



# IMMACULATA UNIVERSITY

1145 KING ROAD  
IMMACULATA, PA 19345  
[IMMACULATA.EDU/GRADUATE](http://IMMACULATA.EDU/GRADUATE)

## GRADUATE CATALOG

2018-2019

## 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](http://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 Bachelor of Science program in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6835 Austin Center Blvd, Suite 250, Austin, TX 78731-3101

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 Master of Arts program in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP), 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314. [www.cacrep.org](http://www.cacrep.org).

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](mailto:apaaccred@apa.org); web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation).

The Immaculata University Psychology Internship Consortium 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](mailto:apaaccred@apa.org); [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

The Immaculata University Psychology Internship Consortium (IU-PIC) is a member of the Association of Psychological Postdoctoral and Internship Centers (APPIC), 17225 El Camino Real, Suite #170, Houston, TX 77058-2748; web: [www.apic.org](http://www.apic.org)

### Important Notice

The provisions of this catalog should not be regarded as a contract between any student and the University. Course content, tuition and fees, admissions criteria, graduation requirements, and regulations are constantly being reviewed and revised. The University reserves the right to make any changes to this content when deemed necessary.

### 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.

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# Academic Calendar

## 2018-19 Calendar

August 27	Fall Semester Classes Begin
September 3	Labor Day – No Classes
November 20-25	Thanksgiving Recess begins after Day Classes on 11/20
November 26	Classes Resume
December 6	Semester Ends
December 17 – January 11	Winter Session
January 8	January Graduation
January 22	Spring Semester Classes Begin
March 11-15	Spring Break
March 18	Classes Resume
April 18-22	Easter Break
April 21	Easter Sunday
April 23	Classes Resume
May 13	Semester Ends
May 17	Commencement – College of Graduate Studies
May 18	Baccalaureate Mass
May 20	Summer I Classes Begin
May 27	Memorial Day – No Classes
July 4	Holiday – No Classes
July 8	Summer II Classes Begin
August 22	August Graduation

# Mission Statement

Immaculata University, a Catholic academic community, founded and sponsored by the Sisters, Servants of the Immaculate Heart of Mary, is committed to scholarship, formation of the whole person for leadership and service, and empowerment of all to seek truth, promote justice, and engage in dialogue between faith and culture.

## Vision

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

## Core Values

Faith \* Community \* Knowledge \* Virtue \* Service

## Philosophy/Goals

Immaculata University has been built on the firm belief that the highest service a college can render its students is to prepare them for life, both the present life and the life to come.

Immaculata University, aware of the demands of a changing world, offers students the means to grow as integral persons, responsible to God, the Church, and one another, and stimulates growth within a Christ-centered academic community.

As a community of faith and learning, Immaculata dedicates all available resources to the search for truth. In this community, students are challenged to recognize and fulfill their roles as responsible persons and potential leaders in dedicated concern for and service to humanity and our world. The Immaculata faculty assists students in the pursuit of these goals.

Immaculata's program, based on the liberal arts, is designed to encourage logical and critical thought, independent study, and the integration of knowledge. The University strives to develop in students an aesthetic sense and the ability to communicate ideas effectively.

In this intellectual atmosphere, the University hopes that students will comprehend the issues posed by human achievements and failures, and reach an understanding of the full meaning of the individual as a Christian witness in all phases of life.

## Motto

The University motto, which reads in Latin, *Scientia floret virtute* (Knowledge flourishes in virtue), expresses the ideal of a true liberal arts education in the Christian tradition. The dual meaning of the Latin word, *virtute*, is virtue or power. It is symbolic of the kind of strength that comes from the wisdom earned by reflective study and vigorous application. Whether one takes the word virtue in its ethical sense or in its dimension of force and energy, the intellectual and moral values that students choose to make their own enable them to go "from strength to strength." Liberally educated, Immaculata graduates have acquired that flexibility and sense of personal worth that will make them prudent risk-takers in a world that belongs to those who dare and those who care.

## The University

Immaculata University consists of three colleges – the College of Undergraduate Studies, the College of Adult Professional Studies, and the College of Graduate Studies. This publication conveys information about the

policies, procedures, and programs in the College of Undergraduate Studies and the College of Adult Professional Studies only. A separate catalog is available from the College of Graduate Studies.

## **LOCATION**

Immaculata's 373-acre campus overlooks Chester Valley and is located on the Main Line about 20 miles west of Philadelphia. The student body is composed of approximately 3,000 full- and part-time students in the College of Undergraduate Studies, the College of Adult Professional Studies, and the College of Graduate Studies, who seek, within the framework of a private, Catholic institution, education and preparation for positions of leadership and responsibility. Sharing in co-curricular and social activities, the student quickly becomes part of the academic community, which is characterized by a spirit of friendliness and warm, personal relations among the students and between the students and the faculty.

## **FACULTY**

Approximately 100 sisters, laymen, and laywomen make up the full-time faculty. An additional part-time faculty serves the College of Undergraduate Studies, the College of Adult Professional Studies, and the College of Graduate Studies. Members of the faculty act as academic advisors offering personal assistance and guidance to students. Thus, student advisement at the University is not simply a token gesture, but a meaningful relationship between student and faculty member.

## **CAMPUS AND BUILDINGS**

Over the past 96 years, the campus of Immaculata has expanded to include 15 principal buildings and facilities for outdoor sports and recreation. Today the University's physical plant represents a multi-million dollar investment. The general style of campus architecture, a modern adaptation of Italian Renaissance, follows that of the original building, Villa Maria (1914), which houses administrative offices and various student facilities.

Adjoining the main building are Nazareth Hall (1914) and Lourdes Hall (1927), containing the departments of Fashion Merchandising and Nutrition and Dietetics, Graduate Psychology, chapel, and dining facilities, together with student residence areas, Campus Ministry, and the Great Hall. Other residence halls are Marian Hall (1955), DeChantal Hall (1967), and the first two buildings in the university's apartment-style housing (2014) on the west side of campus. DeChantal Hall terrace also houses the offices of Student Development & Engagement. Gillet Hall (1955) is the residence of the IHM Sisters. East of Lourdes Hall is the Admission and Financial Aid Center (2012).

The academic complex includes Good Counsel Hall (1955), which contains classrooms, seminar centers, a language laboratory, music listening rooms, the offices of the College of Adult Professional Studies, and the Immaculata University bookstore. Loyola Hall (1963), a science and arts building with laboratories, amphitheaters, audio-visual center, computer center, curriculum library, and food store, also houses the Mathematics, Education, and Art departments, and the office of the College of Graduate Studies. The new Center for Nursing and Allied Health Sciences is also located on the terrace level in Loyola Hall. The Faculty Center (1962) contains private offices, general conference rooms, lounges, and service facilities for the faculty. On the west campus, a performing arts and physical education center, Alumnae Hall (1970), completes the quadrangle of academic buildings. Also on the west campus stands the Draper Walsh Stadium, softball field, baseball field, as well as the Mighty Macs Training Facility, located on the west side of campus in the beautiful wooded area near Parking Lot B.

Gabriele Library (1993), a freestanding 52,500 square foot library, offers the latest advances in information technology and electronic access as well as the Writing Center and a campus coffee shop, Immaculatté.

In Spring 2018, Immaculata broke ground for the new IHM Student Center, which is expected to be ready for students in Spring 2019. The new building will be next to the apartment housing on the west side of campus.

### MISSION AND MINISTRY

The Office of Mission and Ministry seeks both to sustain the Catholic heritage of the University as supported by the IHM charism and to cultivate an ecumenical spirit in which the varied gifts of Immaculata's religiously diverse community can be nurtured and celebrated. The office of the Vice President of Mission and Ministry is located in Villa Maria Hall.

Campus Ministry at Immaculata University seeks to stimulate growth in faith, formation of Christian conscience, leadership and personal development, formation of human community, and an understanding of issues of peace and justice. Through participation in Campus Ministry activities, students are invited to explore their relationship to God, to each other, and to the global community. Activities include opportunities for prayer and worship, including Sunday and weekday liturgies, opportunities for reflection and discussion through retreats and other programs, and opportunities for a variety of service projects that meet human needs. Campus Ministry is located in the IU Underground, Lourdes Hall.

### HISTORY

The tradition of friendliness, creative hope, and vitality derives from a spirit fostered at Immaculata by the Sisters, Servants of the Immaculate Heart of Mary, who established and conduct the University.

The congregation, founded in Monroe, Michigan, has been engaged in the work of Catholic education for over 170 years.

## Academic Highlights

- 1925 • Teacher Education approved by Pennsylvania Department of Instruction
  - First degrees conferred
- 1927 • Membership in National Catholic Educational Association
- 1928 • Accreditation by Middle States Association
- 1929 • Formal change of name from Villa Maria to Immaculata College
  - Membership in American Council of Education and Association of American Colleges
  - Recognition of Premedical Program by American Medical Association
- 1930 • Dietetic Program approved by The American Dietetic Association
- 1945 • Establishment of the Father Gillet Cancer Research Unit (terminated in 1974)
- 1953 • Approval of four-year program in Elementary Education by Pennsylvania State Council of Education
- 1957 • Approval by American Association of University Women
- 1964 • Renewal of accreditation by Middle States Association
- 1967 • Establishment of Center for the Teaching of the Americas
- 1969 • Establishment of the Evening Division
- 1973 • Initial approval of Early Childhood Teacher Education Program by Pennsylvania Department of Education
- 1974 • Establishment of the Early Learning Center
  - Renewal of accreditation by Middle States Association
  - Initial accreditation by National Association of Schools of Music
- 1976 • Renewal of Plan IV Dietetic Program in the areas of General and Clinical Dietetics by The American Dietetic Association
- 1977 • Establishment of Bicultural/Bilingual Studies Master's Program (in cooperation with Marywood College)
- 1978 • Renewal of Teacher Certification Programs by Pennsylvania Department of Education
  - Approval of Music Therapy Program by American Association for Music Therapy
  - Full approval of Early Childhood Teacher Education Program by Pennsylvania Department of Education
- 1980 • Permanent approval of Music Therapy Program by American Association for Music Therapy
  - Full membership in National Association of Schools of Music
- 1981 • Approval of Associate of Arts and Associate of Science Degree Programs by Pennsylvania Department of Education

- Affiliation with Brandywine and Chester County Hospital Schools of Nursing
- 1983 • Approval of Master of Arts Programs in Counseling Psychology, Educational Leadership and/or Administration, and Nutrition Education by Pennsylvania Department of Education
- Renewal of Teacher Education Program by Pennsylvania Department of Education
- Approval of Elementary-Middle School Principal Certification Program by Pennsylvania Department of Education
- 1984 • Accreditation of Coordinated Undergraduate Program (CUP) in the area of General Dietetics by Commission on Accreditation of The American Dietetic Association
- Renewal of accreditation by Middle States Association
- Approval of upper-division Bachelor of Science in Nursing Degree for Registered Nurses by Pennsylvania Department of Education
- 1987 • Approval of School Psychology Certification Program by Pennsylvania Department of Education
- Additional focus of Graduate Educational Leadership Program: Leadership in Teaching and Learning
- 1988 • Renewal of accreditation of Coordinated Undergraduate Program (CUP) in the area of General Dietetics by the Council on Education Division of Education
- Accreditation/Approval of The American Dietetic Association
- 1989 • Initial accreditation of Nursing Program by National League for Nursing
- Approval of Master of Arts in Music Therapy Program by National Association of Schools of Music
- Approval by Council on Education, Division of Education
- Accreditation/Approval of the American Dietetic Association of the Preprofessional Practice Program (AP4)
- 1990 • Approval of Elementary School Guidance Certification and Secondary School Guidance Certification Programs by Pennsylvania Department of Education
- Approval of Letter of Eligibility for Superintendent/Assistant Superintendent and Executive Director/Assistant Executive Director by Pennsylvania Department of Education
- Approval of Master of Arts Program in Music Therapy by Pennsylvania Department of Education
- Renewal of Teacher Education Program by Pennsylvania Department of Education
- 1991 • Renewal of approval of Didactic Program in Dietetics by The American Dietetic Association
- Approval of Master of Arts Program in Bilingual/Multicultural Studies by Pennsylvania Department of Education
- Approval of Master of Arts in the Teaching of Mathematics Program by Pennsylvania Department of Education
- Approval of Master Teacher and Elementary Certification Program by Pennsylvania Department of Education
- Approval of School Nurse Certification Program by Pennsylvania Department of Education
- Approval of Doctor of Psychology in Clinical Psychology Program by Pennsylvania Department of Education
- Approval of Doctor of Education in Educational Leadership and Administration Program by Pennsylvania Department of Education
- 1994 • Renewal of accreditation by Middle States Association
- Approval by Council on Education Division of Education
- Accreditation/Approval of The American Dietetic Association of change of the Preprofessional Practice Program to Developmental Accreditation as a Dietetic Internship
- 1995 • Celebration of 75th Anniversary
- Final approval of Doctor of Psychology Program in Clinical Psychology by the Pennsylvania Department of Education
- Final approval of Master of Arts Program in Music Therapy by the National Association of Schools of Music
- Renewal of Teacher Education Program by Pennsylvania Department of Education
- Establishment of ACCEL® (Accelerated Continuing and Experiential Learning) Programs
- 1996 • Approval of change of name of Master of Arts Program in Bilingual/Multicultural Studies to Cultural and Linguistic Diversity by Pennsylvania Department of Education
- 1997 • Renewal of accreditation of Nursing Program by the National League of Nursing
- Final approval of Doctor of Education Program by the Pennsylvania Department of Education
- 1998 • Initiation of Phi Kappa Delta Honor Society
- Approval of certification for Mentally and/or Physically Handicapped Program and Supervisor Certification Programs 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 Clinical Psychology by the American Psychological Association
- First International Institute for Expressive Arts (IEAAA) held at Immaculata
- Renewal of Middle States accreditation
- Approval of official site for National Counselors Exam
- 2000 • Initial Approval of program in School Psychology leading to Doctor of Psychology by the Pennsylvania Department of Education
- Renewal of Teacher Education by Pennsylvania Department of Education
- Establishment of three-college structure: the Women's College; the College of LifeLong Learning; and the College of Graduate Studies
- Accreditation granted for the Dietetic Internship by the Commission on Accreditation for Dietetics Education of the American Dietetic Association
- 2001 • Initial approval of program in Theology leading to an Associate Degree by the Department of Education
- Initial accreditation of the Didactic Program in Dietetics by the Commission on Accreditation of the American Dietetic Association
- 2002 • Renewal of accreditation by the National Association of Schools of Music (NASM) and the American Music Therapy Association (AMTA)
- Approval of teacher certification for Citizenship; Social Justice; General Science; and Business, Computers and Information Technology Programs by the Pennsylvania Department of Education
- Renewal of accreditation of the Bachelor of Science in Nursing Program by the National League for Nursing Accrediting Commission, Inc. (NLNAC)
- Approval of Health Care specialization by Pennsylvania Department of Education
- Final approval of MA in Organization Leadership by Pennsylvania Department of Education
- Initial approval of English as a Second Language (ESL) program specialist training by the Pennsylvania Department of Education
- Immaculata College awarded University status in June 2002 by the Pennsylvania Department of Education
- Initial accreditation of the Didactic Program in Dietetics by American Dietetic Association Commission on Accreditation for Dietetic Education
- 2003 • Approval by Pennsylvania Department of Education of ESL track within MA in Educational Leadership
- Initial approval by Pennsylvania Department of Education for Master of Science in Nursing
- Board of Trustees approved the College of Undergraduate Studies to become co-educational starting Fall 2005
- 2004 • Final Approval for Doctor of Psychology (PsyD) in School Psychology by Pennsylvania Department of Education
- Renewal of accreditation by Middle States Commission on Higher Education
- Approval of Bachelor of Science Degree in Accounting, Business Administration, Biology, Chemistry, Exercise Science, Mathematics/Computer Science, Information Technology by the Pennsylvania Department of Education
- Approval of Associate of Science Degree in Biology, Mathematics/Computer Science, Information Technology by the Pennsylvania Department of Education
- Accreditation of Bachelor of Science in Nursing degree by Commission on Collegiate Nursing Education (CCNE)
- 2005 • Renewal of accreditation of Doctor of Psychology Program in Clinical Psychology by the American Psychological Association
- 2006 • Approval by Pennsylvania Department of Education for Bachelor of Science Degree in Marketing Management
- Approval by Middle States Association to offer first online accelerated program in Organization Dynamics
- Approval by Pennsylvania Department of Education for Master of Science Degree in Nursing
- Approval by Pennsylvania Department of Education for Bachelor of Science Degree in Health Care Management
- Approval by Pennsylvania Department of Education for Bachelor of Science Degree in Allied Health
- 2007 • Approval by the National Association of Schools of Music for a Bachelor of Arts Degree in Music (Performance [Instrumental, Vocal])
- Approval by Middle States Association to offer online accelerated programs in Financial Management, Human Performance Management and Healthcare Management

- 2008 • Approval by Pennsylvania Department of Education for Master of Arts Degree in Applied Communication
- Approval to offer RN to BSN program in state of Maryland
- Approval by the Servicemembers Opportunity Colleges (SOC) as a member of the SOC Consortium
- Agreement with Brandywine Hospital to provide the academic leadership for the Brandywine School of Nursing leading to the transition to close the two-year program at Brandywine School of Nursing and open the four-year pre-licensure BSN program at Immaculata
- 2009 • Approval by the State Board of Nursing to deliver the Bachelor of Science in Nursing degree as a pre-licensure Nursing program
- Approval by Pennsylvania Department of Education to deliver the Bachelor of Science in Nursing degree as a pre-licensure Nursing program
- Approval of change of name of Master of Arts Program in Applied Communication to Public Relations by Pennsylvania Department of Education
- Celebration of College of Graduate Studies 25th anniversary
- Approval of Periodic Review Report by Middle States Commission on Higher Education
- Establishment of the Division of Education and the Division of Nursing
- Awarded SunGard Higher Education Award for Institutional Performance
- Institutional approval of revisions to liberal arts core curriculum
- 2010 • Approval by Pennsylvania Department of Education for Master of Arts program in Clinical Psychology
- Celebration of Nursing department's 25th anniversary
- Approval by Department of Veterans Affairs to participate in the Yellow Ribbon Program
- Incorporation of the pre-licensure program in Nursing into existing accreditation of Bachelor of Science in Nursing degree by Commission on Collegiate Nursing Education (CCNE)
- 2011 • Initial approval of Doctorate in Education in Higher Education by Pennsylvania Department of education
- Renewal of accreditation for 10 years of MSN program by Commission on Collegiate Nursing Education (CCNE)
- Approval of Special Education and English Language Learning provisions by Pennsylvania Department of Education; Approval of Post-Baccalaureate Certification (Pre K-4 and Pre-K with Special Education) by Pennsylvania Department of Education
- Awarded the Excellence in Holistic Nursing Education Award from the American Holistic Nurses Association (AHNA)
- Accreditation of its Business Programs and Separate Specialized Accreditation of its Accounting program by the Accreditation Council for Business Schools and Programs (ACBSP)
- Approval of Bachelor of Science Degree in Athletic Training by the Pennsylvania Department of Education
- 2012 • Renewal of accreditation of Doctor of Psychology program in Clinical Psychology by the American Psychological Association
- Institutional approval of the Department of Professional Studies
- Institutional approval of the Emergency Planning and Management major
- Renewal of accreditation of the Didactic Program in Dietetics by the Commission on Accreditation for Dietetics Education Accreditation of the American Dietetic Association
- 2013 • Renewal of accreditation by the National Association of Schools of Music (NASM) and the American Music Therapy Association (AMTA)
- 2014 • Institutional approval of Human Resources Management and Health Information Management majors
- Renewal of accreditation by Middle States Commission on Higher Education
- Initial accreditation of Athletic Training Program by the Commission on Accreditation of Athletic Training Education (CAATE)
- 2015 • Renewal of accreditation of Doctor of Psychology Program in Clinical Psychology by the American Psychological Association
- Institution of partnership with DeSales University to offer a 4+1 MBA program to Immaculata students
- Institutional approval of Interactive Digital Media and Cybersecurity majors
- 2016 • Achievement of Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation for the Clinical Mental Health Counselor Master of Arts programs
- 2017 • Installation of Immaculata University's first lay president, Barbara Lettiere (IU class of '72)
- 2018 • Official change of College of LifeLong Learning name to College of Adult Professional Studies
- Accreditation of Business Leadership and Human Resource Management programs by the Accreditation Council for Business Schools and Programs (ACBSP)

# Admission

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' education goals. Those students who are best qualified to profit from the distinctive education 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. Applications for master's degree programs may be obtained online at [immaculata.edu/admissions/graduate-admissions/graduate-applications/](http://immaculata.edu/admissions/graduate-admissions/graduate-applications/)
2. Official transcripts from each undergraduate and graduate school attended should be sent directly to the Office of Graduate Admission from the school registrar(s).
3. Two letters of reference 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 Office of Graduate Admission. Admission to the school psychology programs require 3 letters of reference at least one of which must be from an academic professor.
4. Applicants to the Master of Arts in Clinical Mental Health Counseling must provide test scores from the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). Official score reports should be sent directly to the Office of Graduate Admission by the Testing Center. (Applicants with an undergraduate grade point average of 3.0 or greater are not required to submit test scores.) Applicants to the school psychology programs must submit test scores from the GRE prior to admission, regardless of undergraduate GPA.
5. A one-page essay addressing the following: Discuss your professional goals and how graduate study at Immaculata will enable you to achieve those goals (certain MA programs only).
6. Resume

7. MSN applicants must have a BSN from NLNAC or CCNE accredited school with a minimum GPA of 3.0. A copy of current RN license and current professional resume 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).
8. An official interview with the department chair or designated advisor may be required.
9. International Students, see page 17.

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 prerequisites prior to matriculation. Please submit all inquiries and admission materials to:

Immaculata University  
College of Graduate Studies  
1145 King Road  
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 30.)

- 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 2.5-2.9 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:

1. Applications for master's degree programs may be obtained online at [immaculata.edu/admissions/graduate-admissions/graduate-applications/](http://immaculata.edu/admissions/graduate-admissions/graduate-applications/)
2. Official transcripts from each undergraduate and graduate school attended should be sent directly to the Office of Graduate Admission from the school registrar(s).
3. Two letters of reference appraising the applicant's personal and professional qualities as well as capability for graduate study. References should be completed by academic professors or employers and forwarded directly to the Office of Graduate Admission.
4. Some departments/divisions have specific prerequisites for admission to certification programs. More information may be found in the department/division listing.

#### **ENDORSEMENTS**

1. Applications may be submitted online at [immaculata.edu/admissions/graduate-admissions/graduate-applications/](http://immaculata.edu/admissions/graduate-admissions/graduate-applications/)
2. Official transcripts from each undergraduate and graduate school attended should be sent directly to the Office of Graduate Admission from the school registrar(s)
3. One [reference form](#)
4. Copy of Level I or Level II Certification

#### **POST GRADUATE STUDIES**

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

1. Applications may be submitted online at [immaculata.edu/admissions/graduate-admissions/graduate-applications/](http://immaculata.edu/admissions/graduate-admissions/graduate-applications/)
2. Official transcripts from each undergraduate and graduate school attended should be sent directly to the Office of Graduate Admission from the school registrar(s).
3. One recommendation completed by an academic professor or employer and forwarded directly to the Office of Graduate Admission.

## DOCTORAL DEGREE PROGRAMS

### Doctor of Psychology (Psy.D.) Clinical Psychology

Admission for the doctoral program in clinical psychology is available for the Fall semester. The early application deadline is October 1 and the final application deadline is January 15. Qualified applicants must possess a master's degree and a bachelor's degree from an accredited institution with a minimum 3.9 (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. A complete application for admission will include the following:

1. Official transcript(s) of your academic record from each undergraduate and graduate school attended. An official transcript verifying completion of prerequisite degrees is required. Official transcripts should be forwarded to you from the schools' registrar(s). Request that the school enclose the transcript(s) in a sealed envelope with the registrar's name signed across the seal. STUDENTS SHOULD NOT OPEN THE ENVELOPE WHEN IT HAS BEEN RETURNED TO THEM. IF THE SEAL HAS BEEN BROKEN ON THE ENVELOPE WHEN RECEIVED BY THE College of Graduate Studies, the student's entire application will be returned.
2. 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 rest of the application materials.
3. A two page, double-spaced, typed and signed statement detailing the student's educational pursuits in psychology.
4. Official score reports for the Miller Analogies Test (MAT) or Graduate Record Examination (GRE) sent directly to the Office of Graduate Admission by the testing center. For MAT information, contact the Psychological Corporation, Control Testing Center, 555 Academic Court, San Antonio, TX 78204 (1-500-622-3231). For GRE information, contact Graduate Record Examinations Educational Testing Services, PO Box 6000, Princeton, NJ 08541-6000 (1-800-473-2255).
5. Official TOEFL or IELTS score sent directly to the Office of Graduate Admission, if an international student.
6. International students, see page 17.

Admission to the Psy.D. program is highly competitive and limited. Applications are reviewed on a comparative basis among all students applying and with respect to the number of spaces available for a new class. Immaculata uses the following criteria for making decisions concerning admission to the Psy.D. program:

1. Quality of previous work, in the form of an acceptable GPA earned in both undergraduate and graduate studies;

2. Miller Analogies Test (MAT) or Graduate Record Examination (GRE) test scores, as well as the TOEFL or IELTS (for international students);
3. Strength of recommendations;
4. Strength of interview;
5. Strength of writing sample; and
6. Standing in applicant group on all areas considered.

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

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

Psy.D. in Clinical Psychology Admission Committee  
 Immaculata University  
 1145 King Road  
 Immaculata, PA 19345

**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: July for Fall, November for Spring, and April for Summer. A complete application for admission will include the following:

1. Official transcript(s) of your academic record from each undergraduate and graduate school attended. An official transcript verifying completion of prerequisite degrees is required. Official transcripts should be forwarded to you from the schools' registrar(s). 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
2. 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 rest of the application materials.
3. A goals statement in the form of two page, double-spaced, typed and signed statement of your pursuits in education.
4. Official TOEFL or IELTS score sent directly to the Office of Graduate Admission, if an international student.
5. International students, see page 17.

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

Doctor of Education Admission Committee  
Immaculata University  
1145 King Road  
Immaculata, PA 19345

**Doctor of Education in Higher Education (Ed.D.)**

Students may apply to the doctoral program in Higher Education for the Fall or Spring. Application deadlines are: July 1 for Fall and December 1 for Spring. A complete application for admission will include the following:

1. Official transcript(s) of your academic record from each undergraduate and graduate school attended. An official transcript verifying completion of prerequisite degrees is required. Official transcripts should be forwarded to you from the schools' registrar(s). 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.

Applicants to the Nursing Education concentration must be a Registered Nurse (RN) and hold an earned Master of Science in the field of nursing.

2. Two 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 rest of the application materials.
3. A goals statement in the form of two page, double-spaced, typed and signed statement of your pursuits in education.
4. A current curriculum vitae.
5. Official TOEFL or IELTS score sent directly to the Office of Graduate Admission, if an international student.
6. International students see page 17.

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

Doctor of Education Admission Committee  
Immaculata University  
1145 King Road  
Immaculata, PA 19345



## **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](http://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 7.0 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 criminal findings 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.

# Academic Life

## ACADEMIC STANDING AND PROGRESS

### ADMISSION STATUS (at the master's level)

Admission is determined as follows:

#### **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.

#### **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.

#### **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: Doctoral 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 substantial change to the admission packet such as academic preparation and/or professional experience. In order to ensure objectivity during the admission process, all communication about admission must be restricted to the Director of Admission.

### 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 request in writing a change of status. It is the student's responsibility to complete the admission process in a timely fashion.

## **COMPREHENSIVE EXAMINATIONS**

### **Master's Students**

Each candidate must successfully complete the comprehensive examination or its department/division equivalent. 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 more than twice.

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

### **Doctoral Students**

Each candidate must successfully complete 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.

## **CONCURRENT ENROLLMENT**

Senior undergraduate students who have earned a 3.3 GPA or better may enroll in graduate programs with the written approval of their academic advisor and graduate program director/chair.\* All prerequisites for the graduate course must be met and the student must follow guidelines as outlined by the graduate program chair/director. The graduate credits earned may be counted toward the undergraduate degree.

Undergraduate students with a 3.3 GPA or better who intend to continue study toward an advanced degree at Immaculata University upon graduation may be permitted to apply credits towards a graduate degree. Students may complete up to 6 credits of graduate work while enrolled as an undergraduate student. Courses permitted for concurrent enrollment will be the decision of the program director.

Enrollment in a graduate-level course does not in any way imply subsequent departmental or College of Graduate Studies approval for credit for a graduate degree at Immaculata, except in relation to approved accelerated bachelor's/master's programs. Students will be required to meet all graduate degree requirements for the catalog year in which they are admitted into the graduate program.

Graduate courses completed while an undergraduate student will be evaluated once the student has been accepted into a graduate program.

Graduate courses taken by undergraduate students will be transcribed on the students' undergraduate transcript and students will be charged undergraduate tuition for the courses.

\*with a strong recommendation from their advisor or professor in major, students with a GPA lower than a 3.3, but meeting at least the minimum 3.0, will be considered.

## **DEGREE CANDIDACY**

### **Master's Degree Students:**

Matriculated students who have 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 – are considered degree candidates. In order to be considered a degree candidate, 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.)

### **Doctoral Degree Students:**

Degree candidacy is achieved 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 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, except when determined by the individual departments. 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 will be used to resolve alleged violations of the Academic Integrity Code by 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 offence;
  - a. If a 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 department/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.

**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 prerequisites, sequencing or courses, or course substitutions) should be submitted to the Department/Division Chair.

## GRADING POLICIES

The highest grade awarded is an A. The grade of “I” for “Incomplete” is 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 SSU; grades will not be given over the phone. At the end of each semester, the university makes every effort to expedite grade processing.

## GRADES

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

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

## GRADUATION

A candidate is expected to complete degree requirements within a maximum of six years for 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:

- completion of academic program with a minimum GPA of 3.0 for master’s students and 3.3 for doctoral students
- recommendation of the faculty

- c. clearance of all financial accounts, academic holds, and library records
- d. payment of Commencement Fee
- e. apply online for graduation

### **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 a remediation plan 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. Psy.D. students are referred to the Psy.D. handbook for elaboration of probation policy as it pertains specifically to Psy.D. students.

### **PUBLISHED LENGTH OF PROGRAM**

Each academic program has a published program length, measured in years for the purposes of financial aid eligibility. The years are calculated based upon full-time study in the fall and spring semesters. Summer semesters do not count towards the published program lengths. To view a chart of program lengths for all Immaculata University programs eligible for federal financial aid, please visit [immaculata.edu/admissions/financial-aid/policies/](http://immaculata.edu/admissions/financial-aid/policies/). Please note that exceeding 150% of the published length of program may impact Title IV financial assistance. For additional information students should contact their financial aid counselor.

### **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 the 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. This time frame does not necessarily apply to financial aid eligibility. **See Published Length of Program.**

For consideration of re-admission at the master's level, an application must be submitted. Students must also submit an updated goals statement and complete an interview with the appropriate department/division faculty member. 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 the College 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**

It is required that graduate students are able to write clearly and coherently. The quality of writing is considered in evaluating students' work. 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 on <https://www.immaculata.edu>. 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 prerequisites 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.

## **CHANGE OF COURSES – DROP/ADD/WITHDRAWAL**

The University maintains an add/drop period on a schedule that varies based upon the course length within the program in which a student is enrolled.

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 with written notice is received in the Graduate Office.

**Drops/Withdrawal from Semester Length Courses (12-14 weeks)**

Drops/withdrawals from semester length Graduate courses have the following tuition and transcription implications:

Type	Definition	Tuition	Transcribed as
Drop	Notification has been received prior to the first class meeting	100% Refund	Not Recorded
Drop	Notification after the first but prior to the second class meeting	80% Refund	Not Recorded
Drop	Notification after the second but prior to the third class meeting	60% Refund	Not Recorded
Withdrawal	Notification after the third but prior to the fourth class meeting	40% Refund	W
Withdrawal	Notification after the fourth but prior to the fifth class meeting	20% Refund	W
Withdrawal	Notification after the fifth class meeting	No Refund	W

**Drop/Withdrawal from 7 Week Courses**

Drops/withdrawal from 7 week courses have the following tuition and transcript implications:

Type	Definition	Tuition	Transcribed as
Drop	Notification has been received prior to the first class meeting	100% Refund	Not Recorded
Drop	Notification after the first but prior to the second class meeting	80% Refund	Not Recorded
Drop	Notification after the second but prior to the third class meeting	40% Refund	Not Recorded
Withdrawal	Notification after the third class meeting	No Refund	W

Refunds for special topics and other courses scheduled in special formats will be pro-rated.

**DEGREE WORKS**

Degree Works is a web-based degree audit tool designed to assist both students and advisors by providing information on completed and outstanding requirements necessary to complete your chosen degree and/or certification program. To access Degree Works, log into MyIU and click the Degree Works icon.

### **DISSERTATION 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.

### **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. These timeframes do not guarantee financial aid eligibility. **See Published Length of Program**

### **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 the 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 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 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 completes 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 by the Dean.

### **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 (Master's Degree Candidates) and 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 can 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 faculty member for review, approval and signature. Registration is not complete until the student has signed the Student Financial Responsibility Agreement form online.

### **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 towards a new degree, and thus are not transferrable.
3. The department/division chair, with the approval of the dean, may accept up to 12 credits of transfer credit toward the Immaculata degree program. This determination will be made after the receipt of official academic transcripts from the other institution(s), a review of catalog descriptions, and as necessary, a detailed comparison of course descriptions and syllabi.
4. Only the equivalent of PSYC 608 can be transferred from a master's program into the Psy.D. Program.
5. No more than 4 classes (12 credits) can transfer in from another APA accredited doctoral program, unless the Dean and Department Chair approve additional credits. Field placements, dissertation, and internship are not eligible for transfer.
6. Additional credits beyond the 12 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.
7. General practice requires that at least one half of all degree requirements must be completed at Immaculata.
8. Courses which were taken ten years prior to admission to Immaculata are not accepted in transfer. In addition, courses containing time sensitive content may need to be retaken. Decisions are made in consultation with the department/division chair/advisor.

9. 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.
10. Credits will be officially transferred and transcribed by Immaculata University with the approval of the Dean, generally at the time of admission.
11. 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.
12. 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.
13. 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.
14. 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.

## TRANSCRIPTS

Immaculata University students and alumni are able to order copies of their official academic transcripts via the National Student Clearinghouse. All outstanding financial obligations must be met before official transcript copies can be issued. Please go to [www.immaculata.edu](http://www.immaculata.edu) and click on Academics, then Registrar and **IU Transcript Ordering Center** to go to the National Student Clearinghouse web site. A valid Social Security Number or Immaculata University ID number and a signed consent form will be required.

The fee is \$10 per transcript.

Credit/debit card payment must be made via the National Student Clearinghouse in order for a transcript request to be processed. Your card will only be charged after your order has been completed. Transcript orders that require special handling and are placed during national holidays, University holidays, or in cases of weather related University closure will be processed when the University reopens for business operations.

Order updates will be emailed to you. You may also track your order online using your email address and order number.

### Transcript Processing Options:

- **Now** – Transcripts will include all grades/classes as of the day your request is processed.
- **Hold for Grades** – Transcripts will not be processed until all grades for the active term have been submitted.
- **Hold for Degree** – Transcripts will not be processed until degree is posted.

### Transcript Delivery Options:

- **Email** – After the request is processed, your transcript will be electronically mailed to the recipient you have provided. Please make sure your intended recipient accepts electronic PDF transcripts.
- **Mail** – Transcripts will be sent via USPS after the request is processed. The USPS determines how long it takes for the transcript to reach its destination.
- **Hold for Pick-Up** – An email notification is automatically generated when a transcript is ordered. **You will be contacted by the Registrar's Office when your transcript is available for pick up.**
- You may pick up transcripts in the Office of the Registrar, Villa Maria 30, during regular business hours.
- A valid photo ID is REQUIRED for pick-up.

### Additional Documents

You may attach up to three additional PDF documents to your transcript order. Please ensure that the document is clear and legible; Immaculata University does not assume any liability regarding the print quality of your document.

### Need Help?

If you need help ordering or retrieving your electronic transcript, please contact the Clearinghouse at 703-742-4200 or [service@studentclearinghouse.org](mailto:service@studentclearinghouse.org)

For additional information and FAQs: <https://mystudentcenter.org/transcripts/>

If you have any further questions, please contact the Office of the Registrar at 610-647-4400, ext. 3095 or [registrarhelp@immaculata.edu](mailto:registrarhelp@immaculata.edu)

## RECOGNITION OF ACHIEVEMENT

### 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 Clinical Mental Health Counseling 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 Newsnotes 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 Counseling 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 Department of Psychology and Counseling.



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](http://www.csi-net.org)

#### **KAPPA OMICRON NU**

Kappa Omicron Nu is a national honor society in the field of Family and Consumer Sciences, academic specialization of Nutrition and Dietetics, 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.

#### **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.

# Expenses

## TUITION, CHARGES & FEES – 2018-2019

Application fee (Master's)	\$50
Application Fee (Doctoral)	\$75
Management and Leadership Course Fee	\$95
Tuition	
Master's Courses	\$710 per credit
Ed.D. Doctoral Courses	\$955 per credit
Psy.D. Doctoral Courses	\$990 per credit
Practicum and Internship Fees (per term or per course as appropriate)	
Dietetic Internship	\$260
Music Therapy	\$50/\$100
Nursing	\$110
Psychology Field Site	\$200
Student Teaching	\$230
Comprehensive Examination Fee	
Master's	\$75/\$100
Doctoral	\$100/\$160
Miscellaneous Fees	
Graduation Fee	\$150
Housing Damage Fines	Assessed by Student Development and Engagement
Late Payment Fee	\$30
On-Campus Doctor Visit	\$10
Parking Fines	Assessed by Campus Safety
Parking Permit	\$25/\$50
Physical Exam Fee	\$25
Replacement ID Card	\$15
Returned Check Charge	\$25
Transcript Fee	\$10

Immaculata reserves the right to revise charges whenever it is considered to be appropriate, by the University or by the Board of Trustees.

# Financial Assistance

## GRADUATE FINANCIAL ASSISTANCE

Graduate students who have been accepted into a degree-seeking program are eligible to participate in the Direct Loan, and the Direct Graduate PLUS programs. Eligibility is determined on an individual semester half-time enrollment review basis. Full-time graduate students may be eligible to participate in Federal Work Study Programs.

You must be a degree candidate (MA, MS, 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 maximum per year Direct Federal Unsubsidized Student loan amount students may borrow is \$20,500. In addition to the Direct Federal Unsubsidized Loan, students may apply for additional funding through the Federal Direct PLUS Loan program. Graduate students who are pursuing a Doctoral Degree of Clinical Psychology are eligible to receive an increased Direct Federal Unsubsidized loan amount for an Academic year and are also eligible for a higher aggregate limit for Direct Federal Unsubsidized loans.

Please note that graduate students may borrow the Direct Stafford Unsubsidized loan and the Direct Graduate PLUS Loan up to their education budget. These students must be enrolled at least halftime as a matriculated student in an eligible degree seeking program. The budget assigned to the graduate students encompasses tuition, living expenses, books, supplies, and personal, transportation, and misc., expenses. If your expenses are more than the allowed budget, we suggest that you submit the Budget Increase Form. This form can be found under [www.immaculata.edu](http://www.immaculata.edu) under financial aid. You will be asked to supply supporting documentation.

A Free Application for Federal Student Aid (FASFA) must be filed annually to establish eligibility for the Direct Loan and Graduate PLUS loans. Applications are to be completed and are available online at [www.fasfa.ed.gov](http://www.fasfa.ed.gov)

### How to Apply:

1. Free Application for Federal Student Aid (FASFA). You can complete it on the web at [www.fasfa.ed.gov](http://www.fasfa.ed.gov) signing with your FSA ID. The FASFA must be completed every year. Immaculata University code is 003276.
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. Students will receive an FASFA Received email confirmation. Within the email will be a link to complete and submit the Institutional Application online.
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](http://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](http://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 emailed 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**

Private Educational Loans (also called Alternative Loans) are designed to help students who need additional funding to meet educational costs. Students are strongly encouraged to complete a FAFSA each academic year, and to make sure they have completed all the necessary steps to take advantage of any federal aid for which they are eligible. Students should also consider, and apply for, the federal Direct Loan programs (Direct Student Unsubsidized, and Federal Direct Parent and Graduate PLUS Loans) before applying for a private educational loan.

To apply to a Private Educational Loan, either submit an online application on the lender's website, or call the lender for a paper application. Lender will perform a credit check, and notify borrowers of approval or denial. Borrowers who apply with a co-signer/co-borrower greatly improve their chances for the loan to be approved and receive lower interest rates and fees. Borrowers are encouraged to apply by July 15 each year to ensure funds are available to be applied for each billing cycle.

Additional application and information regarding both Federal Student Loans and Private Educational loans may be reviewed at [immaculata.edu](http://immaculata.edu).

## **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**

Clinical Mental Health Counseling  
Educational Leadership  
Music Therapy  
School Psychology

### **Master of Science Programs**

Clinical Nutrition, combined with Dietetic Internship  
Nutrition Education and Counseling  
Management and Leadership  
Master of Science in Nursing (MSN)

### **Educational Specialist Degree (Ed.S.)**

School Psychology

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

### **Certifications**

PreK-4 School Teacher  
Secondary School Teacher  
PreK-8 Special Education Teacher

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

Supervisor, Special Education  
Supervisor, Single Subject  
Supervisor, Curriculum and Instruction  
Supervisor, Pupil Personnel Services PreK-12  
Principal K-12  
School Counseling (Pre K-12)  
School Nurse  
School Psychologist  
Letter of Eligibility –  
School District Superintendent  
Endorsement in Instructional Coaching  
Endorsement in Mathematics Coaching  
STEM Endorsement

### **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 5<sup>th</sup> 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:

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.

### **FINANCIAL AID – ACADEMIC EXPERIENCES**

Practicum/Internships:

PSYC678	250 hr	Half-time
PSYC679	250 hr	Half-time
PSYC680	600 hr	Full-time
PSYC681	600 hr	Full-time
COUN692	300 hr	Half-time
COUN693	300 hr	Half-time
PSYC694	420 hr	Half-time
PSYC714	250 hr	Half-time
PSYC715	250 hr	Half-time
PSYC716	250 hr	Half-time
PSYC717	250 hr	Half-time
PSYC724	250 hr	Half-time
PSYC725	250 hr	Half-time
PSYC726	250 hr	Half-time
PSYC727	250 hr	Half-time
PSYC780	375 hr	Half-time
PSYC781	375 hr	Half-time
PSYC782	375 hr	Half-time
PSYC783	375 hr	Half-time
PSYC786 & 787	(3 cr/semester)	Full-time
PSYC788 & 791	(3 cr/semester)	Full-time
PSYC792 & 793	(3 cr/semester)	Full-time
PSYC794	0 cr	Half-time

Note: full-time Psy.D. internship registration sequences may vary.

PSYC 786, 787, 788, 791, 792, 793		
(1.5 cr/semester)		Halftime
MUT 521, 522, 523	260 hr	Half-time
MUT 524, 525	520 hr	Half-time
NED 662, 663 or 664	(3 cr/semester)	Full-time

**Dissertations:**

EDL 798, 799, or 800	(3 cr/semester)	Half-time
PSYC 798, 799 or 800	(3 cr/semester)	Half-time
HED 798, 799 or 800	(3 cr/semester)	Half-time

**Student Teaching:**

EDL591	(3 cr/semester)	Half-time
EDL592	(6 cr/semester)	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 the responsibility of the student. Grades and future enrollment may be jeopardized if account balances are not paid in full. Please see Payment Policy below.

**Withdraws and Title IV funds**

If, for any given semester, you received aid under Title IV funding (Direct Loan) and withdraw from the University prior to the semester completion, a portion of the aid received must be returned to the appropriate lending institution. The portion to be returned is determined by federal regulations. All Office of Financial Aid policies related to student status changes and aid eligibility may be viewed at [immaculata.edu/admissions/financial-aid/policies/](http://immaculata.edu/admissions/financial-aid/policies/)

Please contact the Student Financial Aid Office with any questions.

**OFFICE LOCATION/HOURS:**

Financial Aid Office  
Immaculata University  
Lettiere Center, Second Floor  
Immaculata, PA 19345  
Voice: 610-647-4400 Ext. 3028  
FAX: 484-395-0068  
Email: [finaid@immaculata.edu](mailto:finaid@immaculata.edu)

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

**Student Financial Responsibility Agreement**

All students at Immaculata University are required to agree to the Student Financial Responsibility Agreement once each term before registering for courses. The Agreement is available in the registration area of SSIU, accessible through MyIU, and defines the financial terms and conditions associated with course registration. This includes the student's responsibility regarding payment of tuition and fees, IU email, electronic billing, late fees, financial holds, financial aid, course add/drop/withdrawal, change of name/address/phone number and debt collection.

**Payment Policy**

Tuition, charges and fees are assessed on a term basis and are due in full by the term payment due date unless a student enrolls into the IU Installment Payment Plan. Students registering on or after the term payment due date are required to pay at the time of registration. Once registered, a student assumes financial responsibility for charges. Term bills and monthly statements are generated electronically and available online at SSIU, accessible through MyIU. Students are not permitted to attend class or occupy University housing until registration confirmation and full payment has been remitted or payment arrangements have been made with the Business Office prior to the term due date. Late payment fees are assessed monthly.

It is the responsibility of all financial aid recipients to ensure that 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 certifications, transcripts or diploma.

**Collection Practices**

Immaculata University reserves the right to assign outstanding account balances to collection agencies. Once an account is assigned to a collection agency, all communication by the student must be made through the collection agency. Accounts are reported to credit bureaus. Students are responsible for paying the collection agency fee, which may be based on a percentage at a maximum of 40% of the debt, together with all costs and expenses, including reasonable attorney's fees, necessary for the collection of a delinquent account. All payments must be made directly to the collection agency; Immaculata cannot accept direct payments once an account is placed with a collection agency. The account is considered paid in full when the total debt is paid. Once an account has been paid in full, holds may be applied to a student's account to enforce payment policies.

**Payment Methods**

Payments may be made by check, cash, or any major credit card. Payments are accepted online through SSIU, by mail or in person in the Business Office between the hours of 8:00 am and 4:30 pm. Modified summer hours begin in June and run through mid – August. The Business Office is located in Room #14 Terrace Level, Villa Maria Hall. A payment drop box is located outside the Business Office doors in Villa Maria. Checks should be made payable to Immaculata University and mailed to: Business Office, Villa Maria #14, 1145 King Road, Immaculata, PA, 19345. Questions may be directed to [studentaccounts@immaculata.edu](mailto:studentaccounts@immaculata.edu) or by phone at 610-647-4400, extension 3174.

**IU Installment Payment Plan**

Immaculata offers an installment plan which allows students to distribute term costs over three installment payment dates during a traditional term. There is a \$25 non-refundable installment plan enrollment fee payable at time of enrollment; this fee is not included as part of the installment payment plan. Installment plan due dates are based on a traditional term, not course schedules. Students must complete an enrollment form and pay the \$25 fee each term. Forms are available online at MyIU, on the Student Finances page, under Student Account Resources. Late payment fees apply.



### **Employer Reimbursement**

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, select Student from the menu then Student Course Reimbursement and enrollment term.

### **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 MyIU, Student Finances page.

### **Student Refund Policy**

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. By logging on to MyIU and going to SSSIU, students may elect to have their refunds deposited directly into their bank account. Refunds are based on the disbursement of funds and the order in which they are received on the student account. Refunds are issued to the student unless the Parent PLUS Loan creates the credit to be refunded. In this case the refund will be issued to the borrower. 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.

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.

### **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 am - 4:00 pm. Modified summer hours begin in June and run through mid – August.

Voice: 610-647-4400, extension 3174  
Fax: 610-251-9358  
Email: [studentaccounts@immaculata.edu](mailto:studentaccounts@immaculata.edu)

**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 supervision of a faculty or administrative mentor. Further details including the application and assistantship requirements will be made available in early spring.

# Academic Programs

## DEGREES AND PROGRAMS OF CONCENTRATION

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

### DOCTORAL PROGRAMS

Doctor of Education (Ed.D.) in Higher Education  
Doctor of Education (Ed.D.) in Educational Leadership & Administration (K-12)  
Doctor of Psychology (Psy.D.) in Clinical Psychology

### MASTER OF ARTS PROGRAMS

Clinical Mental Health Counseling  
Clinical Psychology  
Educational Leadership  
Music Therapy  
School Psychology

### MASTER OF SCIENCE

Clinical Nutrition, combined with Dietetic Internship  
Nutrition Education and Counseling  
Management and Leadership

### MASTER OF SCIENCE IN NURSING (MSN)

### EDUCATIONAL SPECIALIST (Ed.S.)

School Psychology

### CERTIFICATIONS

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

Principal K-12  
School Counselor (PreK-12)  
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  
Supervisor, Pupil Personnel Services PreK-12

### CERTIFICATES

Addictions Studies  
Addition Studies and Therapeutic Practice

Nursing Administration  
Nursing Education

**ENDORSEMENTS**

Instructional Coaching  
Mathematics Coaching  
STEM Endorsement

**CERTIFICATES OF ADVANCED PROFICIENCY**

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

Psychological Testing  
Integrative Psychotherapy  
Forensic Psychology  
Human Cultural Diversity  
Psychodynamic Psychotherapy  
Neuropsychology

## Core/General Curriculum

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 through 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.

### **CORE COURSES**

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3
<b>GEN 503</b>	Interpersonal Relations	3
<b>EDL 702</b>	Methods of Doctoral Research	3
<b>HED 702</b>	Methods of Research	3
<b>PSYC 705</b>	Human Development	3
<b>PSYC 706</b>	Research and Statistics I	3
<b>PSYC 707</b>	Research and Statistics II	3
<b>EDL 734/PYSC 790/HED 790</b>	Dissertation Research Seminar	3
<b>EDL 797/PSYC 797/HED 797</b>	Comprehensive Examination	0

## 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.

### **EDL 702      Methods of Doctoral Research (3)**

An overview of methods used to conduct educational research with emphasis on locating and evaluating research literature. Course content includes the scientific method, development of research questions, formulation of research designs with ethical considerations, and professional critiques of methodologies. Qualitative, quantitative, and mixed-method designs will be reviewed. Design of an action research project will be required. Scholarly writing and APA formatting will be a focus. (Course must be taken within the first 12 credits of the doctoral program.)

### **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, quantitative, and mixed method designs will be reviewed.

### **PSYC 705      Human Development (3)**

This course covers some of the major concepts and lines of research and inquiry within the field of human development, mainly for a theoretical 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. Open only to Psy.D. students in Clinical Psychology.

### **PSYC 706      Research and Statistics I (3)**

This course is the first course in a 2-course series. Topics include developing research questions; designing experimental and non-experimental research studies; identifying threats to validity; conducting and writing systematic literature reviews; and applying research findings to psychological practice. Students will gain familiarity with research ethics, meta-analysis, data screening, univariate

statistical tests, power analysis, and the use of technology in data analysis. Each student will begin a two-semester individual research project, to be completed in PSYC 707, in this course. (Prerequisite: PSYC 703). Open only to Psy.D. students in Clinical Psychology.

**PSYC 707          Research and Statistics II (3)**

This course is the second course in a 2-course series. Students will gain familiarity with effect size calculation and advanced and multivariate statistical tests, including MANOVA, factor analysis, discriminant analysis, and regression techniques. Students will also become familiar with qualitative research models, methods, and data analysis techniques. Students will complete the individual research projects begun in PSYC 706 in this course. Prerequisite: PSYC 706. Open only to Psy.D. students in Clinical Psychology.

**EDL 734          Dissertation Research Seminar (3)**

Guidance of student efforts to translate theoretical constructions and research ideas into useful plans to be incorporated into the research proposal. Focus will be placed on developing effective APA writing skills as well as methods of defense of written plans. Course includes preparation for all aspects of the dissertation process. Grading is Pass or Fail. (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 subsequent 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: all required course work prior to the Dissertation Research Seminar with a GPA of at least 3.3 and also must secure the approval of the chair/program director)

**PSYC 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 complete a dissertation proposal prospectus. Grading is "Pass" or "Fail." Students take PSYC 790 in the fall semester and must then register consecutively for their first section of dissertation (PSYC 798) in the spring semester, second section in the summer (PSYC 799), and third section in the fall (PSYC 800). Open only to Psy.D. students in Clinical Psychology (Clinical Psychology prerequisite: PSYC 717 for bachelor admits and PSYC 726 for master's admits)

**EDL 797/HED 797/PSYC 797          Comprehensive Examination (0)**

A culminating experience which assesses the students ability to synthesize and integrate knowledge. Grading is "Pass" or "Fail". See specific department for details.

# Educational Leadership

**Chair: Melissa Reed, Ed.D.**

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

M.A. in Educational Leadership (Administration Track)	30 credits
M.A. in Educational Leadership (Instructional Track)	30 credits
M.A. in Educational Leadership (Instructional Coach Endorsement Track)	30 credits
M.A. in Educational Leadership (Mathematics Coach Endorsement Track)	30 credits
M.A. in Educational Leadership (STEM Endorsement Track)	30 credits
M.A. combined with Principal certification	36 credits
M.A. combined with Special Education Supervisor Certificate	33 credits
M.A. combined with PreK-4 certification	42 credits
M.A. combined with PreK-4 and Special Education (PreK-8) certification	51 credits
M.A. combined with Secondary certification in a content area content-area specific requirements	42 credits plus any
M.A. combined with Single Subject Supervisor Certificate	33 credits
Ed.D. in Educational Leadership and Administration	54 credits
Ed.D. combined with Letter of Eligibility	63 credits

## CERTIFICATIONS\*

PreK-4  
Secondary (7-12) and Specialists (K-12)  
Special Education (Pre K-8) (added to existing PA instructional certification: PreK-4 or N-3 or K-6 or 4-8/or K-12 or Reading Specialist)  
PreK-4 and Special Education (PreK-8)  
Principal K-12  
Supervisor, Single Subject Area  
Supervisor, Curriculum and Instruction  
Supervisor, Special Education  
Supervisor, Pupil Personnel Services PreK-12  
Letter of Eligibility (Superintendent)

## ENDORSEMENTS\*

Instructional Coaching Endorsement  
Mathematics Coaching Endorsement  
STEM Endorsement



\*All certifications and endorsements (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 or endorsement 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 Office.

### **INSTRUCTIONAL CERTIFICATIONS**

The INITIAL instructional certifications offered by Immaculata are:

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

### **ADD-ON INSTRUCTIONAL CERTIFICATION**

Special Education PreK-8

### **EDUCATIONAL ADMINISTRATION CERTIFICATIONS**

Immaculata University's Educational Administration Certification (Principal, Supervisor and Superintendent) programs are designed to reflect the PA Inspired Leadership Initiative (PIL) Core Standards as follows:

- a) The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student access.
- b) 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.
- c) 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:

- a) The leader creates a culture of teaching and learning with an emphasis on learning.
- b) The leader manages resources for effective results.
- c) The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.
- d) The leader operates in a fair and equitable manner with personal and professional dignity.
- e) The leader advocates for children and public education in the larger political, social, economic, legal and cultural context.
- f) The leader supports professional growth of self and others through practice and inquire.

### **ENDORSEMENTS**

(Entry into any endorsement program requires candidates to hold a PA Level I or II instructional certification)

Immaculata University offers Endorsements in the following areas:

- a) Instructional Coaching Endorsement
- b) Mathematics Coaching Endorsement
- c) STEM Endorsement

## MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP (30 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 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 student, faculty and staff.

The **Instructional Track** enables 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.

### The **Instructional Coach, Mathematics Coach, STEM Endorsement Tracks**

Enable certified teachers as educational leaders to:

- Identify and assist teachers with implementing evidence-based practices that effectively meet the unique academic and behavioral needs of students.
- Develop and implement instructional strategies to improve academics in specific content areas.
- Be well versed in characteristics of learners and processes for successful coaching in the endorsement area.

## COURSE REQUIREMENTS

### REQUIRED CORE CURRICULUM (18 credits)

GEN 501	Human Development	3
GEN 502	Methods of Research	3
GEN 503	Interpersonal Relations	3
EDL 614	Instructional Needs of English Language Learners	3
EDL 615	Contemporary Professional Ethics	3
EDL 622	Curriculum and Instruction	3
EDL 599	Comprehensive Examination	0

**REQUIRED CONCENTRATION (Administration track – 12 credits)**

<b>EDL 621</b>	Administration	3
<b>EDL 623</b>	Supervision	3
<b>EDL 625</b>	School Law	3
<b>EDL 626</b>	School Community Relations	3

**REQUIRED CONCENTRATION (Instructional track - 12 credits)**

<b>EDL 629</b>	Introduction to Special Education	3
<b>EDL 634</b>	Content Area Reading	3
OR		
<b>EDL 644</b>	Language Arts Methods	3
<b>EDL 613</b>	Testing and Assessment	3
OR		
<b>EDL 637</b>	Technology in Education	3
<b>ELECTIVE</b>	(Master's Level EDL Course)	3

**REQUIRED CONCENTRATION (Instructional Coaching track - 12 credits)**

<b>EDL 660</b>	Instructional Strats for Stand. Aligned Curr. in Literacy	3
<b>EDL 661</b>	Literacy in Education	3
<b>EDL 664</b>	Literacy Assessment and Intervention	3
<b>EDL 665</b>	Teacher Leaders: Coaching Principals	3

**REQUIRED CONCENTRATION (Mathematics Coaching track - 12 credits)**

<b>EDL 662</b>	Instructional Strats for Stand. Aligned Curr. in Literacy	3
<b>EDL 663</b>	Literacy in Mathematics Education	3
<b>EDL 664</b>	Literacy Assessment and Intervention	3
<b>EDL 665</b>	Teacher Leaders: Coaching Principals	3

**REQUIRED CONCENTRATION (STEM track - 12 credits)**

<b>EDL 654</b>	Foundations of Integrative STEM Education K-123	
<b>EDL 655</b>	Curriculum, Instruction & Assessment in STEM Education K-12 3	3
<b>EDL 656</b>	ETD & PBL for Early Childhood & Elementary Teachers	3
OR		
<b>EDL 657</b>	ETD & PBL for Secondary Teachers	3
<b>EDL 658</b>	STEM Integration & Application in the Classroom	3

**CERTIFICATIONS combined with M.A. in Educational Leadership**

**M.A. (Administration Track) plus PRINCIPAL K-12 CERTIFICATION (36 credits)**

Program requires a minimum of 360 hours of field experiences, including a 180 hour practicum. A minimum of three years of professional school experience is required for admission to the Principal Certification Program and three years when applying for this certification. (Certification also requires satisfactory completion of state-mandated tests.)

**REQUIRED CORE CURRICULUM (18 credits)**

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3

<b>GEN 503</b>	Interpersonal Relations	3
<b>EDL 614</b>	Instructional Needs of English Language Learners	3
<b>EDL 615</b>	Contemporary Professional Ethics	3
<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 599</b>	Comprehensive Examination	0

**REQUIRED CONCENTRATION (Administration track – 18 credits)**

<b>EDL 621</b>	Administration	3
<b>EDL 623</b>	Supervision	3
<b>EDL 625</b>	School Law	3
<b>EDL 626</b>	School Community Relations	3
<b>EDL 643</b>	Special Education for School Leaders	3
<b>EDL 690</b>	Practicum	3

**M.A. (Administration Track) plus SUPERVISOR OF SPECIAL EDUCATION (33 credits)**

Students may pursue this certification if they have completed five years of satisfactory experience as a certified Special Education teacher in classrooms with identified special education students. 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 (18 credits)**

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3
<b>GEN 503</b>	Interpersonal Relations	3
<b>EDL 614</b>	Instructional Needs of English Language Learners	3
<b>EDL 615</b>	Contemporary Professional Ethics	3
<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 599</b>	Comprehensive Examination	0

**REQUIRED CONCENTRATION (Administration track – 15 credits)**

<b>EDL 621</b>	Administration	3
<b>EDL 623</b>	Supervision	3
<b>EDL 625</b>	School Law	3
<b>EDL 626</b>	School Community Relations	3
<b>EDL 693</b>	Supervisory Internship	3

**M.A. (Administration Track) plus SUPERVISOR SINGLE SUBJECT (33 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 (18 credits)**

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3

<b>GEN 503</b>	Interpersonal Relations	3
<b>EDL 614</b>	Instructional Needs of English Language Learners	3
<b>EDL 615</b>	Contemporary Professional Ethics	3
<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 599</b>	Comprehensive Examination	0

**REQUIRED CONCENTRATION (Administration track – 15 credits)**

<b>EDL 621</b>	Administration	3
<b>EDL 623</b>	Supervision	3
<b>EDL 625</b>	School Law	3
<b>EDL 626</b>	School Community Relations	3
<b>EDL 693</b>	Supervisory Internship	3

**M.A. (Instructional Track) plus initial PreK-4 (42 credits)**

**REQUIRED CORE CURRICULUM (18 credits)**

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3
<b>GEN 503</b>	Interpersonal Relations	3
<b>EDL 614</b>	Instructional Needs of English Language Learners	3
<b>EDL 615</b>	Contemporary Professional Ethics	3
<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 599</b>	Comprehensive Examination	0

**REQUIRED CONCENTRATION (Instructional Track plus PreK-4 Certification – 24 credits)**

<b>EDL 613</b>	Testing and Assessment	3
<b>EDL 617</b>	Foundations of Education and Learning	3
<b>EDL 620</b>	Curriculum Applications	3
<b>EDL 629</b>	Introduction to Special Education	3
<b>EDL 640</b>	Instructional Accommodation	3
<b>EDL 644</b>	Language Arts Methods	3
<b>EDL 592*</b>	Student Teaching	6

\*By arrangement with Director of Student Teaching at least one year prior to this experience

Field Experiences (or prior classroom experiences/equivalences) are infused in EDL 640. (Certification also requires satisfactory completion of state-mandated test.)

**M.A. (Instructional Track) plus initial SECONDARY CERTIFICATION (7-12)  
AND SPECIALISTS (K-12) - (42 credits)**

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 (18 credits)**

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3
<b>GEN 503</b>	Interpersonal Relations	3

<b>EDL 614</b>	Instructional Needs of English Language Learners	3
<b>EDL 615</b>	Contemporary Professional Ethics	3
<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 599</b>	Comprehensive Examination	0

#### **REQUIRED CONCENTRATION (24 credits)**

##### **(Instructional Track plus Secondary Certification 7-12 & Specialists K-12)**

<b>EDL 613</b>	Testing and Assessment	3
<b>EDL 617</b>	Foundations of Education and Learning	3
<b>EDL 629</b>	Introduction to Special Education	3
<b>EDL 630</b>	Strategies for Classroom Teacher	3
<b>EDL 634</b>	Content Area Reading	3
<b>EDL 640</b>	Instructional Accommodations	3
<b>EDL 592*</b>	Student Teaching	6

\*By arrangement with Director of Student Teaching at least one year prior to this experience

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

#### **M.A. (Instructional Track) plus initial PreK-4 AND INITIAL SPECIAL EDUCATION (PreK-8)**

##### **CERTIFICATIONS - (51 credits)**

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 (18 credits)**

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3
<b>GEN 503</b>	Interpersonal Relations	3
<b>EDL 614</b>	Instructional Needs of English Language Learners	3
<b>EDL 615</b>	Contemporary Professional Ethics	3
<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 599</b>	Comprehensive Examination	0

#### **REQUIRED CONCENTRATION (33 credits)**

##### **(Instructional Track plus PreK-4 and Special Education (PreK-8) (Certifications)**

<b>EDL 613</b>	Testing and Assessment	3
<b>EDL 617</b>	Foundations of Education and Learning	3
<b>EDL 620</b>	Curriculum Applications	3
<b>EDL 629</b>	Introduction to Special Education	3
<b>EDL 640</b>	Instructional Accommodations	3
<b>EDL 644</b>	Language Arts Methods	3
<b>EDL 651</b>	Procedures/Process in Special Education	3
<b>EDL 652</b>	High Incidence Disabilities	3
<b>EDL 653</b>	Low Incidence Disabilities	3
<b>EDL 592*</b>	Student Teaching	6

\*By arrangement with Director of Student Teaching at least one year prior to this experience  
Field Experiences (or prior classroom experiences/equivalences) are infused in EDL 640 and EDL 653.  
(Certification also requires satisfactory completion of state-mandated test.)

## **PROFESSIONAL CERTIFICATIONS**

### **POST-BACCALAUREATE LEVEL**

#### **INITIAL INSTRUCTIONAL (TEACHER) CERTIFICATIONS**

#### **SECONDARY CERTIFICATION (7-12) AND SPECIALISTS (K-12) REQUIRED COURSES (30 credits)**

<b>GEN 501</b>	Human Development	3
<b>EDL 613</b>	Testing and Assessment	3
<b>EDL 614</b>	Instructional Needs of English Language Learners	3
<b>EDL 617</b>	Foundations of Education and Learning	3
<b>EDL 629</b>	Introduction to Special Education	3
<b>EDL 630</b>	Strategies for the Classroom Teacher	3
<b>EDL 634</b>	Content Area Reading	3
<b>EDL 640</b>	Instructional Accommodations	3
<b>EDL 592*</b>	Student Teaching	6

\*By arrangement with Director of Student Teaching at least one year prior to this experience

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

#### **PRE K-4 (Pre Kindergarten through Grade 4 (30 credits) CERTIFICATION ONLY REQUIRED COURSES**

<b>GEN 501</b>	Human Development	3
<b>EDL 613</b>	Testing and Assessment	3
<b>EDL 614</b>	Instructional Needs of English Language Learners	3
<b>EDL 617</b>	Foundations of Education and Learning	3
<b>EDL 620</b>	Curriculum Applications	3
<b>EDL 629</b>	Introduction to Special Education	3
<b>EDL 640</b>	Instructional Accommodations	3
<b>EDL 644</b>	Language Arts Methods	3
<b>EDL 592*</b>	Student Teaching	6

\*By arrangement with Director of Student Teaching at least one year prior to this experience.

Field Experiences (or prior classroom experiences/equivalences) are infused in EDL 640.  
(Certification also requires satisfactory completion of state-mandated test.)

**PRE K-4 AND SPECIAL EDUCATION PRE K-8 (39 credits)  
CERTIFICATION ONLY REQUIRED COURSES**

<b>GEN 501</b>	Human Development	3
<b>EDL 613</b>	Testing and Assessment	3
<b>EDL 614</b>	Instructional Needs of English Language Learners	3
<b>EDL 617</b>	Foundations of Education and Learning	3
<b>EDL 620</b>	Curriculum Applications	3
<b>EDL 629</b>	Introduction to Special Education	3
<b>EDL 640</b>	Instructional Accommodations	3
<b>EDL 644</b>	Language Arts Methods	3
<b>EDL 651</b>	Procedures/Process in Special Education	3
<b>EDL 652</b>	High Incidence Disabilities	3
<b>EDL 653</b>	Low Incidence Disabilities	3
<b>EDL 592*</b>	Student Teaching	6

\*By arrangement with Director of Student Teaching at least one year prior to this experience.

Field Experiences (or prior classroom experiences/equivalences) are infused in EDL 640 and EDL 653. (Certification also requires satisfactory completion of state-mandated test.)

\*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 methods and strategies coursework must be completed prior to student teaching.

**ENDORSEMENTS (as stand-alone endorsements)**

**INSTRUCTIONAL COACHING ENDORSEMENT (All courses offered online)  
REQUIRED COURSES**

<b>EDL 600</b>	Instructional Strategies for Standards Aligned Curriculum in Literacy	3
<b>EDL 661</b>	Literacy in Education	3
<b>EDL 664</b>	Literacy Assessment and Intervention	3
<b>EDL 665</b>	Teacher Leaders: Coaching Principles	

**MATHEMATICS COACHING ENDORSEMENT (All courses offered online)  
REQUIRED COURSES**

<b>EDL 662</b>	Instructional Strategies for Standards Aligned Curriculum in Mathematics	3
<b>EDL 663</b>	Literacy in Mathematics Education	3
<b>EDL 664</b>	Literacy Assessment and Intervention	3
<b>EDL 665</b>	Teacher Leaders: Coaching Principles	3



### **STEM ENDORSEMENT REQUIRED COURSES**

<b>EDL 654</b>	Foundations of Integrative STEM Education K-12	3
<b>EDL 655</b>	Curriculum, Instruction & Assessment in STEM Education K-12	3
<b>EDL 656</b>	ETD & PBL for Early Childhood & Elementary Teachers	3
OR		
<b>EDL 657</b>	ETD & PBL for Secondary Teachers	3
<b>EDL 658</b>	STEM Integration & Application in the Classroom	3

A total of 45 field experience hours are required for EACH of the coaching endorsements. These field experience hours are embedded within each course.

### **ADD-ON INSTRUCTIONAL CERTIFICATION: SPECIAL EDUCATION PRE K-8**

The following instructional certification holders may enroll in this ADD-ON Program at Immaculata:  
N-3, or K-6, Pre K-4, or 4-8, Reading Specialist, K-12 Specialists

The intake/admissions process for add-on Special Education Pre K-8 certification 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 seeking to add on Special Education PreK-8 certification, 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 (EDL 591) for a minimum of 6 weeks for 3 academic credits. 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 and three years when applying for this 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 PA state certification. Program requires a minimum of 360 hours of field experience, including a 180 hour practicum.

#### **REQUIRED CONCENTRATION**

<b>EDL 621</b>	Administration	3
<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 623</b>	Supervision	3
<b>EDL 625</b>	School Law and the Legal Process	3
<b>EDL 626</b>	School Community Relations	3
<b>EDL 643</b>	Special Education for School Leaders*	3
<b>EDL 690</b>	Practicum Experience	3

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

\*Students who are seeking Principal Certification who already hold a Supervisor of Special Education Certification are exempt from EDL 643.

### **SUPERVISOR OF SPECIAL EDUCATION**

Students may pursue this certification if they have completed five years of satisfactory experience as a certified Special Education teacher in classrooms with identified special education students. 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**

<b>GEN 501</b>	Human Development	3
<b>GEN 503</b>	Interpersonal Relations	3
<b>EDL 621</b>	Administration	3
<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 623</b>	Supervision	3
<b>EDL 625</b>	School Law and the Legal Process	3
<b>EDL 626</b>	School Community Relations	3
<b>EDL 693</b>	Supervisory Internship	3

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

### **SUPERVISOR – SINGLE SUBJECT**

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

#### **REQUIRED COURSES**

<b>GEN 501</b>	Human Development	3
<b>GEN 503</b>	Interpersonal Relations	3
<b>EDL 621</b>	Administration	3
<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 623</b>	Supervision	3
<b>EDL 625</b>	School Law and the Legal Process	3
<b>EDL 626</b>	School Community Relations	3
<b>EDL 693</b>	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**

<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 623</b>	Supervision	3
<b>EDL 722</b>	Personnel Management and Labor Relations	3

<b>EDL 723</b>	School Business Management	3
<b>EDL 728</b>	Curriculum Theory and Evaluation	3
<b>EDL 729</b>	Curriculum Management	3
<b>EDL 731</b>	Advanced Supervision	3
<b>EDL 732</b>	Staff Development	3
<b>EDL 693</b>	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. This 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 internship. Students must be accepted through the doctoral admission process.

### **REQUIRED COURSES**

<b>EDL 643</b>	Special Education for School Leaders	3
<b>EDL 721</b>	School Leadership in Teaching and Learning	3
<b>EDL 722</b>	Personnel Management and Labor Relations	3
<b>EDL 723</b>	School Business Management	3
<b>EDL 724</b>	Organizational Development and Change Theory	3
<b>EDL 725</b>	Communication Theory and Practice	3
<b>EDL 726</b>	Political, Economic, & Social Structures of the Culture	3
<b>EDL 727</b>	Pennsylvania School Code & School Board Policies	3
<b>EDL 728</b>	Curriculum Theory & Evaluation	3
<b>EDL 730</b>	Pupil Personnel Services	3
<b>EDL 731</b>	Advanced Supervision	3
<b>EDL 735</b>	The Superintendency	3
<b>EDL 789</b>	Clinical Experience	3

\*Students who are seeking Letter of Eligibility who already hold a Supervisor of Special Education Certification are exempt from EDL 643.

### **DOCTOR OF EDUCATION (K-12)**

**Director: Sr. Carol Anne Couchara, Ed.D.**

### **DOCTOR OF EDUCATION (Ed.D.)**

#### **Learning Outcomes**

An Ed.D. in Education 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 every-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;
- Demonstration knowledge and skills in supervision of instruction as well as effective communication with various school constituencies.

#### **PREREQUISITES\***

<b>GEN 502</b>	Methods of Research	3
<b>EDL 622</b>	Curriculum and Instruction	3
<b>EDL 623</b>	Supervision	3
<b>EDL 625</b>	School Law and the Legal Process	3

#### **REQUIRED COURSES (54 credits)**

<b>EDL 702</b>	Methods of Doctoral Research	3
<b>EDL 720</b>	Orientation to Doctoral Research	3
<b>EDL 721</b>	School Leadership in Teaching and Learning	3
<b>EDL 722</b>	Personnel Management and Labor Relations	3
<b>EDL 723</b>	School Business Management	3
<b>EDL 724</b>	Organizational Development and Change Theory	3
<b>EDL 725</b>	Communication Theory and Practice	3
<b>EDL 726</b>	Political, Economic, & Social Structures of the Culture	3
<b>EDL 727</b>	Pennsylvania School Code & School Board Policies	3
<b>EDL 728</b>	Curriculum Theory and Evaluation	3
<b>EDL 729</b>	Curriculum Management	3
<b>EDL 730</b>	Pupil Personnel Services	3
<b>EDL 731</b>	Advanced Supervision	3
<b>EDL 732</b>	Staff Development	3
<b>EDL 734</b>	Dissertation Research Seminar	3
<b>EDL 797</b>	Comprehensive Examination	0
<b>EDL 798-800</b>	Dissertation	3, 3, 3
<b>EDL 000</b>	Dissertation Continuation	0

\*Prerequisites – identified courses or their equivalent per advisement.

## **COURSE DESCRIPTIONS**

### **EDL 591 Modified Student Teaching (3)**

Modified Student Teaching is reserved for THOSE CANDIDATES WHO ARE ADDING ON SPECIAL EDUCATION PREK-8 INSTRUCTIONAL CERTIFICATION TO AN EXISTING INSTRUCTIONAL CERTIFICATION(S). By arrangement with the Director of Student Teaching (one year in advance), students spend full-time in the schools during SIX weeks (more if needed). 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. Certification also requires satisfactory completion of the state mandated tests. Note: Methods and Strategies courses must be completed before student teaching.

### **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 both Core and Education domains. It requires primary research investigations, using APA documentation within clear, cogent and logical responses. In order to be eligible for the comprehensive examination, the student must have completed the following requirements:

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

### **EDL 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 614 Instructional Needs of English Language Learners (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. (PA Code, 49.13)

**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 617            Foundations of Learning and Education (3)**

This course provides coverage of the teaching profession and the issues/controversies confronting American Education. It includes how schools are organized, administered, regulated and financed, along with various philosophies of education, curriculum design, and instructional practices. In addition, it introduces critical analysis of major theories of human learning, cognition, and motivation while describing theories of behaviorism, cognitivism, and social learning.

**EDL 620            Curriculum Applications (3)**

This course focuses on curriculum, assessment, and methods in mathematics, social studies, science, and technology for early childhood education students. Content follows the Pennsylvania Department of Education Standards Aligned System with emphasis on twenty-first century learning skills including critical problem solving, inquiry-based learning, and accommodations for children with different learning styles.

**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 as 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 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 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.

**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 634            Content Area Reading (3)**

This course is intended to help design and implement multimodel literacy strategies in various middle and high school content areas through the study of adolescent literacy, assessment practices and the reading process. There is a heavy emphasis on the use of technology as a means to engage and support students as readers, writers, thinkers and speakers.

**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. (Field Experience or equivalency required)

**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 644      Language Arts Methods (3)**

This course will introduce candidates to the reading, writing, speaking and listening connection in the teaching of language arts to early childhood education students. Content follows the Pennsylvania Department of Education Standards Aligned System with emphasis on research-based approaches to instruction while making connections between and across the curriculum, students' lives, literature, and literacy. It is also designed to meet the individual needs of students while demonstrating formal and informal assessment measures specific to literacy.

#### **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 (PBSP) 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 or equivalency, EDL 640)

#### **EDL 652      High Incidence Disabilities (3)**

This course covers traits and research-based strategies 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). It includes instructional planning and pedagogical techniques for all academic, social-behavioral and other functional skill areas, and monitoring of students' progress from these instructional techniques. (Prerequisites: EDL 629 or equivalency, EDL 640)

#### **EDL 653      Low Incidence Disabilities (3)**

This course covers traits and research-based strategies 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). It includes instructional planning and pedagogical techniques for all academic, social-



behavioral and other functional skill areas, and monitoring of students' progress from these instructional techniques. Medical and physical management techniques are also included. (Prerequisites: EDL 629 or equivalency, EDL 640) (Field Experience or equivalency required)

**EDL 654            Foundations of Integrative STEM Education (3)**

This introductory course places strong emphasis on the understanding of inquiry, project, and problem based approaches to STEM grounded state and national standards and Pennsylvania's Standards Aligned System (SAS). In this course, K-12 educators will explore past and present social and political influences impacting STEM education, STEM related careers as well as the foundational principles of Integrative STEM Education to include: transdisciplinary standards based curriculum, supportive learning environment, and rigorous content. STEM curricular programs that reflect research based practices will also be reviewed and critiqued.

**EDL 655            Curriculum, Instruction & Assessment in STEM Education K-12 (3)**

This course addresses foundational issues of curriculum, instruction, and assessment in K-12 STEM education. Educators will apply their knowledge of STEM education to revise or create a year-long standards based curriculum map and a unit plan that incorporates STEM content and practices, transdisciplinary connections, inquiry based pedagogy and strategic use of technology to support all learners. This course includes five hours of field experiences.

**EDL 656            ETD & PBL for Early Childhood & Elementary Teachers (3)**

This course will prepare early childhood (K-2) elementary teachers, (3-5), and special education teachers to use and apply problem solving and design processes to develop and answer questions and pose solutions to real word problems in STEM. Participants will implement the engineering design process developed by NASA entitled Beginning Engineering, Science and Technology (BEST) and NASA Summer of Innovation Curriculum grades 4-9. Using these approaches, participants will learn how to introduce STEM careers and tie STEM education to other disciplines such as social studies, arts, health, and movement. This course includes five hours of field experiences. (Prerequisite: EDL 655)

**EDL 657            ETD & PBL for Secondary Teachers (3)**

This course will prepare middle and high school teachers to support secondary students in the implementation of the engineering design process. Teachers will gain the knowledge and skills necessary to develop effective and creative designs using ETD and PBL to analyze and solve real word problems and develop innovative solutions. Teachers will learn how to introduce STEM careers and tie STEM education to other disciplines such as social studies, arts, health, and movement. Teachers will incorporate science and math content to include the use of appropriate tools, numerical problem solving, and technology. This course includes five hours of field experience. (Prerequisite: EDL 655)

**EDL 658            STEM Integration & Application in the Classroom (3)**

In this course, educators will integrate learning from previous coursework into meaningful STEM instruction through a job embedded field experience in their own classroom. Students will document and compile projects and products from an integrative STEM unit through the use of a digital portfolio. This culminating course will prepare educators to: 1) implement appropriate assessment and technology tools to enhance STEM teaching, learning, student achievement and college career readiness. 2) Implement innovative problem-based approaches to teaching, learning and the integration of STEM practices. This course includes 37 hours field experience. (Prerequisites: EDL 654, 655, and 656 or 657.)

**EDL 660            Instructional Strategies for Standards Aligned Curriculum in Literacy (3)**

This course involves the examination of principles and procedures in curriculum development with a

focus on adapting curriculum to the needs of students as well as implementation of research-based teaching strategies. Emphasis on the elements of assessment is included. Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (10 Hours of Field Experience Required)

**EDL 661            Literacy in Education (3)**

This course is designed to support teachers that develop literacy skills for individuals and provide instruction that is integrated and helps students understand how to access, evaluate, synthesize, and contribute to information (National Council of Teachers of English [NCTE], 2007). Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (10 Hours of Field Experience Required)

**EDL 662            Instructional Strategies for Standards Aligned Curriculum in Mathematics (3)**

This course involves the examination of principles and procedures in mathematics curriculum development for teacher leaders with a strong preparation and background in mathematics content, mathematics pedagogical content knowledge, instructional strategies, and school leadership. There is a strong emphasis on adapting mathematics curriculum to the needs of students, identification and remediation of error patterns, scaffolding instruction as well as implementation of research-based teaching strategies. Emphasis on the elements of assessment in mathematics is included. Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (10 Hours of Field Experience Required)

**EDL 663            Literacy in Mathematics Education (3)**

According to the Association of Mathematics Teacher Educators (2010), coaches are teacher leaders who are responsible for supporting effective mathematics instruction and student learning. This course focuses on Mathematical Literacy to support positive changes in teachers' practice including actively engaging students, emphasizing reasoning and problem solving over skills-based lessons, using students' work to inform instruction, and effectively planning lessons. Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (10 Hours of Field Experience Required)

**EDL 664            Literacy Assessment and Intervention (3)**

In this course, participants will examine various assessment strategies and current methods of assessment, through the study of theory and effective practices in assessment. The philosophy of Pennsylvania's Standards Aligned System (SAS) is embedded in this course experience, as well as the required field experiences. Research based strategies for the assessment and instruction of diverse learners will be examined. The SAS Assessment Builder will be utilized to create an assessment at various grade levels. The Framework for Teaching Evaluation Instrument (Danielson, 2011 Edition) will be utilized to correlate all work to the appropriate Domains I and V. Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (10 Hours of Field Experience Required)

**EDL 665            Teacher Leaders: Coaching Principles (3)**

This course, aligned with the PA Leadership Core Standards and Corollary Standards, examines the goals, principles, and approaches to the coaching model. The emphasis of the course work is an understanding of adult learning principles that support collaboration with the ultimate goal of improved student performance. 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. Coaching Field Experiences include activities from Pennsylvania Department of Education: Competency II A- Instructional Coaching Skills and Abilities and Competency II B- Group Coaching. (15 Hours of Field Experience Required)

**EDL 690            Principal Practicum (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 702            Methods of Doctoral Research (3)**

An overview of methods used to conduct educational research with emphasis on locating and evaluating research literature. Course content includes the scientific method, development of research questions, formulation of research designs with ethical considerations, and professional critiques of methodologies. Qualitative, quantitative, and mixed-method designs will be reviewed. Design of an action research project will be required. Scholarly writing and APA formatting will be a focus. (Course must be taken within the first 12 credits of the doctoral program.)

**EDL 720            Orientation to Doctoral Research (3)**

Students will refine their skills in scholarly research and writing by framing research questions, analyzing and synthesizing research, and completing a mini literature review in APA format on a topic of their choice. (Course must be taken within the first 21 credits of the doctoral program.)

**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, federal, state, and local mandates 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 foundations 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 734            Dissertation Research Seminar (3)**

Guidance of student efforts to translate theoretical constructions and research ideas into useful plans to be incorporated into the research proposal. Focus will be placed on developing effective APA writing skills as well as methods of defense of written plans. Course includes preparation for all aspects of the dissertation process. Grading is Pass or Fail. (Prerequisite: successful completion of required course work and comprehensive examination.)

**EDL 735            The Superintendency (3)**

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

**EDL 789            Clinical Experience (3)**

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 797            Comprehensive Examination (0)**

A culminating experience which reflects the student's synthesis, integration of knowledge and the academic content of the program. This examination provides the opportunity for students to apply the theoretical knowledge obtained to practical situations. Grading is Pass/Fail. 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)**

The time when the student works with committee members to complete the dissertation. Students must register for consecutive semesters of dissertation. Grading is Pass/Fail. (A minimum of 6 credits in dissertation is required)

Normally, EDL 798 involves completion of the dissertation proposal, EDL 799 involves data collection and analysis, and EDL 800 involves preparation of the final document and the dissertation defense. See Dissertation Handbook for further details.

**EDL 000          Dissertation Continuation**

Required for students who have completed EDL 798, 799, and 800 but need additional time to complete the dissertation process. See page 28 Dissertation Continuous Registration.

# Doctor of Education in Higher Education

**Director: Sr. Ann M. Heath, Ph.D.**

The Doctor of Education (Ed.D.) in Higher Education Program inspires and equips insightful, ethical administrators and faculty leaders. The concentration in administration and instruction 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 concentration in nursing education is designed for nurses seeking to work effectively within the broad higher education environment as nurse educators. The program is also designed for individuals working in related fields, such as nursing, law and organizational and educational consulting, 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.

Area	Student Learning Outcomes
Historical Foundations	Apply information, principles, and references from the historical foundations of higher education to current issues and practices including the recognition that social and cultural systems develop out of adaptation to environmental and historical circumstances
Contemporary Global Issues & Challenges	Apply theory to practice in analyzing potential solutions to contemporary issues facing higher education worldwide
Leadership & Ethics	Evaluate and employ leadership values, beliefs, and styles in the context of ethical decision making; demonstrate acquisition of professional identity consistent with the goals of scholar and practitioner with a doctoral education
Strategic Thinking	Illustrate strategic thinking in institutional planning, academic direction and programming, organizational budgets, operations, and institutional assessment and evaluation at all levels
Equity & Diversity	Articulate diverse perspectives and incorporate diverse viewpoints and cultural paradigms into program development, implementation, assessment, and personal interactions
Curriculum	Evaluate and employ current paradigms of curriculum design, delivery and assessment
Student Development, Access, and Completion	Evaluate and apply best practices in access, retention, and completion for all students in the context of student development theory and institutional environments
Administration & Operations	Evaluate current administrative, operational, legal and public issues and trends in higher education
Use of Research	Interpret with accuracy research in the field
Conducting Research	Conduct and disseminate current research
Nursing Concentration Outcomes also include	Conceive evidenced-based strategies to design, implement, evaluation, and improve nursing education to reflect modern theory and trends in higher education, healthcare, and nursing practice
	Design curriculum and programs in nursing education including planning for development, implementation assessment, and evaluation using 12th century delivery and assessment methodologies
	Contribute to the advancement of the science of nursing education through intellectual inquiry and creative scholarship.

**REQUIRED COURSES: DOCTOR OF EDUCATION (ED.D.) IN HIGHER EDUCATION (60 credits)****REQUIRED FOUNDATIONAL CORE: 24 credits**

<b>HED 705</b>	Introduction to Higher Education	3
<b>HED 712</b>	Higher Education Administration, Change & Innovation	3
<b>HED 721</b>	Diversity and Multiculturalism in Higher Education	3
<b>HED 725</b>	Finance and Strategic Planning	3
<b>HED 732*</b>	Assessment of Student Learning Outcomes	3
<b>HED 735</b>	Public Policy and Legal Issues	3
<b>HED 766</b>	Doctoral Competencies and Professional Ethics – Part 1	1.5
<b>HED 766</b>	Doctoral Competencies and Professional Ethics – Part 2	1.5
<b>HED 820</b>	Applied Field Experience and Seminar	3

**REQUIRED RESEARCH CORE: (12 credits + 9 for dissertation) 21 credits**

<b>HED 702</b>	Methods of Research	3
<b>HED 703</b>	Quantitative Research Designs	3
<b>HED 704</b>	Qualitative Analysis and Mixed Methods Research Designs	3
<b>HED 790</b>	Dissertation Research Seminar	3
<b>HED 798</b>	Dissertation I, II, III	9
<b>HED 797</b>	Comprehensive Examination	0

**ADMINISTRATION & INSTRUCTION ELECTIVE COURSES: 15 credits**

<b>HED 706**</b>	Adult and Student Development	3
<b>HED 711</b>	Special Topics	3
<b>HED 731</b>	Best Practices in Teaching and Learning	3
<b>HED 740</b>	Academic Curriculum: Design, Delivery, and Assessment	3
<b>HED 745</b>	Strategies for Institutional Advancement	3
<b>HED 748</b>	Enrollment Management	3
<b>HED 750</b>	Student Services in Higher Education	3
<b>HED 755</b>	Program and Institutional Evaluation	3
<b>HED 757</b>	The American Community College	3
<b>HED 760</b>	Current Issues in Higher Education	3
<b>HED 764</b>	Global Topics in Education	3
<b>HED 765</b>	Advanced Topics in Higher Education	1-3

**NURSING EDUCATION CONCENTRATION COURSES (replaces electives): 15 credits**

<b>HED 770</b>	Program Development and Evaluation in Nursing Education	3
<b>HED 771</b>	Instructional Design & Curriculum Develop. in Nursing Ed.	3
<b>HED 765</b>	Advanced Topics in Nursing Education	3
<b>HED 772</b>	Learning Theory & Practice for Classroom & Clinical Nursing Ed.	3
<b>HED 773</b>	Advanced Scientific Inquiry in Nursing and Health Care	3

All students entering the program must hold a master's degree. The 60 credits are beyond the student's master's degree. Students must be a B or better in each course or retake the course and maintain a minimal semester GPA of 3.3. For policies specific to the doctoral program in Higher Education, please refer to the Higher Education Program Handbook posted in the Moodle Higher Education Networking and Information Center.

\*For students in the Nursing Education Concentration, HED 732 is replaced by HED 706.



**\*\*Because the program uses a human development framework, HED 706: Adult and Student Development is required for students who have not had a doctoral level human development course with a student development focus. For those not in the Nursing Concentration, credits are counted toward graduation requirements as elective credits and thus, will replace one of the elective courses.**

## **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 cohort model creating a professional learning community to enhance student-to-student interactions and support throughout the program. To accommodate access to some elective and out of cohort sequence or make-up courses, some courses may be offered fully online or in an independent study format.

### **Doctoral Competencies and Professional Ethics Residency**

These required 3 credits are comprised of 2 intensive courses (1.5 credits each) generally completed through studies in each late Spring Term (early summer) of the first 2 years of the students' enrollment. Students engage in activities to develop doctoral level scholarship, foster application of theory and promote professional ethics.

### **The Field Experience**

The Field 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 Field Experience will provide a link between current experience and future goals in higher education by affording valuable networking experiences.

### **Career Opportunities**

Career opportunities exist in two- and four-year colleges and universities across all departments and divisions as well as in professional organization dedicated to the advancement and support of higher education initiatives.

## **COURSE DESCRIPTIONS**

### **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, quantitative, and mixed method designs and their underlying philosophies will be reviewed.

### **HED 703            Quantitative Research Designs (3)**

This course reviews quantitative methodologies utilized in designing research studies in the field of Higher Education. Quantitative topics include descriptive and inferential statistics (i.e., sampling methods, descriptive statistics, standard scores, distributions, statistical significance testing, t-tests,

correlation, chi-square, power and effect size) as well as a variety of supporting designs. This course emphasizes interpretive knowledge versus computation. (Pre-requisite HED 702)

**HED 704            Qualitative and Mixed Methods Research Designs (3)**

This course covers how to formulate qualitative and mixed methods research questions and how to design such research studies. As part of the process, the researcher/participant positionality, power dynamics, ethics and techniques of research are examined. In addition, the course provides practice in different qualitative data collection methods, including in-depth interviews, focus groups, and observation.

**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 706            Adult and Student Development (3)**

With a focus on emerging adulthood as a stage of development that encompasses the traditional college years, this course examines the physical, cognitive, emotional, social and spiritual development of adults. Theory will be applied to situations in higher education as related to the developmental tasks of adulthood. As the course moves into theories of middle and later adulthood, students will be encouraged to make applications to the needs of graduate students, their own lives and the lives of family members.

**HED 711            Special Topics (1-3)**

This course is a one-semester small group project-oriented course, which meets the approval of the program chair and is conducted under faculty supervision. Students may merit one, two, or three credits according to the complexity of the project. The study would be outside the scope of the current courses. Examples of study include executive leadership, global models of accreditation, advanced quantitative or qualitative research methods, community and governmental relations, student persistence and completion, etc.

**HED 712            Higher Education Administration, Change and Innovation (3)**

This course will provide an overview of the basic organizational structure of higher education and how leadership at every level may use that structure to facilitate change and innovation. In that light, the role of each leadership unit (academic affairs, student affairs, enrollment management, finance, institutional advancement) is examined.

**HED 721            Diversity and Multiculturalism in Higher Education (3)**

This course emphasizes development of the awareness, knowledge, and skills necessary to be a multiculturally-competent higher education faculty and/or administrator through the lens of structural inequality and diversity. It emphasizes the practitioner's responsibilities, challenges, and opportunities for creating and sustaining affirming, pluralistic, and inclusive campus communities for all students.

**HED 725            Finance and Strategic Planning (3)**

This course reviews budgeting and planning models appropriate to a broad spectrum of higher education institutions. The emphasis is on developing strategic thinking. Topics will include strategic

planning strategies, constituent involvement, decision making, assessment, budgeting models, revenue sources, resource allocation, fiscal management, and the impact of government fiscal policies.

**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            Assessment of Student Learning Outcomes (3)**

Learning outcomes assessment is critical to providing high-quality learning environments and promoting student achievement. This course focuses on the assessment cycle of creating learning outcomes both in and outside of the classroom, designing appropriate assessments, developing the instructional strategies and closing the feedback loop to improve learning.

**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 745            Strategies for Institutional Advancement (3)**

By providing both a theoretical framework and practical applications, this course will engage students in the history, status, and challenges of institutional advancement. Areas covered will include alumni relations, institutional positioning, marketing, communications, and funds development. The relationship of these activities to academic priorities, strategic planning, government regulations, and policy initiatives will also be covered.

**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 757            The American Community College (3)**

This course provides a critical analysis of the characteristics, scope, public policy issues, and impact of two-year colleges in America.

**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 764            Global Topics in Education (3)**

In this course, students explore a higher education system in a selected country and compare it to the system in the United States. The course involves a faculty-led study trip to the country of the system being studied and visits to universities of various types within that country. The two systems will be compared through an examination of the ways in which these two systems differ in light of current issues such as the globalization of higher education, funding, access and assessment. During the trip students will learn about historical and contemporary national culture as they explore various aspects of the area they are visiting.

**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, frames this course. Student may merit one, two, or three credits according to the complexity of the project. Examples of study include executive leadership, global models of accreditation, advanced quantitative or qualitative research methods, community and governmental relations, student persistence and completion, etc.

**HED 766            Doctoral Competencies and Professional Ethics (1.5, 1.5)**

A two part course offered each spring (early summer) on the Immaculata campus and focusing in the following scholarly and professional development areas. Grading is pass or fail.

**Part I: Introduction to Doctoral Competencies and Professional Ethics (1.5)**

An introduction to ethics and ethical frameworks will be explored and applied to student learning including understanding and using academic sources and graduate student citizenship. This class will introduce foundational concepts in the dissertation thought-process. Learning will also focus on a continuation of research methods including writing skills, APA style, reference tools and methods overviews with a one-year competency check in doctoral writing. This class will explore ways of being engaged professionally in the academic community.

**Part II: Development of Doctoral Competencies and Professional Ethics (1.5)**

Ethics of research will explore working with human subjects including research ethics history, NIH standards and RERB protocols. Students will begin to hone in on a dissertation topic and focus. This class will also explore doctoral student best practices of mentorship and professional engagement. A 2<sup>nd</sup> year competency check will focus on student use and integration of scholarly research. This class will combine work on dissertation progress with a future focus on the ethics of student's profession, career planning, professional writing, presenting, and networking. (Pre-requisite HED 766 Part I)

**HED 770            Program Development & Evaluation in Nursing Education (3)**

This course gives students the opportunity to focus on the cyclical systematic process of program planning and assessment. Major topics include conducting a needs assessment and analysis, establishing program goals and student learning outcomes, planning of the program assessment, and setting up processes for evaluation and improvement that involve external and internal stakeholders at all levels in the context of all appropriate accreditation and licensing bodies in both Higher Education and Nursing. The course will culminate in the simulated experience of presenting a complete new Nursing program proposal delivered to a college board of trustees.

**HED 771            Instructional Design & Curriculum Development in Nursing Education (3)**

This course offers students an exploration of theory and practice of the systematic instructional design of nursing curriculum in the context of current institutional, professional, and regulatory environments at the local, state, national, and international levels.

**HED 772            Learning Theory and Practice for Classroom & Clinical Nursing Education (3)**

In this course, students study and apply theory-based practices of teaching and learning in classroom and clinical nursing education courses utilizing face-to-face, hybrid, and online delivery models. Collaborative strategies for designing student learning outcomes, assessments, and activities are emphasized.

**HED 773            Advanced Scientific Inquiry in Nursing & Health Care (3)**

Within this course, students will apply advanced research design, instrumentation, data collection and analysis to questions and topics in the area of nursing and health care with an emphasis on advanced evidence-based quantitative methods.

**HED 790            Dissertation Research Seminar (3)**

This seminar is designed to prepare students for beginning the dissertation in the subsequent 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: all required course work prior to the Dissertation Research Seminar with a GPA of at least 3.3 and also must secure the approval of the chair/program director)

**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 course work 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)**

The dissertation process supports a student's exploration of a research topic providing opportunities, under the guidance of a scholarly community, to pose questions, gather data, present cohesive arguments, and articulate an extensive analysis resulting in an independent, scholarly work.

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 (0)**

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 (3)**

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 is designed to serve as a vehicle for applying and extending the knowledge learned in program coursework.

# Master of Science in Management and Leadership

Director: Janice Jacobs, Ph.D., C.S.C.

## MASTER OF SCIENCE IN MANAGEMENT AND LEADERSHIP (30 credits)

The M.S. in Management and Leadership is a 30 credit program combining the art of leadership with the science of management, two different, vitally related and complementary sets of knowledge and skills critical to organizational effectiveness. Not an MBA because it is less technically specialized, it is today's MBA option for those who want an advanced degree that is practical, with learning immediately relevant and applicable. The rigorous course of study balances a broad curriculum of management—planning, organizing, controlling, budgeting and evaluating, with leadership—thinking strategically, challenging process, and aligning people to a vision through motivating and inspiring communication. Both management and leadership skills are critical to continuous change. Both management and leadership skills can be learned.

With increasing competition, continuing globalization and persistent technological shifts, employers are seeking professionals at all levels possessing a solid foundation and comprehensive understanding of the principles of effective work processes that promote stability and people processes that are dynamic and empowering. This program provides you with the skills to think creatively, remove obstacles for change, and at the same time, focuses you on the bottom line, ultimately moving the organization to higher levels of performance.

Program outcomes include:

- Understand the systems (social, cultural, political, economic, environmental, technological) impacting organizations and leveraging them as needed;
- Exercise effective leadership communication strategies capable of inspiring people to action, utilizing conflict in constructive ways and delegating;
- Develop data-driven, analytic intelligence, business knowledge and skills (basic skills in finance, project management, continuous improvement, information literacy), to make better decisions and solve problems in an environment characterized by complexity and ambiguity;
- Expand innovative and creative management strategies to lead diverse and distant groups and teams to greater performance;
- Deepen ethical integrity to make better decisions sustaining the organization, its people, its customers and our world;
- Develop leadership characteristics, including authenticity, optimism, resilience, perseverance, emotional intelligence, openness, and adaptability;
- Demonstrate mastery of foundational management and leadership principles through an applied change management project.

## REQUIRED COURSES (30 credits)

<b>MML 600</b>	Leadership Foundations	(3)
<b>MML 603</b>	Managing Organizational Effectiveness	(3)
<b>MML 606</b>	Leading Global High Performance Teams	(3)

<b>MML 609</b>	Economic Foundations of Finance	(3)
<b>MML 612</b>	Leadership Ethics: Sustainability and Transparency in Organizations	(3)
<b>MML 615</b>	Leveraging Emerging Technologies and Cybersecurity	(3)
<b>MML 618</b>	Research Methods and Data Analytics	(3)
<b>MML 621</b>	Strategic Management	(3)
<b>MML 624</b>	Innovation and Project Management	(3)
<b>MML 627</b>	Leading Change Capstone	(3)
<b>MML 635</b>	Master's Comprehensive	(0)

## **COURSE DESCRIPTIONS**

### **MML 600 Leadership Foundations (3)**

Distinguishing functions of leadership are explored in a theoretical framework. Students build practical strategies and skills to solidify their understanding of leadership performance and effectiveness.

### **MML 603 Managing Organizational Effectiveness (3)**

A systems perspective to organizations, organizational change theory and best practices in design within the context of today's uncertain environment are explored and applied to assist students in enhancing operations and improving quality.

### **MML 606 Leading Global High Performance Teams (3)**

The effective and appropriate use of teams as a competitive advantage is explored. A model and various strategies to creatively meet the rising expectations of diverse, global and an often times dispersed, distant workforce and customer base are presented.

### **MML 609 Economic Foundations of Finance (3)**

Macroeconomic and microeconomic concepts are addressed as they relate to organizational performance, growth and entrepreneurship. Students analyze corporate financial reports and discuss accountability relating to regulation and compliance. Personal financial responsibility is also included.

### **MML 612 Leadership Ethics: Sustainability and Transparency in Organizations (3)**

The leaders, managers and the structure of organizations must respond to complex legal, moral and ethical responsibilities. Foundational knowledge and practical approaches are developed to balance stakeholder interests, to ensure financial transparency and address economic, environmental and social sustainability.

### **MML 615 Leveraging Emerging Technologies and Cybersecurity (3)**

Basics of the virtual organization are examined along with emerging technologies and virtual influence methods that serve organizational improvement. Foundation principles of cybersecurity are addressed.

### **MML 618 Research Methods and Data Analytics (3)**

Issues relating to collection, analysis and dynamic application of data for effective decision making and performance improvement are explored.

### **MML 621 Strategic Management (3)**

Strategy theories, concepts and processes are explored that relate to achieving organizational results. Key concepts of vision, mission, culture, planning, competitive advantage, innovation and strategy



leadership are examined in the context of the external environment and market in uncertain and complex times.

**MML 624      Innovation and Project Management (3)**

Innovative skills are developed to enhance student thinking "outside the box". Project management techniques are introduced to harmonize and balance creativity with time and cost considerations.

**MML 627      Leading Change Capstone (3)**

Integrating theory, concepts and models addressed throughout the program and applying core elements of planned change, students demonstrate mastery of learning by leading a change effort in an organization.

**MML 635      Master's Comprehensive (0)**

Students develop a portfolio that details their leadership development based upon their vision, goals and application of program learning. Its submission and acceptance is required for graduation. It is completed in the sixth semester of consecutive studies after all coursework is completed.

# Music Therapy

Corey Olver, MAMT, MT-BC, LPC, Program Director

## PROGRAM OVERVIEW

The Master of Arts in Music Therapy (MAMT) 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 advanced clinical 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 levels of training, Entry Level (60 credit) and Advanced Level (48 credit) are offered, each with its own track: Licensed Professional Counselor (LPC) Track and Professional Track**

### **Entry Level 60 Credit Program: Students with a Bachelor's Degree Outside of Music Therapy**

The 60 credit professional track degree program is specially 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) and are versatile instrumentalists and vocalists, 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 advanced clinical practices (identical to the 48 credit Advanced Level program). Students in the Entry Level program may choose either the Professional Track or the Licensed Professional Counselor (LPC) Track once they have reached the Advanced Level.

### **Advanced Level 48 Credit Program: Students with a Bachelor's Degree of Music Therapy and MT-BC Accreditation**

The 48 credit advanced professional track degree program is specially designed for accredited music therapists (MT-BC) who wish to develop advanced skills in music therapy clinical practice, with a special emphasis on advanced clinical practices. Students in this program may choose either the Professional Track or the Licensed Professional Counselor (LPC) Track.

### **Licensed Professional Counselor (LPC) Track and Professional Track**

The LPC track is designed for music therapists who wish to complete the academic requirements to qualify for a License as a Professional Counselor (LPC) in Pennsylvania. Detailed information and links to

state requirements are provided in the Music therapy Graduate Handbook. Students in the Professional Track may elect to substitute LP recommended courses with other graduate courses of equitable credit with the approval of the Chair.

The Master of Arts in Music Therapy degree programs are 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](http://www.musictherapy.org)

### **COURSE OF STUDY**

The Master of Arts in Music Therapy consists of two levels (Entry Level: 60 credit for students without a bachelor's degree in music therapy and Advanced Level: 48 credit for students with a bachelor's degree in music therapy) and two tracks of study (Licensed Professional Counselor Track or Professional Track). These are described below. In addition, the program includes a series of general (core), psychology, and elective graduate courses (described in the College of Graduate Studies Catalog).

#### **Entry Level Course of Studies (60 credits)**

Entry level courses are specifically designed for students who do not have a bachelor's degree in music therapy and are not Board Certified Music therapists (MT-BC). These courses begin with a series of theories, processes and practices courses (500-level courses). Upon successful completion of these courses, 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 handbook for specific guidelines]), the student becomes eligible to enroll in Graduate Internship (MUT521-25). During the internship, the student undertakes courses at the Advanced Level, electing whether to complete the LPC or Professional Track.

Upon successful completion of the 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 completion of the CBMT examination, the student earns the national credential Music Therapist-Board Certified, or MT-BC. Attainment of the MT-BC credential permits the student to seek professional employment as an accredited music therapist. Toward the completion of the degree, students take both the Culminating Project in Music Therapy and the Comprehensive Exams.

#### **Advanced Level Course of Studies**

Advanced level courses are specifically design for students who have completed a bachelor's degree in music therapy and have Board Certification (MT-BC) prior to admission into the Master of Arts program. Students who have completed entry level (500 level) courses and are enrolled in internship may also take advanced (600 level) courses. Courses at this level further advance clinical practice, with a special emphasis on music-centered psychotherapy. At this level, students focus on assessment, music and imagery, clinical improvisation, resource development, songs in psychotherapy, verbal skills, advanced supervision, music biofeedback, and advanced music skills, electing to complete either the LPC or Professional Track while doing so. Courses at this level are offered only in an intensive, weekend format, which enables students to work professionally while completing their MAMT studies. Toward the completion of the degree, students take both the Culminating Project in Music Therapy and the Comprehensive Exams.

## **ADMISSION GUIDELINES**

### **General Procedures**

Every applicant must file an application for admission with 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 programs, the applicant must have earned a bachelor's degree in music, or a bachelor's degree in 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 professional admission. Applicants are advised that certain graduate courses require prerequisites for the Master of Arts in Music Therapy curriculum. These include music courses in theory, aural skills, and history; competency on guitar, piano, and voice; a course in basic statistics for the social sciences; and a course in human anatomy and world music acceptable to the department. Those who have not completed these courses may do so at the community college or undergraduate level (through Immaculata or another institution) or at the graduate level (through Immaculata or another institution). If needed, students may enroll in individual lessons to attain competencies in piano, voice, and guitar at Immaculata at the graduate level. Faculty will assess these prerequisites and competencies during the admission process.

### **Admission with Advanced Standing (48 credit programs)**

For admission to the 48 credit program, the applicant must have completed a bachelor's degree in music therapy, have MT-BC standing or already have met eligibility requirements and be in the process of obtaining music therapy board certification (whether or not the applicant has successfully passed the board certification exam itself).

### **Audition and Interview Requirements**

An audition and interview is required for both tracks and is 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.
- 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 lessons requirements in piano, guitar, and voice (MUT510, 532, 534) that will be undertaken during their program of study to achieve competency in these areas.

**MASTER OF ARTS IN MUSIC THERAPY (60 credit LPC Track Degree Program)**

**CORE REQUIREMENTS**

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3
<b>GEN 503</b>	Interpersonal Relations	3
<b>OR</b>		
<b>PSYC 604</b>	Group Process	3
<b>TOTAL</b>		9

**PSYCHOLOGY**

<b>PSYC XXX</b>	Psychology Electives	3
<b>PSYC 608</b>	Psychopathology	3
<b>PSYC 609</b>	Career and Vocational Counseling	3
<b>TOTAL</b>		9

**MUSIC THERAPY THEORIES, PROCESSES AND METHODS**

<b>MUT 500</b>	Theoretical Orientations to Music Therapy Clinical Practice	3
<b>MUT 502</b>	Theories and Processes in Music Therapy Practice	3
<b>MUT 504</b>	Theories and Practices in Medical Music Therapy	3
<b>MUT 506</b>	Theories and Practices in Psychiatric Music Therapy	3
<b>MUT 608</b>	Ethical and Professional Orientation in Music Therapy	2
<b>MUT 609</b>	Music Therapy Practice with Diverse Populations	2
<b>TOTAL</b>		16

**GRADUATE CLINICAL TRAINING**

<b>MUT 512-514</b>	Clinical Training: Integrating Theory & Practice	1, 1, 1
<b>MUT 524</b>	Graduate Internship I	2
<b>MUT 525</b>	Graduate Internship II	2
<b>TOTAL</b>		7

**ADVANCED MUSIC THERAPY CLINICAL SKILLS, PROFESSIONAL SKILLS, & RESEARCH APPROACHES**

**(Choose 12 credits from the following)**

<b>MUT 600</b>	Music and Imagery in Clinical Practice	2
<b>MUT 601</b>	Advanced Resource Development	2
<b>MUT 603</b>	Clinical Improvisation in Music Therapy	2
<b>MUT 606</b>	Songs in Psychotherapy	2
<b>MUT 613</b>	Music Biofeedback Research	2
<b>MUT 614</b>	Grant Writing in Music Therapy	2
<b>MUT 642</b>	Clinical Assessment in Music Therapy*	2
<b>MUT 643</b>	Integration of Verbal and Music Skills in Music Therapy*	2
<b>MUT 646</b>	Music Therapy Research: Qualitative and Quantitative Perspectives	2
<b>TOTAL</b>		12

\*Course required for LPC Track

**ADVANCED CLINICAL TRAINING**

<b>MUT 610</b>	Advanced Music Therapy Practicum	1
<b>MUT 621</b>	Advanced Music Therapy Internship I	1

<b>MUT 622</b>	Advanced Music Therapy Internship II	1
<b>TOTAL</b>		3
<b>ADVANCED MUSIC SKILLS FOR THERAPY</b>		
<b>MUT 630</b>	Advanced Music Skills for Therapy	1
<b>TOTAL</b>		1
<b>FINAL COMPONENTS</b>		
<b>MUT 599</b>	Comprehensive Exam in Music Therapy	0
<b>MUT 690</b>	Culminating Project in Music Therapy	3
<b>TOTAL</b>		3
<b>DEGREE TOTAL</b>		60

Students entering the program through standard entry level admission, and who are not prepared 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):

<b>MUT 530</b>	Music Skills for Therapy – Piano	1
<b>MUT 532</b>	Music Skills for Therapy – Guitar	1
<b>MUT 534</b>	Music Skills for Therapy – Voice	1

#### **MASTER OF ARTS IN MUSIC THERAPY 60 credit Professional Track Degree Program**

##### **CORE REQUIREMENTS**

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3
<b>GEN 503</b>	Interpersonal Relations	3
<b>OR</b>		
<b>PSYC 604</b>	Group Process	3
<b>TOTAL</b>		9

##### **PSYCHOLOGY**

<b>PSYC XXX</b>	Psychology Electives	3
<b>PSYC 608</b>	Psychopathology	3
<b>TOTAL</b>		6

##### **MUSIC THERAPY THEORIES, PROCESSES AND METHODS**

<b>MUT 500</b>	Theoretical Orientations to Music Therapy Clinical Practice	3
<b>MUT 502</b>	Theories and Processes in Music Therapy Practice	3
<b>MUT 504</b>	Theories and Practices in Medical Music Therapy	3
<b>MUT 506</b>	Theories and Practices in Psychiatric Music Therapy	3
<b>MUT 608</b>	Ethical and Professional Orientation in Music Therapy	2
<b>MUT 609</b>	Music Therapy Practice with Diverse Populations	2
<b>TOTAL</b>		16

##### **GRADUATE CLINICAL TRAINING**

<b>MUT 512-514</b>	Clinical Training: Integrating Theory & Practice (1 credit each, 3 total)	
<b>MUT 524</b>	Graduate Internship I	2

<b>MUT 525</b>	Graduate Internship II	2
<b>TOTAL</b>		7

#### **ADVANCED MUSIC THERAPY CLINICAL SKILLS, PROFESSIONAL SKILLS, & RESEARCH APPROACHES**

**(Choose 12 credits from the following)**

<b>MUT 600</b>	Music and Imagery in Clinical Practice	2
<b>MUT 601</b>	Advanced Resource Development	2
<b>MUT 603</b>	Clinical Improvisation in Music Therapy	2
<b>MUT 606</b>	Songs in Psychotherapy	2
<b>MUT 613</b>	Music Biofeedback Research	2
<b>MUT 614</b>	Grant Writing in Music Therapy	2
<b>MUT 642</b>	Clinical Assessment in Music Therapy*	2
<b>MUT 643</b>	Integration of Verbal and Music Skills in Music Therapy*	2
<b>MUT 646</b>	Music Therapy Research: Qualitative and Quantitative Perspectives	2
<b>TOTAL</b>		12

#### **ADVANCED MUSIC SKILLS FOR THERAPY**

<b>MUT 630</b>	Advanced Music Skills for Therapy	1
<b>TOTAL</b>		1

#### **ELECTIVES**

<b>Electives</b>		6
<b>TOTAL</b>		6

#### **FINAL COMPONENTS**

<b>MUT 599</b>	Comprehensive Exam in Music Therapy	0
<b>MUT 690</b>	Culminating Project in Music Therapy	3
<b>TOTAL</b>		3

<b>DEGREE TOTAL</b>		60
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Students entering the program through standard entry level admission, and who are not prepared 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).

<b>MUT 530</b>	Music Skills for Therapy – Piano	1
<b>MUT 532</b>	Music Skills for Therapy – Guitar	1
<b>MUT 534</b>	Music Skills for Therapy – Voice	1

#### **MASTER OF ARTS IN MUSIC THERAPY (48 credit Advanced LPC Track Degree Program)**

##### **CORE REQUIREMENTS**

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3
<b>GEN 503</b>	Interpersonal Relations	3
<b>OR</b>		
<b>PSYC 604</b>	Group Process	3

<b>MUT 608</b>	Ethical and Professional Orientation in Music Therapy	2
<b>MUT 609</b>	Music Therapy Practice with Diverse Populations	2
<b>TOTAL</b>		13

#### **PSYCHOLOGY**

<b>PSYC XXX</b>	Psychology Electives	3
<b>PSYC 608</b>	Psychopathology	3
<b>PSYC 609</b>	Career and Vocational Counseling	3
<b>TOTAL</b>		9

#### **ADVANCED MUSIC THERAPY CLINICAL SKILLS, PROFESSIONAL SKILLS, AND RESEARCH APPROACHES** (Choose 12 credits from the following)

<b>MUT 600</b>	Music and Imagery in Clinical Practice	2
<b>MUT 601</b>	Advanced Resource Development	2
<b>MUT 603</b>	Clinical Improvisation in Music Therapy	2
<b>MUT 606</b>	Songs in Psychotherapy	2
<b>MUT 613</b>	Music Biofeedback Research	2
<b>MUT 614</b>	Grant Writing in Music Therapy	2
<b>MUT 642</b>	Clinical Assessment in Music Therapy*	2
<b>MUT 643</b>	Integration of Verbal and Music Skills in Music Therapy*	2
<b>MUT 646</b>	Music Therapy Research: Qualitative and Quantitative Perspectives	2
<b>TOTAL</b>		12

\*Course required for LPC Track

#### **ADVANCED CLINICAL TRAINING**

<b>MUT 610</b>	Advanced Music Therapy Practicum	1
<b>MUT 621</b>	Advanced Music Therapy Internship I	1
<b>MUT 622</b>	Advanced Music Therapy Internship II	1
<b>TOTAL</b>		3

#### **ADVANCED MUSIC SKILLS FOR THERAPY**

<b>MUT 630</b>	Advanced Music Skills for Therapy	1
<b>TOTAL</b>		1

#### **ELECTIVES**

<b>Electives</b>		7
<b>TOTAL</b>		7

#### **FINAL COMPONENTS**

<b>MUT 599</b>	Comprehensive Exam in Music Therapy	0
<b>MUT 690</b>	Culminating Project in Music Therapy	3
<b>TOTAL</b>		3

<b>DEGREE TOTAL</b>		48
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## MASTER OF ARTS IN MUSIC THERAPY (48 credit Advanced Professional Track Degree Program)

### CORE REQUIREMENTS

<b>GEN 501</b>	Human Development	3
<b>GEN 502</b>	Methods of Research	3
<b>GEN 503</b>	Interpersonal Relations	3
<b>OR</b>		
<b>PSYC 604</b>	Group Process	3
<b>MUT 608</b>	Ethical and Professional Orientation in Music Therapy	2
<b>MUT 609</b>	Music Therapy Practice with Diverse Populations	2
<b>TOTAL</b>		13

### ADVANCED MUSIC THERAPY CLINICAL SKILLS, PROFESSIONAL SKILLS, AND RESEARCH APPROACHES (Choose 12 credits from the following)

<b>MUT 600</b>	Music and Imagery in Clinical Practice	2
<b>MUT 601</b>	Advanced Resource Development	2
<b>MUT 603</b>	Clinical Improvisation in Music Therapy	2
<b>MUT 606</b>	Songs in Psychotherapy	2
<b>MUT 613</b>	Music Biofeedback Research	2
<b>MUT 614</b>	Grant Writing in Music Therapy	2
<b>MUT 642</b>	Clinical Assessment in Music Therapy	2
<b>MUT 643</b>	Integration of Verbal and Music Skills in Music Therapy*	2
<b>MUT 646</b>	Music Therapy Research: Qualitative and Quantitative Perspectives	2
<b>TOTAL</b>		12

### ADVANCED MUSIC SKILLS FOR THERAPY

<b>MUT 630</b>	Advanced Music Skills for Therapy	1
<b>TOTAL</b>		1

### ELECTIVES

<b>Electives</b>		13
<b>TOTAL</b>		13

### FINAL COMPONENTS

<b>MUT 599</b>	Comprehensive Exam in Music Therapy	0
<b>MUT 690</b>	Culminating Project in Music Therapy	3
<b>TOTAL</b>		3

<b>DEGREE TOTAL</b>		48
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### Licensed Professional Counselor: State Licensure in PA

Students pursuing the Licensed Professional Counselor (LPC) credential in Pennsylvania (in either the 48 or 60 credit programs) 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/date/049/chapter49/chap49toc.html](http://www.pacode.com/secure/date/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 (MT-BC) need not take 500 level music therapy courses
2. Students electing a part-time internship may complete their internship over 3 semesters; MUT 521, MUT 522, and MUT 523 (Music Therapy Internship III) for an additional 2 credits. (Note: credit through this course may not count toward and may surpass required elective credits within the degree.)
3. Specific areas for advanced music study (1 credit) are based upon the individual needs and interests of the student and are arranged by advisement.

## 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. Prerequisite: MUT 500.

#### **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. Prerequisite: MUT 502.

**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 safety encountered in music therapy practice is also emphasized. Prerequisite: MUT 502.

**MUT 512-513-514 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. Prerequisite: MUT 500. Exceptionally, students may be required to take additional credit(s) of practicum if competencies are not met in 3 practicums. MUT 512, 513, 514 may be taken at the same time.

**MUT 521-522-523 Graduate Internship I, II, III (2 credits 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: 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 524-525 Graduate Internship I-II (2 credits each)**

Through the completion of a comprehensive, supervised training experience of 1000 hours completed on a full time basis (520 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: MUT 502; MUT 504; MUT 506; MUT 512-14; successful passage of diagnostic functional music skills proficiency examination.

**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. Prerequisites: PSYC 604; PSYC 608; ; 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 (2)**

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. Students will learn advanced skills related to systematic relaxation inductions, imagery techniques and music selection.

**MUT 601      Advanced Resource Development (2)**

This course provides theoretical instruction and practical application in creating and developing a portfolio of clinical resources for a particular population and area of specialization. Resources include bibliographical sources, music-based clinical interventions, and technological uses of apps to achieve client goals. Students will research, develop, and demonstrate advanced techniques applicable to their clinical practice using all appropriate methods of music therapy for clients with various levels of functioning.

**MUT 603      Clinical Improvisation in Music Therapy (2)**

This course provides an overview of the theory, literature, and practice of vocal and instrumental models and methods of individual and group improvisation as they relate to advanced clinical practice. Pertinent clinical improvisation techniques will be presented and practiced in class. Students will learn to assess and evaluate individual and group levels of functioning in order to structure and facilitate

improvisations to treat various populations, taking into consideration their cultures, ages, functioning levels, and therapeutic needs.

**MUT 606      Songs in Psychotherapy (2)**

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      Music Therapy Practices with Diverse Populations (2)**

Students are introduced to multicultural issues in counseling practice and survey the multicultural music therapy literature in order to understand the roles and functions that music plays in a multicultural and diverse society. Includes the design and implementation of music experiences for clinical populations of diverse cultures.

**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 613      Music Biofeedback Research (2)**

Students are trained in fundamental concepts of bio-guided music therapy, providing a rationale and theoretical basis for understanding how music therapy treatments affect the physiological manifestations of stress, anxiety, high blood pressure, ADHD, and other disorders. In workshop format, students participate in live experiences to create musical environments and measure real-time physiological output of muscle tension, heart-rate, skin conductance and EEG brainwaves.

**MUT 614      Grant Writing in Music Therapy (2)**

This course introduces students to the basics of grantsmanship to fund both music therapy programs and research. Students practice their skills through preparing an original proposal to submit to a funding agency. Instruction will include strategies to search for and match programs/projects with appropriate funders, finding collaborators, writing a strong proposal, and preparing compelling presentations to potential funders.

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

Supervised clinical practice of music therapy at an advanced level, consisting of a minimum total of 600 hours (300 hours for each semester 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)**

Advanced study of music, arranged on an individual basis, specifically for application in the practice of music therapy. The particular area of focus is based upon the student's strengths, interests, and skill needs. Examples include advanced studies in improvisation or therapeutic accompaniment, or development of popular styles on guitar, piano, or voice. Students may also participate in the Music for People leadership training program. Course is variable-credit and may be repeated as an elective for up to 3 credits.

**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 643 Integration of Verbal and Music Skills in Music Therapy (2)**

Students further their knowledge of integrating verbal dialogue and music interventions in music therapy clinical practice. Students develop a 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 (2)**

Students further their understanding of the principles of qualitative and quantitative research along with mixed method approaches to research in music therapy. Students are introduced to cultures of qualitative inquiry and identify the kinds of knowledge and questions that are addressed in reflective and quantitative paradigms. Students develop a research question and present a logical argument for the exploration of this question in a literature review.

**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. Where appropriate, students may complete an RERB application in this course.

**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, 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. For examples of projects and further guidelines see the Department Handbook.

# Nursing

Pamela Hudson DM, RN, Program Director

## 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)
Nursing Concentration	(15)
Specialization Core	(15)

## PREREQUISITE

<b>NURS 500</b>	Professional Portfolio (3) (for non-nursing bachelor's admits)
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## GENERAL CORE (9 CREDITS)

<b>GEN 501</b>	Human Development (3)
<b>GEN 502</b>	Methods of Research (required) (3)
<b>GEN 503</b>	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)**

<b>NURS 621</b>	Role Development for Advanced Nursing Practice	(3)
<b>NURS 625</b>	Healthcare Policy and Politics	(3)
<b>NURS 640</b>	Advanced Health Assessment	(3)
<b>NURS 655*</b>	Nursing Research	(3)
<b>NURS 690*</b>	MSN Capstone	(3)

**SPECIALIZATION CORE (15 credits)**

**NURSING ADMINISTRATION**

<b>MML 603</b>	Managing Organizational Effectiveness	(3)
<b>NURS 670</b>	Nursing Administration	(3)
<b>NURS 672</b>	Financial Management of Health Care Organizations	(3)
<b>NURS 681*</b>	Clinical Practicum	(3)
<b>NURS 684*</b>	Administration Practicum	(3)

**NURSING EDUCATION**

<b>NURS 645</b>	Advanced Pathopharmacology	(3)
<b>NURS 660</b>	Seminar for Nurse Educators I	(3)
<b>NURS 661*</b>	Seminar for Nurse Educators II	(3)
<b>NURS 681*</b>	Clinical Practicum	(3)
<b>NURS 683*</b>	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. Each course may be repeated once (1).
4. MSN graduate students must successfully pass the practicum course prerequisites and maintain a minimum GPA of 3.0 overall before progression to all practicum courses.
5. Health /background clearance is required prior to the beginning of any practicum courses.
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.)



## POST – MASTER’S CERTIFICATE PROGRAMS

The division offers a 12 graduate credit certificate in both nursing administration and nursing education. The certificate programs provide an excellent opportunity for master’s prepared nurses who wish to assume leadership roles, administrative positions, or educational positions in health care or academic settings for career advancement and a broader foundation for doctoral studies. Applicants must already have an earned Master of Science in Nursing (MSN) degree to enroll in this certificate program.

### CERTIFICATE IN NURSING ADMINISTRATION (12 Credits)

#### REQUIRED COURSES:

<b>MML 603</b>	Managing Organizational Effectiveness	(3)
<b>NURS 670</b>	Nursing Administration	(3)
<b>NURS 672</b>	Financial Management of Health Care Organizations	(3)
<b>NURS 684*</b>	Administration Practicum	(3)

### CERTIFICATE IN NURSING EDUCATION (12 Credits)

#### REQUIRED COURSES:

<b>NURS 660</b>	Seminar for Nurse Educators I	(3)
<b>NURS 661*</b>	Seminar for Nurse Educators II	(3)
<b>NURS 683*</b>	Education Practicum	(3)
<b>Elective</b>	One elective <sup>+</sup>	(3)

+The elective must be taken at the graduate level with the approval of academic advisor.

\*Indicates prerequisite course(s) needed.

Applicants who have completed a MSN degree from an accredited institution with a minimum GPA of 3.0 may apply. The following materials must be submitted: an application form; application fee; a copy of current RN license; a copy of current professional resume; an official copy of graduate school transcript; two recommendations; and one-page goals statement. An official interview with the Director of the MSN program and/or faculty member must be completed. For information on completing the required application, contact the Office of Graduate Admission at 484-323-3223.

## COURSE DESCRIPTIONS

### **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).

### **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 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 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 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 672      Financial Management of Health Care Organizations (3)**

Examines the financial management of health care organizations. Issues related to budgeting, accounting, reimbursement, information systems, and other supportive functions are explored. Fiscal responsibility and accountability for nurse administrators are addressed.

**NURS 681      Clinical Practicum (1 credit theory; 2 credits practicum)**

The role, scope and function of a nurse in an advanced nursing role are explored during a clinical practicum. In consultation with the faculty, students select a specialty area of nursing practice for the clinical component of this course. In conjunction with the role exploration, students also examine current nursing research, and trends in practice and emerging technology related to their selected area. Prerequisites: NURS 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 professional development, quality outcome management, and legal, regulatory and ethical issues in relation to selected administrative functions of nurse administrators. Contemporary trends and issues affecting the role and function of nurse administrators are also discussed. During the practicum experience, students develop competencies as a nurse administrator under the guidance of a preceptor. Pre-requisites: NURS 670, 672, 681 & MML 603

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.

**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.

**MML 603      Managing Organizational Effectiveness (3)**

A systems perspective to organizations, organizational change theory and best practices in design within the context of today's uncertain environment are explored and applied to assist students in enhancing operations and improving quality.

**CROSS-DISCIPLINARY COURSES WITHIN SPECIALIZATION**

(see respective departments for course descriptions)

**EDL 615**      Contemporary Professional Ethics

**NED 644**      Nutrition in the Life Cycle

**NED 653**      Health Counseling

<b>MML 603</b>	Managing Organizational Effectiveness
<b>MML 609</b>	Economic Foundations of Finance
<b>MML 612</b>	Leadership Ethics: Sustainability and Transparency in Organizations
<b>MML 615</b>	Leveraging Emerging Technologies and Cybersecurity
<b>MML 621</b>	Strategic Management
<b>COUN 604</b>	Group Process
<b>COUN 606</b>	Family Counseling
<b>COUN 607</b>	Treatment of Children and Adolescents
<b>COUN 608</b>	Psychopathology
<b>COUN 614</b>	Substance Abuse Education and Counseling
<b>COUN 640</b>	Diversity Counseling

# Nutrition and Dietetics

**Program Director: Qian Jia, PhD, RD, LDN**

Immaculata has a long tradition of preparing professional leaders in the field of nutrition and health promotion. The Department of Health Nutrition and Exercise Sciences continues to meet this challenge by offering a diverse blend of coursework to meet the unique needs of every graduate student. Two options are available for obtaining a master's degree in Nutrition depending upon the individual's background and career goals.

- 1) The Master of Science in Clinical Nutrition that has an ACEND-accredited Dietetic Internship built in, is suitable for those who would become a Registered Dietitian Nutritionist (RD/RDN) and obtain a graduate degree simultaneously.
- 2) The Master of Science in Nutrition Education and Counseling, reflecting the department's commitment to graduate education for anyone who wants to obtain an advanced degree in nutrition, provides a program that can be tailored to meet professional needs and area(s) of interest without combining the Dietetic Internship.

The graduate nutrition 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 or advance to higher-level career positions and leadership opportunities in the field of nutrition and dietetics.

## **PROGRAM OF STUDY**

Applicants to the graduate nutrition 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.

Master of Science in Clinical Nutrition, combined with Dietetic Internship (39 credits)

Master of Science in Nutrition Education and Counseling (non-Dietetic Internship Track) (30 credits)

## **MASTER OF SCIENCE DEGREE IN CLINICAL NUTRITION, COMBINED WITH DIETETIC INTERNSHIP\***

\*Admission to the Dietetic 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 University, with some course work available at the graduate level. Further details regarding the internship follow the course listings below.

## **NUTRITION AND DIETETICS**

### **A 39-CREDIT PROGRAM FOR THE INDIVIDUAL SEEKING AN INTERNSHIP**

<b>REQUIRED COURSES</b>		
<b>GEN 501</b>	Human Development	(3)
<b>GEN 502</b>	Methods of Research	(3)
<b>GEN 503</b>	Interpersonal Relations	(3)
<b>NED 645</b>	Medical Nutrition Therapy I	(3)
<b>NED 647</b>	Applied Nutrition and Metabolism	(3)
<b>NED 655</b>	Medical Nutrition Therapy II	(3)
<b>NED 659</b>	Preparation for Internship	(3)
<b>NED 662,663,664</b>	Internship Experience in Nutrition I, II, III	(9)
<b>NED 680</b>	Principles of Nutrition Education	(3)
<b>NED 691</b>	Nutrition Capstone	(3)
<b>ELECTIVE</b>	Nutrition Elective	(3)

#### **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. The Dietetic Internship reflects the integration of the academic expertise of the graduate school with the medical and dietetic expertise of leading health facilities in the surrounding area. The emphasis of the Dietetic Internship is cultural competence and diversity in dietetics practice; Academic preparation for the internship requires that the following courses be completed as pre or co-requisites: GEN 502, NED 645, NED 647, 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. Following the successful completion of the supervised practice portion of the internship, students will receive a verification statement which is submitted to the Commission on Dietetic Registration (CDR) for eligibility to sit for the Registration Examination for Dietitians. A candidate will become a RD/RDN upon passing the exam. The internship requires an intensive commitment.

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

- Application to and acceptance or pending acceptance to the College of Graduate Studies
- Completion or anticipated completion prior to the start of the internship of an ACEND-accredited
- Didactic Program in Dietetics (DPD) and a verification statement or Declaration of Intent from the 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 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 at the time of application to the dietetic internship\*

\* 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 credits with a minimum graduate GPA of 3.25

### **Preparation for verification/internship for non-nutrition baccalaureate students:**

The 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 (ACEND) 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 (DPD) required courses. Since Immaculata University has an ACEND accredited undergraduate DPD, prospective applicants to the Immaculata Dietetic Internship can complete the required courses at the undergraduate level without having to earn an additional degree. The course requirement varies for each student based on prior coursework, which will be determined by the DPD director.

International students seeking a Master of Science in Clinical Nutrition combined with Dietetic Internship must contact the Department of Health, Nutrition and Exercise Sciences 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 Science in Nutrition Education and Counseling (non-Dietetic Internship track) 30 credits**

#### **REQUIRED COURSES**

<b>GEN 501</b>	Human Development	(3)
<b>GEN 502</b>	Methods of Research	(3)
<b>GEN 503</b>	Interpersonal Relations	(3)
<b>NED 644</b>	Nutrition in the Life Cycle	(3)
<b>NED 647</b>	Applied Nutrition and Metabolism	(3)
<b>NED 653</b>	Health Counseling	(3)
<b>NED 680</b>	Principles of Nutrition Education	(3)
<b>NED 691</b>	Nutrition Capstone	(3)
<b>ELECTIVES</b>	Nutrition Electives	(6)

#### **PROGRAM ELECTIVES**

<b>NED 511</b>	Special Topics in Nutrition	(1-3)
<b>NED 620</b>	Sports Nutrition	(3)
<b>NED 643</b>	Community Nutrition	(3)
<b>NED 648</b>	Independent Study	(3)
<b>MML 600</b>	Leadership Foundations	(3)
<b>MML 603</b>	Managing Organizational Effectiveness	(3)
<b>MML 621</b>	Strategic Management	(3)
<b>COUN 606</b>	Family Counseling	(3)
<b>COUN 640</b>	Diversity Counseling	(3)
<b>EDL 614</b>	Instructional Needs of English Language Learners	(3)
<b>EDL 615</b>	Contemporary Professional Ethics	(3)

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

Prerequisites for **MASTER OF SCIENCE IN NUTRITION EDUCATION AND COUNSELING**

General Chemistry with laboratory (CHE 101, 102)

Organic Chemistry with laboratory (CHE 201)

Biochemistry with laboratory (CHE 202)

Anatomy and Physiology (BIO 209, 210)

Statistics (PSY 208)

Normal Nutrition (FNU 208)

Nutrition (FNU 305)

Advanced Nutrition (FNU 322)

Community Nutrition (FNU 320)

Strategies in Teaching Nutrition Concepts (FNU 353)

## **COURSE DESCRIPTIONS**

### **NED 511 Special Topics in Nutrition (1-3)**

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

### **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 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 1 (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 647 Applied Nutrition and Metabolism (3)**

Overview of biochemistry, metabolism, physiological actions, and interrelationships of macronutrients and micronutrients. Discusses the regulation of the biochemical pathways of nutrients digestion, absorption, excretion, transport, and cellular metabolism. Study of nutritional and toxicological standards for humans and bioavailability of micronutrients. Explores the scientific methods to build foundation of nutrition knowledge and recommendations.



**NED 648            Independent Study (3)**

A one-semester independent project under faculty supervision which meets with the approval of Program Director.

**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 (3)**

Overview of the fundamental theories and processes of nutrition education for individuals and groups. Includes approaches to needs assessment; program planning and design, population-appropriate interventions, evaluation and assessment.

**NED 691            Nutrition Capstone (3)**

Action research in the field of nutrition/nutrition education is presented. Students develop and present an action research project utilizing skills and knowledge gained from all graduate courses. Prerequisite: student's final semester with a maximum of four other credits needed for completion of the degree.

# Psychology and Counseling

Chair: Jed Yalof, Psy.D., ABPP, ABSNP, ABAP, FABP

## PROGRAMS OF STUDY

### MASTER OF ARTS DEGREE IN CLINICAL MENTAL HEALTH COUNSELING

Tracy Stinchfield, Ed.D, NCC, Program Director

The M.A. program in Clinical Mental Health Counseling 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 Clinical Mental Health Counseling. The Clinical Mental Health Counseling program is accredited by the council for Accreditation of Counseling and Related Educational Programs (CACREP).

Students may pursue the M.A. in Clinical Mental Health Counseling with or without pursuing a certification track. Students who already hold a master's degree in Clinical Mental Health Counseling or a related field may pursue the School Counseling certification track by taking certification courses in that program of study. Certification requires satisfactory completion of PA state-mandated tests (i.e, Praxis tests).

Post graduate study is an option for students who already hold a master's degree and want to acquire additional requirements for professional counselor licensure in Pennsylvania. Students may take up to 15 credits at the master's level as a post graduate student in counseling. (see page 13).

### MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING (60 credits)

#### Program competencies and Expected outcomes

Upon program completion successful students will demonstrate professional knowledge skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling community. Specific knowledge outcome areas include the following.

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and program Evaluation
9. Diagnosis
10. Crisis Intervention and Trauma

#### REQUIRED COURSES (60 credits)

<b>GEN 501</b>	Human Development	(3)
<b>GEN 503</b>	Interpersonal Relations	(3)
<b>COUN 599</b>	Comprehensive Exam	(0)
<b>COUN 600</b>	Research and Program Evaluation	(3)
<b>COUN 601</b>	Counseling Skills and Techniques	(3)
<b>COUN 602</b>	Theories of Counseling	(3)
<b>COUN 604</b>	Group Process	(3)

<b>COUN 606</b>	Family Counseling	(3)
<b>COUN 608</b>	Psychopathology	(3)
<b>COUN 609</b>	Career and Vocational Counseling	(3)
<b>COUN 614</b>	Substance Abuse Education and Counseling	(3)
<b>COUN 618</b>	Professional Orientation and Ethical Issues	(3)
<b>COUN 630</b>	Crisis Intervention and Counseling	(3)
<b>COUN 640</b>	Diversity Counseling	(3)
<b>COUN 641</b>	Assessment for Counselors	(3)
<b>COUN 691</b>	Practicum in Clinical Mental Health Counseling	(3)
<b>COUN 692</b>	Internship I in Clinical Mental Health Counseling	(3)
<b>COUN 693</b>	Internship II in Clinical Mental Health Counseling	(3)
<b>ELECTIVES</b>	Clinical Mental Health Counseling Electives	(9)

### **SCHOOL COUNSELING CERTIFICATION (Pre-K-12)**

Students may obtain School Counseling Certification by taking the courses below in addition to the courses required for the Master of Arts in Clinical Mental Health Counseling. The school counselor curriculum prepares students for counseling and consultative strategies for working with school students grades Pre-K through 12.

Students must complete their courses for CMHC before taking courses in the School Counseling Program. However, they may use six of their nine elective credits for PSYC 607 Treatment of Children and Adolescents and for PSYC 610 Children with Exceptional Needs.

<b>PSYC 607</b>	Treatment of Children and Adolescents	(3)
<b>PSYC 610</b>	Children with Exceptional Needs	(3)
<b>PSYC 642</b>	Instruction and Assessment of Culturally and Linguistically Diverse Learners	(3)
<b>PSYC 654</b>	Principles of Academic Assessment, Instruction and Intervention	(3)
<b>PSYC 655</b>	School Consultation and Curriculum Design	(3)
<b>PSYC 694</b>	Internship in School Counseling Pre-K – 12 (Must be done in Fall or Spring Semester)	(3)

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

### **SCHOOL COUNSELOR CERTIFICATION (PREK-12) ONLY (42 credits)**

Students who are seeking only School Counseling Certification (Pre-K) take these courses unless waived through transcript review. All applicants must hold a master's degree

<b>GEN 501</b>	Human Development	(3)
<b>COUN 600</b>	Research and Program Evaluation	(3)
<b>COUN 601</b>	Counseling Skills and Techniques	(3)
<b>COUN 602</b>	Theories of Counseling	(3)
<b>COUN 609</b>	Career and Vocational Counseling	(3)
<b>COUN 618</b>	Professional Orientation and Ethical Issues	(3)
<b>COUN 640</b>	Diversity Counseling	(3)
<b>COUN 641</b>	Assessment for Counselors	(3)

<b>PSYC 607</b>	Treatment of Children and Adolescents	(3)
<b>PSYC 610</b>	Children with Exceptional Needs	(3)
<b>PSYC 642</b>	Instruction and Assessment of Culturally and Linguistically Diverse Learners	(3)
<b>PSYC 654</b>	Principles of Academic Assessment and Intervention	(3)
<b>PSYC 655</b>	School Consultation and Curriculum Design	(3)
<b>PSYC 694</b>	Internship in School counseling (Pre-K-12) (420 hours in a school setting)	(3)

## **MASTER OF ARTS DEGREE IN SCHOOL PSYCHOLOGY**

### **EDUCATIONAL SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY**

**Marie McGrath, Ph.D., Program Director**

The M.A and Ed.S. programs in school Psychology will prepare students to function as school psychologists through acquisition of the knowledge base and applied skills necessary for successful practice in this field. The curriculum of the M.A. and Ed.S. programs in School Psychology are informed by the ethical, educational, and training standards of the National Association of School Psychologists (NASP) – specifically, NASP’s Model for Comprehensive and Integrated School Psychological Services (2010), Principles for Professional Ethics (2010), Standards for Graduate Preparation of School Psychologists (2010), and Standards for the Credentialing of School Psychologists (2010). The two programs are designed to be completed consecutively and as an integrated whole, but focus on acquisition of different competencies related to the practice of school psychology.

The M.A. program, completed first by students, focuses on students’ acquisition of the three foundations of School Psychologists Service Delivery outlined in NASP’s Model for Comprehensive and Integrated School Psychological Services: diversity in development and learning; research and program evaluation; and legal ethical, and professional practice. Since the M.A. in School Psychology is a foundational degree, it does not lead to eligibility for state or national certification or the ability to practice as a school psychologist. Students are not admitted to the M.A. only; they are admitted to the joint M.A./Ed.S. program.

The Ed.S program ,which students enter immediately upon successful completion of the M.A. program, builds upon the foundational competencies established in the M.A. program by providing advanced training in the other two areas outlined in the NASP Model for Comprehensive and Integrated School Psychological Services: Practices that Permeate Successful Service Delivery (including data-based decision-making, consultation, and collaboration) and Direct and Indirect Services for Children, Families and Schools (including implementation) of interventions to address academic, functional, socioemotional, and behavioral needs; individual-and systems- level practices that ensure safe and effective learning environments for all students; and family-school collaboration). Successful completion of the Ed.S. program prepares students to work in school settings as certified school psychologists, as well as in other settings requiring skills acquired in the program (as permitted by state licensing / certification laws and guidelines).

M.A. in School Psychology	33 credits
Ed.S. in School Psychology	36 credits beyond the M.A.
Total Credits for Both Programs	69 credits

### **Admission**

A separate interview with Graduate Psychology faculty, submission of GRE scores, and provision of three references are required for admission into the M.A./Ed.S. programs in School Psychology. It is expected that at least two of the references submitted will be academic in nature; the third may be professional from a work setting. Students may apply for admission either to the combined M.A./Ed.S. program, or to the Ed.S. program alone if they have already completed an equivalent Master's degree program at another institution. (Graduate Psychology faculty will review all transcripts of Ed.S. – only applicants, and reserve the right to not accept credits that are not consistent with Immaculata University's transfer requirements (see page 23 of this Catalog) and /or to require Ed.S. applicants to take any courses from Immaculata's M/A course sequence that were not included in their Master's programs.)

### **Completion of M.A. Program /Continuation into Ed.S Program**

Successful completion of the M.A. program in School Psychology (or, as noted above, an equivalent program at another institution) is required for admission into the Ed.S program in School Psychology. Students are considered to have successfully completed the M.A. program in School Psychology if they have passed their comprehensive examinations and have a GPA of 3.0 or above. Students in the M.A. program who do not meet these criteria will not receive the M.A. degree or be permitted to continue into the Ed.S. program.

### **Completion of Ed.S. program**

Students are considered to have successfully completed the Ed.S. program in School Psychology if they have passed the Ed.S. capstone examination (i.e., received a score on the PRAXIS II School Psychologist Exam equal to or greater than the score required by NASP for national certification), have received passing evaluations for all school psychology practicum/internship experiences, and have earned a GPA of 3.0 or above.

### **Certification**

In addition to successful completion of all Ed.S. program requirements, candidates for school psychology certification must satisfy all other prerequisites established by the state(s) in which they are seeking certification. These requirements may include satisfactory completion of state-mandated tests (e.g., the PAPA tests in Pennsylvania) or state-specific course requirements. Students should be aware of specific requirements in states in which they plan to seek certification and discuss how to meet any additional requirements with their academic advisor.

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. The Pennsylvania Department of Education currently mandates that all candidates for certification must complete 9 credits focusing on special education issues/working with students with disabilities, and 3 credits focusing on working with students who are English language learners, as part of their educational program. These requirements are met in the current M.A/Ed.S. curriculum.

### **MASTER OF ARTS DEGREE IN SCHOOL PSYCHOLOGY (33 credits)**

#### **Program Competencies and Expected Outcomes**

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 foundational

competencies, which are informed by and consistent with the National Association of School Psychologists' education and training standards:

- a. Interpersonal, consultative, and collaborative skills
- b. Diversity awareness and sensitive service delivery
- c. Technological applications
- d. Professional legal, ethical, and social responsibility
- e. Appropriate and ethical use of assessment tools and techniques

#### **PREREQUISITES**

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

#### **REQUIRED COURSES (33 credits)**

<b>GEN 501</b>	Human Development	(3)
<b>GEN 503</b>	Interpersonal Relations	(3)
<b>OR</b>		
<b>COUN 604</b>	Group Process (as determined by advisement)	(3)
<b>COUN 600</b>	Research and Program Evaluation	(3)
<b>PSYC 598</b>	Comprehensive Examination in School Psychology	(0)
<b>PSYC 603</b>	Role and Function of the School Psychologist	(3)
<b>PSYC 610</b>	Children with Exceptional Needs	(3)
<b>PSYC 643</b>	Ethical/Legal Issues in School Psychology	(3)
<b>PSYC 644</b>	Socioemotional/Behavioral Assessment	(3)
<b>PSYC 654</b>	Principles of Academic Assessment, Instruction and Intervention	(3)
<b>PSYC 655</b>	School Consultation and Curriculum Design	(3)
<b>PSYC 663</b>	Psychometrics	(3)
<b>PSYC 664</b>	Assessment I; Cognitive	(3)

#### **EDUCATIONAL SPECIALIST DEGREE IN SCHOOL PSYCHOLOGY (36 CREDITS BEYOND THE MA)**

##### **Program Competencies and Expected Outcomes**

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 consistent with the National Association of School Psychologists' education and training standards:

1. Foundational competencies:
  - a. Interpersonal, consultative, and collaborative skills
  - b. Diversity awareness and sensitive service delivery
  - c. Technological applications
  - d. Professional, legal, ethical, and social responsibility
  - e. Appropriate and ethical use of assessment tools and techniques
2. Functional competencies:
  - a. Integrative 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
  - e. Enhancing home – school collaboration

Students who hold an M.A. in school psychology from another institution and are seeking only the Ed.S. In School Psychology will also take any courses listed in the M.A. curriculum above that were not transferred in through transcript review.

#### **REQUIRED COURSES (36 credits)**

<b>COUN 601</b>	Counseling Skills and Techniques	(3)
<b>COUN 602</b>	Theories of Counseling	(3)
<b>PSYC 607</b>	Treatment of Children and Adolescents	(3)
<b>PSYC 635</b>	Neuropsychology and Learning with Children and Adolescents	(3)
<b>PSYC 642</b>	Instruction, Assessment and Intervention with Culturally and Linguistically Diverse Learners	(3)
<b>PSYC 645</b>	Data-Based Decision-Making: Case Study Approaches	(3)
<b>PSYC 646</b>	Crisis Prevention and Intervention in School Settings	(3)
<b>PSYC 656</b>	Advanced Academic Assessment	(3)
<b>PSYC 666</b>	Assessment III: Psychoeducational	(3)
<b>PSYC 678</b>	Seminar I: School Psychology Practicum	(1.5)
<b>PSYC 679</b>	Seminar II: School Psychology Practicum	(1.5)
<b>PSYC 680</b>	Seminar I: School Psychology Internship	(3)
<b>PSYC 681</b>	Seminar II: School Psychology Internship	(3)

#### **DOCTOR OF PSYCHOLOGY DEGREE IN CLINICAL PSYCHOLOGY (Psy.D.)**

**Chair, Jed Yalof, Psy.D., ABPP, ABSNP, ABAP, FABP**

The Psy.D. program in Clinical Psychology, accredited by the American Psychological Association, is a 117-credit program 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; practical are completed during day hours.

#### **PROGRAM AIMS AND COMPETENCY AREAS**

**Aim 1:** PsyD graduates will be competent practitioners of clinical psychology and will acquire the following profession-wide competencies:

Competency Areas:

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional values, Attitudes, and Behaviors
- Communication and Interpersonal Skills

Assessment  
 Intervention  
 Supervision  
 Consultation and Interprofessional/Interdisciplinary Skills

**Aim 2:** PsyD Graduates will acquire discipline specific knowledge to inform their clinical competencies

**Competency Area**

Knowledge of Scientific Foundations

**PROGRAM PHILOSOPHY**

Students are referred to the Psy.D Handbook for a description of the PsyD program.

Students are admitted into the Psy.D. program in clinical psychology with a minimum of a bachelor's degree. Psy.D. Clinical Psychology program outcome information (internships, average time to program completion, attrition, licensure statistics) is posted on the program webpage at [immaculata.edu](http://immaculata.edu).

**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).

<b>COUN 601</b>	Counseling Skills and Theories	(3)
<b>COUN 602</b>	Theories of Counseling	(3)

**REQUIRED CONCENTRATION**

<b>PSYC 608</b>	Psychopathology	(3)
<b>PSYC 698</b>	Professional Development Series	(0)
<b>PSYC 700</b>	Biological Bases of Behavior	(3)
<b>PSYC 701</b>	Cognitive and Affective Bases of Behavior	(3)
<b>PSYC 702</b>	Professional Issues and Ethics	(3)
<b>PSYC 703</b>	Tests & Measurements	(3)
<b>PSYC 704</b>	Pre-Practicum Seminar	(0)
<b>PSYC 705</b>	Human Development	(3)
<b>PSYC 706</b>	Research & Statistics I	(3)
<b>PSYC 707</b>	Research & Statistics II	(3)
<b>PSYC 708</b>	Advanced Psychopathology	(3)
<b>PSYC 709</b>	Group Dynamics	(3)
<b>PSYC 710</b>	Cognitive and Behavioral Theories and Therapies	(3)
<b>PSYC 711</b>	Psychoanalytic Theories and Therapies	(3)
<b>PSYC 712</b>	Client-Centered and Relationship Theories and Therapies	(3)
<b>PSYC 713</b>	History and Systems in Psychology	(3)
<b>PSYC 714</b>	Practicum and Seminar I	(3)
<b>PSYC 715</b>	Practicum and Seminar II	(3)
<b>PSYC 716</b>	Practicum and Seminar III	(3)
<b>PSYC 717</b>	Practicum and Seminar IV	(3)
<b>PSYC 721</b>	Psychology of Human Diversity	(3)
<b>PSYC 724</b>	Practicum and Seminar V	(3)
<b>PSYC 725</b>	Practicum and Seminar VI	(3)
<b>PSYC 726</b>	Practicum and Seminar VII	(3)
<b>PSYC 727</b>	Practicum and Seminar VIII	(3)
<b>PSYC 728</b>	Cognitive Clinical Assessment	(3)



PSYC 729	Assessment II: Personality	(3)
PSYC 730	Assessment IV: Advanced Skills	(3)
PSYC 731	Assessment V: Neuropsychological	(3)
PSYC 740	Clinical Psychopharmacology	(3)
PSYC 741	Clinical Supervision, Consultation, and Management	(3)
PSYC 745	Social Psychology	(3)
PSYC 766	Advanced Neuropsychology*	(3)
PSYC 768	Forensic Psychology*	(3)
PSYC 786	Internship in Clinical Psychology I	(1.5)
PSYC 787	Internship in Clinical Psychology II	(1.5)
PSYC 788	Internship in Clinical Psychology III	(1.5)
PSYC 790	Dissertation Seminar	(3)
PSYC 791	Internship in Clinical Psychology IV	(1.5)
PSYC 792	Internship in Clinical Psychology V	(1.5)
PSYC 793	Internship in Clinical Psychology VI	(1.5)
PSYC 795	Professional Practice Preparation	(3)
PSYC 797	Comprehensive Examination	(0)
PSYC 798	Doctoral Dissertation I	(3)
PSYC 799	Doctoral Dissertation II	(3)
PSYC 800	Doctoral Dissertation III	(3)
PSYC 000	Dissertation Continuation	(0)

All students take either PSYC 766 or PSYC 768. The permission of the Chair is required to take both classes.

## **MASTER OF ARTS IN CLINICAL PSYCHOLOGY**

The Master of Arts (M.A.) 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 bachelor's degree or with a master's degree in an unrelated field.

### **Program Competencies and Expected Outcomes**

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

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Assessment
- Intervention
- Knowledge of Scientific Foundations

### **Scope and Sequence of Courses**

The courses organized within the six areas that link to the aims and competencies of the program and support program outcomes.

**RESEARCH (6 credits)**

<b>PSYC 706</b>	Research and Statistics I	(3)
<b>PSYC 707</b>	Research and Statistics II	(3)

**ETHICAL AND LEGAL STANDARDS (3 Credits)**

<b>PSYC 702</b>	Professional Issues and Ethics	(3)
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**INDIVIDUAL AND CULTURAL DIVERSITY (3 credits)**

<b>PSYC 721</b>	Psychology of Human Diversity	(3)
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**ASSESSMENT (12 credits)**

<b>PSYC 608</b>	Psychopathology	(3)
<b>PSYC 703</b>	Tests and Measurements	(3)
<b>PSYC 728</b>	Cognitive Clinical Assessment	(3)
<b>PSYC 729</b>	Assessment II: Personality	(3)

**INTERVENTION (18 credits)\***

<b>PSYC 709</b>	Group Dynamics	(3)
<b>PSYC 710</b>	Cognitive & Behavioral Theories & Therapies	(3)
<b>PSYC 711</b>	Psychoanalytic Theories & Therapies	(3)
<b>PSYC 712</b>	Client-Centered and Relationship Theories & Therapies	(3)
<b>PSYC 714</b>	Practicum and Seminar I	(3)
<b>PSYC 715</b>	Practicum and Seminar II	(3)

COUN 601 Counseling Skills and Techniques and COUN 602 Theories of Counseling are taken as program Prerequisites

**KNOWLEDGE OF SCIENTIFIC FOUNDATIONS (6 credits)**

<b>PSYC 700</b>	Biological Bases of Behavior	(3)
<b>PSYC 705</b>	Human Development	(3)

PSYC 697 – The Comprehensive Examination may be taken only after all required classes for the M.A. degree have been completed with at least a B or Better in each course.

**PSYD: MLA AND GPA MINIMUM**

The minimum level of achievement (MLA) for PsyD students in any course for which there is a letter grade is a B, which equates to 3.0. PsyD students must carry a 3.3 minimum cumulative GPA; if the cumulative GPA drops below 3.3, the student will be placed on academic probation. Thus, while the minimum course expectation is B, the overall cumulative GPA for the program must be maintained at a 3.3 or higher. Permission to move forward on dissertation or internship requires a 3.3 GPA or higher. PsyD students are referred to the PsyD Handbook for additional information related to academic probation for PsyD students.

If a student earns less than a B grade, they must retake the course. Program dismissal may occur, following departmental review, if a student also earns less than a B grade on the retake. Program dismissal will occur if the student earns less than a B grade twice in two separate courses (e.g., C+ in PSYC 702 twice, and C+ in PSYC 710 twice).

### **FULL-TIME AND RESIDENCY REQUIREMENT**

All non-transfer courses are completed at the university. Doctoral students must complete a minimum of three years of full-time study. They take two consecutive semesters full time (nine credits per semester) as a matriculated student at the start of the program. Students may meet the remaining two years of required full-time study by completing either: (a) Two consecutive semesters of at least three classes each semester, or (b) Three consecutive semesters of at least two classes each semester. 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 PsyD 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
- Neuropsychology

Requirements are outlined in the PsyD Handbook.

### **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 Clinical Mental Health Counseling students who are completing PSYC 691, 692 and 693 (700 practicum and internship hours) in placements in which they serve clients suffering from addiction problems. Graduates of Immaculata's MA in Clinical Mental Health Counseling, who have completed all PSY 691, 692 and 693 practica in the field of addictions may also be considered for the certificate.

#### **REQUIRED COURSES (15 credits)**

<b>PSYC 511</b>	Psychopharmacology: Medication Uses and Side Effects	(3)
<b>COUN 614</b>	Substance Abuse Education and Counseling	(3)
<b>COUN 691</b>	Practicum in Clinical Mental Health Counseling	(3)
<b>COUN 692</b>	Internship I in Clinical Mental Health Counseling	(3)
<b>COUN 693</b>	Internship II Clinical Mental Health Counseling	(3)

#### **ELECTIVES: (9 credits)**

<b>PSYC 511</b>	Behavioral Addictions	(3)
<b>PSYC 511</b>	The Psychology and Spirituality of the 12-Step Program	(3)
<b>PSYC 511</b>	Counseling Strategies for Dealing with Addictive Disorders	(1)
<b>PSYC 511</b>	Dual Diagnosis in the Treatment of Addictions	(1)
<b>PSYC 511</b>	Infectious Diseases including HIV/AIDS	(1)
<b>PSYC 511</b>	Trauma and Addictions	(1)
<b>PSYC 511</b>	Sexual Addiction: Diagnosis & Treatment	(3)

## CERTIFICATE IN ADDICTION STUDIES

### 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 691, 692, and 693 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: (6 credits)

<b>PSYC 511</b>	Psychopharmacology: Medication Uses and Side Effects	(3)
<b>COUN 614</b>	Substance Abuse Education and Counseling	(3)

#### ELECTIVES: (9 credits)

Students must select 9 credits from the following courses

<b>PSYC 511</b>	Behavioral Addictions	(3)
<b>PSYC 511</b>	The Psychology and Spirituality of the 12-Step Program	(3)
<b>PSYC 511</b>	Counseling Strategies for Dealing with Addictive Disorders	(1)
<b>PSYC 511</b>	Dual Diagnosis in the Treatment of Addictions	(1)
<b>PSYC 511</b>	Infectious Diseases including HIV/AIDS	(1)
<b>PSYC 511</b>	Trauma and Addictions	(1)
<b>PSYC 511</b>	Sexual Addiction: Diagnosis & Treatment	(3)

Students may earn only one of the above certificates.

## COURSE DESCRIPTIONS

The Department of Graduate Psychology and Counseling 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 fields of psychology and counseling. 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.

### **COUN 599      Comprehensive Examination in Clinical Mental Health Counseling (0)**

A culminating experience which reflects the student's synthesis and integration of knowledge. All students pursuing the M.A. degree in Clinical Mental Health Counseling 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 as described in catalog.

### **COUN 600      Research and Program Evaluation (3)**

This course specifically designed for counseling education, will discuss the topics that are relevant to intelligently laying a solid groundwork of creating, consuming, and evaluating research in a graduate program and for professional counselor's post-graduation continuing education. The students will learn the basics of research, including formulating a problem, completing a literature review, selecting a design, collecting and analyzing data, and reporting results in APA format. Topics will include a broad range of quantitative, qualitative, and mixed methods designs, as well as action research and program evaluation, pertaining to types of research used in the field of professional counseling.

**COUN 601      Counseling Skills and Techniques (3)**

This course is designed to provide an understanding, and use of, the fundamental techniques of helping processes. The course emphasizes the development of effective relationship building skills as well as the practice of action oriented approaches that facilitate client growth and change. Counselor and client characteristics, relationship variables, and external factors (e.g., societal and environmental) that influence the helping process will be addressed. Topics include legal and ethical issues; working with culturally diverse clients; basic helping skills; establishing a therapeutic alliance, and problematic clinical situations.

**COUN 602      Theories of Counseling (3)**

The Counseling Theories course provides students with knowledge of the most current major counseling theories that can be applied to Clinical Mental Health Counseling clients. The basic theory, principles and techniques of counseling and its application to professional counseling settings are explained. Students will begin to develop their own personal style of helping.

**COUN 604      Group Process (3)**

This course will provide an overview of small group behavior, development, and hands on experience in a small group. There will be two components to the group course; first, students will engage in didactic learning where group content will be provided and discussed; second, students will directly engage in experiential learning as both a member of and a leader of small group experiences. Specifically, the content overview will include focusing on stages of small group development, therapeutic factors, roles of group members, counselor interventions, effective group management, diversity, and ethical and legal issues specific to group work. The experiential component of class will provide students with direct experience as small group participants for a minimum of 10 clock hours over the course.

**COUN 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.

**COUN 608      Psychopathology (3)**

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

**COUN 609      Career and Vocational Counseling (3)**

This course emphasizes the development of professional competencies in the areas of collecting, evaluating, classifying, and using accurate occupational, educational and personal-social informational materials. Also discussed are theories of vocational choice, the psychology and sociology of work, vocational interests and aptitudes, and the use of information in helping a wide diversity of people decide on matters of curricular choice, career aspiration, the meaning of work in one's own life, and the

implications of work in society. Students will develop an understanding of how family and culture impact career development and decision-making.

**COUN 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.

**COUN 618      Professional Orientation and Ethical Issues (3)**

This course introduces students to the field of clinical mental health counseling. Specifically, students will gain knowledge of professional identity as a counselor that is based in the history of counseling, certification and licensure as a professional counselor, the roles and process of counseling, and understand current trends within the field of clinical mental health counseling. Ethical standards of professional practice in the field of clinical mental health will be reviewed along legal, social and cultural considerations.

**COUN 630      Crisis Intervention and Trauma (3)**

The purpose of this course is to prepare the students to deal with the inevitable crisis situations they will encounter as counselors. Students will reflect on how people deal with crises, explore their crisis experiences, and start to develop their skills in crisis intervention. The students will also examine some of the relevant research on crisis, resolution, and resilience. However, the major focus throughout the course will be on learning the practical skills and requisite knowledge and attitudes of helping people in crisis. It is important for students to self-monitor because the course could be emotionally challenging.

**COUN 640      Diversity Counseling (3)**

This course will provide students with an understanding of multicultural and pluralistic trends within and among diverse groups nationally and internationally. Theories of multicultural counseling, identity development, multicultural competencies, social justice, and strategies for working with and advocating for individuals, couples, families, groups, and communities will be reviewed. Specific attention to counselors' self-awareness, beliefs, understandings, and acculturative experiences will be facilitated through assignments and experiential learning activities to increase understanding of self and culturally diverse clients. Students will gain an understanding of their role in eliminating biases, prejudices, and intentional and unintentional oppression and discrimination. For students in the school certification programs, this course is a prerequisite for PSYC 642.

**COUN 641      Assessment in Counseling (3)**

An introduction to basic concepts in counselor assessment, which includes, but is not limited to: the use of assessment in counseling; the assessment process; types of assessments; basic statistical and measurement concepts; multicultural considerations; and communicating assessment results. For students in the School Counseling certification programs, this course is a prerequisite for PSYC 654.

**Practicum and Internship – Clinical Mental Health**

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

**COUN 691      Practicum in Clinical Mental Health Counseling (3)**

For COUN 691 students must complete supervised practicum experiences that total a minimum of 100 clock hours throughout the academic semester. In addition, the following requirements must be met: a minimum of 40 clock hours of direct service to actual clients must occur throughout practicum, weekly individual and/or triadic supervision throughout practicum which is led by practicum faculty, weekly-on-site supervision led by designated site supervisor, and attend weekly group supervision led by practicum faculty supervisor.

Pre-requisites for COUN 691: GEN 501, 503: COUN 600, 601, 602, 604, 606, 608, 609, 614, 618, 630, 640, and 641.

**COUN 692      Internship I in Clinical Mental Health Counseling (3)**

For COUN 692 - 300 hours total - 120 client direct service. Attend 1 hour of individual on-site supervision per week as well as weekly group supervision led by faculty supervisor.

**COUN 693      Internship II in Clinical Mental Health Counseling (3)**

For COUN 693 - 300 hours total - 120 client direct service. Attend 1 hour of individual on-site supervision per week as well as weekly group supervision led by faculty supervisor.

COUN 692 and 693 each require students to complete 300 clock hours (600 total), with 120 hours each (240 total) direct service to actual clients. Students must attend weekly faculty group supervision as well as weekly on-site supervision.

**Sequencing of Seminars for Clinical Mental Health Counseling**

*The following field placements are required and must be completed in the following sequence after prerequisites have been met:*

**COUN 691**

**Practicum in Clinical Mental Health Counseling - 100 hours**

**COUN 692**

**Internship I in Clinical Mental Health Counseling – 300 hours**

**COUN 693**

**Internship II in Clinical Mental Health Counseling – 300 hours**

**Internship – School Counseling Certification**

**PSYC 694      Internship in School Counseling (Pre-K-12) 420 Hours**

For PSYC 694, in addition to the general course description, students will also participate in modules which cover topics in family and groups, and substance abuse.

Prerequisites for PSYC 694: Completion of all course work including PSYC 691, 692 and 693. Also, PSYC 694 must be completed in a public school setting during the fall or spring semester.

### **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 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 program coordinator in approving students for internship. No student enrolled in the counseling or school program may do practica or internships at places of employment. Questions about exceptional circumstances should be directed in writing to the Field Site Coordinator and the Department Chair.

### **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 clients' assessment and treatment.

### **PSYC 511 Sexual Addictions: Diagnosis & Treatment (3)**

This course is designed to introduce the student to the concept of sexual addictions and the psychological and behavioral problems associated with it. Course content will include topic such as the diagnosis criteria for sexual addiction, core recovery issues (i.e. fear of intimacy, shame), strategies for clinical intervention, and the relationship between early abuse and sexual addiction later in life. The student will also have the opportunity to explore his or her own preconceptions about what is or what is not healthy sexual behavior.

### **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.



**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 infections, 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.

**PSYC 598      MA in School Psychology Comprehensive Examination (0)**

The Comprehensive Examination is the capstone project for the M.A. program in school psychology. Content from all concentration courses in the M.A. course sequence is included. All students pursuing the M.A. degree in School Psychology are required to sit for the Comprehensive Examination. Students must pass the Comprehensive Examination in order to be granted the M.A. degree. Students take the Comprehensive Examination in the semester that coincides with their completion of M.A. coursework. Successful completion of the Comprehensive Examination is required before the M.A. degree in School Psychology is awarded. In order to be eligible to take the Comprehensive Examination, the student must secure the chair's approval and have completed the following requirements: All core courses with at least a B average. The following concentration courses with at least a B average: PSYC 610, PSYC 654, PSYC 663, PSYC 664, PSYC 603, PSYC 643, PSYC 644, PSYC 655 (School Consultation) is taken concurrently with the Comprehensive Examination.

**PSYC 603      Role and Function of the School Psychologist (3)**

The history and systems of psychology and education, and the processes by which school psychology as a profession has developed its identity, are discussed. Important events and individuals in the history of school psychology are reviewed. Day-to-day roles of the school psychologists, school culture and climate, and individual and systems service delivery models are examined. Future directions of the field are discussed. Applications to various practice settings (including public schools, other school settings, medical/private practice settings, and academic settings, among others) are reviewed. As part of this course, students will shadow and interview a currently-practicing school psychologist.

**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)**

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

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

Biological bases of behavior and brain-based theories of learning and cognition will be explored. 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. (Pre-requisite: PSYC 664).

**PSYC 642      Instruction, Assessment, & Intervention with Culturally & 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 educational specialist (i.e., school counselor and school psychologist) in supporting CLD learners will be emphasized. Language acquisition processes for monolingual and multilingual learners will be reviewed. Empirically-supported instructional models and practices for working with CLD learners will be discussed. Bias, fairness, and cultural/aculturative factors impacting instruction and assessment will be addressed. Educational, legal, and ethical standards pertaining to CLD learners will be reviewed. Strategies to facilitate communication and collaboration with culturally and linguistically diverse families will be discussed.

**PSYC 643      Ethical/Legal Issues in School Psychology (3)**

Ethical codes relevant to school psychologists (e.g., NASP and APA) and other laws and regulations related to professional conduct are reviewed. Models for ethical decision making are reviewed with attention to multiculturalism and diversity. Important litigation and legislation pertaining to general and special education, disability and exceptionality, civil rights, privacy, and confidentiality are reviewed and applied to professional practice. The role of professional socialization processes, including professional organizations, professional socialization and collegiality, and the importance of life-long learning are examined.

**PSYC 644      Socio-emotional/Behavioral Assessment (3)**

Students will review and practice a variety of socio-emotional and behavioral assessment techniques, including: functional behavioral assessment and analysis; systematic direct behavioral observation; student, parent, and teacher interviews; and norm-referenced socioemotional and behavioral assessment tools. Principles of applied behavioral analysis will be reviewed. School-wide, classroom, small group, and individual interventions will be discussed. Administration, interpretation, and report-

writing skills will be developed. Data-based decision-making will be emphasized. Ethical, legal, and multicultural issues will be discussed.

**PSYC 645      Data-Based Decision-Making: Case Study Approaches (3)**

In this course, students will integrate prior coursework on instruction, assessment, intervention, and consultation with their practicum experiences. Students will develop advanced skills in applying data-based decision-making processes and behavioral consultation models to identify and analyze behaviors of concern, develop and implement appropriate interventions, collect data regarding the interventions' effectiveness and acceptability, and to make decisions regarding the effectiveness of the intervention. Students will utilize data from their practicum (completed concurrently with this course). Case conceptualization and presentation skills will be practiced. Treatment integrity, intervention acceptability, and effect size data will be gathered and interpreted. Written and graphical data presentation will be reviewed.

**PSYC 646      Crisis Prevention and Intervention in School Settings (3)**

This course prepares students to anticipate and respond to crises in educational settings. The role of the educational specialist in crisis prevention and intervention will be discussed. School climate and positive behavioral supports will be reviewed, with particular focus on strategies to create a positive culture, sense of community, school family- community partnerships, and respect for diversity. Implications for creating teaching and learning environments conducive to positive cognitive, academic, and socio-emotional development will be discussed. Research on prevalence of crises, steps in developing crisis plans, and strategies for responding to different types of crises (e.g., school violence, natural disaster, illness/death of school community members) and for supporting self, colleagues, and students in the aftermath of crises will be discussed.

**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 (Prerequisite: either COUN 641 or PSYC 663).

**PSYC 655      School Consultation and Curriculum Design (3)**

This course addresses theories, models, and processes of consultation, including collaborative, consultee-centered, mental health, behavioral, and instructional consultation. Functional assessment of behavior and positive behavioral supports; direct and indirect interventions with individuals and groups; strategies for crisis prevention and management; systems-level consultation; and program evaluation will be explored. The role of the educational specialist (i.e., school counselor and school psychologist) within the school system are reviewed. Methods of collaboration among school-based professionals, with families, and with community agencies are emphasized.

**PSYC 656      Advanced Academic Assessment (3)**

This course builds upon PSYC 654. Norm- and criterion-referenced academic assessment tools used to examine students' risk for academic difficulty and/or eligibility for interventions, including special education, are discussed. Administration, interpretation, and report-writing skills will be developed. Data-based decision-making will be emphasized. Application of assessments to diverse learners, including children with exceptionalities and English Language Learners, will be discussed.

**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, and use of multiple measures in selection, prediction, and diagnosis are explored. Properties of cognitive, academic, and personality assessment measures are addressed. Technological issues and applications as they pertain to psychological assessment are discussed. Ethical issues in assessment are explored.

**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: 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. Cognitive assessment, academic achievement assessment, curriculum-based assessment, and socioemotional/ behavioral assessment methods for preschool and school-age children will be reviewed and practiced. Knowledge of and skills in cross-battery and integrated assessment will be developed. Case conceptualization and report writing skills will be practiced.

**SEMINARS AND FIELD PLACEMENTS – SCHOOL PSYCHOLOGY**

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

**PSYC 678-679   Seminar I, II: School Psychology Practicum (1.5, 1.5)****PSYC 680 – 681   Seminar I, II: School Psychology Internship (3, 3)**

PSYC 680 and 681 provide Ed.S. students with a 1,200 hour internship experience over two consecutive semesters (Fall and Spring, 600/600 hrs) that integrates course work with internship training. Students complete supervised school psychology internship experiences including provision of both direct and indirect psychological services at sites that have been approved by the Program Field Site Coordinator. Students also participate in weekly 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.

**Sequencing of Seminars for Ed.S. in School Psychology****PSYC 678 Seminar I: School Psychology Practicum (250 hours)**

(must be done prior to PSYC 679)

**PSYC 679 Seminar II: School Psychology Practicum (250 hours)**

(must be done prior to PSYC 680)

**PSYC 680 Seminar I School Psychology Internship (600 hours)**

(must be done in the Fall semester)

**PSYC 681 Seminar II School Psychology Internship (600 hours)**

(must be done in the Spring semester)

**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 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 program coordinator in approving students for internship. No student enrolled in the counseling or school program may do practica or internships at places of employment. Questions about exceptional circumstances should be directed in writing to the Field Site Coordinator and the Department Chair.

**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.

**PSYC 698 Professional Development Series (0)**

Required for all first-year students. Students must attend three sessions in the fall and three sessions in the spring. Each session is for one hour. Series covers topics relevant to the practitioner-scholar model, including case presentations, practice, building, and professional scholarship. Open to other PsyD students.

**PSYC 700 Biological Bases of Behavior (3)**

Overview of neuroanatomy, neurophysiology, brain-mind-behavior relationships; diagnostic and clinical issues. 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 703 Tests and Measurements (3)**

This course explores theories and techniques of psychological measurement. Concepts of reliability and validity; classical and contemporary measurement theories; and test standardization processes will be

examined. Qualitative and quantitative scale development strategies will be explored. Relevant laws and ethical principles will be reviewed. Open only to Psy.D. students in Clinical Psychology.

**PSYC 704      Pre-Practicum Seminar (0)**

This is an as-needed course for students beginning practicum before the scheduled start date. The PsyD practicum coordinator is the faculty contact during the interim period.

**PSYC 705      Human Development (3)**

This course covers some of the major concepts and lines of research and inquiry within the field of human development, mainly for a theoretical 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. Open only to Psy.D. students in Clinical Psychology.

**PSYC 706      Research and Statistics I (3)**

This course is the first course in a 2-course series. Topics include developing research questions; designing experimental and non-experimental research studies; identifying threats to validity; conducting and writing systematic literature reviews; and applying research findings to psychological practice. Students will gain familiarity with research ethics, meta-analysis, data screening, univariate statistical tests, power analysis, and the use of technology in data analysis. Each student will begin a two-semester individual research project, to be completed in PSYC 707, in this course. (Prerequisite: PSYC 703). Open only to Psy.D. students in Clinical Psychology.

**PSYC 707      Research and Statistics II (3)**

This course is the second course in a 2-course series. Students will gain familiarity with effect size calculation and advanced and multivariate statistical tests, including MANOVA, factor analysis, discriminant analysis, and regression techniques. Students will also become familiar with qualitative research models, methods, and data analysis techniques. Students will complete the individual research projects begun in PSYC 706 in this course. Prerequisite: PSYC 706. Open only to Psy.D. students in Clinical Psychology.

**PSYC 708      Advanced Psychopathology (3)**

This course first reviews and sharpens skills in diagnostic reasoning using the DSM-5 and critically reviews the DSM-5 categorical approach to psychopathology. A more science-based, in-depth approach to psychopathology will be explored through recent theoretical and empirical advances in developmental psychopathology and affect neuroscience, and through a dimensional and therapeutic approach to assessing personality functioning. Psychopathology is addressed as based in the individual's context including gender, ethnicity, race, socio-economic and community factors. Implications for the psychotherapy process are also addressed. Open only to PsyD students in Clinical Psychology (Prerequisite PSYC 608).

**PSYC 709      Group Dynamics (3)**

Course includes group theory and member selection; ethics; group leadership; techniques for coping with group process and individual group members; diversity; application of concepts to organizational systems; role playing. 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 Dialectal 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 711      Psychoanalytic Theories and Therapies (3)**

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

**PSYC 712      Client-Centered and Relationship Theories and Therapies (3)**

Course reviews basic concepts and applications of the foundations of Client-Centered theories and therapies. Models include Rogerian, Existential-Humanistic, and recent developments in psychotherapy that build on a client-centered foundation (e.g., Motivational Interviewing). Implications for different client problems, human diversity, ethical psychotherapy practice, and understanding the therapy process and client-therapist relationship are reviewed. The course is taught using different instructional approaches, including lectures, experiential skills practice, discussions, and group activities. Course also includes reading literature that provides empirical support for these models in ways consistent with foundational concepts. Open only to Psy.D. students in Clinical Psychology.

**PSYC 713      History and Systems in Psychology (3)**

Review of history and systems of psychology, and of how psychology as a profession has developed its identity. Review of history of the Ph.D. and Psy.D. models, diversity; changes in practice climate, origins of contemporary issues in practice, including managed care, information technology, current trends in professional practice, career paths and the future of psychology. Applications to practice settings are reviewed. Open only to Psy.D. students in Clinical Psychology.

**PSYC 714      Practicum and Seminar I (3)**

250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

(All subsequent field placements must be taken in numerical sequence: 714, 715, 716, 717, 724, 725, 726, 727 and in accord with prerequisites on program plans. Grading is "Pass" or "Fail" for all practica.)

**PSYC 715      Practicum and Seminar II (3)**

250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

**PSYC 716      Practicum and Seminar III (3)**

250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

**PSYC 717      Practicum and Seminar IV (3)**

250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. 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 724      Practicum and Seminar V (3)**

250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

**PSYC 725      Practicum and Seminar VI (3)**

250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

**PSYC 726      Practicum and Seminar VII (3)**

250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

**PSYC 727      Practicum and Seminar VIII (3)**

250 hrs. minimum in one-semester with academic seminar that includes readings, case conference presentations of assessment and intervention cases. Open only to Psy.D. students in Clinical Psychology.

**PSYC 728      Cognitive Clinical Assessment (3)**

Course covers administration, scoring, interpretation, and report writing in cognitive assessment. Primary focus on the Wechsler scales. Client-examiner relationship dynamics, and development of inferences from test content are integrated with structural analysis. Review of ethics, diversity, and decision-making across different clinical settings. Prerequisite PSYC 703. Open only to Psy.D. students in Clinical Psychology.

**PSYC 729      Assessment II: Personality (3)**

Introduction to personality assessment. Students learn how to use storytelling techniques and Rorschach, with emphasis on administration, scoring, interpretation and report writing skills. Course also reviews ethical and practice issues, and implications for diversity and treatment planning. (Prerequisite: PSYC 608 and 664). Open only to Psy.D. students 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 729) 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 729) 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. 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 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 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. Pre-Requisite: PSYC 702

**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. PSYC 785 does not count toward degree completion credits. Open only to Psy.D. students in Clinical Psychology.

### **Practicum and Internship Requirements**

At the start of practicum and again at the start of internship, all students must meet the requirements of Background Checks and Child Abuse Clearances. Failure to pass Background Checks or Child Abuse Clearance, or provide required documentation, may result in loss of placement.

- Instructions are outlined in the PsyD Integrated Handbook and the Predoctoral Internship Applicant's Handbook.
- Mandatory drug screening as well as other health related information may be required by certain clinical facilities.
- If results are positive, disciplinary action will be taken.
- 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.
- The student is responsible for the cost of the clearance.
- Refer to the Pennsylvania State Board of Psychology regarding eligibility for licensure.

No student enrolled in the clinical program may do a therapy practicum at place of employment. Questions about exceptional circumstances should be directed in writing to both the Coordinator of Doctoral Practicum Placements and Department Chair. 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 Practicum Field Site Coordinator works in conjunction with the Chair. Grading is "Pass" or "Fail."

### **PSYC 786, 787, 788, 791, 792, 793      Psychology 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. Psychology internships begin between July and September. Student are required to attend an orientation with the Director of Clinical Training approximately 18 months prior to the year they anticipate beginning their internship. Students meet and remain in contact with the Director of Clinical Training throughout the Internship process. Immaculata's Consortium internship is a one-year full-time clinical experience requiring a successful completion of required training hours across the 9 credit sequence. The student's course sequence is determined by the start and end dates of internship. Open only to Psy.D. students in Clinical Psychology. 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 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 complete a dissertation proposal prospectus. Grading is "Pass" or "Fail." Students take PSYC 790 in the fall semester and must then register consecutively for their first section of dissertation (PSYC 798) in the spring semester, second section in the summer (PSYC 799), and third section in the fall (PSYC 800). Open only to Psy.D. students in Clinical Psychology (Clinical Psychology prerequisite: PSYC 717 for bachelor admits and PSYC 726 for master's admits)

**PSYC 795      Professional Practice Preparation (0)**

This course emphasizes professional practice preparation. Focus is placed on psychology licensing examination preparation, including practice test module(s), and career development initiatives, including private practice and other employment venues.

**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:

\*PSYC 700, 701, 702, 703, 705, 706, 707, 708, 709, 710, 711, 712, 713, 728, 729, 730 or 731, 740, 745. 790. Concurrent enrollment in PSYC 725 for bachelor's admits and completion of PSYC 727 for master's admits) \* Completion of all pre-requisite courses with a minimum B in each class for letter grade classes, and "Pass" in each Pass/Fail class.

**PSYC 798-800      Doctoral Dissertation (3, 3, 3)**

Student completes dissertation. Grading is "Pass" or "Fail." Students are required to take all dissertation sections immediately after completion of PSYC 790. 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 Catalog for "Continuous Registration."

Dissertation expectation is that students will work on dissertation during interim between semesters. Therefore, the grade of IP is given until the start of the next semester at which point the dissertation chair changes the grade to Pass, provided that the student has passed the Dissertation Proposal for PSYC 798 progressed on securing RERB approval and initiated data collection for PSYC 799, and submitted a bound dissertation for PSYC 800.

# Administrative Organization and Faculty

## EXECUTIVE OFFICERS

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*Vice President for Academic Affairs & Provost*

Janet Garrity, M.B.A., C.F.A.  
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Sister Mary Henrich, IHM, M.A., M.A.  
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Patricia A. Canterino, M.A.  
*Vice President for Student Development & Engagement/ Dean of Students*

Susan Arnold, B.S.  
*Vice President for Institutional Advancement*

## COLLEGE OF GRADUATE STUDIES ADMINISTRATION

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*Dean of the College of Graduate Studies*

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Marcia Parris, Ed.D.  
*Assistant Dean*

Mark Hammons, Ed.D.  
*Director of Special Programs*

Katrina Xander, B.S.  
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Kimberly Witzig, M.S.  
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Sr. Ann Heath, Ph.D.,  
*Director Higher Education*

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*Director Nursing*

Janice Jacobs, Ph.D.,  
*Director, Management and Leadership*

Qian Jia, Ph.D., RD, LDN,  
*Director Nutrition and Dietetics*

Marie C. McGrath, Ph.D.,  
*Director School Psychology*

Patricia Madeira, Ph.D.,  
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Diplomate in School Neuropsychology, American Board of School Neuropsychology  
Diplomate, Assessment Psychology, American Board of Assessment Psychology  
Board Certified, Adult Psychoanalysis, American Board of Psychoanalysis

# Graduate Student Information

## **FREEDOM OF ACCESS TO HIGHER EDUCATION**

Immaculata seeks to admit those Students who appear best qualified to profit from the distinctive educational opportunities offered by the university. The committee on admissions endeavors to bring together a group of students whose intellectual ability, personal qualities, varied interests and talents, and diverse backgrounds provide a cultural and intellectual atmosphere in which each may become a well-rounded person.

Applications are processed without discrimination on the basis of race, national origin, religious belief or condition of handicap. Each applicant is considered as an individual and consideration is given to special cases. The university reserves the right to modify admission requirements at any time.

By virtue of matriculation, an Immaculata student indicates his/her willingness to abide by the regulations of the university as they may exist from time to time.

## **Statement of Student Responsibilities**

Students 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 [immaculata.edu/campus-life/campus-safety-protection/](http://immaculata.edu/campus-life/campus-safety-protection/). The website also provides information on campus safety and security measures and services.



# General Information

## **ADVISEMENT**

Each student is assigned an academic advisor. At registration time each semester, the student should contact the advisor for an appointment if there are questions or problems concerning course sequence and/or selection.

## **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 four (4) instructional hours may be asked to withdraw from the course. Students regularly late for class may be asked to withdraw at the discretion of the instructor. Students need to be aware of course requirements with regards to attendance, lateness, and class 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 request to silence cell phones and refrain from other distraction 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 course 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 NUMBERS**

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 dean.

Further information can be found at [immaculata.edu/academics/advising-support/disability-services/](http://immaculata.edu/academics/advising-support/disability-services/).

### **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 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. (RERB guidelines are available through the Immaculata University portal MyIU).

### **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.

### **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. The Code of Conduct can be accessed at [immaculata.edu/campus-life/student-code-of-conduct/](http://immaculata.edu/campus-life/student-code-of-conduct/).

### **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 disputant shall be given an opportunity to make a complete presentation, with due regard to privacy. The panel shall render a decision which shall include findings, recommendations, and an opinion within thirty 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.

# Lines of Communication

## **COURSE LISTING**

Course offerings are published online each semester, listing the courses offered and the semester dates, as well as the days and the times of the instruction. It also gives information on dates for registration, holidays and dates on which tuition is due. This information can also be found through SSIU.

## **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 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 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 610.647.4400x1234 or emailing [helpdesk@immaculata.edu](mailto: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 at [myiu.immaculata.edu](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](mailto:firstinitiallastname@mail.immaculata.edu) (ex. [kjohnson@mail.immaculata.edu](mailto:kjohnson@mail.immaculata.edu)) For help with My IU, contact the Help Desk.

## **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 and click the IU Alert icon under Campus Applications.

**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 SSIU (Self-Service at Immaculata University). You can get to SSIU directly through MyIU, the Web portal. After logging on to the portal (see above), click on the SSIU 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 four times each year. It informs students of important dates, activities and pertinent news concerning students enrolled in the College of Graduate Studies and graduates of the programs. News Notes are disseminated through the IU Portal, Moodle, on the Immaculata website or are available in the Graduate Office.



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