations</td>
<td>104</td>
</tr>
</tbody>
</table>
Doctoral Programs ............................................................................................................... Page 23

Clinical Psychology (Psy.D.)
Program description........................................................................................................ Page 77
Course descriptions......................................................................................................... Page 82

Educational Leadership/Administration (Ed.D.)
Program description........................................................................................................ Page 41
Course descriptions......................................................................................................... Page 42

Higher Education (Ed.D)
Program description........................................................................................................ Page 48
Course description.......................................................................................................... Page 50

Double Counting Credits ............................................................................................. Page 12
Drop/Add ......................................................................................................................... Page 15
Dual Degrees .................................................................................................................. Page 12

Educational Leadership ................................................................................................. Page 31

Email .................................................................................................................................. Page 107
ESL Program Specialist Certificate ................................................................................ Page 27
Ethical Conduct ................................................................................................................. Page 12

Examination – Make-up ................................................................................................. Page 104

Expenses ........................................................................................................................... Page 19
Extension for Degree Completion .................................................................................. Page 15
Faculty ............................................................................................................................. Page 95

Family Educational Rights and Privacy Act of 1974 ....................................................... Page 15

Financial Assistance ...................................................................................................... Page 20-22

Grade Appeals Procedures ............................................................................................. Page 16
Grading Policies ............................................................................................................... Page 13
Graduation ........................................................................................................................ Page 13

Grievance Review Policy ............................................................................................... Page 106

Health Insurance ............................................................................................................. Page 22

History of Immaculata .................................................................................................... Page 5-7

Honor Societies
Chi Sigma Iota .................................................................................................................. Page 18
Kappa Omicron Nu .......................................................................................................... Page 18
Phi Delta Kappa ................................................................................................................ Page 18
Pi Kappa Lambda .............................................................................................................. Page 18
Sigma Theta Tau .............................................................................................................. Page 18

Incomplete Courses ........................................................................................................ Page 16

Independent Study ......................................................................................................... Page 16

Insurance .......................................................................................................................... Page 22, 104

International Students Admission Requirements ....................................................... Page 10
Leadership Studies .......................................................................................................... Page 47
Leave of Absence ............................................................................................................. Page 16

Lines of Communication ............................................................................................... Page 107

Master-level Program List .............................................................................................. Page 23

Cultural and Linguistic Diversity
Program of Study .......................................................................................................... Page 26
Course Descriptions ....................................................................................................... Page 29

Educational Leadership
Program of Study .......................................................................................................... Page 31
Course Descriptions ....................................................................................................... Page 42
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 352 (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 326; take Route 202 south to Route 352 (east) to Route 352; turn right on Route 352 (south) to the Immaculata entrance.

From west (I-276): Travel to the Downingtown Exit 312; 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?

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 IU 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, Tiffany’s, and J.Crew. Distance from campus: six miles.

West Chester University is only ten minutes from IU. 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 IU introducing charm, sophistication, antique stores, restaurants, and pubs to the Immaculata student. A favorite spot? The Flying Pig.

Immaculata is in the heart of the Great Valley Corporate Center
Job opportunities and internships are available for the energetic and dedicated student. Corporate America has found a unique spot for growth and access to major cities.

Immaculata is located along the Main Line.
The Main Line, a well-known area in the western suburbs of Philadelphia, is home to several universities and colleges such as Villanova, St. Joseph’s, Haverford, Bryn Mawr, Cabrini and many more.

Immaculata is 140 miles from New York City and 130 miles from Washington, D.C.

Immaculata is 90 miles from the Pocono Mountains ski resorts and 100 miles from the New Jersey and Delaware beaches.

Immaculata is 20 miles west of Philadelphia.
Philadelphia is hometown to some people, a vacation spot for others, and everything in between for the Immaculata student.
Campus Map and Key

BUILDINGS
1. Gillet Hall
Chapel
Faculty Residence
2. Marian Hall
Chapel
Residence Hall
3. DeChantal Hall
Residence Hall
Student Life Offices
Campus Ministry
4. Lourdes Grotto
5. Lourdes Hall
Administrative Offices
Campus Safety
The Great Hall
Lourdes Hall Residence Hall
6. Villa Maria Hall
Administrative Offices
Business Office
Green Room Reception Area
Main Receptionist
Memorial Hall
Music Studies
Registrar
Residence Hall
College of Undergraduate Studies
Administrative Offices
Undergraduate Academic Advisement
7. Nazareth Hall
Canon Copy Center
Fashion
Foods & Nutrition
Main Chapel
Main Dining Facilities
Guest Dining Room
Post Office
Faculty Offices
Plant Operations
Housekeeping
8. Power House
9. Alumnae Hall
Art Gallery
Athletic Training
Faculty Classrooms
Cue and Curtain Office
Gymnasiums
Pool
Theater
10. Mary A. Broder Center for Personal and Career Development
Counseling Services
Campus Health Services
Career Development
11. Faculty Center
Faculty Offices
Faculty Lounge
Conference Room
12. Good Counsel Hall
College of Lifelong Learning-CLL
ACCEL® Administrative Offices
Humanities Departments
Campus Learning/Language Laboratory
Music Listening Rooms
Seminar Centers
12b. Barnes and Noble
Campus Bookstore
13. Gabriele Library
Administrative Offices
Media Classroom
Office of Technology Services (OTS)
14. Loyola Hall
College of Graduate Studies
Administrative Offices
Nursing and Allied Health Sciences
Amphitheaters
Art
Education
Mathematics
Psychology
Science Departments
Computer Centers
Curriculum Library
Labs
POD Market (Provisions on Demand)
15. McIntyre Greenhouse
16. Tennis Courts
17. Softball Field
18. Baseball Field
19. Draper Walsh Stadium
20. Admissions and Financial Aid Center
21. Mighty Macs Training Facility
22. Loyola Modular Structure

PARKING LOTS
A. Alumnae Hall General Parking
B. General Parking Area
C. General Parking Area
D. Lourdes General Parking Area
E. Student Parking Area
F. Faculty Parking Area
G. General Parking Area
H. General Parking Area
I. General Parking Area