



IMMACULATA
UNIVERSITY

2014-16 Undergraduate Catalog

caring • learning • integrity • faith • teamwork • service

Accreditation

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

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

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

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

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

Important Notice

The provisions of this catalog should not be regarded as a contract between any student and the University. Course content and regulations are constantly being reviewed and revised. The University reserves the right to withdraw courses, amend the content of courses, and change the arrangement of courses listed if circumstances necessitate such changes.

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.

Immaculata University

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2014 - 2016

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Mission Statement

Immaculata University is a Catholic, comprehensive, coeducational institution of higher education sponsored by the Sisters, Servants of the Immaculate Heart of Mary. Its programs, rooted in academic rigor, ethical integrity and Christian core values, encourage a commitment to lifelong learning and professional excellence. With belief in the dignity and potential of all men and women, Immaculata integrates its students in a community of service and empowers them to assume meaningful roles in a diverse and changing world. Contributing to the development of the whole person of any faith, Immaculata affirms liberal education as an integrative process in the formation of a truly educated person who is value-oriented and committed to truth, service, justice and peace.

Vision

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

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.

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2014-2015 Calendar

August 21	College of LifeLong Learning (CLL) – Orientation
August 2	College of Undergraduate Studies (CUS) Freshmen Arrive
August 25	Classes Begin – CUS, CLL and College of Graduate Studies (CGS)
September 1	Labor Day – No Classes
September 28	Fall Honors Convocation
October 10	Fall Break
October 13	Classes Resume
November 17	Spring Registration – CUS and CLL
November 25-29	Thanksgiving Recess begins after day classes on 11/25
December 1	Classes Resume
December 5	Carol Night
December 8	University Feast Day – No Class
December 15	End of Semester
January 6	January Graduation
January 6	CLL Orientation
January 6	Transfer and New Student Orientation
January 8	Classes Begin – CUS/CLL/CGS
March 2-7	Spring Break
March 9	Classes Resume
March 16	Summer Registration
April 2-6	Easter Break
April 5	Easter Sunday
April 7	Classes Resume
May 4	End of Semester
May 16	Baccalaureate Mass
May 17	Commencement
May 18	Summer I
May 25	Memorial Day – Holiday
July 3	No Classes
July 6	Summer II
August 21	August Graduation

2015-2016 Calendar Tentative

August 19	College of LifeLong Learning (CLL) – Orientation
August 21	College of Undergraduate Studies (CUS) — Freshmen Arrive
August 24	Classes Begin – CUS, CLL and College of Graduate Studies (CGS)
September 7	Labor Day – No Classes
September 2	Fall Honors Convocation
October 9	Fall Break
October 12	Classes Resume
November 16	Spring Registration
November 25-28	Thanksgiving Recess begins after day classes on 11/24
November 30	Classes Resume
December 4	Carol Night
December 8	University Feast Day - No Class
December 11	End of Semester
January 8	January Graduation
January 12	CLL Orientation
January 12	Transfer and New Student Orientation
January 14	Classes Begin – CUS/CLL/CGS
March 1-4	Spring Break
March 7	Classes Resume
March 21	Summer Registration
March 24-28	Easter Break
March 29	Classes Resume
April 11	Fall Registration – CUS and CLL
May 2	Final Class/End of Semester
May 14	Baccalaureate Mass
May 15	Commencement
May 16	Summer I
May 30	Memorial Day – Holiday
July 6	Summer II
August 21	August Graduation

The Immaculata University 2015-2016 Calendar will be available during the 2015-2016 academic year in the Office of the Vice President for Academic Affairs.



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 (CUS), the College of LifeLong Learning (CLL), and the College of Graduate Studies (CGS). This publication conveys information about the policies, procedures, and programs in the College of Undergraduate Studies and the College of LifeLong Learning 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 4,500 full- and part-time students in the College of Undergraduate Studies, the College of LifeLong Learning, 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

Over 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 LifeLong Learning, 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 94 years, the campus of Immaculata has expanded to include 13 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, post office, the Music Department and various student facilities.

Adjoining the main building are Nazareth Hall (1914) and Lourdes Hall (1927). Nazareth houses the departments of Fashion-Family and Consumer Sciences, Nutrition and Dietetics, and Graduate Psychology, as well as the chapel, and dining facilities. Lourdes contains student residence areas, the Great Hall, the offices of Safety and Security, Technology Services, and University Communications. Other residence halls are Marian Hall (1955) and DeChantal Hall (1967). DeChantal Hall terrace also houses the offices of Student Development & Engagement. Across from DeChantal is the Lillian P. Lettiere Center for Admission and Financial Aid (2012). Gillet Hall (1955) is the residence of the IHM Sisters.

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 LifeLong Learning, Immaculata University bookstore, and a snack shop. The Faculty Center (1962) contains private offices, general conference rooms, lounges, and service facilities for the faculty. Nearby is the Bruder Center (1950) which houses the Student Wellness Center. Loyola Hall (1963), a science and arts building with its laboratories, amphitheatres, audio-visual center, computer center, and curriculum library, also houses the Mathematics, Education, and Art Departments, and the office of the College of Graduate Studies. The Center for Nursing and Allied Health Sciences is also located in Loyola Hall on the terrace level. A performing arts and physical education center, Alumnae Hall (1970), completes the quadrangle of academic buildings.

On west campus stands the Draper Walsh Stadium, softball field, baseball field, and the Mighty Macs Training Facility. Fall 2014 saw the opening of two new buildings with apartment-style housing, 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.

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 Executive Director 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 on the terrace level in the DeChantal Building.

HISTORY

The tradition of friendliness 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 almost 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 in General Dietetics by Commission on Accreditation of The American Dietetic Assoc.
 - Renewal of accreditation by Middle States Association
 - Approval of upper-division Bachelor of Science in Nursing Degree for Registered Nurses by PA 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 in 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 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 PA 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, IT by the PA 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 PA Department of Education to deliver the Bachelor of Science in Nursing degree as a pre-licensure Nursing program
 - Approval of name change of Master of Arts Program in Applied Communication to Public Relations by PA 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 approval by 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)

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' educational goals. Those students who are best qualified to profit from the distinctive educational opportunities offered by the University will be admitted. The University endeavors to bring together 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.

Immaculata processes applications for its undergraduate academic programs through two offices:

- the College of Undergraduate Studies Admissions Office welcomes applications from men and women who desire to enroll full-time;
- the College of LifeLong Learning Office welcomes applications from men and women who study on a full- or part-time basis.

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.

COLLEGE OF UNDERGRADUATE STUDIES (CUS)

The College of Undergraduate Studies processes applications from:

- Full-time students
- First-time freshmen or transfer students
- Students paying comprehensive tuition
- Students who may desire to live on campus

REQUIREMENTS FOR CUS ADMISSION

Basic requirements for admission to the College of Undergraduate Studies include, but are not limited to:

- Graduation from an accredited secondary school or the equivalent
- Completion with satisfactory grades of 16 units of secondary school work including the following minimum number of college preparatory courses:

English	4 units
Social Studies	2 units
Foreign Language	2 units
Mathematics	2 units
Science (1 laboratory)	2 units
Electives	4 units

(The electives may be chosen from any major subjects accepted for graduation in an accredited secondary school.)
- Acceptable scores on the SAT test of The College Board or on the ACT from the American College Testing Service
- Submission of an essay with the application
- A candidate for admission to the Department of Music must, in addition, arrange for an audition with department faculty.

CUS APPLICATION PROCEDURE

Application should be made as early as possible after the completion of the junior year in secondary school or early in the senior year. The preferred application date is March 1st.

A completed application packet will include:

1. A completed application form. There is no application fee if a student applies online through www.immaculata.edu/admissions/ apply or submits The Common Application at www.commonapp.org. No preference is given between the IU and Common Applications. A student only incurs an application fee if submitting a paper application. The fee is waived if a student completes the application while visiting campus.

2. An official copy of the secondary school transcript indicating rank in class, secondary school cumulative grade point average (GPA), and a list of senior year courses. If applicable, a transcript of any college-level courses completed should also be included.
3. SAT or ACT test scores. All three scores from the SAT are required; therefore, if a student takes the ACT, they must also take the writing component of the ACT.
4. Essay of 250 words. The essay topics are listed on the IU website under Admission Requirements or on The Common Application website at www.commonapp.org.
5. Two (2) letters of recommendation, one of which must be from a teacher or counselor.

CUS APPLICATION DECISIONS

Immaculata University operates on a rolling admission policy. Once all required documents are submitted, the file is reviewed by an admission counselor and a decision rendered. Usual response time from application to decision is 3-4 weeks, depending upon the time of year.

The Admission Office strongly recommends that all applicants arrange for a campus visit. For appointments, email the Office of Admission at admiss@immaculata.edu or call 1-877-42TODAY or 484-323-3060, between 8:00 am and 5:00 pm, Monday through Friday.

HOME-SCHOOLED APPLICANTS

Immaculata University welcomes home-schooled students to apply for admission to the College of Undergraduate Studies. As stated in the preceding section, an admission decision will be issued once the following credentials have been received and requirements met:

1. A completed application form. There is no application fee if a student applies online through www.immaculata.edu/admissions/ apply or submits The Common Application at www.commonapp.org. No preference is given between the IU and Common Applications. A student only incurs an application fee if a paper application is mailed in. The fee is waived if a student completes the application while visiting campus.
2. An official copy of the secondary school transcript with the documentation listed above. If an official transcript is unavailable from the secondary school or an accredited agency, a record of work completed either by course title, descriptive essay, or portfolio is required.
3. Official transcript of any college level work completed.
4. SAT or ACT test scores. All three scores from the SAT are required; therefore if a student takes the ACT, they must also take the writing component of the ACT.
5. Proof of secondary school graduation or GED completion.
6. A campus visit is strongly recommended.

ADVANCED PLACEMENT CREDIT

Immaculata University participates in the Advanced Placement program of The College Board. A student may be exempted from courses in certain departments/divisions provided the student can demonstrate to the applicable department/division that the student has reasonable competence in the material of the course. Students who have taken Advanced Placement tests of The College Board (including the AP/IEL) and have achieved an acceptable score (as established by individual departments) are eligible for the appropriate number of college credits per test taken. The Dean of the College of Undergraduate Studies will determine how the credits are applied in the student's academic program. Credit will be given provided the student does not register in a course that covers substantially the same material.

Advanced placement without credit may be arranged in language and certain other sequential courses at the discretion of the department/division involved. Students receiving advanced placement or credit are required to take the normal load for the semester. Students are urged to enter more advanced courses if their previous work has prepared them to do so.

STUDENT SUCCESS PROGRAM

Immaculata is committed to helping students successfully adjust to college academics. Therefore, any incoming freshman whose predicted grade point average falls below the qualifying average, but whose high school record, letters of recommendation, and admission interview (if required) indicate potential for achievement in college-level work, may be offered placement in the Pathfinders Program. The program, which offers academic support for the first semester, provides the student with a professional academic coach and encourages the student to utilize student resources. Furthermore, the student must participate in a one-credit study skills course supported by bi-weekly academic coaching in the Academic Success Center. Some students are required to enroll in a limited course load of four (4) classes and the required First Year Experience (FYE) course.

READMISSION OF STUDENTS

A student who has voluntarily withdrawn from the college is not automatically readmitted. The student must file with the Office of Undergraduate Admission an Application for Readmission, a non-refundable fee of \$35, and a letter stating the student's reasons for wanting to return. In addition, students must provide an official transcript(s) from any other institution(s) attended. Readmission will be considered after consultation with the Dean of the particular college.

INTERNATIONAL STUDENTS - CUS

From its founding, Immaculata University has provided opportunities for international students to share in the rich, total experience—spiritual, intellectual, and social—of the University. Admission of qualified students from other countries is beneficial for them individually, for the University community, and for the world community.

International students seeking admission to Immaculata University must present all credentials required of U.S. students for admission, including SAT or ACT scores. In addition, international students must provide:

1. International students hoping to transfer credits must provide original transcripts of academic credentials accompanied by the English translation and course-by-course evaluation from World Education Services (WES). Consideration and review will be given to transcripts reviewed by Commission on Graduates of Foreign Nursing Schools (CGFNS International) and International Consultants of Delaware (ICD), a division of CGFNS, as long as they are course-by-course.
2. Students whose primary language is not English must submit results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) prior to acceptance into the University. Undergraduate applicants must achieve a score of 65 on the iBT (internet-based), 513 on the PBT (paper-based), or 183 on the CBT (computer-based) Test of English as a Foreign Language (TOEFL). An International English Language Testing System (IELTS) score of 6.0 will also be accepted.
3. Proof that sufficient funds are available for all expenses for the school year and vacation periods must be submitted, in the form of a certified bank statement. The signature of the person responsible for the payment is required. If a bank statement is in the name of more than one person, each individual must submit a notarized affidavit of support. Immaculata does provide limited merit-based financial aid for international students.
4. Certification of health and insurance, including completion of the medical examination form and application for a health insurance policy that includes repatriation and medical evacuation.
5. Copy of identification page of passport.

For fall admission, international students should apply before March 1 to alleviate problems of visa clearance and mail service delays. For the term beginning in January, application must be completed by September 1.

TRANSFER STUDENTS- CUS

To meet the needs of the increasing number of students who are attending junior colleges, community colleges or those who choose to transfer from another four-year institution, Immaculata University has developed an individualized transfer policy for entrance into baccalaureate degree programs. Students whose cumulative grade point average is equal to or greater than 2.0 on a 4.0 scale are encouraged to apply. Students' credentials will be evaluated on an individual basis.

Typically, a maximum of 64 credits is transferable for CUS students and 72 credits for CLL students, thus enabling the student who holds an associate degree in a compatible liberal arts program to enter the college with junior status.

Application procedure:

1. A completed application form. There is no application fee if a student applies online through www.immaculata.edu/admissions/ apply. Immaculata University is also a member of The Common Application and students may apply for free online at www.commonapp.org. There is no preference between the IU and Common Application. The only time a student would incur an application fee is if the student sends in a paper application. The fee is also waived if a student completes the application while visiting campus.
2. Send official transcript(s) from any and all college(s) attended. A secondary school transcript and SAT scores must also be submitted if a student has fewer than 24 credits.
3. All materials listed above should be sent directly to the office of undergraduate admission.

PARTNERSHIP PROGRAMS

Immaculata University offers partnership programs in Bioscience Technologies, Occupational Therapy, Physical Therapy, Pre-Pharmacology, and Radiologic Sciences with Jefferson College of Health Professions of Thomas Jefferson University. These programs require a specific track of coursework to prepare students to seamlessly matriculate into Jefferson College of Health Professions following three years of study at Immaculata University. A distinctive admission process exists for students wishing to study in these programs.

The requirements below apply only to those students intending to participate in these programs:

1. Cumulative secondary school GPA of 3.2 or higher;
2. Admission application including fee, unless waived;
3. Official SAT score of 1650 or higher or ACT of 24 or higher;
4. Official secondary school transcript(s);
5. On campus interview at Immaculata University;
6. Essay on which major the student would like to pursue and why;
7. Resume including activities;
8. Recommendation Letter;
9. Verification of Volunteer/Observation hours;
10. OT and PT applicants should have 25 hours completed at the time of application in either an OT or PT facility. 50 hours should have been completed prior to matriculation.

Note that partnership programs with other institutions exist within the Health Sciences and Services department's fields of study; please see department's pages for additional information.

APPLICANTS WITH CRIMINAL HISTORIES

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

Criminal Background Waiver

Immaculata University is committed to ensuring that students have the ability to benefit from the available education. Although it may not be required for initial admission to the University, affiliates associated with Immaculata University may require that students placed in their facilities 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 internship or clinical sites and, as a result, the student lack 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:

- Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the educational program or University.
- 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.
- Students should be aware that drug testing may also be required for clearance to internship and clinical placement sites.

COLLEGE OF LIFELONG LEARNING (CLL)

The College of LifeLong Learning serves adult students pursuing associate or baccalaureate degrees or various certificates, or who enroll in workshops for professional proficiency and personal enrichment.

The College of LifeLong Learning is committed to providing meaningful educational experiences to men and women, full- and part-time adult students who are entering college for the first time or who are returning after a lapse of time. CLL fulfills the educational needs of the adult learner who wishes to:

- Earn an associate or baccalaureate degree;
- Obtain teacher certification;
- Fulfill a certificate program in a special area;
- Update skills and knowledge;
- Enrich his or her personal life.

REQUIREMENTS FOR CLL ADMISSION

The College of LifeLong Learning is open to any student who:

- is a graduate of an accredited secondary school or has achieved the equivalent status through GED certification;
- has the potential to meet the educational standards of the University.

Admission Process for Degree, Certificate and Certification Programs

Applications to the College of LifeLong Learning include:

1. Completed and signed application form;
2. Official transcript from accredited secondary school or the GED;
3. Official transcripts of previously attended colleges;
4. If the applicant graduated from secondary school within the past three years, the applicant must submit scores on the SAT or ACT.

In addition, students whose primary language is not English must submit results of the TOEFL or IELTS. This requirement is waived if applicant has documentation that he or she graduated from an English language academic institution.

Students who attended foreign schools must have their transcripts evaluated by World Education Services (WES), or the Commission on Graduates of Foreign Nursing Schools (CGFNS). More information is available in the Office of the College of LifeLong Learning.

Applicants with criminal histories see “Applicants with Criminal Histories” section of this catalog.

Additional Requirements – ACCEL® RN to BSN Program

1. A copy of current RN license
2. Official Transcripts from an accredited Nursing Program

Additional Requirements – Education Certification (Post-Baccalaureate)

Immaculata’s post-baccalaureate teacher certification programs are designed for individuals who have earned a bachelor’s degree and wish to enter the field of education. Students pursuing certification in secondary education should hold a bachelor’s degree related to the content area of choice.

Applicants for an Education Certification program should:

1. Submit official transcripts indicating graduation from a regionally accredited institution with a baccalaureate degree;
2. Possess a cumulative grade point average of 3.0;
3. Meet with an advisor from the education department.

Additional Requirements – School Nurse Certification (Post-Baccalaureate)

Immaculata’s School Nurse Certification program is designed for students who hold a bachelor’s degree in nursing and who seek to practice holistic health care in a school setting.

Applicants for the School Nurse Certification program must:

1. A copy of current RN License
2. Official Transcripts indicating attainment of a Bachelor of Science in Nursing from an accredited Nursing Program
3. Possess a cumulative grade point average of 3.0

Admission/Registration Policy for Non-Degree Seeking/Enrichment Students

Most courses offered by Immaculata University can be taken for personal enrichment. Individuals who are not pursuing a certificate, certification or a degree may enroll in courses for which they have the prerequisites by:

1. Completing a registration form;
2. Submitting tuition payment.

Admission/Registration Policy for Credit or Non-Credit Workshops

Immaculata University offers a variety of credit or non-credit workshops that may be taken to enhance skills or for personal enjoyment.

Interested individuals must:

1. Complete a registration form;
2. Submit workshop tuition payment.

INTERNATIONAL STUDENTS - CLL

International students seeking admission to the College of LifeLong Learning should follow the admission requirements as outlined in the “International Students” section of this catalog. CLL admission counselors are available to assist international students with admission requirements.

CLASSIFICATION - CLL

Students in the College of LifeLong Learning are classified as:

1. Matriculated students enrolled in a degree or certificate program;
2. Non-matriculated students enrolled in credit courses for:
 - enrichment
 - transfer to another institutionCredits earned by non-matriculated students can be applied to a degree once a student matriculates;
3. Non-matriculated students enrolled for audit in non-credit workshops, or for pre-college work
4. Post-baccalaureate students enrolled in:
 - education, school nurse, or music therapy certification;
 - post-baccalaureate program in science and allied health;
 - verification in dietetics.

EXPENSES, PAYMENT POLICY AND FINANCIAL AID — 2014-2016

TUITION and FEES

College of Undergraduate Studies – CUS Students

Immaculata University offers a fixed comprehensive tuition rate based on year of admission for full-time students in the College of Undergraduate Studies. The fixed tuition rate will remain constant for the four continuous year program (eight fall & spring terms). If a student withdraws and then reapplies, the tuition rate will be assessed at the then-current year's annual tuition rate. Full-time students taking more than 18 credits in a term will be charged the current per credit rate for each additional credit in excess of 18 credits. Music lessons are assessed separately.

Fixed Tuition Rates

Admit year beginning Fall 2014	\$32,000 per year
Admit year beginning Fall 2013	\$30,740 per year
Admit year beginning Fall 2012	\$29,000 per year
Admit year beginning Fall 2011	\$28,850 per year

Room and Board Charges 2014-2015

Triple occupancy	\$5,850 per year
Double occupancy	\$6,890 per year
Dorm Single occupancy	\$9,030 per year
West Campus Apartments	\$9,500 per year

19 meal plan-per week	\$5,990 per year
15 meal plan-per week	\$5,270 per year
10 meal plan-per week*	\$4,020 per year
75 meal plan-per term*	\$2,970 per year

*Available only to students living in University apartments and commuter students.

Other Fees: CUS Students

Application fee (if paper application) \$ 35

New Student Orientation fee

- First-time and Transfer students taking FYE
 - Fall \$350
 - Spring \$175
- Transfer students not taking FYE
 - Fall \$175
 - Spring \$ 85

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

Enrollment and Room Reservation Deposits

Freshman and Transfer students entering the College of Undergraduate Studies are asked to reserve their place by submitting the following deposits:

- Enrollment Deposit of \$250, applicable to all students. Once submitted, the Enrollment Deposit will be applied as payment towards the student account balance. The enrollment deposit is refundable only if a written request is received prior to May 1st for students applying for the fall term and prior to December 15th for students applying for the spring term.
- Room Reservation Deposit of \$250, applicable to resident students. Once submitted, the Room Reservation Deposit will allow room assignment. The Room Reservation Deposit, less any outstanding financial obligations including room damages, will be refunded within the month following Commencement. In case of withdrawal, this deposit (less any outstanding financial obligations, including room damages) will be refunded if official notice of withdrawal is filed by June 15th in the Office of the Dean for the College of Undergraduate Studies.

Other Fees - All Students

Private music lessons	
30 minute lesson	\$320
60 minute lesson	\$620
Music therapy	\$ 75
Student teaching and observation	\$230
Field Placement	\$ 60
Dietetic practicum	\$ 55
BUS/ACCT Assessment Fee	\$ 50
CSI Exercise Workshop	\$ 35
Lab fees	\$ 40-75
Art fees	\$ 10-60
Fashion Course fee	\$ 50-75
Clinical fee	\$ 50
Clinical fee level I	\$350
Clinical fee level II	\$450
Clinical fee level III	\$660
Instructional Materials (NUR 350)	\$ 65
Nursing Licensing Exam fee	\$400
Graduation fee	\$150
Transcript fee	\$ 5
Guest Room rent (per day)	\$ 40
Replacement ID cards	\$ 15
Late Payment fee	\$ 30
Returned Check Charge	\$ 25
Doctor's visit	\$ 10
Sports Physical fee	\$ 25
Parking Permits	\$ 25-50
Parking Fines - Assessed by Campus Security	
Housing Damage Fines- Assessed by Student Development & Engagement	

College of LifeLong Learning Tuition 2014-2015

Per credit tuition	\$510
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Immaculata reserves the right to revise charges whenever it is deemed appropriate by the University or the Board of Trustees.

STUDENT FINANCIAL RESPONSIBILITY AGREEMENT

All students at Immaculata University are required to agree to the Student Financial Responsibility Agreement once each term prior to registering for courses. The Agreement is presented in the registration area of S.S.IU and defines the financial terms and conditions associated with course registration, including 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 in 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. Students are not permitted to attend class or occupy University housing until 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.

Immaculata University reserves the right to assign outstanding account balances to a collection agency. In this circumstance, the student is responsible to reimburse IU for fees of any collection agency, which may be based on a percentage of the debt up to a maximum of 37%, and all costs and expenses, including reasonable attorney's fees, incurred by IU in such collection efforts.

Payment Methods

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

Installment Plan Option for CUS Students

CUS students may opt to enroll in an installment plan to distribute their payments over a traditional term; 4 installments for fall and 4 installments for spring. There is a \$25 non-refundable enrollment fee payable at time of enrollment. Students must complete an enrollment form and pay the \$25 fee each term. Forms are available online at <http://www.immaculata.edu/leadership/BusinessOffice> and on MyIU, Campus Life, under Business Office. Late payment fees apply. Term installment due dates may be found on the enrollment form and in the course guide.

Installment Plan Option for CLL Students

CLL students may opt to distribute their payments over 3 installment dates during a traditional term. There is a \$25 non-refundable enrollment fee payable at time of enrollment. Installment plan due dates are based on a traditional term, not cohort schedules. Students must complete an enrollment form and pay the \$25 fee each term. Forms are available online at <http://www.immaculata.edu/leadership/BusinessOffice> and on MyIU, Campus Life, under Business Office. Late payment fees apply. Term installment due dates may be found on the enrollment form and in the course guide.

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 S.S.IU Self Service at IU, accessible through MyIU.

Employer Tuition Assistance Program - ETAP

Immaculata offers direct employer billing to those who qualify, according to the following requirements:

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

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

Student Refund Policy - All Students

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

The Business Office processes and mails refund checks to the home address provided by the student. Using S.S.IU- Self Service at IU, student may select 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 will be 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 student's 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.

Tuition Refund and Academic Credit Policy

Requests to drop or withdraw from a course must be made in writing to the appropriate college. **The cessation of attendance and/or failure to log into a course does not constitute an official withdrawal.**

Full Semester Classes (12-15 weeks)

When a student withdraws from a course that meets more than once per week, tuition will be refunded on a calendar week basis, when notification occurs as follows:

Drop Date	Refund Amount	Transcribed as
Before classes start	100%	Not Recorded
During the 1st calendar week of classes	80%	Not Recorded
During the 2nd calendar week of classes	60%	Not Recorded
During the 3rd calendar week of classes	40%	Not Recorded
During the 4th calendar week of classes	20%	W
After the 4th calendar week of classes	0%	W

Accelerated Classes (7-8 weeks)

When a student withdraws from an accelerated course that runs 7-8 weeks, tuition will be refunded on a calendar week basis, when notification occurs as follows:

Drop Date	Refund Amount	Transcribed as
Before classes start	100%	Not Recorded
During the 1st calendar week of classes	80%	Not Recorded
During the 2nd calendar week of classes	40%	Not Recorded
During the 3rd calendar week of classes	20%	W
After the third calendar week of classes	0%	W

Accelerated Classes (5-weeks)

When a student withdraws from an accelerated course that meets once per week, tuition will be refunded on a calendar week basis, as follows:

Drop Date	Refund Amount	Transcribed as
Before classes start	100%	Not Recorded
During the 1st calendar week of classes	80%	Not Recorded
During the 2nd calendar week of classes	20%	W
After the 2nd calendar week of classes	0%	W

Classes with Four or Fewer Class Meetings

When a student withdraws from a course that meets four or fewer times over the entire semester, tuition will be refunded on a calendar week basis, according to the following chart:

Drop Date	Refund Amount	Transcribed as
Before first class meeting	100%	Not Recorded
Notification after first class meeting	0%	W

Room Charge Refunds

Refunds for room charges are as follows:

Date	Refund Amount
Prior to the start of the term	100%
Within the first week	80%
Within the second week	60%
Within the third week	40%
Within the fourth week	20%

Meal plan refunds will be prorated daily.

Return of Title IV Funds

The Financial Aid Office is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still complete a return calculation in order to determine whether the student is eligible for a post-withdrawal disbursement.

The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:
 Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Federal Parent (PLUS) Loans Direct PLUS Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under this Title for which a Return of funds is required (e.g. LEAP)

Grade Level Advancement Policy

The following is the credit/classification table:

Classification	Cumulative Credits
Freshman	0.0 – 23.0
Sophomore	24.0 – 53.0
Junior	54.0 – 89.0
Senior	90.0 +

The chart below details grade level determination at Immaculata.

Class	Quarter Credits	Grade Level
Freshman year	0 – 23.0	1
Sophomore year	24.0 – 53.0	2
Junior year	54.0 – 89.0	3
Senior year	90.0 – 999	4
Graduate	0 – 999 quarter or semester credits	N/A

Enrollment Requirements

To be considered for financial aid you must be officially admitted to a degree program at Immaculata University or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid (scholarships and grants) is awarded to students registered as full-time and taking all classes at Immaculata.

Students must register for a minimum of 12 credits per term to be considered full-time as an undergraduate, and 9 credits as a graduate.

Part-time students (fewer credits than full-time status) may be eligible for Pennsylvania State Grant and Federal Grant and Loan program (Direct Stafford Loan or a Direct PLUS (Federal Parent Loan for Undergraduate Students), and Pell Grant) funds, but they must also maintain program satisfactory academic progress.

Financial Assistance Policy

Immaculata assists academically capable and qualified students who might otherwise be unable to obtain an education at Immaculata. The Office of Financial Aid provides aid to all students with documented financial need without regard to race, color, creed, gender, handicap, and national or ethnic origin. All students are encouraged to apply for admission regardless of financial need. All admission decisions are made without respect to the applicant's financial need.

Immaculata expects parents and students to contribute toward the cost of the student's education. To the extent that funds are available, a student's financial aid package will contain both gift (grants and scholarships) and self-help (employment and loans) forms of assistance.

Applicants for financial aid must meet federal criteria of U.S. citizenship or be eligible non-citizens to receive need-based aid. To qualified students, Immaculata offers financial aid in the form of scholarships, loans, grants, and campus employment on the basis of the applicant's academic promise and financial need, and within the limits of the funds available. About 85% of the students in the College of Undergraduate Studies receive some form of financial assistance.

The Office of Financial Aid acts on the applications of entering students only after a candidate has been accepted for admission. Applications from veterans should indicate the extent of eligibility for Veterans' Benefits.

APPLICATION PROCEDURES

Consideration for financial assistance is awarded on an annual basis for one year only and renewal is not automatic. All forms of financial aid must be reapplied for annually. In addition to complying with renewal criteria for the different aid programs described in the following sections, students who wish to be considered for financial aid must submit all required applications by the filing deadline of April 15th of each year.

Filing Requirements for First-time students

All incoming first-time students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) by the priority filing deadline of February 15. The FAFSA is available via the internet at <http://www.fafsa.gov> or by calling 1-800-433-3243. Immaculata's Department of Education Code for filing the FAFSA is 003276. Students who wish to borrow a Direct Stafford Loan must complete a loan entrance interview online and complete and sign a Master Promissory Note either online or by mail.

Renewal Application Procedures for Continuing Students

Continuing students must apply for financial aid each year. Renewal FAFSAs are available online after January 1st of each year at <http://www.fafsa.gov>. Continuing students must file all required applications by April 15. We highly recommend filing on the internet at www.fafsa.gov.

Financial Assistance Application Procedures for Transfer Students

Transfer students must follow the same application procedures as all other financial aid applicants by submitting the FAFSA. Official academic transcripts are required for measuring the satisfactory academic progress of PHEAA State Grant recipients as well as determining grade level for loan eligibility.

IMMACULATA SCHOLARSHIPS AND GRANTS

The College of Undergraduate Studies

Immaculata awards a variety of scholarships and grants each year to entering full-time freshmen and transfers in the College of Undergraduate Studies. The student

- must enroll full-time at Immaculata (taking Immaculata courses) and pay Immaculata comprehensive tuition;
- cannot receive institutional aid that exceeds the cost of comprehensive tuition;
- must report any aid received from outside sources (i.e. private scholarships, tuition remission, etc.) as these awards may impact the student's eligibility and/or institutional funding amounts.
- cannot receive institutional aid in combination with outside resources (tuition only) that exceeds the cost of comprehensive tuition

Interested applicants should contact the Office of Undergraduate Admission to determine the exact criteria for scholarships and grants.

Students applying for need-based Immaculata scholarships/grants are required to complete the Free Application for Federal Student Aid (FAFSA) by the priority deadline of February 15.

Scholarships and Grants

Immaculata University Academic Scholarships: Varying amounts awarded to full-time undergraduate students based on academic success, range from \$7,000 to full tuition per year.

Phi Theta Kappa Scholarships: awarded to Community College transfer students who are members of the Phi Theta Kappa Honor Society; award adds \$1000 additional scholarship to Transfer Scholarships.

IU Opportunity Grants: awarded to full-time undergraduate students who complete the FAFSA and show demonstrated financial need. Amounts vary.

IHM Liaison Grants: awarded to freshman students who have been referred by a designated IHM liaison; awards up to \$1000.

Hugh O'Brian Youth Foundation Scholarship: awarded to an accepted applicant who participated in the Pennsylvania HOBY Leadership Program.

IU Alumni Endorsement Grant: awarded to new incoming full-time undergraduate students based on submitting a signed Alumni Endorsement Form by March 1.

Modifications may be made to the Immaculata's scholarship/grant program as part of an on-going process of review.

Requirements to Renew Scholarships and Grants

All recipients of Immaculata University Scholarships must maintain either a 2.50 or 3.00 cumulative Grade Point Average (CGPA) on a 4.00 scale depending on the specific scholarship criteria. All recipients of Immaculata University Grants and Immaculata University Opportunity Grants must maintain a 2.00 cumulative Grade Point Average (CGPA) on a 4.00 scale. Academic review for renewal of awards will take place at the end of first year and then after each semester for second, third and fourth years.

Lost awards may be restored for the semester following the attainment of the required cumulative grade point average.

Funded Academic Awards

Through special funding, Immaculata annually awards a number of scholarships to students who meet specific qualifications and have submitted the Free Application for Federal Student Aid (FAFSA). A number of funded awards may be awarded at any time during the current academic year in place of the Immaculata University Opportunity Grant based on funding levels and determination of student eligibility.

Sister Marie Antoine Memorial Scholarship: established in 1985 in memory of Sister Marie Antoine, IHM, college president 1972 - 82; awarded to an accepted female student in the top tenth of her class with combined SAT scores of 1200 or above.

Jane M. Feely Memorial Scholarship: established in 1987 in memory of Jane M. Feely, mother of alumna Jane F. Feely Guzikowski '50; awarded to an accepted student based on academic achievement and demonstrated need.

Monsignor M. M. Hassett Scholarship/Grant: established in 1941 at the request of Monsignor Hassett; open to graduates of Our Lady of Lourdes Regional High School, Shamokin, PA.

Kathy Burke Memorial Scholarship: established in 1982 in memory of alumna Kathleen F. Burke '79; awarded on the basis of academic achievement and geographic location.

Sister Mary Consuela Scholarship: in honor of Sister Mary Consuela, IHM, professor of history, established in 1985; awarded to a qualified Hispanic-American female from the Delaware Valley.

Teresa and Estelle Fagan Memorial Scholarship: established in 1990 honoring Teresa Fagan '39 and her mother; awarded on the basis of academic achievement and demonstrated need.

Wall Memorial Scholarship: established in 1942 through the bequest of the Wall family; awarded on the basis of academic achievement.

Anne and Timothy McCarthy Memorial Scholarship: established in 1986 in memory of employee Anne McCarthy and her husband; a book scholarship awarded on the basis of academic achievement and demonstrated need.

Fred and Barbara Travaglini Scholarship: established in 1991 by trustee Barbara Travaglini and her husband; awarded on the basis of academic achievement and demonstrated need.

Class of 1939 Scholarship: established in 1989 as a 50th anniversary gift; awarded on the basis of academic achievement and demonstrated need.

Almira M. Douth Memorial Scholarship: established in 1989 in memory of the mother of Sister Kathleen C. Douth, IHM, professor of music; awarded to a qualified music student with demonstrated need.

Borrelli Family Scholarship: established in 1990 in memory of the parents of Sister Barbara Miriam Borrelli, IHM, and Dr. Nicholas Borrelli; awarded to a junior or senior music major giving evidence of outstanding development in the area of performance.

W. W. Smith Foundation Grants: available since 1978 through the generosity of the Trust, established by financier William Wikoff Smith; awarded to undergraduate students with demonstrated need to supplement federal, state, and college grants.

Draper-Walsh Service Grant: established in 1996 by Mrs. Mimi Draper Walsh '63; \$7500 award given to a traditional student who has given service to church, school, and/or community and who gives promise of continuing that service in the university years.

Jada Gallagher Scholarship: established in memory of Jada S. Gallagher, a distinguished graduate of the Class of 1993, by her family and friends; this partial scholarship is awarded to a deserving sophomore, junior, or senior who has given evidence of outstanding talent in written communication. The recipient will have attained a cumulative GPA of 3.50 or higher. Candidates should also submit a formal proposal that will include their long-term goals. The scholarship may be renewed, up to and including the senior year, provided the recipient continues to maintain academic excellence.

TUITION REDUCTIONS AND OUTSIDE RESOURCES

IU FAMILY GRANT: Awarded to two or more members from the same family (economic unit) attending CUS who are enrolled at the same time at Immaculata. Each will be given a 10% reduction in their respective tuitions. Total Immaculata aid may never exceed the amount of comprehensive tuition.

IU LEGACY GRANT: Awarded to students attending CUS who are verified dependent(s) of an Immaculata Alum. Students will be given a 10% comprehensive tuition reduction. Total Immaculata aid may never exceed the amount of comprehensive tuition.

Tuition Exchange and CIC Tuition Scholarship programs: Full tuition-only scholarships awarded to full-time undergraduate student(s) based on Human Resources Office criteria and selection. Any Federal or State Grant aid for which the student qualifies will be used to offset the amount of the full-tuition scholarship. Federal and/or State grant eligibility combined with the TE/CIC tuition scholarships will not exceed the cost of tuition. TE/CIC tuition scholarships will supersede any IU merit/need scholarship or grant applied towards tuition charges only. TE/CIC scholarship awards are not applicable toward housing and/or meal charges.

Veterans Benefits: Partial- or full-tuition only benefits awarded to qualified veteran status students. Students receiving any form of veteran benefits, including housing and meal allowances paid directly to the student, are required to inform the Office of Financial Aid of the level and amount of such funding. Veteran's benefits count as resource funds to determine eligibility for any remaining, up to tuition charges only, University funding levels. Veteran's benefit awards will supersede any IU merit/need scholarship or grant applied toward tuition charges only.

FEDERAL AND STATE AID

Application for all the programs listed below must be made by using the Free Application for Federal Student Aid (FAFSA).

Federal Programs

IU participates in the federal government financial assistance programs listed below. General eligibility criteria include enrollment in an eligible institution; status of citizen, national, or permanent resident of the U.S. or the Trust Territories of the Pacific Islands; and demonstrated financial need. Need is defined as the difference between educational costs—tuition, fees, room, board, books, supplies, and personal expenses—and the amount the student and his/her family can be expected to pay as determined by the federal need analysis formula.

FEDERAL PELL GRANTS

Pell grants are awarded directly by the federal government based on financial need and the FAFSA EFC. Students must be undergraduate students who do not already hold a bachelor's degree. Students are entitled to 12 semesters (600%) of full-time Pell Grant award

equivalencies over their undergraduate studies college career from all institutions attended. Students will be notified of their Pell Grant Lifetime Eligibility Used (L.E.U) by the Department of Education.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (FSEOG)

FSEOG is administered by the University and is awarded to undergraduate students who demonstrate exceptional financial need and are enrolled at least half-time. The minimum SEOG award is \$100 per year. Priority is given to students who qualify for a Pell Grant and show a represented demonstrated financial need as determined by the FAFSA EFC.

FEDERAL WORK-STUDY PROGRAM (FWS)

FWS offers students the opportunity to pay for living and educational expenses as they are incurred. Students are placed in various offices on campus and receive a monthly paycheck for hours worked. Award amounts vary, and eligibility is based on need. Do not include Federal Work-Study as a credit for payment of tuition, fees or room and board.

FEDERAL PERKINS LOAN

Under this program, loans of up to \$4,000 are awarded yearly to students demonstrating financial need. Repayment begins nine months after a student graduates, leaves school, or drops below half-time enrollment. The interest rate is 5%, and maximum repayment schedule is ten years.

DIRECT LOAN PROGRAMS

The Direct Loan Programs include the Direct Stafford Loans (both subsidized and unsubsidized) and the Direct PLUS (Parent Loan for Undergraduate Students). Direct Loans are special low-interest loans, available to all students enrolled at least half-time as a matriculated student in an eligible degree seeking program. An official FAFSA must be completed and filed each year with the Department of Education to apply for and receive any Direct Student or PLUS Loan. Loan limits are listed Table A below. As of July 1, 2012, repayment calculation begins immediately after a student graduates, leaves school, or drops to less than half-time enrollment.

Direct PLUS loans are credit-based loan options available to parents whose dependents are attending an institution of higher education. Parents may borrow up to the cost of attendance minus any other aid per eligible dependent student. Repayment options are available regarding the Direct PLUS loan.

Annual Loan Limits for Direct Subsidized and Direct Unsubsidized Student Loans

The actual loan amount is based on individual eligibility. A borrower's total financial aid package that may consist of grants, scholarships and loans may not exceed the total cost of education for the loan term. *SEE TABLE A*

TABLE A	Year in College	Base Subsidized/Unsubsidized Loan Amount		Academic Year Limit
		Independent Student	Dependent Student	
	Freshman	\$3,500 + \$2,000		\$9,500
	Sophomore	\$4,500 + \$2,000		\$10,500
	Junior and Senior	\$5,500 + \$2,000		\$12,500
	Teacher Certification	\$5,500 + \$2,000		\$12,500
	Graduate			\$20,500

Please Note: The total number of credits earned at the time the loan is processed determines a student's "year in college".

Freshman = 0 - 23.9 credits earned Junior = 54.0 - 89.9 credits earned
 Sophomore = 24.0 - 53.9 credits earned Senior = 90 + credits earned

Aggregate Student Loan Limits

Undergraduate Education (dependent student) \$131,000 (No more than \$23,000 of which can be subsidized)
 Undergraduate Education (independent student) \$157,500 (No more than \$23,000 of which can be subsidized)
 Graduate Education \$138,500 (No more than \$23,000 of which can be subsidized)

*half-time = 6 credits per semester for undergraduate students/4.5 credits per semester for graduate students

Federal Direct Student Loan Program: 150% Direct Subsidized Loan Limit

In the May 16, 2013 Federal Register, The Department of Education published interim final rules that implement the 150 percent Direct Subsidized loan limit created by the Moving Ahead for Progress in the 21st Century Act (Map-21) enacted on July 6, 2012. The rules became effective on May 16, 2013. This resulted in changes that impact student eligibility for subsidized loans. Federal Direct Subsidized Loans were permanently limited to 150% of the length of a student's academic program. New student borrowers will be limited to receiving subsidized loans for 3 years in a 2-year program or 6 years in a 4-year program beginning July 1, 2013. Students reaching this limitation could receive unsubsidized loans if otherwise eligible including meeting satisfactory academic progress. Additionally, the borrower who reaches the 150% limitation will have their interest subsidy end for all outstanding subsidized loans. Repayment will not begin but, like unsubsidized loans, the student (rather than the government) would become responsible for interest accumulation at this point. Any and all periods of subsidized loan borrowing will count against the 150% time limit.

To avoid loss of subsidy, students who are new loan borrowers on or after July 1, 2013 have increased incentive to remain within the timeframe limitations of satisfactory academic progress. An approval of an academic progress appeal will not change any eligibility determined on subsidized loans based on this 150% rule. These limitations are in addition to preexisting aggregate limits on loans.

STATE GRANT PROGRAMS

Many states offer grants, based on financial need and full-time enrollment status, to their residents. Some of these grants may be used only at institutions within that state while others may be used at colleges outside the state. Students from states other than Pennsylvania should check with their state's higher education office to determine whether or not they qualify.

PENNSYLVANIA STATE GRANTS

The Pennsylvania Higher Education Assistance Agency (PHEAA) offers grants in varying amounts. Awards are determined by PHEAA on the basis of financial need and enrollment status. Application is made through FAFSA and is available for eight semesters for qualified students. State grant application deadline is May 1 of every year.

OUTSIDE GIFT AID POLICY

Students should notify the Financial Aid Office if they are receiving any privately funded scholarships or grants, other than those previously listed, by submitting a photocopy of any scholarship notifications and information on the availability of these funds for subsequent years. The University will then be able to notify students of any impact on their financial assistance package.

IMMACULATA INSTITUTIONAL EMPLOYMENT

The Immaculata Institutional Employment Program provides on-campus employment to students who do not qualify for federal college work-study. Students are paid on a monthly basis for the hours worked the previous month. Institutional employment earnings are not deducted from the student's charges; the student may however sign the check over to the college as payment toward the balance due. Do not include Immaculata Institutional Employment as a credit for payment of tuition, fees, or room and board.

PRIVATE EDUCATIONAL LOAN PROGRAM

Students can apply for private educational loans as a supplement to traditional federal and state sources of financial aid. Immaculata University encourages all students and families to first apply for federal and state financial aid. Private educational loans are loans offered by banks or lending institutions to help students and families bridge the gap between the cost of education and the amount of other financial aid received. These private supplemental loans are NOT guaranteed by the federal government. Unlike federally guaranteed student loans, lending institutions that offer private educational loans may impose certain eligibility requirements and varying terms. In most cases, the

student and/or co-signer must have a good credit history and a low debt-to-income ratio. Since a credit check is likely, not everyone is approved for a private educational loan.

SPECIAL CIRCUMSTANCES

If after filing for financial aid, the student or the student's parents experience a reduction in income due to unemployment, divorce or separation, death, loss of untaxed income, or other circumstances, the student must contact the Financial Aid Office. The student may be eligible to receive increased financial assistance due to a special condition and will need to find out what information is required in order to determine eligibility.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS

In order to qualify for financial aid programs, students must consistently meet mandated satisfactory academic progress requirements. These requirements are applied uniformly to all students when determining their eligibility for federal and/or Immaculata funds at the end of every academic semester for each student enrolled in an academic program at the University. The requirements are a combination of quantitative and qualitative standards. In order to meet minimum requirements, students must progress in both the quantitative and qualitative standards. The following is the policy at Immaculata in regards to financial aid eligibility for all Immaculata administered programs.

Minimum Standards for Satisfactory Academic Progress for Financial Aid Applicants

Federal regulations require that an institution establish, publish, and apply reasonable standards for measuring whether a student, who is otherwise eligible for aid, is maintaining satisfactory academic progress in his or her course of study. The standards must be the same or stricter than the institution's standards for a student enrolled in the same academic program who is not receiving financial aid. Listed below is the complete statement of Minimum Standards for Satisfactory Academic Progress for financial aid recipients.

MAXIMUM SEMESTERS OF ELIGIBILITY

Students are expected to complete their program of study (degree) in the number of semesters indicated for their degree program. Transfer students and students changing programs are placed in an appropriate semester on the basis of credits transferred. Such students are expected to complete their degree according to the remaining semesters in their program plus one additional semester to allow for scheduling difficulties. The maximum time frame for completing Associate degree requirements is three years for full-time students and six years for part-time students. The maximum time frame for completing Baccalaureate degree requirements is six years (twelve full-time semesters) for full-time students and twelve years for part-time students. Transfer credits earned at other institutions that are applicable to the student's program of study will be considered in determining the student's maximum time frame for program completion. Students must make quantitative and qualitative progress toward their educational goals each academic year to receive assistance. The academic year consists of two regular semesters and the summer sessions.

CREDITS – QUANTITATIVE REQUIREMENTS

Full-time students - enrolled for at least twelve (12) credits per semester, are required to successfully complete a minimum of 24 credits per academic year.

Three-quarter time students - enrolled for at least nine (9) credits per semester, are required to successfully complete a minimum of 18 credits per academic year.

Half-time students - enrolled for at least six (6) credits per semester, must successfully complete a minimum of 12 credits per academic year.

Grade Point Average (GPA) – Qualitative Requirements

Undergraduate students must maintain a Cumulative Grade Point Average (GPA) of 2.0 calculated at the end of the academic semester, and/or complete seventy-five percent of attempted credits within each academic semester in order to be considered a student in good standing. Graduate students must maintain a Cumulative GPA of 3.0 calculated at the end of each semester to be considered a student in good standing.

Measurement of Academic Progress Requirements

Financial Aid requires that the student maintain satisfactory academic progress, which means that full-time and part-time students must earn at least 75% of credits attempted. Part-time students must be enrolled in at least six credits per semester to remain eligible for aid. Students whose enrollment status varies during the academic year must earn a proportionate amount of credits. PHEAA State Grant recipients must complete a minimum of 24 credits for every two semesters of state grant assistance received as a full-time student and a minimum of 12 credits for every two terms of grant assistance received as a half-time student. Enrollment status is determined at the end of the drop-add period of each semester.

Academic progress will be measured at the end of each semester. Students who were enrolled during the fall and/or spring semesters and failed to meet the qualitative and/or quantitative requirements for academic progress can attempt to complete additional credits and raise their GPA during the summer sessions. However, only credits earned at Immaculata University will affect the GPA. Credits taken at another university will only affect total credits. Upon completion of the additional credits, a new determination of academic progress will be made.

Transfer students are evaluated for academic progress in May, after the first spring semester attended at Immaculata University. Students who transfer in for the fall semester are evaluated on their academic performance at the end of their first fall and spring semesters. Students that transfer in beginning with the spring semester are evaluated on their performance during their first spring semester.

All financial aid applicants are subject to the Satisfactory Academic Standards regardless of whether or not they received financial assistance previously. Failures and withdrawals are courses attempted, not completed. Incompletes are not counted toward credits completed until after the course work is successfully completed and posted by the Registrar. Repeat courses will not count toward credits completed for satisfactory academic progress since the credits were already counted toward the quantitative standards the first time the course was completed.

MINIMUM C.G.P.A. REQUIRED*

Semesters Completed	Minimum CGPA
1	1.60
2	1.70
3	1.85
4 or more	2.00

A student with a cumulative GPA below the minimum levels indicated in the table will be placed on academic probation. Ordinarily, a student may not be on academic probation for more than two consecutive semesters. A student may receive federal, state, and/or University financial aid during the probation period. A student on academic probation must show improvement during the following semester to continue receiving financial aid.

*(CGPA – CUMULATIVE GRADE POINT AVERAGE.)

APPEALING THE SATISFACTORY ACADEMIC PROGRESS POLICY

Any student identified as not meeting the published Satisfactory Academic Progress standards has the right to appeal the standard based upon special circumstances. Notification of procedures concerning the appeal process will occur in writing from The Office of Financial Aid to affected students. The Office of Financial Aid will verify the presence of special circumstances using communications with a representative of the Vice President of Academic Affairs office. It is strongly recommended that students concerned with meeting minimum Satisfactory Academic Progress standards seek immediate consultation with the Director of Academic Advisement.

REINSTATEMENT OF FINANCIAL AID

Financial aid eligibility may be reinstated when the student has re-established satisfactory academic standing and/or has demonstrated a significant improvement in progress toward the educational objective. It is the student's responsibility to notify the Financial Aid Office when cumulative GPA requirements have been met and/or credit deficiencies have been corrected. Aid eligibility will then be re-evaluated and reinstatement will be dependent upon the availability of funds, regardless of demonstrated eligibility.

Credits taken during the summer at another institution must be approved by the Director of Academic Advisement. These credits may be used in determining the student's academic progress for that particular year. Requests for re-evaluation of aid eligibility must be made to the Financial Aid Office after all transfer credits have been officially recorded on the student's transcript. It is the student's responsibility to request that official transcripts be forwarded to the Registrar for transfer credit evaluation.

APPEALS

If due to extenuating circumstances, students fail to meet academic progress requirements, they may appeal the termination of their financial aid. Appeals must be made in writing to the Director of Financial Aid and must include an explanation of the student's situation along with a request for reinstatement of financial aid.

Federal and state regulations require that colleges enforce standards of satisfactory academic progress. Students should understand that Immaculata standards of satisfactory academic progress must be met for financial assistance renewal. If aid eligibility is lost because of failure to meet University requirements for satisfactory academic progress or there are mitigating circumstances, requests for review may be made through the Office of Financial Aid. All requests and appeals must be in writing.

VERIFICATION POLICY

Some students are required by the federal government to document financial circumstances with the Immaculata University Financial Aid Office. This process, called verification, is required by the federal government to confirm the data submitted on the FAFSA or to confirm a student's eligibility to receive financial aid. Students may be selected for verification either by the U.S. Department of Education or by the University's financial aid office.

Only students selected for verification need to complete this step. If a student is selected for verification, funds will not be disbursed until the process is complete. Immaculata will request information in writing from the student upon notification from the federal government. Failure to fully submit requested information after three notifications will result in the cancellation of all federal, state, and University need-based funds. Any changes to aid eligibility as a result of the completion of the verification process will be communicated to the student in writing reflecting the changes/updates made to the FAFSA information, and changes/updates to the financial aid awards. If the student owes a repayment as a result of the changes, the financial aid award(s) will be adjusted and the student will be billed for any balance due the University as a result. In the case of overpayments, funds will be refunded to the Department of Education.

What to Do

A student will receive a letter from Immaculata if he or she is selected for verification. The letter will contain a verification form and instructions on how to submit the appropriate documents. Students can also monitor outstanding requirements and their status via their SSIU online account. Students will also receive notification of selection by Department of Education on the FAFSA submission confirmation information email.

Students selected for verification should download and complete the current academic year Verification Worksheet. Some of the additional requirements may include:

- Copies of federal income tax transcripts and accompanying schedules from the IRS website at www.irs.gov
- Non-Filer Worksheet (student and or/parent) if did not file for previous tax year
- Student, and spouse if married, W-2's from the previous tax year
- Documentation of independent student status
- Documentation of citizenship
- Selective Service registration — Males born after July 1960 must register with Selective Service to receive financial aid.
- Verification of Social Security number — Students who have changed their name should be sure to notify the Social Security Administration or aid cannot be disbursed.
- Veterans may need to verify their status in order to receive aid.
- Students who are convicted of a drug offense may be ineligible for financial aid. For details, contact the federal government at 1-800-433-3243.
- Low Income Verification Form

A low income verification form may be requested to show expenses and income, when income listed on the FAFSA is unusually low.

Tips

Do not submit any information until Immaculata requests it. The verification letter will be mailed to the home address of new students; for a current student, the verification letter will be mailed to the local address on file in the SSIU online account.

ACADEMIC LIFE

Immaculata is a comprehensive institution with programs rooted in the liberal arts. The curriculum stresses the integration of knowledge rather than the fragmentation of learning which results from intense specialization within a narrow subject area. All students at Immaculata are guided through a liberal arts curriculum which introduces them to the basic academic disciplines and provides solid grounding in the cultural foundations upon which the world civilizations, Christian culture, and democratic societies have been built.

The University, through its curriculum and co-curricular activities, aims to develop the whole person. The primary goal is to assist the student in developing into a liberally educated person. All students follow an academic program with a liberal arts core. Professional courses and those required for teacher certification are generally taken during the sophomore, junior, and senior years.

Many of Immaculata's graduates go on to graduate or professional schools, where they may follow specialized professionally-oriented programs in fields such as athletic training, biology, business administration, communication, dietetics, economics, education, global languages, health sciences, history, information systems, law, mathematics, medicine, music, nursing, and social services.

Immaculata offers each student a solid foundation in the humanities and the social and natural sciences. The program of liberal studies is the unifying element in the curriculum and stands as the firm basis for the various fields of specialization. It is hoped that the student will develop a broad vision of life and an awareness of the depth, meaning, and value of that vision.

Undergraduate Academic Learning Outcomes

An Immaculata University graduate:

- develops knowledge of human cultures and the physical and natural world for the present life and the life to come;
- demonstrates command of creative and critical thinking skills and effective oral and written communication;
- acquires a foundation for lifelong learning and professional excellence that supports the development of personal and social responsibility throughout life;
- synthesizes and evaluates theory and practice through a capstone or other culminating experience.

Academic Offerings

DEGREES AND PROGRAMS OF CONCENTRATION

Immaculata University is chartered by the Commonwealth of Pennsylvania to grant degrees. The University currently awards the following degrees: Psy.D., Ed.D., M.A., M.S.N., B.A., B.S., B.Mus., B.S.N., A.A., and A.S. The University reserves the right to set the requirements for these degrees.

B.A. degree programs of concentration, offered in traditional format, include the following: Biology, Chemistry, Communication, Criminology, Education, English, General Science, History, Liberal Studies, Mathematics, Music, Music (performance), Political Science and International Relations, Psychology, Sociology, Social Work, Spanish, and Theology. Programs of concentration are also offered in the combined areas of Biology-Chemistry, Biology-Psychology, Spanish-Psychology, and Spanish-Social Work.

B.S. degree programs of concentration, offered in traditional format, include the following: Accounting, Allied Health Science, Athletic Training, Biology, Business Administration, Chemistry, Dietetics, Exercise Science, Fashion Merchandising, Finance, Health Information Management, Human Resource Management, Marketing Management, Information Systems, Mathematics-data Sciences, and Nutrition-Didactic Program in Dietetics.

The following B.S. programs of concentration are also offered in accelerated degree formats: Business Management, Emergency Planning and Management, Finance, Health Care Management, Health Information Management, Human Performance Management, Human Resource Management, and Marketing Management

Immaculata also serves adult learners who wish to earn an online undergraduate degree. The following B.S. programs of concentration are available fully online: Business Management, Emergency Planning and Management, Finance, Health Care Management, Health Information Management, Human Performance Management, Human Resource Management, and Marketing Management.

For the B.Mus. degree, programs of concentration include Music Education (preparation for teaching music from kindergarten through grade 12) and Music Therapy (preparation for the board certification examination).

For the B.S.N. degree, programs include: an upper-division program offered for registered nurses who enroll in an accelerated degree completion program, offered both in class and online, and a pre-licensure traditional BSN program (College of Undergraduate Studies).

For the A.A. degree, programs of concentration are offered in Biology, Communication, English, History-Politics, Professional Spanish, and Theology.

For the A.S. degree, programs of concentration are offered in Accounting, Biology, Business Administration, Fashion Merchandising, and Information Systems.

DEGREE REQUIREMENTS

To qualify for a baccalaureate degree, a candidate must:

- fulfill the general curriculum requirements of the college;
- earn a minimum of 126 credit hours if a CLL student and 128 credit hours if a CUS student, with a minimum GPA of 2.00 (C). Students in CUS are required to complete FYE 100 (or FYE 110: Honors Keystone Seminar), a 100-level Exercise Science course, and two contact hours in physical education;
- meet the departmental requirements appropriate for the concentration program chosen.

To qualify for an associate degree, a candidate must:

- fulfill the general curriculum requirements of the college
- earn a minimum 63-65 credit hours with a minimum GPA of 2.00 (C). Students in CUS are required to complete two contact hours in physical education
- meet the department/division requirements appropriate for the concentration program chosen.

Every student is responsible for knowing the requirements for the degree being sought and for arranging the program of study accordingly. CUS students are required to complete a credit check during the second semester of junior year (69-89 credits) with the Registrar or their College of LifeLong Learning advisor. Students are responsible for arranging course schedules to ensure that requirements set forth in the credit check are met.

The maximum time frame for an undergraduate full-time student to complete degree requirements is six years; for a part-time student, it is twelve years.

PUBLISHED LENGTH OF PROGRAM

Each academic program has a published program length, measured in years. The years are calculated based upon full-time study in fall and spring semesters. Summer semesters do not count toward the published program lengths. Please log onto <http://www.immaculata.edu/published-program> to view a chart of program lengths for all Immaculata University programs eligible for federal financial aid. 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.

BACCALAUREATE DEGREE

As stated in its philosophy and goals, undergraduate academic programs at Immaculata are based on the liberal arts tradition. The goals for the liberal arts core requirements at Immaculata are those listed as essential academic outcomes by the National Leadership Council for Liberal Education and America's Promise [LEAP], a study initiated by the Association of American Colleges and Universities. The LEAP National Leadership Council (2002) outlined the following as essential learning outcomes: Knowledge of Human Cultures and the Physical and Natural World, Intellectual and Practical Skills, Personal and Social Responsibility, and Integrative Learning.

Linked to these outcomes are the core values of Immaculata, which provide the foundation for academic life in the College of Undergraduate Studies and the College of LifeLong Learning: Faith, Caring, Service, Integrity, Learning, and Teamwork. While students in different majors and degree programs must complete varying core curriculum requirements, all students receive exposure to the four key learning outcomes and Immaculata core values listed above.

Outcomes proposed by the LEAP National Leadership Council have been further defined and adopted as outcomes for the Immaculata liberal arts core courses.

Knowledge of Human Cultures and the Physical and Natural World, including: Study in the sciences, mathematics, social sciences, humanities, histories, languages, and the arts (LEAP). Through courses required by the liberal arts core, in addition to courses required by their majors, students will:

- develop the tools of critical thinking and inquiry
- demonstrate an understanding of the scientific method
- exhibit competence in everyday applications of mathematics
- articulate an understanding of the Catholic intellectual tradition
- appreciate the humanities as a way to enrich personal understanding
- demonstrate the ability to communicate in a second language

Intellectual and Practical Skills, including: Inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving (LEAP). Through courses required by the liberal arts core, in addition to courses required by their majors, students will:

- acquire knowledge through hypothesizing, analyzing and synthesizing appropriate data, and evaluating outcomes and conclusions
- incorporate thesis, evidence and organization into research assignments
- recognize multiple approaches to problem solving through collaborative teamwork
- use internet-based applications and information critically
- understand laws, regulations, and institutional policies affecting use of information

Personal and Social Responsibility, including: Civic knowledge and engagement (local and global), intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning (LEAP). Through courses required by the liberal arts core, in addition to courses required by their majors, students will:

- evaluate how personal/communal actions impact the global world
- recognize diverse cultures, life experiences and world views
- develop awareness of personal and social responsibilities
- articulate the Catholic Church's position on social responsibility and justice
- value a code of personal and professional ethical behavior

Integrative Learning, including: Synthesis and advanced accomplishment across general and specialized studies (LEAP). Through courses required by the liberal arts core, but even more specifically in capstone experiences required by academic programs, students will:

- show initiative in field work and in class settings
- employ curriculum in real world scenarios through research, service learning courses, internships, practica, and clinical assignments
- reflect on outcomes in terms of personal growth and performance assessment

To fulfill Immaculata's objective as a Catholic university with its program of study based on the liberal arts and its core values, students studying for the baccalaureate degree must complete one of the following liberal arts programs, depending upon the student's college, program, and major.

Liberal Arts Core Requirements College of Undergraduate Studies College of LifeLong Learning (majors listed below)

Students complete either the Liberal Arts Core: Arts and Sciences or the Liberal Arts Core: Professional Studies.

Liberal Arts Core: Arts and Sciences

Departments following the Arts and Sciences Core include the following: Chemistry, English/Communication, Global Languages and Cultures, History-Political Science-International Relations, Liberal Studies, Music (except Music Education and Music Therapy), Psychology (except Biology-Psychology), Sociology- Criminology-Social Work, and Theology.

NOTE: Students pursuing secondary certification in any of the above majors follow the Professional Studies Core.

Liberal Arts Core Requirements: Arts and Sciences

Theology	6 credits
Philosophy	6 credits
Ethics	0-3 credits*
Composition I and II	6 credits
Global Languages	6 credits (or demonstrated competency)
Exercise Science	2 credits
FYE	1 credit
Physical Education	2 Contact Hours(0 credits)
Natural Sciences (Lab)	3 credits
Mathematics	3 credits
Social Sciences	6 credits
History	6 credits
Humanities Elective	6 credits (3 credits from among music, art, or literature)
Total	51-54 credits

Liberal Arts Core: Professional Studies

Departments following the Professional Studies Core include the following: Biology (including Biology-Psychology), Business and Accounting, Education (including all students pursuing secondary certification), Fashion Merchandising-Family and Consumer Sciences, Health Sciences and Services, Human Movement Sciences, Mathematics-Information and Digital Systems, Nursing (generic BSN program only), Nutrition and Dietetics. Students completing concentrations in Music Education and Music Therapy also follow the Professional Studies Core.

Liberal Arts Core Requirements: Professional Studies

Theology	6 credits
Philosophy	6 credits
Ethics	0-3 credits*
Composition I and II	6 credits
Global Languages	6 credits (or demonstrated competency)
Exercise Science	2 credits
FYE	1 credit
Physical Education	2 Contact Hours (0 credits)
Natural Sciences (Lab)	3 credits
Mathematics	3 credits
Social Sciences	3 credits
History	3 credits
Humanities Elective	3 credits
Total	42-45 credits

*Students must complete an ethics requirement which may be satisfied by the requirements for the major, from courses offered by the Theology or Philosophy departments, or from a demonstrated departmental component. Credits used to satisfy the ethics requirement do not satisfy required credits in Theology or Philosophy.

Exercise Science and Physical Education Requirements: Students in the College of Undergraduate Studies must complete a 100-level Exercise Science course (2 credits) and two contact hours of Physical Education (0 credits).

First Year Experience Requirement: Students in the College of Undergraduate Studies must complete either FYE 100 (1 credit) or FYE 110: Honors Keystone Seminar (3 credits).

Humanities electives may be chosen from the following: Art, Communication, English, Global Languages, History, Music, Philosophy, and Theology.

Natural Sciences electives may be chosen from the following: Biology, Chemistry, Physics, and Environmental Science.

Social Science electives may be chosen from the following: Economics, Geography, Politics, Psychology, and Sociology.

Liberal Arts Core: Cohort-based ACCEL® Programs (BS) Degrees
For the B.S. in Health Care Management, Health Information Management, Human Performance Management, and Emergency Planning and Management:

Theology	6 credits
Philosophy	6 credits
English	9 credits (6 credits in Composition; 3 credits in Literature)
Global Languages/Cultures	3 credits
World Civilization	3 credits
Designated Humanities	6 credits
Natural Sciences (Lab)	3 credits (Biology, Environmental Science, Chemistry, Physics)
Mathematics	3 credits
Social Sciences	9 credits (Economics, Geography, Politics, Psychology, Sociology, Integrative Course)
Total	48 credits

RN to BSN in Nursing: Students studying for the RN to BSN Degree in Nursing (ACCEL®) must complete the following core requirements:

Theology	6 credits
Philosophy	6 credits
English	9 credits
Global Languages/Cultures	3 credits
World Civilization	3 credits
Social Sciences	6 credits (Economics, Geography, Politics, Psychology, Sociology, Integrative Course)
Natural Sciences (Lab)	6-8 credits (Biology, Environmental Science, Chemistry, Physics)
Total	39-41 credits

ASSOCIATE DEGREES

**Liberal Arts Core Requirements
College of Undergraduate Studies
College of LifeLong Learning**

Associate of Arts: Students studying for an associate of arts (AA) degree in the College of Undergraduate Studies and the College of LifeLong Learning must complete the following liberal arts core requirements:

Theology	6 credits
Philosophy	3 credits
English Composition	6 credits
Humanities Elective*	6 credits
Social Sciences**	6 credits
Natural Sciences (Lab)***	6 credits
Total	33 credits

Associate of Science: Students studying for an associate of science (AS) degree in the College of Undergraduate Studies and the College of LifeLong Learning must complete the following liberal arts core requirements:

Theology	6 credits
Philosophy	3 credits
English Composition	6 credits
Humanities Elective*	3 credits
Social Sciences**	3 credits
Natural Sciences (Lab)***	6 credits
Total	27 credits

* Humanities include Art, Communication, English, Global Language, History, Music, Theology, and Philosophy. ESL 215 and 220 may be used by international students as credits in Global Language.

** Social Sciences include Economics, Geography, Politics, Psychology, and Sociology.

*** Natural Sciences include Biology, Chemistry, Environmental Science, Computer Science, Mathematics, and Physics. Nutrition may fulfill the natural science requirement in the Associate of Science degree.

In addition to the credits listed above, two contact hours in Physical Education are required for College of Undergraduate Studies students.

MAJOR PROGRAMS

A major is a focused program of study – or concentration – designated by a prescribed set of courses in an academic discipline.

When combined with general education courses and fulfillment of minimum credits required for a baccalaureate degree at Immaculata, the successful completion of the requirements within the major leads to a degree in that area of study. All College of Undergraduate Studies students must declare a major in the second semester of their freshman year.

The University reserves the right, at its discretion, to revise major offerings over time.

MINOR PROGRAMS

In addition to completing requirements for a major, baccalaureate students have the option of completing minor concentration(s) outside the major field. A minor is a focused program of study consisting of 18-22 credits designated by the department/division(s) offering the program. Some minor programs require completion of prerequisites prior to enrollment. Course requirements for minors are outlined in the pages of the individual departments. The University is not obligated to provide courses necessary for the completion of minor concentrations.

A student should discuss plans to pursue a minor with his/her academic advisor and obtain permission of the advisor and of the designated minor advisor in the department/division of the minor. A College of Undergraduate Studies student should declare the intention to minor in the Office of the Director of Academic Advisement. A CLL student declares this intention with the appropriate academic advisor in the College of LifeLong Learning.

CERTIFICATE PROGRAMS

A student may opt to pursue a certificate program in a specific area. Certificate programs are available in Computers-in-Business, Global Languages and Cultures, Graphic Design, Hispanic Cross-Cultural Communication, Information Technology, Internal Auditing, Irish Studies, Management, Middle Eastern Studies, Professional Communication, and Studio Art. The University is not obligated to provide courses necessary for completion of certificate programs.

DUAL MAJORS AND DUAL DEGREES

SECOND MAJOR

To qualify for a second major within the same baccalaureate degree, a student must:

- fulfill the liberal arts core courses required for the second major;
- complete at Immaculata the department/division requirements appropriate for the second major field of concentration.

A second major within the same baccalaureate degree is identified on the transcript.

SECOND BACCALAUREATE DEGREE

To qualify for a second baccalaureate degree, a student must:

- fulfill the liberal arts core curriculum requirements for the second baccalaureate degree;
- complete at Immaculata the department/division requirements appropriate for the major field of concentration;
- maintain a minimum GPA of 2.00 (C).

A second baccalaureate major is identified on student's transcript. A second diploma is issued only if the actual degree is different (e.g., B.A. vs. B.S.).

In order to earn a second baccalaureate degree, a student must earn 126-128 credits for the first degree and an additional 32 credits in the major for the second degree.

INTERNSHIP / FIELD EXPERIENCE

The fundamental purpose of the Internship Program at Immaculata is the integration of learning with life. Students have the opportunity to apply what they have learned, to explore new places, to experience new people, and to broaden their perspective and personal goals. Through affiliation with an agency or a company, students encounter professional role models and observe the practical aspects of their career interests. Such experiences enable students to make more informed career choices at the completion of their college education.

Internships are arranged on an individual basis through the direction of the department/division chair, the faculty coordinator, or the Office of Career Development. Some programs carry academic credit, while others are extracurricular academic experiences. For credit-bearing internships, students need departmental approval. Costs associated with such experiences are the student's responsibility.

STUDY ABROAD

Students are encouraged to study abroad for both personal enrichment and to expand their academic goals. Immaculata University co-sponsors study abroad programs at universities throughout the world through its affiliation agreements with various study abroad programs. These affiliations have been chosen to meet the needs of students who wish to continue the study of a language or culture in another country or to complete major academic requirements at another university. Students who achieve satisfactory grades receive credit for their programs of study, presuming that their courses have been planned beforehand with their academic advisor, as well as with the coordinator of the study abroad program.

Application for permission should ordinarily be filed after at least the completion of 30 credits at Immaculata in the office of the Coordinator of Study Abroad. In many academic programs at IU, the study abroad program must be completed within the second year of study, which necessitates careful planning beforehand. Educational institutions and courses must be approved by the student's academic advisor and the coordinator of the study abroad program.

For transfer of credits earned in study abroad programs, a grade of C or better is required in each course. All grades will be transcribed as earned. Students must provide official transcripts from study abroad programs.

Specific information about the IU Study Abroad program may be found on the IU website.

Academic Policies and Procedures

Note: *Members of the Immaculata University community, including all students, should be aware of, and must abide by, the University policies published in the Immaculata University Policy Manual (IUPM). The IUPM is posted on the University portal.*

ACADEMIC INTEGRITY POLICY

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 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 University considers plagiarism by a student to be a serious violation of professional and academic ethics and standards; 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.

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 includes: 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 when a student submits work that he/she has previously submitted for credit in another course. Recycling is not allowed unless explicitly authorized by the faculty members of both study units; in such a case, students must reference their previous work.

Sabotage

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

Falsification of Data, Information or Records

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

Review Procedure for Academic Integrity Code Offenses

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

1. Whenever an alleged infraction of academic integrity occurs, the faculty member shall first contact the dean of the College in which the course is being taught to learn of any prior student violations and to discuss the appropriateness of this informal procedure with respect to the nature of the offense;
 - If the student has no record of prior offenses and the case appears to be one that will require a sanction less severe than suspension or expulsion, it may be resolved between the faculty member consistent with the course syllabus.
 - 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.
 - If the offense is one that will require a sanction such as failure of a course, suspension, or removal from the program, the student will meet with the dean and other departmental/division representatives as appropriate.
2. The faculty member shall meet with the student to discuss the incident and present any relevant information or evidence;
3. The student shall have an opportunity to respond to the allegations;
4. If the faculty member/dean believes that an Academic Integrity Code violation has occurred, the faculty member should document the violation in writing using the Academic Misconduct Report, including the proposed sanction or resolution, and present this information to the student and the dean;
5. Typical sanctions or resolutions may include a reduced grade on the assignment, a reduced grade in the course, additional assignments, or failure in the course. Suspension and expulsion may occur if warranted by the gravity of the offense.

ACADEMIC STANDING AND PROGRESS

The baccalaureate degree program at Immaculata requires a minimum of 126-128 credit hours. Normal progress toward achieving a degree in four years for a student in the CUS requires eight semesters of 12 - 18 credits, depending on the curriculum sequence of each major.

Immaculata has a fixed comprehensive tuition rate for full-time CUS students. The tuition rate will remain fixed for the four-year program (eight fall and spring semesters). Full-time students taking more than 18 credits per semester will be charged the current per credit rate for each additional credit. Music lessons will be billed separately.

To be classified as full-time, an undergraduate student must carry a minimum of 12 credit hours each semester. A student carrying 11 or fewer credit hours is considered part-time. Part-time status may impact billing, financial aid and eligibility for residence.

As listed below, a student's academic status is determined by the number of credit hours earned:

Credit Hours	Completed Class
0-23	Freshman
24-53	Sophomore
54-89	Junior
90 or more	Senior

A student's academic progress is evaluated at the end of each semester. Additionally, undergraduate students are required to complete a credit check during the second semester of junior year with the registrar or their College of LifeLong Learning advisor. Students are responsible for designing their course schedules to ensure that requirements set forth in the credit check are met.

Academic Probation

Since a cumulative grade point average of 2.00 is the minimum requirement for graduation, a student whose cumulative GPA falls below 2.00 at the end of any semester will be cautioned that this level of performance is insufficient to satisfy the requirement for graduation. A student with a cumulative GPA below the minimum levels indicated in the table below will be placed on academic probation.

Semesters Completed	Minimum GPA
1	1.60
2	1.70
3	1.85
4 or more	2.00

Ordinarily, a student in the College of Undergraduate Studies may not be on academic probation for more than two consecutive semesters; in the College of LifeLong Learning, a student may not be on probation beyond the equivalent of 24 credit hours. A student may receive federal, state, and/or University financial aid during the probation period. A student on academic probation must show improvement during the following semester to remain at the University. In some cases, a student may be dismissed without any previous probation if the student's academic standing is so poor that probation would not be in the student's best interest.

In addition, Financial Aid requires that students maintain satisfactory academic progress, which means that a full-time student must earn at least 75% of credits attempted. Part-time students must be enrolled in at least six credits per semester to remain eligible for aid. For further explanation, see Financial Aid section of this catalog.

ACADEMIC DISMISSAL AND READMISSION

A student who has been academically dismissed from the University must meet standards for re-admission set by the dean of the appropriate college. Transcripts documenting acceptable work completed at another college or university after the student's dismissal from Immaculata must be presented in the office of the appropriate dean prior to application for re-admission. If all standards for re-admission have been met, then the student must follow the normal admission process for the appropriate college as a transfer student.

CHANGE OF STATUS

Students in the College of Undergraduate Studies (CUS) who wish to transfer to the College of LifeLong Learning (CLL) must first formally withdraw from CUS. The withdrawal process can be completed in the office of the Dean of the College of Undergraduate Studies. Students who wish to transfer from the College of LifeLong Learning to the College of Undergraduate Studies must withdraw from CLL and apply to CUS.

CREDIT FOR PRIOR LEARNING

Students seeking credit on the basis of professional experience, technical training, examination scores or courses from institutions without regional accreditation may be eligible for credit for prior learning (CPL). Both transfer students and traditionally matriculated students may apply for credit for prior learning. CPL credits are carefully reviewed and, pending approval, may be accepted in four categories:

1. Tested Credit for Prior Learning — including CLEP, Advanced Placement, International Baccalaureate, DANTES, and Credit by Examination. A transcribing fee applies.
2. Technical and Professional Training Reviewed by Academic Bodies — ACE (American Council on Education) and PONSI (Program on Noncollegiate Sponsored Instruction) credit recommendations are accepted as credit for prior learning. A transcribing fee applies.
3. Technical and Professional Training Needing Faculty Review — Technical and professional training programs which have not been reviewed by ACE or PONSI require faculty review. Students must complete the Technical and Professional Training Worksheet and provide all required documentation. A fee will be charged.
4. Life Learning Paper — Students wishing to document a learning experience which they believe provides equivalent knowledge to that in a college course may write a life learning paper for faculty review. Discussion with a faculty advisor needs to occur as the first step in this process. A fee will be charged.

The number of Credit for Prior Learning credits which can be accepted from the various categories is limited. The total number of CPL credits transferable toward a baccalaureate degree may not exceed 63 credit hours. Students are advised to discuss CPL credit options with a faculty advisor or the College of LifeLong Learning prior to initiating the process.

College Level Examination Program (CLEP)

Immaculata participates in the College Level Examination Program (CLEP). Matriculated students may gain credit for certain IU courses through acceptable performance in either the General Examinations or the Subject Examinations.

The University will grant a maximum of 24 credit hours in the General Examinations and from three to six credits in the various Subject Examinations, provided that the required score has been achieved and that Subject Examinations have been approved for acceptance by Immaculata. Credits for examinations successfully completed will be transcribed upon receipt of official CLEP scores. A grade of P is given, but credits earned through CLEP transfer are not computed in the grade point average. Ordinarily, a student may not retake a CLEP within six months of an unsuccessful attempt or a failed course in a corresponding subject. For information concerning examination areas acceptable for credit, students should inquire at the College of LifeLong Learning. A fee will be charged for the CLEP examination as well as for the transcription of CLEP credits.

Credit by Examination

Matriculated students who have acquired substantial knowledge in certain subject areas may request verification of that knowledge by examination and subsequently receive credit. Credit by examination may be earned in those courses specifically designated by individual departments/divisions. Each individual department/division will create its respective examination.

Application to receive credit for an Immaculata course may be made with the Registrar during the fall, spring, and summer registration periods. Exams will be administered and evaluated by Immaculata full-time faculty before or during the first three weeks of the fall, spring, or summer semesters. No course in which the student has previously been registered for credit or audit may be challenged under this program. Ordinarily, a student may attempt only one challenge examination per semester and may not challenge any more than a total of 50 percent of the curriculum in any given field. A student may not re-challenge a failed challenge examination. Full instructions for registering for a challenge exam may be obtained from the Registrar's office or from the College of LifeLong Learning. A fee will be charged for challenge exams.

CLASSROOM EXPECTATIONS

Admission to Class

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

Class Attendance

Each student is expected to exercise reasonable judgment regarding class attendance and is accountable for all work missed due to absence. Students are expected to notify instructors about absences. In CUS, contact the Director of Academic Advisement when extenuating circumstances necessitate absence. In extreme cases in which the absence of a student in semester-long courses totals the equivalent of two weeks, the student must contact the Director of Academic Advisement in the College of Undergraduate Studies or the Program Director of Advising and Retention in the College of LifeLong Learning. Instructors are notified and explanations of such absences are filed in the office of the appropriate college. Instructors are under no obligation to make special arrangements for students who are absent.

Classroom Conduct

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

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

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

Should a student become disruptive during class, the student shall be asked politely, but firmly, to leave the classroom by the instructor. If the student refuses to leave the classroom, the department of Campus Safety and Protection and the vice president for Academic Affairs shall be notified.

COURSE SYLLABI / MODULES

A syllabus for each course detailing the day and hour the class meets, the instructor's name, and a calendar of topics shall be available to students and appropriate College offices at the beginning of each term.

The office of the appropriate College dean 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 syllabus 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.

COMMENCEMENT

Students must complete all academic requirements and clear all financial obligations with the University to be eligible to participate in the commencement activities and receive their diploma and academic transcript. Students are required to apply for graduation. Dates and instructions for Online Graduation Application will be posted on the Immaculata University website, Registrar's Office website, and MYIU.

DECLARATION OF MAJOR

A student in the College of Undergraduate Studies should declare a field of concentration major in the second semester of freshman year and no later than the end of the first semester of sophomore year. The student files a declaration of major directly to the department/division which will determine eligibility for study. A student in the College of LifeLong Learning declares a major at the time of admission. To change a major program of studies, the CLL student must complete the Change of Field of Concentration form available from the CLL office. The CUS student requests the change of major form from the Office of Academic Advisement.

INDEPENDENT STUDY

Students interested in an independent study must consult with their division chair and the assistant vice president of Academic Affairs for approval. Generally, independent studies are not given in regularly scheduled courses.

LEAVE OF ABSENCE / STOP OUT

A student in good standing may interrupt a college program by requesting a leave of absence of one or two semesters in duration from the dean of the appropriate college. This arrangement allows the student to return to the college within one year without having to go through readmission procedures. 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 actions. The dean of the appropriate college will determine any conditions that must be met for the student's return to the University, and will notify the office of the registrar of the 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.

Undergraduate students who are placed on a leave of absence from the University are not permitted to take courses at another college unless they have obtained permission from the dean. Additionally, students on leave may not live in the University residence halls during the term of their leave, nor may they participate in and/or hold leadership positions in a registered University organization or athletic team. A student granted a leave of absence is not considered to have withdrawn, and if the student is a Title IV recipient, no return calculation will be required. Upon the student's return from the leave, the student will continue to earn the federal student aid previously awarded for the period.

Once the student is ready to return from leave, the student must meet with the dean of the college, who will assess whether the conditions for return have been satisfied. 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. If the student is a federal loan recipient and fails to return within two semesters, Immaculata University is required to return the funds to the appropriate lenders at that time and will also cause the expiration of the student's loan grace period. If a student withdraws from the University or fails to return from a leave of absence status within two academic semesters and then reapplies, the tuition and financial aid will be assessed based on the current transfer tuition and financial aid rates.

The tuition and financial aid for students in the College of Undergraduate Studies who have remained in part-time status studying at Immaculata for more than two semesters (fall/spring) and who seek to return to full-time status, will be assessed based on the current transfer tuition and financial aid rates. Exemptions for special circumstances will be reviewed by the VP for Finance and Administration.

OFF-CAMPUS/SUMMER STUDY

Once matriculated, students must seek approval to take courses at other institutions. Ordinarily, students may not earn more than twelve credit hours in the time span of a summer, nor may they take courses in their field of concentration without permission of the department/division chair. Students in the College of Undergraduate Studies may take courses in the summer at approved colleges only with prior approval from the Office of Academic Advisement. Necessary forms for off-campus summer session enrollment may be obtained from the Academic Advisement Office. For transfer of credits earned at colleges other than Immaculata University, a grade of C or better is required. Students in CUS must have approval of the dean should extenuating circumstances necessitate taking classes off-campus during the fall and spring semesters.

Students in CUS who plan to study at Immaculata during the summer should seek advisement prior to registration.

Students in the College of Undergraduate Studies have the opportunity to cross-register for courses at any of the eight colleges in the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) institutions. Details are available in the Office of the Registrar. All courses taken at another institution must be preapproved by the department.

Students in the College of Lifelong Learning, once matriculated, must seek approval to take courses at other institutions from the Assistant Dean. A grade of C or better is required for courses taken at another college to be accepted by Immaculata.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act of 1990 (ADA) as well as Section 504 of the Rehabilitation Act of 1973, Immaculate University is committed to providing reasonable academic accommodations to students diagnosed with a disability and who are seeking accommodations. According to the 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 their need for accommodations. Evaluations and reports must be completed by licensed, certified professionals. For full details regarding appropriate documentation procedures, please see the following website: www.immaculata.edu/ADAlearningaccommodationspolicy.pdf

THEOLOGY REQUIREMENT

Consonant with the mission of Immaculata, Theology courses are designed to enrich and develop the whole person of any faith. Courses emphasize the value of religious experience in history, human thought, and social responsibility. A student who believes that the content of the Theology requirement raises an issue of conscience may seek an exemption from the dean of the appropriate college.

UNIVERSITY GRIEVANCE POLICY

While it is hoped that most grievances will be resolved quickly through informal discussions with administrative officers, the University's grievance policy (see Volume II, Section 2.8 of the Immaculata University Policy Manual) is available should informal discussions not succeed.

WITHDRAWAL FROM THE UNIVERSITY

Students initiating a withdrawal from the College of Undergraduate Studies must schedule an exit interview with the dean to obtain a withdrawal form. No withdrawal will be considered official until this action has been taken. A student receiving financial aid should notify the Financial Aid Office at the time of withdrawal.

Immaculata reserves the right at any time to require the withdrawal of students for unsatisfactory academic performance. 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.

A student requesting readmission after withdrawing or having been dismissed due to academic failure must address the request to the dean of the college to which readmission is sought. The dean will consider the grades a student has earned from an institution of higher learning attended since the withdrawal or dismissal and will decide on an individual basis whether the student may be readmitted.

WITHDRAWAL FROM THE COLLEGE OF LIFELONG LEARNING

Due to the nature of the academic programs in the College of LifeLong Learning, students may not attend classes every semester. However, students who do not take courses for one academic year must reapply and will be readmitted under the current requirements.

Academic Services Centers

PATHWAYS to SUCCESS

Pathways to Success at Immaculata University integrates academic advising, career development, and academic support services to assist students at every step of their college journey, from selecting a major in the beginning of their academic career to initiating professional dreams upon graduation. Program initiatives include, but are not limited to:

- Personality, strengths, and talents exploration that helps students match their personality to careers as well as capitalize on learning styles;
- Exploration of majors, offering a variety of career connections and educational options to prepare students for the future, including milestones for each major and potential obstacles on each student's academic/professional journey;
- Individualized and group academic coaching that assists students with time management, organization, and test-taking stress reduction as well as opportunities for tutoring, writing and math assistance;
- Faculty-facilitated research, service learning, internship development, and honors programming that enhance classroom learning;
- Job search strategies, résumé preparation, e-portfolio creation and interviewing expertise, graduate school exploration, externships, internships and other opportunities for students to network, build skills, get real-life experience and further professional goals.

ACADEMIC ADVISING

In CUS, the Office of Academic Advisement offers advising assistance and academic information for students, including class attendance issues, academic performance, dropping/adding courses, withdrawals from class, off-campus and summer school study, declaration of majors and minors, and cross-registration at SEPCHE (Southeastern Pennsylvania Consortium for Higher Education) schools. While the office provides academic advisement to students who are undecided about a major, departmental faculty members provide proactive advisement for students who have chosen a major.

In CLL, academic advising supports students studying in all course delivery formats (self-paced, accelerated, online) with important academic processes, such as: initial transcript reviews, course selection and registration, drop/add or course withdrawal, declaration of majors and minors, and other issues of academic performance and progress. Academic Advisors are available for phone, email, or in person appointments during weekdays and evenings.

ACADEMIC SUCCESS CENTER

The Academic Success Center serves CUS students with a variety of academic and organizational needs by offering Academic Success Coaching, Academic Accommodations and Peer Tutoring. Students are able to meet individually with Learning Strategies Specialists to work on improving time management, study skills, note-taking strategies, test-taking strategies, organization, and long-term planning.

CAREER DEVELOPMENT OFFICE

The Office of Career Development encourages and supports all students and alumni as they proactively engage in the career development process and chart their path toward life-long career achievement. Career Development provides vocational guidance, education, and personal support.

WRITING AND MATHEMATICS CENTERS

The Writing Center and Mathematics Center are focused on enhancing the writing and math skills of Immaculata students. The goal is to help students across the disciplines in all stages of writing and mathematics expertise. Both Centers offer a pleasant and supportive environment as well as print and electronic resources.

Registration and Transcript Information

AUDITING COURSES

Having met pre-requisites and, with approval from the academic advisor, 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.

CANCELLATION OF COURSES

The University reserves the right to cancel a course in the academic schedule because of insufficient enrollment or for any other valid reason. Notification of a cancelled course will be sent to students at their University e-mail address.

Closed Classes

Closed classes are managed through the individual College registration offices.

CHANGE OF COURSES

The University maintains a Drop/Add Period on a schedule that varies based upon the College and program in which a student is enrolled. Drop/Add timelines for each semester can be found in the Office of the Registrar.

During the Drop/Add Period, a three-week period at the beginning of each semester, students may drop a course without penalty, after consulting with their academic advisor, by completing a form in the appropriate administrative office or forwarding written notification to that office via US mail, e-mail or fax. Dropped courses will not appear on a student's transcript. Students may also add courses, provided they do so during the first week of the Drop/Add Period only. In order to add a course, the students must have consulted their academic advisor about the decision. All courses are added through the Office of the Registrar or the College of LifeLong Learning.

After the Drop/Add Period has ended, students seeking to remove a course from their schedule must formally withdraw from the course. A student may withdraw from a course (delivered in the traditional semester format) without academic penalty prior to a date which falls two weeks after the submission of mid-term warning grades. However, students should be aware that acquiring withdrawals may impact academic progress requirements and have implications for financial aid eligibility.

The Registrar will set and promote the date at the time that course information is published. Students who do not withdraw prior to this date will receive the grade earned at the end of the semester. Any student who needs to withdraw from a course after the published withdrawal date will require medical or other documentation and authorization from the dean of the appropriate college. Requests for withdrawal must originate in the office of Academic Advisement in the College of Undergraduate Studies or the appropriate Academic Advisor in the College of LifeLong Learning.

A student who stops attending class and does not submit a withdrawal request will incur an automatic failure (F) on the transcript. Any student who withdraws officially will have a W (withdrawal) recorded on the transcript. In determining tuition payment in the College of Undergraduate Studies, a grade of W will be counted as credits attempted and included in credits for which the student is billed.

Students in the College of Undergraduate Studies may not drop or add courses without first consulting with their academic advisor.

The drop and withdrawal timelines for the College of LifeLong Learning are described in this catalog under "Expenses" in the "Tuition Refund and Academic Credit Policy" section.

Students will not be added, dropped or withdrawn from courses unless the proper paperwork has been submitted and advisement has been sought through the appropriate offices.

Course Substitutions and Waivers

Students are expected to satisfy all degree requirements. Only under unavoidable and exceptional circumstances will the University permit a student to deviate from an academic program's requirements via a course substitution or waiver. When it becomes necessary to request a deviation from the prescribed course of study, students shall consult their academic advisor and submit a formal request to the department/division chair, who shall forward the request to the dean of the appropriate College and the Registrar. In preparing the request, students should be mindful of the following:

1. The course to be substituted must be in the same area as the required course or in a closely related area.
2. Substitution of a course for a previously failed required course is seldom granted.
3. Failure on the part of the student to schedule a required course is not sufficient reason for granting permission for a course substitution or waiver.

Upon review of the request, the dean will contact the Registrar, who will inform the student of the final decision in writing.

CROSS REGISTRATION

Students in the College of Undergraduate Studies, paying comprehensive tuition, may register for up to two undergraduate courses a year at any other SEPCHE member institution. The SouthEastern Pennsylvania Consortium for Higher Education (SEPCHE) includes Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd-Mercy College, Holy Family University, Immaculata University, Neumann University, and Rosemont College.

The Cross Registration program provides additional educational opportunities for students of the member institution. Through this program, students have the option to take courses not offered at their home campus so that they can experience the varied and diverse resources on member campuses across the Delaware Valley. Students must have completed at least one year as a full-time student at their home campus before taking courses through the Cross Registration program. Courses may not be taken at a member institution if that course or its equivalent is offered at the home institution in the same semester. No tuition or fees will be charged by the host institution, except for special or extra fees such as lab fees. The Cross Registration program is available only in the fall and spring

semesters, and does not apply to accelerated or weekend courses, independent study, tutorials, internships, practicum field experience, student teaching, private music lessons or study abroad. Credits earned count toward graduation requirements on the home campus and grades earned will apply to the student's GPA.

Course listings and additional cross registration information may be found on the SEPCHE web site at: <http://blogs.arcadia.edu/sepche/>. Short-Term Study Abroad courses (1-4 week travel) listed as spring or fall courses at any SEPCHE institution are included in the courses that are eligible for cross registration. Students who qualify for the SEPCHE Cross Registration program are not charged additional tuition to cross register for one of these courses. The student is responsible, however, for all travel-related costs.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974 grants students the right to review their educational records. Students wishing access to their records should make the request in writing to the Registrar. Federal law permits the release of academic records to the parents of students with the submission of evidence that the parents have declared the student as a dependent on their most recent Federal Income Tax form.

GRADING SYSTEM

The scholastic year is divided into two semesters CUS and into three sessions in CLL. Final grades are posted on Self-Service IU at the end of the semester or session.

Grade Point Value per Credit Hour

A	Outstanding	Grade given for work of highest achievement; evidence of consistent ability and originality	4.00
A-			3.67
B+	Above Average	Mastery of subject matter considerably above the acceptable standard	3.33
B			3.00
B-			2.67
C+	Average	Standard performance	2.33
C			2.00
C-		Passing, below standard performance	1.67
D+	Below Average	Passing, but inferior work	1.33
D			1.00
F	Failure	No credit given	0.00
I	Incomplete	For some legitimate reason, all course work has not been completed	
HP	High Pass	Equivalent of B+, A- or A for course taken as pass/no-credit option	0.00
P	Pass	Equivalent of C-, C, C+, B- or B for course taken as pass/no-credit option	0.00
W	Withdrawal	Not included in grade point average	0.00

Requirements for a degree are expressed in credit hours, indicating the amount of work, and in grade points, indicating the quality of work. The total grade points earned in a given course are obtained by multiplying the number of credit hours assigned to a course by the grade point value of the grade received. A three credit-hour course in which the student receives an A carries 12 quality points; a B carries 9 quality points; a C carries 6 quality points, and so forth. The grade point average is obtained by dividing the total number of grade points earned by the total number of credit hours carried.

GRADE APPEALS PROCEDURE

Faculty members are responsible for outlining grading policies to students at the beginning of each course. If a student wishes to question a grade, the initial step is to discuss the grade with the faculty member teaching the course. If this does not result in a satisfactory explanation or resolution of the perceived problem, the student may bring the matter to the attention of the department/ division chair, or, in the CLL, to the appropriate program director. Documentation regarding the appeal should be provided. Should the student continue to contest the grade following the ruling made by the department/division chair or program director, additional documentation should be brought to the appropriate dean. All grade appeals must be initiated within three weeks after the posting of grades.

INCOMPLETE COURSES

A student who has done satisfactory work in a course, but has not completed the course requirements because of illness or other emergency situation, may request a grade of "Incomplete" (I) as a temporary placeholder on the transcript. The authorization to issue a grade of I is given to the instructor by the dean of the appropriate college. All course work must be completed within the first three weeks of the following academic session, or on a date determined by the instructor and the dean. The instructor must submit a final grade to the dean's office within a week of receiving completed course work. If the student fails to complete the required work within the time allotted, the instructor will replace the temporary "I" with a permanent "F".

PASS-NO CREDIT OPTION

Students have the option of taking 12 semester hours of general degree requirements on a high-pass, pass, no credit option. Only one degree requirement per semester may be taken for pass/no-credit. In addition, juniors and seniors may take one elective each semester on a pass/no-credit basis. The elective may not be within the student's major field. Once the pass/no-credit option has been selected, the actual grade will not be shown on the transcript. Instead, a grade of high pass, pass, or fail/no-credit will be recorded. Credit will be given for a grade of C- or better, but it will not be computed in the student's grade point average. Any general degree requirement course taken under the pass/no-credit option must be repeated if a pass grade is not received. The student taking a course on a pass/no-credit basis will notify the Registrar within the first three weeks of the semester but need not inform the instructor. The pass/no-credit option is not available to students enrolled in courses meeting fewer than eight times.

PRE-REQUISITE OVERRIDES

In rare circumstances, the chair of the department/division in which a course resides may approve a student to enter a course without having satisfied the pre-requisite requirements.

REGISTRATION-ALL STUDENTS

The Office of the Registrar is responsible for the oversight of the registration process by which students enroll in classes. Through the registration process, students assume academic and financial responsibilities for the classes in which they enroll.

To carry more than 18 credit hours during a semester, approval of the appropriate dean is required. CUS students will be charged in addition to comprehensive tuition for any credits beyond 18 in a given semester.

Immaculata has a fixed comprehensive tuition rate for full-time CUS students for the four-year program (eight fall and spring semesters). If a student withdraws and then reapplies, tuition will be assessed at the current annual tuition rate. Full-time students taking more than 18 credits per semester will be charged the current per credit rate for each additional credit. The tuition and financial aid for students in the College of Undergraduate Studies who have remained in part-time status studying at Immaculata for more than two semesters (Fall/Spring) and who seek to return to full-time status, will be assessed based on the current transfer tuition and financial aid rates. Exemptions for special circumstances will be reviewed by the VP for Finance and Administration. Music lessons are billed separately.

REGISTRATION HOLDS

Students will not be permitted to register if there is a “hold” on their account. Obligations that can result in holds are most often financial (past-due accounts including unpaid tuition and fees etc.) Other holds may be related to academic standing (probation or dismissal), code of conduct violations, or incomplete admission files (missing transcripts). To clear a hold, the student must contact the office that has issued the hold to find out what must be done to fulfill the obligation(s).

REPEATING COURSES

When a student repeats a course, both the original and the subsequent grades will be recorded on the official University transcript; however, only the latest grade earned will be used to compute the grade point average (unless the last grade is W).

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.

Upon receipt of official transcripts from accredited colleges and universities, courses in which a C or better has been earned may be transferred. These courses must be equivalent to Immaculata courses in scope and content. The grades for courses taken at other institutions are not included in the computation of the student's grade point average at Immaculata and will appear with a grade of TR on student's transcript.

Students already matriculated in the College of Undergraduate Studies must receive prior administrative approval to take courses off-campus; permission is obtained from the Office of Academic Advisement for summer courses and requires prior consultation with the academic advisor. In rare, extenuating circumstances, the Dean of the College of Undergraduate Studies may permit enrollment in courses at an accredited institution for fall and spring courses. Permission must be granted prior to enrollment. Grades for off-campus courses will be transcribed and included in the cumulative GPA. Summer courses taken at Immaculata require prior consultation with the academic advisor.

In exceptional circumstances, a matriculated College of LifeLong Learning student may receive permission to enroll in a course at an accredited institution. Permission must be granted by the Dean of the College prior to enrollment. Courses that have been approved to be taken at another institution will be transcribed and included in the cumulative GPA. However, the transfer courses will not count towards 60 Institutional Hours required for honors at graduation.

TRANSCRIPTS

Students may obtain transcripts of their academic record from the Office of the Registrar. This must be done in person or by writing to the office; telephone requests cannot be accepted. One week's notice is required. The fee for each transcript is \$5. Transcripts will not be released for persons who have financial obligations to the University. Each student will receive a complimentary copy of her/his transcript at the time of graduation.

Recognition of Achievement

ACADEMIC HONORS

CUS and CLL

Each fall, an honors convocation of faculty and students in the College of Undergraduate Studies is called by the Vice President for Academic Affairs to commend students who have attained high academic standing in the previous year. At a spring ceremony, official recognition is given to seniors who have been elected to international and national honor societies and who have achieved department/division distinction.

Likewise, in the spring, the College of LifeLong Learning hosts an honors convocation recognizing honor students and students who have gained admission to honors societies.

Baccalaureate degree recipients who have completed a minimum of 60 graded credits at Immaculata University will be evaluated for honors at graduation. Credits earned through challenge exams may be counted for this purpose. Honors at graduation are awarded according to the following minimum GPA standards:

summa cum laude	3.95
magna cum laude	3.85
cum laude	3.65

COLLEGE OF UNDERGRADUATE STUDIES

IMMACULATA HONOR SOCIETY

The society was founded in 1959 for the purpose of promoting intellectual and cultural enthusiasm, accomplishment among its members, and contributions to the intellectual and cultural excellence of the entire community. A student of the College of Undergraduate Studies who has achieved a Dean's List rating for any three semesters is eligible for membership in the society.

COLLEGE OF UNDERGRADUATE STUDIES

DEAN'S LIST

Nomination to the Dean's List at the close of any semester is an official recognition of superior academic achievement during the semester. The nominee earns all rights and privileges of honors standing at the college. Full-time students who maintain a grade point average of 3.70 or higher during the semester are nominated to the Dean's List.

COLLEGE OF LIFELONG LEARNING

DEAN'S LIST

CLL's Dean List is generated three times a year, at the end of the fall, spring and summer semesters. To be named to the Dean's List, a student must have earned at least 9 graded credits within the semester with a minimum GPA of 3.7. Courses in which a grade of P (for Pass) is earned cannot count toward the 9 credit minimum.

INTERNATIONAL AND NATIONAL HONOR SOCIETIES

To give recognition to students of exceptional accomplishment and to promote intellectual and cultural achievement, a number of honor societies are active at Immaculata.

Please Note: The honor societies are listed by the date on which the society was chartered at Immaculata University. The society with the longest tenure at the University is listed first and the most recently chartered society is last.

KAPPA GAMMA PI (1930)

A national post-graduate honor and service society open to men and women who have graduated from Catholic colleges with honors and have been leaders in extracurricular campus or volunteer off-campus projects. The number of candidates who may be nominated by a college in any one year is limited to ten percent of the graduating class.

DELTA EPSILON SIGMA (1940)

A national scholastic honor society for students of Catholic colleges and universities, established for the purpose of recognizing academic accomplishments, fostering scholarly activities, and providing an intellectual meeting-ground for its members. To be eligible for membership in the society, applicants must be persons who possess good character, have a record of outstanding academic accomplishment, have helped to foster intellectual activities, and give promise of becoming leaders within the scope of their activities. The local chapter is Alpha Epsilon.

KAPPA OMICRON NU (1944)

A national honor society in the field of Family and Consumer Sciences 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. Undergraduate students who have completed nine semester hours in the majors of Family and Consumer Sciences, Fashion Merchandising, and Nutrition-Dietetics, and achieve a 3.00 cumulative average and a 3.20 average in department courses are invited to membership.

ALPHA PSI OMEGA (September 8, 1944)

A national honorary dramatic fraternity founded in 1925. Iota Nu Chapter was established at Immaculata to encourage and foster dramatic activity. The aim of the fraternity is to develop dramatic talent, to cultivate a taste for the best in drama and to foster facilitation in theatre technology. Eligibility for membership is determined by a point system. Election to Iota Nu Chapter is a recognition and a reward for theatrical achievement.

LAMBDA IOTA TAU (1957)

An international collegiate honorary society for students of English and foreign literature. Its purpose is the recognition and promotion of excellence in the study of any literature. To be eligible for membership, students must major in literature, maintain an average of B+ in literature courses and at least a B in general scholastic standing, be recommended by the faculty, and submit to the local chapter, Alpha Tau, a paper on a literary topic to be presented orally or published by such means as the chapter itself will determine.

SIGMA ZETA (March 1971)

A national honorary science society. Its purpose is twofold: to encourage and foster the attainment of knowledge of the sciences; and to recognize the attainment of high scholarship among those fitted for membership in this society. To be eligible for membership, students above the sophomore level must have a major in any one of the natural sciences, computing sciences, or mathematics and have completed 12 semester hours in the major. The motto of this society is "Seek diligently together for truth." The local chapter is Alpha Mu.

PSI CHI (May 1977)

A national psychology honor society that seeks to encourage, stimulate, and maintain scholarship and to advance the science of psychology. Eligibility for the Immaculata Chapter requires that the student: a) must have completed at least nine credits in psychology; b) achieve a cumulative grade point average of 3.0; and, c) attain at least a 3.25 grade point average in all psychology courses.

PI DELTA PHI (October 1978)

A national French honor society, open to students who are enrolled in upper-division French courses. Theta Omega Chapter was founded at Immaculata to recognize outstanding scholarship in French language and literature and to foster leadership in the promotion of cultural activities. Eligibility requires that the student must have completed at least five French courses including at least one upper-level literature course, maintain a credit ratio of 3.25 in these courses, and have an overall grade point average of 3.00.

SIGMA DELTA PI (September 1979)

A national Spanish honor society. Eligibility for the Nu Omega Chapter requires that the student: a) must have completed five Spanish courses including at least one upper-level literature course, maintain a credit ratio of 3.25 in Spanish courses and minimum overall grade point average of 3.00 and b) demonstrate enthusiasm in promoting interest in the Spanish language and the culture of Spanish-speaking countries.

PI KAPPA LAMBDA (April 1980)

A national music honor society established to provide an organization dedicated to furtherance of music in education and education in music, whose motto is "Strive always for the beautiful." Seniors and juniors who achieve the highest level of musical performance and academic scholarship are eligible for faculty nomination and election. The local chapter is Delta Psi.

PHI ALPHA THETA (March 1983)

An international honor society in history that seeks to bring together intellectually students, teachers, and writers of history. The society encourages and assists, in a variety of ways, historical research and publication by its members. Eligibility for the Alpha Rho Chapter requires that the student: a) maintain a 3.10 grade or above in history courses; b) maintain a minimum grade point average of 3.0 or above; and c) rank in the highest 35% of the class.

ALPHA SIGMA LAMBDA (November 1984)

A national honor society for students in continuing higher education. The purpose of this society is to provide an association of continuing education students who have demonstrated academic excellence. To be eligible for membership, students must have completed a minimum of 30 semester hours (with at least 15 semester hours taken outside the major field in the liberal arts and sciences), have been in attendance at Immaculata for at least four semesters, and maintain a 3.20 grade point average. The local chapter is Delta Xi.

THETA ALPHA KAPPA (2000)

Theta Alpha Kappa (TAK) is the national honor society for religious and/or theological studies. To be eligible for this society a student must be enrolled in the Theology Major, Minor, or Theology certificate programs. She/he must also have completed a minimum of twelve Theology credits, have a 3.0 cumulative average, a 3.5 in Theology, and have completed three full semesters at Immaculata University.

SIGMA BETA DELTA (2001)

An international honor society recognizing outstanding scholastic achievement in the areas of business, management and administration. Additionally, the society encourages and promotes aspirations toward personal and professional improvement and service to humankind. To be eligible for membership, students must be above sophomore level, have completed at least 18 credits at Immaculata, and demonstrate academic excellence.

LAMBDA PI ETA (2005)

The National Communication Association student honor society. The goal of this society is to recognize, maintain, and reward communication majors and minors who have established a 3.0 overall grade point average, as well as achieved a 3.25 grade point average in their communication courses.

SIGMA THETA TAU (November 2005)

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

PHI EPSILON KAPPA (April 2008)

A national honors society in the field of exercise science and related disciplines. The Immaculata Chapter is Zeta Tau. Its purpose is to promote and honor academic excellence among students in the Department of Human Movement Science and recognize these students for their academic achievements within the Immaculata community. To be eligible for membership in the society, students must be of junior or senior standing and have achieved a cumulative grade point average of greater than or equal to 3.0 and a major grade point average of greater than 3.25.

DELTA MU DELTA (2012)

An international honor society recognizing outstanding scholastic achievement in business program majors at schools accredited by the Accreditation Council of Business Schools and Programs. The society recognizes outstanding achievement and supports enhanced learning experiences as well as professional opportunities. To be eligible for membership, students must have completed half of the credits required for their degree, have completed at least 24 credit hours at Immaculata University, and be among the top 20% of their college class.

KAPPA DELTA PI (2013)

An International Honor Society in Education, founded in 1911, which fosters excellence in education and promotes fellowship among educators. The Immaculata chapter is Alpha Eta Delta. Membership is open to education students who meet the following criteria: intend to continue academically and professionally in the field of education; demonstrate leadership attributes; have completed at least 30 credit hours of collegiate course work; have at least 12 credit hours in education course work programmed, in progress, or completed; achieve a cumulative grade-point average of 3.0 or greater.

IOTA TAU ALPHA (2014)

A National Athletic Training Education Honor Society dedicated to the promotion and encouragement of scholarly activity in athletic training and the recognition of outstanding achievement among students enrolled in athletic training education programs. The institutional chapter, Gamma Gamma, supports the national society's objectives, which include stimulating interest, scholarly achievement and work in the field as well as sharing the national society's information and activities with student members. Membership is open to athletic training majors who meet the following criteria: complete a minimum of three semesters toward the athletic training degree (typically eligible after sophomore year); complete a minimum of 3 courses in the AT program (one must be above the introductory level); achieve a minimum cumulative GPA of 3.5 or above; and be in good standing with the program and University.

ALPHA PHI SIGMA (2014)

The National Criminal Justice Honor Society, founded in 1942, encourages analytical thought, academic rigor, lifelong learning, and ethical standards within the criminal justice professions. Society goals promote and honor "academic excellence; service; leadership and unity. Criminology majors and minors may apply to join Phi Tau, the Immaculata University chapter of Alpha Phi Sigma, if they meet the following national criteria: achieve a minimum GPA of 3.2 on a 4.0 scale, with a minimum GPA of 3.2 in courses in criminal justice related fields, rank in the top 35% of their class, and complete a minimum of four courses in the criminal justice field.

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

Nomination to Who's Who is another vehicle by which a select group of Immaculata students is given national recognition for outstanding accomplishments. Eligibility for the distinction of selection and acceptance by this national organization is confined to top-ranking students preparing to graduate. Nominations are made by faculty vote on the basis of excellence and sincerity in scholarship, leadership, and participation in extracurricular and academic affairs, citizenship and service to the University, and promise of future usefulness to business and to society.

STUDENT DEVELOPMENT AND ENGAGEMENT

ATHLETICS

Immaculata University is a member of the National Collegiate Athletic Association (NCAA) Division III and the Colonial States Athletic Conference (CSAC). As a member of the NCAA Division III, Immaculata adheres to the NCAA Division III philosophy.

Athletics is an integral part of the liberal arts educational experience at Immaculata. The athletic program provides opportunity for individual growth while instilling discipline, self-sacrifice, teamwork, and the essence of sportsmanship and fair play. A student-athlete is expected to commit his or her best efforts to academics first and then to his or her sport, to join other University activities, to fulfill responsibilities such as work/study and, in general, to enjoy a full collegiate experience. The specific aim of Immaculata athletics is to provide a quality competitive experience in an atmosphere of commitment, success and teamwork.

Colleges and universities in Division III place highest priority on the overall quality of the educational experience and on the successful completion of each student's academic program and seek to establish and maintain an environment in which a student-athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience. To that end, Immaculata:

- Places special importance on the impact of athletics on the participants rather than on the spectators and places greater emphasis on the internal constituency;
- Awards no athletically-related financial aid to any student;
- Encourages the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel, and spectators;
- Encourages participation by maximizing the number and variety of athletics opportunities for students;
- Assures that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes;
- Supports student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.

ACADEMIC ELIGIBILITY FOR PARTICIPATION IN ATHLETICS

A student must be enrolled as a full-time student (minimum 12 credits per semester), be in good academic standing and show satisfactory progress toward a degree in accordance with University standards for all students in order to be eligible to participate in intercollegiate athletics.

1. Full-time student

Full-time status at Immaculata is defined as being enrolled in at least 12 credit hours per semester. However, last semester seniors enrolled in at least 9 credits, provided that is all they need to graduate, may retain eligibility.

Summer school may be used to meet these requirements for the academic year just completed as long as the credits are earned prior to the fall semester.

2. Good Academic Standing

Credits Attempted	GPA
0-24	1.75
25-48	1.80
49-60	1.90
over 60	2.00

3. Satisfactory Progress

Following this year	a student must have
1	24 credits
2	48 credits
3	72 credits
4	96 credits
5	120 credits

Class Absence for Athletic Competition

Student athletes are excused from class attendance in order to represent Immaculata University in intercollegiate athletic competition.

Understandings:

- Student-athletes are entitled to the same number of class absences as students who do not represent Immaculata in intercollegiate athletics; however, knowing that class may need to be missed for athletic competition, every effort should be made to attend all other classes.
- Student athletes will not miss class for practices.
- Student athletes will not be charged a class absence in order to represent Immaculata in intercollegiate athletic competition provided they adhere to the following procedures.

Procedures:

- The athletic director will forward a complete roster and schedule to all faculty at the start of each sport season.
- A student athlete must inform his/her instructor one week in advance of the date of the class he/she will miss.
- The instructor will be presented an intercollegiate **Athletic Participation Class Absence Form**. Using this form, the instructor will indicate the assignment to be completed in order to compensate for the missed classroom time. All homework assignments and projects should be submitted prior to leaving for the competition. This assignment shall not be in excess of the subject matter covered during the student athlete's absence. Also, the next class session assignment, as well as any other future assignments, shall be included.
- The student-athlete will prepare the assignment by the next regularly scheduled classroom session.
 - Should the student-athlete fail to satisfactorily complete the assignments, the instructor may lower the assignment grade accordingly.
 - Should a student-athlete be charged a class absence for failure to adequately prepare his/her athletic absence form, he/she will have this absence subtracted in the same manner as a regular class absence. Furthermore, the student-athlete's coach may impose a penalty (i.e. game suspension).
- A student-athlete who misses a scheduled class test to represent Immaculata in intercollegiate athletic competition will be granted the opportunity to take said test at a time that does not preclude athletic competition. The instructor, using reasonable consideration, shall determine when said examination will be held. Should the instructor elect not to proctor the test, then he/she indicates on the athletic absence form the method of procuring the test as well as the method of returning it to the instructor. It is understood that neither penalty nor added credit shall be attributed to any examination taken in this manner.

Team Travel

Students are excused from class for all NCAA competition providing they adhere to the policy on class absence. Athletic contests and departure times will be established to reduce the amount of class time which student-athletes will miss. It is further understood that coaches may honor requests from athletes to miss athletic competition for class purposes. Such requests should be in writing and not be held against the athlete.

CAMPUS SAFETY AND PROTECTION

The Department of Safety and Protection is committed to working in collaboration with Immaculata University students, faculty, staff and visitors to support and advance the objectives of the University through provision of a safe and secure environment conducive to learning and personal achievement.

The Safety and Protection Department operates on a 24 hour basis. All reasonable safety measures and precautions are taken to keep the IU community safe and secure. An electronic card access system provides security in student residence areas. The role of the Department is more of a 'service' rather than 'law enforcement'. With this service orientation, the Department provides the following:

1. Parking Permit/One Card (University ID) office
2. Motorist Assist Program
 - Vehicle 'jump' starts for dead batteries
 - Vehicle locked-out service
3. Escort service (Safety/Protection officers provide walking or mobile student accompaniment on campus.)
4. Medical assistance
5. Safety seminars
 - Rape Aggression Defense program
 - Crime prevention
 - Fire safety
 - Defensive driving
6. Guest room reservations are coordinated through Safety and Protection personnel
7. Video surveillance of selected locations on campus through the CCTV network
8. Coordinated issuance of residence and office keys
9. Jeanne Clery Act Compliance annual report (annual crime statistics, policy statements and safety procedures/services)
10. Lost and Found service for items located on campus
11. Incident Investigations
12. Student visitation monitoring
13. Immaculata University telephone switchboard

Immaculata utilizes e2campus as its emergency notification system which is capable of sending notifications instantly and simultaneously to all in the IU community who choose to participate. Notifications can be sent to two mobile devices and/or two email addresses. There are four typical situations for emergency alerts: security incidents, health alerts, severe weather, or campus closing. Registration for this service is free and students are encouraged to sign up. The sign-up link is available on the MyIU portal, under the Weather & Emergency Channel or a direct link www.immaculata.edu/e2campus

Parking

Students taking three (3) credits or more on campus must obtain a University parking permit. Presently, the permit fee is \$25 for part-time students and \$50 for full-time students (12 credits or more) per academic year. Students must register their vehicles at the Parking Permit office located in Nazareth 7. Students must provide a vehicle registration card to obtain a permit. Safety officers will ticket vehicles not properly registered and/or illegally parked. Outstanding parking fines are collected via administrative procedures and may necessitate the use of a wheel immobilizer or the vehicle may be towed. Students attending classes at an off-site location must follow parking regulations as posted or announced by the host institution or facility.

ONE CARD

The One Card identification card is a photo ID that serves a variety of purposes: vending, bookstore purchases, meal plan, library card and building access control. It is expected that all students, faculty and staff obtain a One Card. The card should be prominently displayed while on campus or presented upon request from a University official.

ID cards are issued at the One Card office located in Nazareth 7, 484-323-3600. New students may obtain an ID card at no charge. Lost, damaged, or replacement cards can be obtained for a fee. Hours of operation are posted on the web, MyIU portal and outside the One Card office. To obtain an ID, you will need the following:

1. Current student schedule (class schedule must include your name and ID number)
2. Second form of identification (license)
3. Portfolios are registered in advance and require a second form of identification only.

A brochure of services may be viewed on the IU website under Campus Resources and on the MyIU portal under University Information.

COMMUTER LIFE

The Office of the Dean of Students develops and implements programmatic initiatives centered on the needs of our commuter and off-campus students. As a resource and advocate for students, the Office strives to build a strong connection between commuter and off-campus students and the University. A series of commuter centered programs, called Commuter Connections, are held throughout the academic year. These programs include social and educational events and are often co-sponsored by the Commuter Council which is a part of the Immaculata University's Student Government (S.G.A.) For more information, commuter and off-campus students are encouraged to contact the Dean of Students Office, located in DeChantal Terrace, at extension 3130.

COUNSELING SERVICES

As part of the Student Wellness Center (SWC), Counseling Services is committed to student success by providing services which promote intellectual, emotional, social, and spiritual development in a safe, supportive, and confidential environment. SWC recognizes that emotional health is an essential element in achieving one's goals in college and beyond.

Counseling Services provides free short-term counseling, group therapy, a daily walk-in clinic, limited psychiatric services, and consultation for faculty, staff, students and parents who have concerns about a student's mental health. Counseling Services is located in the Bruder Center. Counseling Services offers daily appointments, and provides after-hour coverage in collaboration with the Department of Campus Safety & Protection, the Office of Residence Life and Housing, and the Office of the Dean of Students. Students are encouraged to call to set up an appointment at extension 3478.

HEALTH SERVICES

As part of the Student Wellness Center (SWC), Student Health Services exists to provide confidential quality health care at the onset of illness or injury, as well as the prevention and protection from disease. SWC strives to promote healthy behaviors and lifestyle choices through ongoing educational programming.

All undergraduate and graduate students who reside in University housing must provide immunization and health record forms and must be covered by health insurance upon enrollment for their protection and that of others on campus. The meningitis vaccine, or a signed waiver of the vaccine, is required by the state of Pennsylvania for all students who reside in University housing.

ORIENTATION

The purpose of New Student Orientation in the College of Undergraduate Studies is to empower students with a sense of confidence; introduce them to IU traditions; encourage them in leadership, service, and scholarship; and inspire loyalty. Our comprehensive and collaborative orientation provides students the opportunity to expand intellectually and socially in a nurturing environment.

Students can expect the following outcomes from active participation in the New Student Orientation:

- Students will gain a sense of familiarity and comfort with the University through interaction with fellow classmates, faculty, staff and administration;
- Students will learn about the expectations of the University regarding academic responsibility, tradition, honesty, citizenship, community service, and leadership;
- Students will experience all facets of campus life including academics, campus services, social and extra-curricular activities and will begin to find their place in the Immaculata community;
- Students will have the opportunity to meet advisors and register for fall classes;
- Family members will gain an understanding of the adjustments students face in their transition to college.

RESIDENCE LIFE AND HOUSING

Residence Life and Housing is dedicated to providing a comprehensive program centered on students' residential needs. The department focuses on community development and civility, growth of the individual, and promotion of academic success through collaboration with members of the campus and local community.

Core Competencies

- Developing students on all levels – intellectually, emotionally, spiritually, culturally, socially and physically – within a community committed to the mission of the University;
- Facilitating a holistic undergraduate student experience outside of the classroom, with services focused on the specific needs of resident students;
- Developing the community to include and integrate students in all three Colleges, faculty, staff, administration, and friends of IU;
- Educating students about community living and learning, their personal impact on the community, and their individual responsibility and how this relates to their citizenship in the local, national, and global community.

STUDENT ACTIVITIES AND LEADERSHIP

The Office of Student Activities and Leadership encourages and promotes social and developmental opportunities to enhance the student's co-curricular experience. The office supports a holistic experience through the development of critical thinking, interpersonal relationships, leadership skills, and advocacy for one's self and others.

Core Competencies

- Providing co-curricular learning opportunities to form connections between student experiences in the classroom and their lives in the community;
- Involving students in the design and implementation of activities and events, and the heritage of the University;
- Supporting students in transition and in times of crisis while positively affirming their role in the community;
- Developing students on all levels – intellectually, emotionally, spiritually, culturally, socially, and physically – within a learning community committed to the mission of the University;
- Facilitating a coordinated undergraduate student experience outside of the classroom, with services focused on the specific needs of commuter and resident students;
- Developing the community to include and integrate students in all three colleges, faculty, staff, administration, and friends of IU;
- Implementing leadership development programs and recognition.

Gabriele Library

In harmony with the goals of the University, the staff of Gabriele Library purchases, organizes, and makes accessible the print, audiovisual, and electronic resources needed by the Immaculata community. The library's mission statement reads: The role of the library is to support the educational mission, goals, and curricula of Immaculata University through the effective organization of materials, technological resources, and services. The library's mission is to provide print and non-print resources, instruction, and services to meet the teaching, learning, and research needs of the faculty and students.

Open seven days a week, Gabriele Library accomplishes its mission by providing such full-text on-line resources as ERIC, PsycInfo, Academic Search, Gale Literature Resource Center, ProQuest Nursing, Business Source, CINAHL and LexisNexis; on-line journal services such as JSTOR; personal computers, scanner, and printers; a fully equipped media classroom; and an integrated on-line catalog of the library's holdings with web access. Perhaps most vital to the success of the library's mission is the dedication to service manifested by professional and paraprofessional staff alike. The reference librarians provide bibliographic instruction, both to scheduled classroom groups and to individuals at the point of service. The library also provides prompt interlibrary loan service. The circulation staff handles an extensive collection of reserve materials, as well as the circulation traffic of the library.

Other noteworthy features of Gabriele Library include quiet study carrels, six group-study rooms and two photocopying areas. The Immaculata Heritage Room houses a collection of archival materials relating to the University and includes a microfilm collection of the University newspaper. Library holdings include approximately 145,000 volumes, 3,500 audiovisual items, 40 electronic databases, 300 periodical subscriptions, and resources organized on the library website <http://library.immaculata.edu>. The University is dedicated to the growth of the collection in print and non-print holdings. Special library collections include musical scores; theses and dissertations; and collections of juvenile, young adult, Spanish-American, and Chicano literature.

Gabriele Library participates in TCLC (Tri-state College Library Cooperative) and SEPCHE (Southeastern Pennsylvania Consortium for Higher Education). As a member of these cooperatives, the library shares ideas and expertise, as well as informational resources with other libraries in the Delaware Valley and Pennsylvania. Through these memberships, Immaculata students can borrow directly from seven SEPCHE college libraries and borrow reciprocally from 40 additional college, university, and special libraries in the region.

Post-Baccalaureate Programs

POST-BACCALAUREATE PROGRAMS FOR MEDICAL AND ALLIED HEALTH PROFESSIONS IN THE COLLEGE OF LIFELONG LEARNING

Immaculata University offers a non-degree program of study for highly capable college graduates who wish to prepare for application to medical school or to graduate programs in allied health fields. The program may be completed in 12 months — if begun in the summer — or in two academic years.

Graduates of accredited colleges or universities who have earned an undergraduate GPA of at least 3.00 (A=4.00) in the junior and senior years and who have not completed prerequisite courses for professional schools are eligible to apply for the program.

The Advisory Committee for the Medical Professions counsels students on an individual basis and makes its services available to all participants in the program. For further information contact the Biology Department chairperson.

College of Graduate Studies

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

Doctoral Degrees:

- Ed.D. in K-12 Educational Leadership
- Ed.D. in Higher Education
- Psy.D. in Clinical Psychology (APA accredited)

Master's Degrees

- M.A. in Clinical Mental Health Counseling
- M.A. in Clinical Mental Health Counseling with School Counseling Certification (PreK-12)
- M.A. Cultural & Linguistic Diversity: TESOL or Bilingual Studies
- M.A. Educational Leadership
- M.A./Ed.S. in School Psychology
- M.A. in Music Therapy
- M.A. in Nutrition and Dietetics; Academy of Nutrition and Dietetics Internship is offered as an option in this program.
- M.A. in Organization Leadership
- Master of Science in Nursing (M.S.N.)
- M.B.A. with DeSales University

The University is also authorized to grant Pennsylvania Department of Education (PDE) certifications for:

- School Nurse
- School Counselor PreK-12
- Supervisor, Special Education
- Supervisor, Curriculum and Instruction
- PreK-4
- Secondary (7-12)
- Special Education (PreK-8) (added to existing PA certification: PreK-4 or N-3 or K-6 or 4-8)
- English as a Second Language (ESL) Program Specialist
- Principal (K-12)
- Supervisor, Single Area
- Supervisor, Curriculum and Instruction
- Supervisor, Special Education
- Letter of Eligibility (Superintendent)

The College of Graduate Studies offers Endorsement programs in:

- Instructional Coaching
- Mathematics Coaching

Certificates are offered in:

- Addictions Studies
- ESL Program Specialist
- Organizational Effectiveness
- Teaching English to Speakers of Other Languages (TESOL)

A unique feature of the programs is the liberal education focus in the core requirement which provides a holistic approach to learning. There is also a strong commitment of the faculty to the advisement of each student. Because faculty members are aware of the special needs of the adult learner, flexibility is an integral component of these graduate programs.

Complete program information is available in the Graduate Catalog. To obtain a catalog, contact the Graduate Office at 484-323-3211. Requests for information may be faxed to 610-993-8550 or emailed to graduate@immaculata.edu.

AREAS OF INSTRUCTION

COURSE NUMBERING SYSTEM

Courses with hyphenated numbers run through the year (e.g. 103-104). Semester hour credit is indicated in parentheses after each course title.

FIRST YEAR EXPERIENCE PROGRAM

The First Year Experience (FYE) program is designed to help the student successfully navigate the college system by making progress toward the following educational and personal goals: (1) developing academic and intellectual competence; (2) establishing and maintaining interpersonal relationships; (3) developing an identity; (4) deciding on a career and life-style; (5) maintaining personal health and wellness; (6) developing connections with the university and the community at large.

All College of Undergraduate Studies students who either enter as first time students or transfer with fewer than 30 earned credits will take the First Year Experience.

FYE 100: Transitions to College (1)

This course is designed to help students make the transition from high school to college and to make connections within the college and the community at large. Topics will include: academic policy, campus resources, time management, academic advisement, career development, and issues relating to diversity. Students in the Honors Program will take FYE 110 (described below).

COLLEGE OF UNDERGRADUATE STUDIES HONORS PROGRAM

The Honors Program offers talented students an opportunity to focus their attention on courses that encourage flexibility and integration of knowledge in an atmosphere of collaborative learning. The small honors classes foster inquiry and scholarship among students and faculty. The Honors Program is designed to nurture student involvement in the education process. Courses emphasize independent scholarship. All honors courses are identified on student transcripts.

OUTCOMES

Through study in the College of Undergraduate Studies Honors Program, students will:

- Enjoy a deeper understanding of the nature of learning;
- Value their membership in a community of scholars;
- Develop a greater sense of self within the local and global community;
- Apply rigorous critical thinking skills and a high level of intellectual curiosity in various academic domains;
- Demonstrate the skills necessary to do advanced independent and collaborative research;
- Possess the confidence and communication skills to present their research to an academic or professional audience;
- Enhance their ability to make interdisciplinary connections as they near the completion of the program.

MEMBERSHIP IN THE IMMACULATA HONORS PROGRAM

First-time freshmen: Invitations to the honors program are extended to high school students who meet two of the following criteria:

- SAT composite score (Critical Reading, Mathematics, and Writing) of 1600 or better;
- Secondary School GPA of 3.50 or equivalent and/or;
- Top 20% of secondary school class.

First and second semester freshmen: First semester freshmen and second semester freshmen who have achieved a 3.5 cumulative GPA will also be invited into the program. Students who wish to enroll in the honors program but whose cumulative GPA falls slightly under a 3.5 may self-nominate and make formal application to the Honors Program Committee for acceptance into the program.

Transfer Students: Invitations are extended to freshman- and sophomore-level transfer students who have completed 24 credits with a GPA of 3.50. Students who have completed fewer than 24 college credits must meet the same criteria as first-time freshman applicants. Honors courses completed at other institution (with at least a B average) will be accepted for credit in the Immaculata Honors Program.

Transfer Students (entering IU with an advanced number of credits):

Students who transfer into Immaculata in their junior year and who have little chance of completing the formal honors program will be invited into the Honors Congress, an affiliate honors program. Membership in the Honors Congress gives students access to all honors courses, programs, extra- and co-curricular activities, and priority registration for classes.

Honors Congress: Requirements for inclusion in the Honors Congress: Earned cumulative 3.5 GPA and submission of a formal application to the Honors Program Subcommittee.

Formal Induction: Formal induction into the Honors Program and Honors Congress will occur during the fall and spring semesters.

REQUIREMENTS FOR COMPLETION OF THE HONORS PROGRAM

The Honors Program requires the completion of 21 credits, which can be earned in several ways. The following outline suggests how the program can be completed; however, individual scheduling needs and course offerings will at times vary the sequence. The program can be completed in three years or extended into a fourth year.

First year: In the first year, the student should complete the Honors Keystone Seminar; honors English; and one honors course, which fulfills a requirement for the liberal arts core.

Second year: In the second year, students will take another honors course to apply to the liberal arts core and also complete three credits in either HON 400: Independent Honors Research (3) or three credits in guided research within a core course or a course required by their major.

Third year: In the third year, students may engage in an extended research project (3-6 credits) and participate in HON 401: Honors Colloquium. Many students may use this period of extended research as a prelude to submitting application materials to graduate schools in their senior year. Students can also take the opportunity to work with an advisor during junior year to begin gathering the application materials needed for graduate programs.

Fourth year: Many students will complete the honors program by the end of junior year; therefore, the fourth year provides ample time to complete off-campus study programs, student teaching, senior seminar papers, etc. However, if students have not completed the honors program during their junior year, they can continue their honors courses in senior year.

Students in the Honors Program and members of Honors Congress are required to maintain a 3.5 cumulative GPA.

Students are free to withdraw from the Honors Program if the need arises. A student will be put on probation if his/her GPA falls below a 3.5. Probation will be lifted on a case-by-case basis by the Dean of the College of Undergraduate Studies in conjunction with the Honors Program Committee.

CURRENT HONORS COURSES

Courses currently offered in the honors program include those listed below. Course descriptions can be found in the department listed after the course title. Courses are changed or added periodically.

ENG 117 HON: Rhetoric and Composition (3)

Students concentrate on developing their skills of critical reading, thinking, and writing. Students will research and respond to a variety of topics using both argumentative and expository compositional styles. The course also provides an opportunity for students to achieve high proficiency in academic research methods. ENG 117 satisfies the more general requirement for ENG 106 and 107.

FYE 110: Honors Keystone Seminar (3)

The Honors Keystone Seminar 1) invites the honor student into the Immaculata academic community through social interaction with faculty, administrators, and fellow students; 2) develops a sophisticated attitude toward the learning process; 3) introduces students to diverse academic disciplines through the personal narratives of faculty members; 4) invites students to participate in on-campus and off-campus social, co-curricular, and extra-curricular activities; 5) engages students in an honors service learning project. The Honors Keystone Seminar fulfills the normal FYE requirement in the liberal arts core.

HON 400: Independent Honors Research (3)

The student plans and completes independent research on a subject of interest, which has been approved by the Honors Committee as having rigor commensurate with the goals of the Honors Program.

HON 401: Honors Colloquium (3)

Students and the faculty seminar leader determine a topic as the basis from which students can conduct independent research in their fields of interest.

COMPLETION OF THE HONORS PROGRAM

Upon successful completion of the honors program requirements:

- Students are recognized and receive certificates of achievement at the spring honors ceremony
- Students benefit from priority registration in spring and fall semesters;
- HON is listed before course numbers on student transcripts;
- Completion of the honors program or honors congress is noted on the student's transcript;
- The graduation program indicates that the student has completed the Honors Program.

Sample Honors courses previously approved and offered include:

ECO 313 HON: The Great Economic Debate (Business/Economics)

EDU 291 HON: Social Justice Foundations (Education)

ENG 117 HON: Rhetoric and Composition (English/Communication)

ENG 216 HON: World Literature (English/Communication)

ENG 275 Special Topics

HON: American Literature 1776-1900 (English/Communication)

HON: Jane Austen's World (English/Communication)

HON: Literature of the Bible (English/Communication)

ENG 330 HON: The Creative Spirit of the Brontes (English/Communication)

FNU 213 HON: Current Issues in Nutrition (Nutrition and Dietetics)

FNU/SOC 313 HON: Cultural Anthropology of Food (Nutrition and Dietetics/ Sociology)

HIS 214 HON: Refugees (History)

HIS 216 HON: Women's History (History)

HIS 200 HON: History of the Future (History)

HIS 300 HON: The Holocaust (History)

MUS 300 HON: Women in the Performing Arts (Music)

PHI 314 HON: Asian Thought (Philosophy)

PHI 334/ THE 334 HON: Reason and Reality: "Questing" (Philosophy/Theology)

PHI 335 HON: Global Studies (Philosophy)

POLSCI 335 HON: Tolkien as Political Thinker

PSY 327 HON: Positive Psychology (Psychology)

PSY 338 / COM 258 HON: Psychology of Literature and Film (Psychology/Communication)

SOC 360 HON: Culture and Gender (Sociology)

THE 332 HON: Christian Faith and Economic Life (Theology)

THE 336 HON: Faith and Culture (Theology)

Art

Diane S. Grimes, Chair

VISION

ART is Learning to See ... Making Connections ... Enlightenment ... Joy ... A very Human Thing.

The Art Department facilitates appreciation for the aesthetic and cultural values in the arts while preparing students to challenge themselves to think creatively. Students who take courses in the department will develop knowledge of the elements of art and principles of design.

OUTCOMES

Upon successfully completing courses in the Art Department, students will be able to:

- develop and practice creative thinking skills;
- integrate the study of original works of art into artistic practice;
- use understanding of media applications, techniques, and processes in artwork;
- develop critical thinking skills;
- understand the visual arts in relation to history and culture;
- apply comprehension and application of the creative process.

Immaculata offers art classes for non-majors. The visual arts at Immaculata provide humanities electives in the liberal arts curriculum. All students have the option of electing art.

REQUIREMENTS FOR MINORS

Graphic Arts: ART 102, 105, 201, 204, 302, 311.

Studio Fine Arts: ART 102, 105, 201, 303, 306; three credits from: ART 200, 205, 210, 307, 319, 401, 403.

Art History: ART 208, 211, 215, 217 six credits from ART 102, 200, 216, 218, 401; ENG 329; FMD 324; HIS 200, 239, 360.

REQUIREMENTS FOR CERTIFICATES

Studio Arts: ART 102, 201; twelve credits from: ART 105, 200, 204, 205, 210, 215, 216, 302, 303, 306, 307, 311, 319, 403, 419.

Graphic Arts: ART 102, 105, 201, 204, 302, 311.

ART 102 Basic Drawing (3)

A basic studio course designed to explore the elements of drawing. Students experience exercises in observation and memory drawing using various media – pencil, ink, charcoal, and pastel. (Fee applies)

ART 105 Introduction to Computer Graphics (3)

An introduction to the Macintosh platform as a tool for art and design which is used in graphic arts and communication. Students will experience and acquire skills in the fundamentals of color computer graphics. Hands-on experience with several software packages including Adobe Illustrator and Adobe Photoshop will be provided. (Lab work required) (Fee applies)

ART 200 Special Topics (1-3)

Several on-site guided museum tours and hands-on workshops in the visual arts will be offered on various themes.

ART 201 Basic Design (3)

Design is the foundation of all the visual arts. This course enables students to develop and understand the basic elements and principles through hands-on experiences using a variety of media and subject matter. (Fee applies)

ART 204 Typography (3)

An introduction to the use of type-face as one of the primary elements of visual communication. In addition to an introduction to the history, terminology and technical issues related to typography, students will focus on the expressive characteristics of letterforms, fundamental typographic theories and rules of spatial organization. (Lab work required) (Fee applies)

ART 205 Drawing II (3)

Introduces and defines drawing as an important form of visual expression and communication. The course encourages the application of fundamental drawing skills toward more personally expressive goals. (Prerequisite: ART 102) (Fee applies)

ART 208 Art History I (3)

A survey of visual arts from the Paleolithic to the Gothic period, exploring major monuments and masterpieces of sculpture, ceramics, architecture and painting as each form relates to the achievements of humankind. A broad range of cultures will be explored to provide an understanding of different perspectives on how people have communicated visually through art forms. This course introduces art fundamentals and helps to foster an appreciation for the visual arts.

ART 210 Sculptural Ceramics (3)

This studio course will investigate the use of water-based clay in creating sculptural forms. Students will employ fundamental hand building and wheel throwing techniques and explore the use of form, space and mass as they construct 3-dimensional forms. (Fee applies)

ART 211 Art History II (3)

An inclusive survey of the history of arts from Fourteenth Century Art in Europe to Post Modernism, exploring major monuments and masterpieces of sculpture, ceramics, architecture and painting as each form relates to the achievements of humankind. A broad range of cultures will be examined to provide an understanding of different perspectives on how people have communicated visually through art forms. (No prerequisites)

ART 215 Art Appreciation (3)

An introduction to the fundamentals of art through the analysis of the visual elements and principles of design that underlie all works of art. Students will discern an art work's subject matter and content through hands-on projects, lecture, writing assignments and class discussions. Students will explore themes, purposes, vocabulary and different media to expand their understanding and provide a deeper appreciation for the arts and the creative process involved.

ART 216 Art Study Abroad (3)

Discover the arts on a semester break to Europe. The tour will consist of guided visits to art museums, historical sites, lectures, discussions and a taste of the culture to enhance your appreciation of the arts. An additional cost will be added to the course fee that covers air, hotels, food, tours, transfer and a full time tour director.

ART 217 Women Artists (3)

This course will provide a survey of women artists from the Renaissance to the twenty-first century and will examine contributions women artists have made in the western art tradition. A broad range of artworks created by women will be explored for their historical, social, political and personal content. The course will explore major movements within art history by examining the contribution of women artists chronologically.

ART 218 American Art (3)

An overview of the visual arts in the United States. This course will cover the principal movements and trends in architecture, painting, and sculpture in American art from colonial to modern times.

ART 302 Graphic Design I (3)

Various aspects of graphic communication through the use of typography, photography, layout and general graphic techniques will be presented. Students will be encouraged to develop creative, original and conceptual ideas for solving communications problems utilizing professional studio practices and procedures. (Lab work required) (Fee applies)

ART 303 Painting I (3)

A basic studio course designed to explore the elements of painting. Gradual experimentation with various media and techniques applied to studies in still life, landscape, and life. (Fee applies)

ART 306 Ceramics I (3)

This studio course develops pottery-making skills. The students experience the fundamentals of constructing clay objects, glazing, and firing hand-built ceramic ware. (Fee applies)

ART 307 Ceramics II (3)

This course develops the basic skills of pottery and also provides the advanced student with an opportunity to develop the techniques of throwing pots on the potter's wheel, as well as advanced hand-building and glazing techniques. (Prerequisite: ART 306) (Fee applies)

ART 308 Interior Design (3)

A study of the fundamentals of design as applied to the home. Development of living units to meet varied psychological, economic, and spatial needs during the life cycle.

ART 311 Graphic Design II (3)

This course will emphasize the observation and analysis of natural and man-made objects. This will lead students to create formalized graphic interpretations, developing images with correlation of text and their use with consideration for processes of reproduction. Studies outlined in ART 302 will continue with emphasis on the expressive possibilities of lettering and typography. (Prerequisite ART 302) (Lab work required) (Fee applies)

ART 319 Sculpture I (3)

The oldest form of visual expression, the three-dimensional image, will be explored. Form, space, mass, and light will be studied through the making of representational and abstract configurations. The vehicle of expression is hollowed-out clay which will be fired to create permanent sculptures. (Fee applies)

ART 320 Visual Merchandising (3)

A study of the importance of visual appeal and consumer buying habits in the fashion industry. Students will learn how to create displays using principles and techniques of visual design. (See FMD 320)

ART 401 Independent Art Studies (1-3)

This course involves the development of a special project with the permission and under the direction of a member of the department. (Fee applies)

ART 403 Painting II (3)

This studio course is designed to further develop the basics of painting and to apply these techniques to studies of still life, landscapes, and portraits. This course encourages application of fundamental painting skills toward more personally creative and expressive goals. (Prerequisite: ART 303) (Fee applies)

ART 419 Sculpture II (3)

This course provides students with the opportunity to learn the direct stone/wood carving technique. (Prerequisite: ART 319) (Fee applies)

Biology

Jean M. Shingle, Chair
Sister Susan J. Cronin, IHM
Francis G. Martin
Kelly A. Orlando
Carl R. Pratt, Jr.
Sister Jane Anne Molinaro, IHM, Emerita

VISION

The Department of Biology provides a rigorous curriculum which facilitates an understanding of the major principles and concepts in the biological sciences, promotes inquiry and critical-thinking with hands-on biology, and fosters an atmosphere of research between faculty and students. In addition, the department recognizes the need to prepare students properly for careers in the health sciences and to provide courses for students to become scientifically literate citizens in today's world.

OUTCOMES

Upon successful completion of courses and/or programs in Biology, students should be able to:

- employ a basic scientific knowledge of themselves and their surroundings;
- demonstrate a basic understanding of living systems and biological concepts;
- exhibit proper and safe procedures for the setup of laboratory equipment and preparation of specimens;
- apply the scientific method, use of statistics, models, graphs, computers and/or spreadsheets to the analysis and interpretation of data
- evaluate the ethical considerations in modern biological research;
- develop skills in critical thinking and written expression;
- demonstrate understanding and appreciation of current topics in biological sciences;
- exhibit a knowledge and skills foundation sufficient to either undertake graduate studies, enter careers in industry and education, or enter training in the medical professions

DEGREE OPTIONS

Students who choose Biology or General Science as their major field of study may pursue one of the following degree programs:

- **BS in Biology:** Intended for students pursuing technical careers in industry, government, or academia and for students intending to continue on to graduate school and research. Satisfies all pre-medicine and pre-veterinary requirements. **Specific Requirements:** *Mathematics 207-208 or 301-302; Psychology 208; Chemistry 103-104, 211-212; Physics 203-204; Biology 221, 233, 234, 305, 307, 309, 366, 396, 397; twelve concentration elective credits from Biology 300 level courses. CHE330 is also included as an option in the twelve concentration elective credit requirement.*
- **BA in Biology:** Intended for students pursuing a wide variety of interdisciplinary careers requiring a strong foundation in biology and minor studies in another discipline. Satisfies all pre-medicine and pre-veterinary requirements. **Specific Requirements:** *Mathematics 207-208 or 301-302; Psychology 208; Chemistry 103-104, 201-202 or 211-212; Physics 203-204; Biology 221, 233, 234, 305, 309, 366 and four concentration elective credits from Biology 300 level courses. CHE330 is included as an option in the four credit requirement. A capstone experience as defined by the major or the minor is also required; for biology the capstone experience is biology 396 and 397.*
- **BA in Biology-BA in Chemistry:** A double major is possible in the typical four-year undergraduate program for those students meeting prerequisites. Intended for students pursuing interdisciplinary careers requiring a strong foundation in both biology and chemistry. Satisfies all pre-medicine and pre-veterinary requirements. **Specific Requirements:** *BA Biology, see above; BA Chemistry, see Chemistry section of this catalog. Students pursuing the double major need only take the biology or the chemistry seminar sequence and the required CHE330 can be counted as a biology concentration elective.*

- **BA in Biology-Psychology:** Intended for students pursuing careers in psychology which require a significant foundation in the biological sciences. **Specific Requirements:** *Mathematics 207-208 or 301-302; Chemistry 103-104, 201; Psychology 101, 208, 311, 313, 314; Biology 221, 233, 234, 305, 309, and 4 elective credits from Biology 300 level courses; , 396, and 397 or Psychology 418-419; and four elective credits from Biology or Psychology 300 level courses.*
- **BA in General Science:** Intended for students pursuing a wide variety of interdisciplinary careers requiring a strong foundation in biology and minor studies in another discipline. **Specific Requirements:** *Biology 233, 234, 305, 307; Chemistry 103-104; Physics 203-204; Mathematics 207-208 or 301-302; Psychology 208; sixteen to eighteen elective credits from Biology, Chemistry, Physics, or integrated science 200 or 300 level courses including at least three elective credits each from Biology, Chemistry, and Physics and two elective credits of a research/seminar nature.*
- **AS in Biology:** Intended for students pursuing careers that are enhanced by a working knowledge of biological and chemical principles. **Specific requirements:** *Mathematics 207-208; Chemistry 103-104, 211-212; Biology 233, 234, 305, and either biology 307, 309 or 366.*
- **AA in Biology:** Intended for students pursuing careers that are enhanced by a basic knowledge of selected biological topics. **Specific Requirements:** *Mathematics 101-102; Chemistry 101-102, 201-202; sixteen elective credits from Biology 100, 200, and/or 300 level courses.*

Note: All Biology majors must enroll in BIOL090 each semester. This is a requirement for graduation and will be noted on your transcript each semester.

EDUCATION CERTIFICATION

- **Secondary Education Certification:** Students preparing for a career in biology teaching will complete all the requirements for the BA degree in biology. Biology majors seeking secondary education certification will take SCI122 in lieu of one biology elective. **Specific Education Requirements:** *see Education section of this catalog.*
- **Post-baccalaureate Certification:** Students who have earned a baccalaureate degree in a field other than biology and who are seeking biology teaching certification. **Specific mathematics/natural science requirements for biology:** *mathematics 203-204, chemistry 101-102, physics 101-102, earth and space science (SCI122), and biology electives in each of the following areas: cell/molecular biology (BIOL104, 205, 208, or 366), genetics (BIOL104, 205, or 234), physiology (BIOL103, 207, 209-210, 309, or 335), evolution/diversity (BIOL305), ecology (BIOL112 or 307).*

NON-DEGREE OPTIONS

- **Minor in Biology:** Intended for students pursuing a wide variety of interdisciplinary careers requiring a strong foundation in biology and to complement a major in another discipline. **Specific Requirements:** *Mathematics 207-208; Chemistry 103-104; Biology 233 and eight elective credits from Biology 234 and 300 level courses.*
- **Pre-Professional Program for Medical Professions:** Intended for undergraduate and post-baccalaureate students preparing for careers in medicine, dentistry, optometry, podiatry, or veterinary medicine. Students will complete the necessary mathematics and natural sciences courses required for admission to professional schools. Academic advising for this program is provided by the Advisory Committee for the Medical Professions. **Specific Requirements:** *Biology 233, 234, 309 (additional biology courses are highly recommended); Chemistry 103-104, 211-212; Physics 203-204; and Mathematics 207-208 or 301-302. Participation in a research or clinical internship is strongly recommended.*

GENERAL PREREQUISITES AND SCHEDULING REQUIREMENTS FOR BIOLOGY AND GENERAL SCIENCE MAJORS

GENERAL PREREQUISITES

Students (except as noted below) must satisfactorily complete the following prerequisite sequence before taking any Biology majors' courses (BIOL 233 or higher):

MATH 203-204 Intermediate College Mathematics
CHE 101-102 Basic College Chemistry

These prerequisite courses can be taken simultaneously; otherwise, the MATH must be taken before the CHE.

GENERAL PREREQUISITE EXEMPTIONS

Students are exempted from the prerequisite sequence if, in the previous 5 years, they have:

1. completed a one-year high school chemistry course with a grade of B or higher –OR– satisfactorily completed a one-year college general chemistry course –AND–
2. at least two of the following three conditions are met:
 - SAT MATH score of 550 or higher.
 - IU Mathematics Placement Tests scores sufficient to place student in MATH 207-208
 - Satisfactory completion of a pre-calculus course in high school or college.

SCHEDULING REQUIREMENT

All students must satisfactorily complete the following foundation courses before taking any biology 300 level courses:

MATH 207-208 Introductory Analysis
(may substitute MATH 301-302 Calculus)

CHE 103-104 Fundamental Chemical Concepts

BIOL 233-234 Cell Biology; Genetics

These courses can be taken simultaneously; otherwise, the MATH must be taken before the CHE and the CHE before the BIOL.

Note: To continue in the program, Biology majors must earn a grade of C (2.0) or higher in Chemistry 103-104, Math 207-208 or 301-302 and all biology courses taken to fulfill major requirements.

ACCEPTANCE INTO MAJOR

Formal acceptance into a baccalaureate major is generally made upon completion of the freshmen level of study. It is confirmation that a student is sufficiently prepared for the rigors of upper-level undergraduate study in that major. Students must meet the formal acceptance requirements before they will be permitted to continue in the major. In order to be formally accepted into one of the Biology majors, the following courses must be completed with a minimum grade of C (2.0): Biology 233-234, Chemistry 103-104, and Math 207-208 or Math 301-302.

TRANSFER CREDITS

Biology Majors: Up to twelve credits in majors' biology courses will be considered for transfer from another institution but will be considered only if: earned within previous ten years, courses are comparable in content to courses currently taught in this department and a grade of C or higher was earned. Once a student is formally accepted as a Biology major, all required biology courses must be taken at Immaculata, with the exception of approved off-campus research.

General Science Majors: No more than twenty-four credits in majors' science courses will be considered for transfer from another institution but will be considered only if: earned within previous ten years, courses are comparable in content to science majors' courses taught at this university, and a grade of C or higher was earned. Once a student is formally accepted as a general science major, all required natural science courses must be taken at Immaculata, with the exception of approved off-campus research.

BIOLOGY

BIOL 090 Biology Colloquium (0)

The biology colloquium meets three to four times during each academic semester for lectures and discussions led by visiting scholars, faculty, and other invited guests. Topics include biological research, medicine, and career information. Biology majors are required to attend each semester. Participation will be documented on transcript each semester.

BIOL 100-101 Introduction to Biological Techniques (1, 1)

An introduction to the scientific method as well as the basic tools of modern biology from the microscope to gel electrophoresis. Designed for students who have completed a non-laboratory science course but need a laboratory component to fulfill core requirement.
2-hour laboratory

BIOL 103 Human Biology and Ecology (3)

Designed for students who have little science background or for students who want to increase their science knowledge. Case studies and interactive learning are used to present an overview of the body systems with an emphasis on current and practical knowledge of human anatomy and its functions. Students will research specific disorders and diseases as well as appropriate treatments. Also included is an understanding of the basic ecological interrelationships between man and the natural world. Students will analyze current ecological issues including invasive species, climate change, pollution and other environmental concerns (Fulfills a core requirement.)
2 hours lecture, 2 hours laboratory

BIOL 104 Cell Biology and Genetics (3)

Designed for those interested in the health sciences, this course includes the principles of cellular life: the chemistry, the structure, and the energetics of the cell as well as the principles of inheritance: cell division, chromosomes, human heredity, DNA structure and function, protein synthesis, recombinant DNA and genetic engineering. Laboratory activities will complement these topics. (Fulfills a core requirement) 2 hours lecture, 2 hours laboratory

BIOL 106 Science for Elementary Education (3)

This course presents content and pedagogy for the teaching of science in grades K-4 and requires learning essential science content through the perspectives and methods of inquiry. Students actively investigate phenomena that can be studied scientifically, interpret results, and make sense of findings consistent with currently accepted scientific understandings. (Fulfills a core requirement) 2 hours lecture, 2 hours laboratory. Education students only.

BIOL 111 Introduction to Human Diseases (3)

Designed for students with little or no science background, this online course provides an overview of various communicable diseases. The biological basis, mode of transmission, and treatments will be discussed as well as strategies for prevention and containment. The laboratory combines experimental and clinical investigations of several types of disease causing agents. (Fulfills a core requirement)
2 hours lecture, 2 hours laboratory. Online only.

BIOL 112 Human Ecology (3)

This online course is designed for students with no science background who wish to better understand current environmental problems and issues. Through use of online discussions, short essays, and laboratory reports, students examine and analyze the intricacies of current environmental issues on a local, regional and global basis. This course requires considerable independent thought, critical reading and thinking, and an interest in current environmental problems. (Fulfills a core requirement.) 2 hours lecture, 2 hours laboratory. Online only. Students enrolling in BIOL112 cannot enroll in BIOL113.

BIOL 113 Environmental Science (3)

An introduction to environmental problems designed for students with no science background. This course presents an overview of current environmental issues with an emphasis on understanding the cause-effect relationships inherent in many of the environmental challenges we face today. Emphasis is placed on use of case studies, class discussions, laboratory investigations, and student presentations to study and analyze the issues. This course is engaging, but a serious course that requires considerable critical reading, an innate interest in the subject, and self-discipline to attend all the lectures and laboratories to do well. Business students are encouraged to learn concepts that can be applied to many current environmental fields. (Fulfills a core requirement) 2 hours lecture, 2 hours laboratory. Students enrolling in BIOL113 cannot enroll in BIOL112.

BIOL 115 Biotechnology (3)

Designed for students in business and those interested in the modern-day applications and controversies of biotechnology. This course will identify and explain the multi-step process of recombinant DNA technology and expression of a protein product and develop a business plan for its marketing. This course will also investigate biotech stocks and the use of bio-organisms as producers of energy. (Fulfills a core requirement) 2 hours of lecture, 2 hours of laboratory. (\$40 lab fee applies)

BIOL 202 Exercise Structure and Function (4)

Designed for students in sports management and related fields, this course presents the basic concepts in human anatomical structure and physiology with relation to body movement and exercise. Topics presented as they relate to exercise include: musculoskeletal system, reflexes, nutrition, physiology of training, sport injury, cardiovascular system, hydration and water balance, and the endocrine system. 3 hours lecture, 2 hours laboratory

BIOL 204 Microbiology for Food Science (3)

Introduction to the basic principles of microbiology for students interested in the allied health professions, nutrition and food service management fields. This course is designed to provide a solid working knowledge of microorganisms and their relation to food, sanitation, health, and industry. 2 hours lecture, 2 hours laboratory

BIOL 205 Human Genetics (3)

A study of basic human genetics with a primary focus on gene transmission from generation to generation. Topics covered include human reproduction, gene transmission, biotechnology, epigenetics and genetic testing as well as basic gene expression. Laboratory will focus on classical genetics, molecular genetics and biotechnology to illustrate the rapidly advancing field of experimental genetics. 2 hours lecture, 2 hours laboratory

BIOL 207 Human Biology (3)

An introduction to the anatomy and physiology of the human body. All systems of the body will be considered with an emphasis on nutrition and health. 3 hours lecture. Does not count as a lab science.

BIOL 208 Microbiology for Health Science (4)

An exploration of the structure and function of microorganisms as they relate to the economy of nature; the role of pathogens in human disease; and methods of prevention of contamination. 3 hours lecture, 2 hours laboratory

BIOL 209 Human Anatomy and Physiology I (4)

A study of the underlying process, at the cell, organ, and system levels of organization, which are the backbone of our modern understanding of the functioning human body; covers integumentary, skeletal, muscular, and nervous systems. 3 hours lecture, 2 hours laboratory

BIOL 210 Human Anatomy and Physiology II (4)

Continuation of BIOL209; covers cardiovascular, immune, respiratory, digestive, urinary, reproductive, and endocrine systems. Prerequisite: 209 or permission of instructor. 3 hours lecture, 2 hours laboratory

BIOL 221 Fundamental Biological Techniques (1)

This course stresses competency skills in the use and application of basic tools of biology including light microscopy, use of basic laboratory equipment (e.g. spectrophotometer, balance, pipette, pH meter, etc.), use of computer for data analysis, and fundamental laboratory techniques. 2 hours of laboratory 2 hours laboratory (\$40 lab fee applies)

BIOL 233 Cell Biology (4)

A study of basic cellular and biochemical processes to provide a foundation for advanced work in biology. Laboratory explores basic biological functions such as respiration, enzymatic digestion, cell structure and functions. Pre- or co- requisites: CHE103, MATH207 or 301; or permission of instructor. 3 hours lecture, 3 hours laboratory

BIOL 234 Genetics (4)

This course includes fundamental Mendelian principles of heredity as well as an introduction to molecular genetics. Topics covered include: DNA structure and function, protein synthesis, recombinant DNA, genetic engineering, viruses and biotechnology. Laboratory will focus on inheritance in fruit flies and an introduction to molecular biology techniques including restriction enzymes, PCR, and cloning. Prerequisites: MATH 207, BIOL233, CHE103, or permission of instructor. 3 hours lecture, 3 hours laboratory

BIOL 245 Animal Behavior (3)

Mentored exploration of the mechanisms, ecology, and evolution of diverse behaviors of animals. Emphasis on basic concepts and analysis of reported observations and experiments. Online. 3-hours. Does not count as a lab science.

BIOL 290 Environmental Expedition to Costa Rica (3)

A rich overview of the environment and natural wildlife of Costa Rica, allowing students to work with local environmentalists on projects to protect the delicate balance of some of the world's richest ecologies. (Counts as a core requirement for a lab science. Additional cost required for trip).

BIOL 291-292 Special Problem (1-3, 1-3)

Student-oriented laboratory, field, and/or literature studies. Admission to the courses by application to the Biology faculty.

BIOL 305 Evolution and Diversity (4)

A comprehensive overview of the theory of evolution and our current understanding of the pattern of "descent with modification" that has produced the many diverse forms of life that have existed on Earth. Laboratory studies include working with models of evolutionary processes, classification of organisms, observations of structural and functional adaptations important to diverse groups of organisms, and deducing patterns of descent from morphological and molecular data. Prerequisites: BIOL234 or permission of instructor. 3 hours lecture, 3 hours laboratory

BIOL 307 Ecology (4)

This course focuses on how biotic and abiotic factors influence ecological adaptation. Population, community, and ecosystem level processes that generate the observed patterns of plant and animal distribution and abundance are studied. Patterns of diversity, stability, dominance, biogeography, succession, and behavior are examined. Principles are demonstrated through use of case studies, models, and field experiments. Prerequisites: BIOL233, 234; or permission of instructor. 3 hours lecture, 3 hours field/laboratory

BIOL 308 Botany (1)

An introduction to the structure, growth, development, and responses of flowering plants. Prerequisite: BIOL 233, CHE103; or permission of instructor. Online self-study.

BIOL 309 Vertebrate Structure and Function (4)

A survey of vertebrate anatomy and physiology, placing vertebrate form and function within an evolutionary context. Beginning with fishes and ending with mammals, emphasis is placed on identification and description of key characteristics and evolutionary innovations of the vertebrate classes using a comparative approach. The laboratory involves making detailed comparisons among selected vertebrate types through observation, microscopy and dissection. Prerequisites: BIOL233, CHE103; or permission of instructor. 3 hours lecture, 3 hours laboratory

BIOL 310 Developmental Biology (4)

Developmental biology presents a classical and molecular analysis of our current understanding of embryonic development. A comparative approach is employed to demonstrate significant patterns in embryological development. Although vertebrate development is emphasized, other organisms are explored as time permits. Students conduct directed as well as independent research projects to explore the role of environmental agents on early embryonic development. Prerequisite: BIOL233, 234, CHE104, MATH208 or 302; or permission of instructor. 3 hours of lecture, 3 hours laboratory

BIOL 323 Microbiology (4)

Introduction to the microbial world with detailed study of bacteria: classification, morphology, physiology, and genetics, and the role of pathogens in human disease. Laboratory stresses aseptic handling and recognition of microorganisms, identification of unknown bacteria, and independent investigation. Prerequisite: BIOL233-234, CHE103-104; or permission of instructor. 3 hours lecture, 3 hours laboratory

BIOL 335 Principles of Physiology (4)

Concentration on bioelectrical and biomechanical principles and their application to the functioning of cells and groups of cells, particularly in regard to epithelial transport, neurons, and muscles. Prerequisites: BIOL233 and 309, OR BIOL 209 and 210, CHE103-104, or permission of instructor. 3 hours lecture, 3 hours laboratory

BIOL 366 Molecular Biology (4)

An emphasis on the continuum of biological understanding, starting with basic properties of genes and genomes and extending to the complex interactions fundamental to all living organisms. This course will provide students with a comprehensive picture of the many ways molecular genetics is being applied to the analysis of complex systems. Laboratory will focus on molecular cloning methods including blotting techniques, transformation, electrophoresis, and fingerprinting as well as protein and antibody assays. Prerequisites: BIOL233, 234, MATH208 or 302; CHE103-104 or permission of the instructor. 3 hours lecture, 3 hours laboratory

BIOL 391-392 Biological Research (3, 3)

Students meeting certain academic requirements are invited to conduct a research project under the supervision of a Biology faculty member. Prerequisite: 16 credits in BIOL200 and/or 300 level courses including 1 or 2 preparatory credits in BIOL291 and permission of department. 6 hours field/laboratory

BIOL 396 Senior Seminar I (1)

The seminar includes the development of a research hypothesis supported by a comprehensive literature review and the actual execution of a laboratory/field project and data collection. Successful students demonstrate considerable independent initiative and motivation. Students who have already completed their research projects prior to enrollment in this course receive help and support in data analysis, paper preparation, and writing. 1 hour lecture

BIOL 397 Senior Seminar II (1)

In this capstone seminar, students write and orally present a formal scientific report showcasing the results of a laboratory/field project performed in a previous course or during an approved on- or off-campus research project. The report includes a hypothesis supported by a comprehensive literature review, a description of the experimental protocol, and a presentation and an analysis of the data collected during Senior Seminar I or related experience. Prerequisites: 16 credits in biology 300 level courses and BIOL 396, or permission of department. 1 hour lecture

SCI 122 Earth and Space Science (3)

This online course covers concepts related to Earth and its place in the universe. General topics include: astronomy, meteorology, Earth/Sun relationships, geology, and geomorphology (Fulfills a core requirement for a lab science) 2 hours lecture and 2 hours lab. Online.

STEM SCHOLARS PROGRAM (SSP)

This National Science Foundation (NSF) S-STEM Project will award scholarships to community college students who have successfully completed two years in the STEM areas and support their completion of a four-year STEM degree program. STEM Scholar's Program will include the following :

SSP 100 Orientation (0.5)

A one-week residential orientation to the University to help SSP students become familiar with the University setting and services, involve them in research, and establish a community of learners. Two days in this week focus on experiential learning in a laboratory, a field trip and community building activities. Students will present their research in an informal setting at the end of the week.

SSP 200 Connections (0.5)

This course will include activities such as: meeting IU graduates, discussing academic and social concerns and challenges, attending a scientific meeting, and participating in tours of graduate academic, government, and industry facilities. Each student will have an IU faculty research mentor and begin to perform ongoing research in a laboratory.

SSP 250 Immersion (0.5)

This course will continue the academic activities of SSP 200 and focus on creating a research poster, obtaining an internship or research project for the summer (SSP 300), and providing opportunities to grow in leadership, in preparation to mentor the next incoming cohort.

SSP 300 Experience (0.5)

This course takes place in the summer between junior and senior year. In this course, students will have time for independent research/ internships and an invitation to participate in the summer program for the new cohort entering the program. While students are not required to take this course, enrollment in SSP 300 will be strongly recommended.

SSP 400 Leadership (0.5)

This course will include activities such as: resume writing, job interviewing skills, job search strategies and preparations needed for admission to graduate schools. Students will be encouraged to present their research at a symposium for undergraduate students. Career guidance will be provided by Office of Career Development and individual faculty research mentors.

SSP 450 Transition (0.5)

This course will continue preparing students for graduate/professional school or employment in a STEM.



Business and Accounting

Charlene Y. Fitzwater, Chair

Jacqueline H. Bull

Elizabeth G. Faunce

Joseph W. T. Pugh

Eileen Raffaele

Harris S. Tahir

Sister Virginia Assumpta, IHM, Emerita

VISION

The Business and Accounting Department will develop value-based, service-oriented business leaders for the global community.

OUTCOMES

Upon successful completion of the business degree program, students will be able to:

- demonstrate understanding of the balance between theory and practice as it applies to the various sectors of the world of business, accounting, finance, marketing and economics;
- exercise effective interpersonal, communication and analytical skills;
- use technology strategically to enhance their productivity and effectiveness on both individual and organizational levels;
- evidence professionalism, integrity, and ethics.

ACCREDITATION

All Business and Accounting majors offered by Immaculata University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), with the exception of the new Human Resource Management (HRM) major. The HRM major is eligible to be accredited in the near future. ACBSP accreditation certifies that the teaching and learning processes within the business programs meet the rigorous educational standards established by ACBSP. Receiving accreditation for the business programs and specialized accreditation for the accounting program demonstrates Immaculata's commitment to providing the highest quality business education for our students.

ACCEPTANCE TO MAJOR

Consistent with University policy, students may formally apply to the department to be accepted as Business Administration, Accounting, Finance, or Marketing Management majors at the end of their freshman year (24 credits), but no later than at the end of the first semester of sophomore year (36 credits). Students may formally apply to the department to be accepted as Business Administration with Business, Computers, and Information Technology with K-12 Certification after 48 credit hours. Once accepted, department majors must maintain an overall GPA of 2.0 in department courses.

REQUIREMENTS FOR MAJOR

- **Required of all BS candidates:** (Accounting, Business Management, Finance, Human Resource Management and Marketing Management): ECO 201, 202, 307; BUS 235, 338; FIN 362; MKT 309; COM 200 or 350; PSY 321 or 345; MATH 203 and 204 or MATH 207 and 208 or MATH 217 and 219 (PHI 384 may replace BUS 338 with special permission)

- **Accounting (BS):** ACC 203-204, 303-304, 313, 398/399, 421, 422, 425; BUS 315; and a choice of ACC 314 or 317
- **Accounting (BS):** 150 credit hour option: contact department for information
- **Business Management (BS):** BUS 315, 327, 345, 360, 365, 366, 398/399; ACC 203-204; HRM 311; one department elective
- **Finance (BS):** FIN 306, 325, 363, 398/399 and one Finance elective; ACC 203-204; BUS 315, 327, 365, 366
- **Human Resource Management (BS):** ACC 203-204; BUS 360, 365; HRM 311, 318, 334, 348, 398/399 and two electives from a specified list
- **Marketing Management (BS):** MKT 331, 359, 364, 398/399, one Marketing elective; ACC 201; BUS 315, 327, 345, 360, 365
- **Business Administration with Business, Computers and Information Technology with K-12 Certification (BA):** ECO 201, 202; ACC 203-204; MATH 203 and 204 or MATH 207 and 208 or MATH 217 and 219; BUS 235, 315, 345, 360, 365; FIN 362; MKT 309; CIS 105, INFO 214, 230, 231. For specific education requirements of this program, see the Education Department.

REQUIREMENTS FOR MINOR

- **Accounting:** ACC 203-204, 303-304, 317; two courses chosen from: ACC 305, 313, 334, 421, 425; ECO 201, 203
- **Business Administration:** ACC 201 or 203-204; BUS 360; ECO 203 or 201-202; choice of four business electives from specified list
- **Economics:** ECO 201, 202, 327, 328; two courses chosen from ECO 319, 320, 322, 372, 381, 386, 387, 389
- **Entrepreneurship:** ACC 201, BUS 324, 360, MKT 309; for non-business majors two courses chosen from HRM 311, 315, 327, 362; for business majors two courses chosen from MKT 331, COM 224, PSY 219 or SOC 245
- **Finance:** ACC 203-204; ECO 201, 202; FIN 362, two courses chosen from: FIN 306, 325, 326, 363, 367, 368, 370, 372
- **Human Resource Management:** BUS 338; HRM 311, HRM 318 or 344, HRM 348 or BUS 315; two courses chosen from: BUS 320, 327; HRM 318, 335, 336 or 347
- **International Business:** ACC 201; BUS 345, 360; CCS 340; ECO 203; two courses chosen from ECO 322, ECO 381, FREN 323, 336, 339, FIN 363, POL 206, SPAN 314, 232, 328, THE 314; non-department majors may also select from BUS 365, MKT 309, FIN 362
- **Management Information Systems:** BUS 327, 360, CIS 105, INFO 215; two courses chosen from BUS 340, CIS 218, 224, 326, 335; COM 200; INFO 120, 230, 310, 401, and 404
- **Marketing:** MKT 309, 331, 364; three courses chosen from MKT 350, 351, 352, 354, 355, 357, 359, FMD 328

REQUIREMENTS FOR ASSOCIATE OF SCIENCE

- **Accounting (AS):** ECO 201, 202 (fulfills social science requirement); BUS 235, 315, 360; ACC 203-204; MKT 309; choose two from ACC 303-304, 313, 317; department elective; liberal arts core by advisement
- **Business Administration (AS):** ACC 203-204; BUS 235, 360; ECO 201, 202 (fulfills social science requirement); four department electives; COM 200 or 350, MATH 203-204 or 207-208 or 217/219 liberal arts core by advisement

CERTIFICATE PROGRAM

Management: ECO 203; ACC 201 or 205; BUS 235, 315, 324, 360, 365, 366; FIN 362; HRM 311; MKT 309; COM 200 or 350

ACCOUNTING

ACC 200 Special Topics in Accounting (1-3)

Current topics which deal with on-going facets of accounting.

ACC 201 Accounting and Budgeting (3)

An introduction to accounting information and the basic accounting cycle. Techniques of accounting for business transactions, preparation and interpretation of financial statements for internal control and external reporting and for use in making sound business decisions, forecasting and budgeting methods. May not be substituted for ACC 203 or 204.

ACC 203 Accounting Principles I (3)

Development and application of procedures underlying theories of accounting principles relating to major forms of business organizations.

ACC 204 Accounting Principles II (3)

Development and application of procedures underlying theories of accounting principles relating to major forms of business organizations. This is a continuation of ACC 203. (Prerequisite: ACC 203)

ACC 205 Financial Accounting (3)

Focus on the financial aspects of accounting, financial statements, and applications. Emphasis is placed on three forms of business organization.

ACC 206 Managerial Accounting (3)

Introduces concepts in analyzing and interpreting accounting information in product and service costing and the application of this information and statements in management planning, control, and decision-making.

ACC 303 Intermediate Accounting I (3)

Comprehensive review of accounting principles with detailed study of balance sheets; accounting statements analysis. (Prerequisite: ACC 204)

ACC 304 Intermediate Accounting II (3)

Comprehensive review of accounting principles with detailed study of balance sheets; accounting statements analysis. This is a continuation of ACC 303. (Prerequisite: ACC 303)

ACC 305 Intermediate Accounting III (3)

Includes in-depth coverage of selected accounting topics, including, but not limited to, deferred income taxes, accounting for pension costs, cash flow statements, capitalized leases, and financial statements analysis. (Prerequisite: ACC 304)

ACC 313 Federal Income Tax (3)

Study of Federal Income Tax law as it applies to individuals. (Prerequisites: ACC 204)

ACC 314 Advanced Taxes (3)

Tax problems of partnerships, corporations, estates, trusts, deferred payments, gifts, with particular emphasis on tax planning and the role of the accountant. (Prerequisite: ACC 313)

ACC 317 Cost Accounting I (3)

Basic cost accounting principles applied to job order, process, and standard cost systems. (Prerequisite: ACC 204)

ACC 318 Advanced Cost Accounting (3)

Advanced cost techniques and theories, financial planning and control; profit planning with direct costing; flexible budgets, break-even and profit-volume relationships. (Prerequisite: ACC 317)

ACC 321 Internal Auditing (3)

An introduction to internal auditing, its rapid growth and important role in the modern corporation. Topics include internal auditing standards, scope, responsibilities, ethics, the impact of the Sarbanes-Oxley Act of 2002, internal controls, techniques, and reporting practices. There will be some consideration given to the material included in the Certified Internal Auditor examination. Various techniques will be used to study internal auditing theory and practice which may include the use of problem sets and case studies. (Prerequisite: ACC 201, 204 or 206)

ACC 326 Process Design & Internal Audit (3)

The course covers the design of business processes and the implementation of key control concepts. The course utilizes a case study approach that will address tactical, strategic, systems, and operational areas. A study of the control aspects of accounting systems. Topics include: setting standards; defining and imposing administrative, operational, and security controls; and judging cost-effectiveness of systems. This is the first course leading to endorsed internal audit certificate and will prepare students planning on sitting for the Certified Internal Auditor Exam. (Prerequisite: ACC 201 or 203-204, ACC 321)

ACC 334 Forensic Accounting (3)

This course will include a study of techniques used in solving financial crimes including: interviewing techniques, rules of evidence, and sources of information, forensic accounting procedures and current issues in financial investigations. The course will include the criminal statutes related to financial crimes. Case studies will be used to discuss interviewing techniques and other indirect methods of proof in resolving financial crimes. Various financial documents and instruments will be discussed and reviewed as part of the documentary evidence to support financial investigations. (Prerequisite: ACC 201 or 204)

ACC 398 Accounting Practicum (3)

An opportunity to engage in business experience in a specific area of the major field. The internship provides an in-depth analysis of practical business field experience to prepare students for career choices. (Instructor permission required)

ACC 399 Accounting Practicum (3)

An opportunity to engage in business experience in a specific area of the major field. The internship provides an in-depth analysis of practical business field experience to prepare students for career choices. (Instructor permission required)

ACC 401 Independent Study and Research (1-6)

Provides an opportunity for a junior or senior to engage in independent study and research in a specific phase of the major field.

ACC 421 Advanced Accounting I (3)

Theory and practice relating to issues such as business combinations, equity and cost methods of accounting, consolidated accounting issues, accounting for intercompany indebtedness and inventory transactions. (Prerequisite: ACC 304)

ACC 422 Advanced Accounting II (3)

Exploration of specialized areas of accounting such as partnership accounting, foreign currency transactions, segment reporting, interim reporting, governmental accounting, accounting for non-profit organizations and International Financial Reporting Standards. (Prerequisite: ACC 421) (Fee applies)

ACC 425 Auditing (3)

Generally accepted auditing standards employed in the verification of financial statements, evaluation of internal controls, statistical sampling, procedural testing, and moral and legal responsibilities of the auditor. (Prerequisite: ACC 303)

BUSINESS ADMINISTRATION

BUS 200 Special Topics in Business (1-3)

Current topics, which deal with on-going facets of business administration.

BUS 235 Business Computer Applications (3)

Designed for exploration and development of computer application skills in a practical business context. Computer applications covered include Microsoft Excel, Word and PowerPoint. Cloud computing and professional social networking are examined. These applications are applied to presentations, project planning, information display and research (Fee applies)

BUS 302 Personal Finance (3)

Introduction to personal financial evaluation, management, and planning. The course provides the student with an understanding of consumer credit, life insurance, health insurance, property and casualty insurance, wills, trusts, Social Security, stocks, bonds, real estate, mutual funds, retirement planning, and other topics. (Student may only receive credit for BUS 302 OR FIN 367)

BUS 303 The History of American Business (3)

The history of American business from colonial times to the present. The course offers a variety of case studies from well-known companies and industries and a thematic emphasis on government-business relations. (See HIS 303)

BUS 315 Business Law I (3)

Develops an understanding of the principles and doctrines of law as they relate to commercial transactions. Explores the impacts of judicial decisions (Case Law) and government regulation (Administrative Law) on business decisions and management. Discussions include: major classifications of law, types of business organizations, contract law as the foundation of all business transactions, and tort law and the operation of government regulatory agencies.

BUS 316 Business Law II (3)

A study of the sources and enforcement mechanisms of administrative law (commonly known as government regulation) at local, state and federal levels with an aim for overall understanding of government administrative agencies and their impact on the operation of American businesses. Topics include environmental, employment, financial, banking and occupational safety laws.

BUS 320 Business of Health Care (3)

An understanding of health care delivery in the United States. A comparative analysis with other nations will emphasize the complex nature of the health care industry. The course explores the changing nature of health and medical care and the implications for medical practice and health policy.

BUS 324 Entrepreneurship (3)

How to start your own business: from concept to reality. A study of the challenges and responsibilities of an entrepreneur. Operational strategies concerning business, financial, and marketing plans, along with advertising, human resource, legal, and ethical issues.

BUS 327 Managing Business Information (3)

A focus on the methods with which organizations access, compile, analyze, interpret and disseminate information and the way in which organizations use information in the planning, managing, and decision-making processes. The objective is to understand the constantly evolving role of information technology in providing the tools and techniques for effective use of management information.

BUS 333 Operational Effectiveness (3)

Planning, management and analysis of business operations to create effective and efficient production and distribution of goods and services. Analysis and design of effectiveness through analytical and decision making techniques for operations management, business process design, Total Quality Management, Lean, and Six Sigma. (Prerequisite: ECO 307 or FIN 362)

BUS 338 Business Ethics (3)

Provides students with insights into an organization's responsibilities to its stakeholders: employees, customers, shareholders, competitors, and the community at large. Moral principles and codes of ethics will be examined as the basis for the standards of leading and managing a commercial enterprise. (Satisfies ethics requirement for department majors)

BUS 340 Topics in e-Commerce (3)

An introduction to the business models, strategies, and tactics of doing business in the Internet economy. The course objective is to build a solid knowledge of e-commerce, current e-business trends, and the fundamental underlying web technologies, which will be achieved through case studies and online activities.

BUS 345 Global Business (3)

This integrative course examines the challenges facing multinational companies in today's global economy. The course examines international political, legal, and economic differences, as well as cultural dimensions and foreign investment activities that companies must consider to compete in the global market place. (This course replaces BUS 301 International Business)

BUS 360 Business Management (3)

Introduction to the structure and role of business management. Emphasis of discussions concentrates on the business strategies of planning, organizing, leading, staffing and controlling regarding policies and procedures.

BUS 365 Strategic Planning (3)

A survey of current concepts, models, and practices of strategic planning and resource allocation in a business organization. Discussions, exercises, and projects will provide practical experience with the development of organizational mission, vision and values statements, external and internal environmental analyses, long range goals and objectives, and implementation plans. (Students must hold senior status [90 credits] as department majors.) (Fee applies)

BUS 366 Leadership Dynamics (3)

This course will develop an awareness of the knowledge, abilities, and skills that a professional needs in order to perform effectively in leadership situations. Areas of inquiry include examination of individual temperament, leadership theories and styles, leader-collaborator relationships, group and organizational dynamics, problem and decision analysis, and conflict resolution.

BUS 398 Business Practicum (3)

An opportunity to engage in business experience in a specific area of the major field. The internship provides an in-depth analysis of practical business field experience to prepare students for career choices. (Instructor permission required)

BUS 399 Business Practicum (3)

An opportunity to engage in business experience in a specific area of the major field. The internship provides an in-depth analysis of practical business field experience to prepare students for career choices. (Instructor permission required)

BUS 401 Independent Study and Research (1-6)

Provides an opportunity for a junior or senior to engage in independent study and research in a specific phase of the major field.

ECONOMICS

ECO 200 Special Topics in Economics (1-3)

Current topics, which deal with on-going facets of economics.

ECO 201 Principles of Macroeconomics (3)

A study of the overall economy with emphasis on inflation, unemployment, government policies and their effect on both long- and short-term economic growth.

(Fulfills social science core requirement)

ECO 202 Principles of Microeconomics (3)

A study of the economic behavior of industries, firms, and individuals. It investigates the dynamics of the market system. (Fulfills social science core requirement)

ECO 203 Principles of Economics (3)

Focus on the core concepts of macro and micro economics which include the problem of scarcity, the comparison of the market system to mixed economies, the importance of the global economy, government policies, and income inequality. (May not be substituted for ECO 201 and 202) (Fulfills social science core requirement)

ECO 307 Statistics (3)

Fundamental concepts of descriptive and inferential statistics with business and economic applications: measures of central tendency and dispersion, techniques for data reduction and summarization, hypothesis testing, tests of significance, confidence intervals, correlation, regression, and variance analysis. Instruction integrates personal computer and software for business and economics.

(Prerequisites: ECO 202 or 203; and Math 203, 207 or 217)

ECO 313 HON: Great Economic Debate (3)

An examination of current topics in the U.S. economy. Debate topics include the economics of poverty and discrimination, and the economics of crime and prevention.

(GPA of 3.5 required)

ECO 319 History of Economic Thought (3)

A survey of the great economists and schools of influence on economic thought with a focus on the lives and ideas of the economists that shaped modern economics.

(Prerequisites: ECO 201 and 202)

ECO 320 Comparative Economic Systems (3)

Decision-making and practices employed in free market, socialist, command, and transition economies. Emphasis is placed on the economic problems of the former Eastern European and Soviet systems, emerging markets, and newly industrialized countries.

ECO 322 Economic Development (3)

Study of the meaning, measures, issues, theories, and policies of economic development of the Third World.

ECO 327 Intermediate Microeconomics (3)

A study of the microeconomic theory of a consumer behavior, decision-making of the firm, and how markets function. Case studies of firms and market will allow for an examination of efficiency and market failures. (Prerequisites: ECO 202 or 203, MATH 203 and 204 or MATH 207 and 208)

ECO 328 Intermediate Macroeconomics (3)

An analysis of the classical theory of the economy in the long-run and the business cycle theory in the short-run. Basic macro models are used to describe economic problems and macroeconomic stabilization policies. (Prerequisites: ECO 201 or 203, MATH 203 and 204 or MATH 207 and 208)

ECO 380 Current Issues in Economics (3)

This course analyzes contemporary economic issues such as poverty and affluence, urban congestion, crime and crime prevention, race and gender discrimination, and environmental pollution. An evenly balanced presentation of the full range of economics will be presented as a foundation for understanding the economic circumstances which directly affect our lives.

ECO 381 Global Economics (3)

The course examines the U.S. in the global economy, with a focus on the interdependence of nations in the world economy. Topics include the global financial crisis, debt crisis, fiscal and monetary policies, income inequality, trade and protectionism. Specific case studies will be introduced to apply theoretical concepts.

(Prerequisites: ECO 201 and 202, or 203)

ECO 386 The Economics of Public Policy (3)

This course explores the relationship between economic power and political influence. Emphasis is placed on understanding public policy actions taken by the US government and the resulting policy implications. (Prerequisites: ECO 201 and 202, or 203)

ECO 387 Antitrust and Regulation (3)

This course examines economic policy in the form of government regulation and antitrust. The course focuses on the market failures and potential excesses of market power that warrant government scrutiny and intervention. A discussion of emerging health, safety, and environmental regulations will be added to antitrust issues.

(Prerequisites: ECO 201 and 202, or 203)

ECO 389 The Economics of Law (3)

This course provides an introduction into the economic analysis of law and its effect on social welfare. Areas of focus include evaluating the legal rules and impact of property rights, contractual arrangements, tort, and intellectual property.

(Prerequisites: ECO 201 and 202, or 203)

ECO 401 Independent Study and Research (1-6)

Designed to provide an opportunity for a senior to engage in independent study and research in a specific phase of the major field.

FINANCE

FIN 200 Special Topics in Finance (1-3)

Current topics which deal with on-going facets of finance.

FIN 306 Money and Banking (3)

Basic principles of money and banking in a credit economy; organization and structure of financial systems in the United States; recent developments in monetary and banking policy; proposals for financial reform. (Prerequisite: ECO 201 or 203)

FIN 325 Investments (3)

A study of the principles and guidelines for effective individual as well as institutional investment. This course covers stocks, bonds, derivative securities and mutual funds. The student will learn how to build and manage an investment portfolio and understand risk assessment. Simulated trading platform may be used to learn online trading.

(Prerequisite: FIN 362)

FIN 326 Advanced Investment Analysis (3)

This course provides a deeper understanding of subjects covered in FIN 325 Investments. Emphasis is given to derivative investments and security analysis. Mutual Funds are examined as investment vehicles. Portfolio management and risk management are explored. Case studies are analyzed in the context of theory.

(Prerequisite: FIN 325)

FIN 362 Introduction to Finance (3)

Introduction to financial decision-making: institutions, markets, essential concepts, analysis, planning, strategies, and methods. (Prerequisites: ACC 201 or 203-204; MATH 203, 207 or 217 may be taken concurrently)

FIN 363 International Finance (3)

A look at the global financial marketplace, focusing on the foreign exchange market and the balance of payments. Examination of the political, legal, and economic variables that determine the exchange rate. (Prerequisites: ECO 203 or ECO 201 and 202)

FIN 367 Financial Planning (3)

An exploration of the field and competencies of financial planning services including development of personal financial plans, debt, and liquidity management, financing decisions, insurance, asset allocation, retirement planning, and estate planning. An application approach is taken with case studies and practical examples. (Prerequisite: FIN 362) (Student may only receive credit for BUS 302 OR FIN 367.)

FIN 368 Advanced Corporate Finance (3)

An examination of corporate restructuring, equity and debt offerings, mergers and acquisitions, bankruptcy, derivative securities such as options, futures and swaps, and other topics of current interest in the corporate finance area. The course will also examine case studies of prominent and news-worthy businesses and discuss corporate culture as it relates to financial performance. (Prerequisite: FIN 362)

FIN 370 Non Profit Finance (3)

A study of the theories and practices of non-profit financial management and decision making, including budgeting, reporting requirement, non-profit accounting and financial standards, laws, regulations, and tax provisions. Focus is on the role of financial management in maintaining financial health and legal status of a non-profit organization and preserving public access and ethical standards. (Prerequisites: FIN 362)

FIN 372 Current Issues in Finance (3)

Exploration of contemporary topics in finance. The complex topics may vary each semester to reflect the dynamic nature of financial markets in a globalizing, regulatory and ethical environment. (Prerequisites: FIN 362)

FIN 398 Finance Practicum (3)

An opportunity to engage in a business experience in a specific area of the major field. The internship provides an in-depth analysis of practical field experience to prepare students for career choices. (Instructor permission required)

FIN 399 Finance Practicum (3)

An opportunity to engage in a business experience in a specific area of the major field. The internship provides an in-depth analysis of practical field experience to prepare students for career choices. (Instructor permission required)

FIN 401 Independent Study and Research (1-6)

Designed to provide an opportunity for a junior or senior to engage in independent study and research in a specific phase of the major field.

HUMAN RESOURCE MANAGEMENT**HRM 311 Human Resource Management (3)**

The study of the role of human resource management within an organization. Topics include job analysis and design, employee recruitment, selection, orientation, training, motivation, performance review, and benefits, as well as the administration of legal and safety laws.

HRM 318 Compensation and Benefits (3)

This course focuses on styles of compensation and the various benefits offered by employers to their employees. Compensation such as bases for pay and incentive plans along with legal, health, and social benefits will be presented.

HRM 335 Business Training Strategies (3)

This course focuses on needs assessments, training styles, and forms of evaluation that may be utilized within an organization. Tools to implement each area of inquiry along with how training should be for the betterment of the company as well as employees.

HRM 336 Managing Business Conflicts (3)

This course addresses the sources of and the resolutions for a variety of conflicts that arise within organizations. Discussions and assignments will address the organizational leader's roles, and responsibilities and relationships that are critical to successful conflict resolution. A case study approach is used to examine real-world conflict situations and methods for dealing with them.

HRM 344 Recruitment and Selection (3)

In-depth research and discussions regarding employee recruitment and selection processes. Strategies of employee development, delineation of positions, and candidate selection are examined for internal and external candidates. Topics emphasize recruitment, interviewing, testing and validation from the view of an organization, the human resource department and the prospective employee.

HRM 347 Employee Relations (3)

Topics focus on achieving and maintaining healthy employer-employee relationships. Labor-management relations and collective bargaining are examined in-depth. Addressing internal employee issues is a key consideration. Research, role play, and case study analysis in the incorporation of topics presented within required course readings will be the bases for discussions.

HRM 348 Business Employment Law (3)

This course presents the legal environment of the employer-employee relationship. It provides an overview of the main areas of employment law, including anti-discrimination, labor relations, workplace safety and health, and compensation and benefits. Course content will consider legislation that governs employment activities. Primary focus will be on compliance with government regulations (Administrative Law) that detail rights and obligations within the employer-employee relationship. Case studies of significant court decisions are analyzed.

HRM 398 Human Resource Management Practicum (3)

An opportunity to engage in business experience in a specific area of the major field. The internship provides an in-depth analysis of practical business field experience to prepare students for career choices. (Instructor permission required)

HMR 399 Human Resource Management Practicum (3)

An opportunity to engage in business experience in a specific area of the major field. The internship provides an in-depth analysis of practical business field experience to prepare students for career choices. (Instructor permission required)

HRM 401 Independent Study and Research (1-6)

Provides an opportunity for a junior or senior to engage in independent study and research in a specific phase of the major field.

MARKETING MANAGEMENT

MKT 200 Special Topics in Marketing (1-3)

Current topics which deal with on-going facets of marketing.

MKT 309 Marketing Principles and Practices (3)

Marketing operations, functions, and institutions with particular emphasis on consumer goods. Basic considerations of consumer motivation and behavior; retailing and wholesaling; product planning; distribution; pricing policies; marketing research; advertising and sales promotion.

MKT 331 Advertising Principles (3)

Introduction to advertising management from the perspective of the product manager or agency account supervisor. Covers fundamentals of planning and budgeting for an advertising campaign, media strategy development, and basics of commercial design and production for print and broadcast. (Prerequisite: MKT 309)

MKT 350 E-Marketing (3)

The course examines the role of electronic resources (particularly the Internet) in contemporary marketing methods and strategies. Using a combination of case studies, simulations, and hands-on projects, students will examine the financial, technological, organizational, and ethical implications of marketing via this technology in both retail and business-to-business marketing ventures as well as compare and evaluate this form of marketing with more traditional marketing venues. (Prerequisite: MKT 309)

MKT 351 Retail Marketing (3)

An introduction to retail marketing, examining various retail formats, practices and strategies of small and large retailers, innovative strategies for retailing, franchising, retail firm organization and planning, and management of human resources and merchandise. (Prerequisite: MKT 309)

MKT 352 Marketing Sales (3)

This course provides an examination of planning, organizing, directing, and controlling the decision-making policies related to sales marketing. Course will investigate the skills and activities involved in the professional selling process and its goals of producing sales, building and maintaining customer satisfaction, and ensuring company profit. (Prerequisite: MKT 309)

MKT 354 Social Media Marketing (3)

This course examines how the social media platforms such as Facebook, Twitter, YouTube, and corporate blogs fit into an organization's overall marketing strategy. Course will investigate the skills and activities involved in designing and implementing effective social media marketing strategies. (Prerequisite: MKT 309)

MKT 355 Brand Marketing (3)

Guidelines of marketing and theories of brand strategy will be discussed, researched and implemented with a general concentration and then specifics, regarding certain products and services. Brand related decisions in the implementation process of brand strategies will be measured for marketing success/failure outcomes. (Prerequisite: MKT 309)

MKT 357 Global Marketing (3)

This course examines product and service marketing in the global marketplace and the associated challenges. The course surveys international marketing approaches, foreign market dynamics, entry strategies, global marketing strategy, marketing plan, and communication plan. A spring break international trip is required component of this course. The cost of the trip is an added fee for this course. (Prerequisite: MKT 309)

MKT 359 Marketing Research (3)

The course engages students in the processes and purposes of marketing research. Research design, data collection, data analysis, and application of research in problem solving and decision making will be covered. (Prerequisites: MKT 309; Co-requisite: ECO 307)

MKT 364 Marketing Management (3)

This course examines the roles of marketing management and marketing managers in national and international markets. Heavy case study emphasis enables discussions leading to the rational of marketing decisions in both product and service industries. (Prerequisite: MKT 309)

MKT 398 Marketing Practicum (3)

An opportunity to engage in business experience in a specific area of the major field. The internship provides an in-depth analysis of practical business field experience to prepare students for career choices. (Instructor permission required)

MKT 399 Marketing Practicum (3)

An opportunity to engage in business experience in a specific area of the major field. The internship provides an in-depth analysis of practical business field experience to prepare students for career choices. (Instructor permission required)

MKT 401 Independent Study and Research (1-6)

Provides an opportunity for a junior or senior to engage in independent study and research in a specific phase of the major field.

Chemistry

James K. Murray, Jr., Chair

Kathryn A. Lysko

Jiangyue (Luna) Zhang

Sister Ann Immaculata Gallagher, IHM, Emerita

VISION

The Chemistry Department offers an academically rigorous, growing, and competitive undergraduate program in chemistry. The Chemistry Department offers courses which provide a basic foundation in chemical concepts for liberal arts students, allied health science students, and nutrition majors and impart a basic understanding of the physical and chemical processes of living systems at the molecular level to students concentrating in science or studying nursing. The knowledge gained through the chemistry programs, combined with the University's strong foundation in the liberal arts, prepares students for a variety of career opportunities in research, industry, education, medicine, allied health fields, and nutrition.

OUTCOMES

Upon completion of courses in the chemistry program, students will be able to:

- exhibit foundational knowledge of chemical concepts (for non-science, allied health, and nutrition students);
- demonstrate a basic understanding of the physical and chemical processes of living systems at the molecular level;
- identify concepts that govern chemical processes and develop the analytical skills necessary to solve numerical problems;
- exhibit proper and safe procedures for the setup and use of laboratory equipment and conducting of experiments and reporting of results in a meaningful manner;
- apply the scientific method, use of statistics, models, graphs, computers and/or spreadsheets to the analysis and interpretation of data;
- demonstrate awareness and understanding of historical and current topics in chemical sciences;
- exhibit a knowledge and skills foundation sufficient to either undertake graduate studies, enter careers in industry, government research, and education, or enter training in the medical professions.

REQUIREMENTS FOR FORMAL ADMISSION TO CHEMISTRY MAJOR

In order to enroll in the initial courses for majors in the Chemistry Department, the following prerequisites must be met:

- a grade of B or higher in a 1 year high school chemistry course (completed within the previous 5 years) or grade of B or higher in CHEM 101-102, at Immaculata University;
- performance on Immaculata Mathematics Placement Test sufficient for admission to MATH 207-208 or a grade of B or higher in MATH 203-204, at Immaculata University.

It is possible to complete a course of study for a baccalaureate degree in chemistry in four years of normal full-time study from the time the specified prerequisites are met; students who need to take courses to meet the specified prerequisites may take longer.

REQUIREMENTS FOR PREPROFESSIONAL PROGRAM FOR MEDICAL SCIENCES

Students preparing for a career in medicine, dentistry, optometry, podiatry, or veterinary medicine will complete the following professional school requirements: BIOL 234, 306; CHE 103-104, 211-212; PHY 203-204; and MATH 207-208 or 301-302

POLICY ON FORMAL ACCEPTANCE IN A CHEMISTRY MAJOR

Formal acceptance into a baccalaureate major is generally made when a student has completed the first semester of sophomore year (45 credits). This confirms that a student is sufficiently prepared for the rigors of upper-level undergraduate study in that major. Students must meet the formal acceptance requirements for the major before they will be permitted to continue in the major.

Full-time students who enroll in one of these majors in the first semester of their first year can complete all of the requirements for formal acceptance in two years provided they maintain satisfactory performance in all courses. Students who are not on the scheduled sequence of courses for reasons such as transfer, deferment, change of major, or repeating courses will take longer to complete the degree requirements for graduation.

REQUIREMENTS FOR FORMAL ACCEPTANCE

In order to be formally accepted into a major, students must: attain at least 45 credits by the end of the first semester of sophomore year with a minimum overall GPA of 3.0; *minimum GPA of 3.0 is also required of those students seeking secondary education certification.* maintain a minimum GPA of 3.0 averaged over the following courses or accepted equivalents: CHE 103-104, CHE 211-212, and MATH 207-208 or 301-302.

Note: To continue in the program, Chemistry majors must earn a grade of C (2.0) or higher in all college mathematics and science courses taken to fulfill major requirements.

REQUIREMENTS FOR MAJOR

There are six tracks offered within the Department of Chemistry. Required courses for each track are listed below.

- **Chemistry (BS):** CHE 103-104, 200, 211-212, 304, 313-314, 317, 320, 330-331, two of 310/315/318, 350-351, 401-402; MATH 207-208, OR 301-302; PHY 203-204; PSY 208 (Statistics); THE 218 (ethics requirement)
- **Chemistry (BA):** CHE 103-104, 200, 211-212, 304, 313-314, 317, 320, 330, one of 310/315/318/331, 350-351; MATH 207-208 OR 301-302; PHY 203-204; PSY 208 (Statistics); THE 218 (ethics requirement)
- **Chemistry (BA) – Biology (BA):** In addition to the courses listed above for the B.A. in Chemistry, the student must also take BIOL 233, 234, 305, 306, 307, 308, and one from 310/323/335/365; THE 218 (ethics requirement)
- **Chemistry (BA) with Secondary Education Certification:** CHE 103-104, 202, 211-212, 304, 313-314, 317; MATH 207-208 OR 301-302; PHY 203-204; CIS 201/204/207; THE 218 (ethics requirement)
- **Chemistry (BA) with Minor in Information Technology:** CHE 103-104, 200, 211-212, 313-314, and two upper division courses from the following: CHE 304/310/315/318/330; INFO 110, 115, 230, 420; CIS 105, 224; MATH 216, 207/301 or 208/302; THE 218 (ethics requirement)
- **Chemistry (BA) with Minor in Business Administration:** CHE 103-104, 200, 211-212, 313-314, and two upper division courses from the following: CHE 304/310/315/318/330; ECO 203; ACC 201; BUS 345, 315, 360, 366; MKT 309; THE 218 (ethics requirement), and either MATH 207-208 or 301-302 depending upon placement.

REQUIREMENTS FOR MINOR

- **Chemistry:** CHE 103-104, CHE 211-212, CHE 330 and two upper division courses from the following: CHE 304, 310, 313, 314, 318, 320; MATH: 207-208 OR 301-302

CHE 100 Survey of Chemistry (4)

A survey of general, organic, and biochemistry with emphasis on basic chemical concepts and the relationships among these three branches. 3 hours lecture, 2 hours laboratory. (BSN, RN to BSN, Sport Management, and Movement Science students only)

CHE 101 Basic College Chemistry I (3)

A basic course in the fundamental laws, theories, and experimental techniques of chemistry and the application of chemistry to relevant societal concerns. (Fulfills core requirement)
2 hours lecture, 2 hours laboratory

CHE 102 Basic College Chemistry II (3)

A continuation of CHE 101, continuing the study of the fundamental laws, theories, and experimental techniques of chemistry and the application of chemistry to relevant societal concerns.
(Fulfills core requirement) 2 hours lecture, 2 hours laboratory
(Prerequisite: CHE 101)

CHE 103 Fundamental Chemical Concepts I (4)

A systematic study of the theories and principles governing the composition and behavior of matter. 3 hours lecture, 3 hours laboratory. Pre- or Co- requisite: MATH 207 or MATH 301. Prerequisite: Secondary school chemistry with at least a B grade or CHE 101-102 at Immaculata with at least a B grade, or permission of the instructor.

CHE 104 Fundamental Chemical Concepts II (4)

A systematic study of the theories and principles governing the composition and behavior of matter. 3 hours lecture, 3 hours laboratory. Pre- or Co- requisite: MATH 208 or MATH 302. Prerequisite: Secondary school chemistry with at least a B grade or permission of the instructor. (Prerequisite: CHE 103)

CHE 105 Forensic Science I (3)

An introduction to the terminology and techniques used in forensic science. The course will include basic, analytical, and organic chemistry as applied to analysis of physical evidence such as soil, glass, and hair, treatment of data, crime scene investigation, and other relevant forensic topics. (Fulfills core requirement)
2 hours lecture, 2 hours laboratory

CHE 106 Forensic Science II (3)

An introduction to the terminology and techniques used in forensic science. The course will include basic, analytical, and organic chemistry as applied to analysis of physical evidence such as, drugs, poisons, and DNA treatment of data, crime scene investigation, and other relevant forensic topics. (Fulfills core requirement)
2 hours lecture, 2 hours laboratory

CHE 110 Lab Techniques in Chemistry (1)

A two-hour introductory laboratory for those who need a one credit laboratory course.

CHE 112 Topics in Education (1-3)

Special topics courses focusing on aspects of science and chemistry. May be used to satisfy Act 48 hours

CHE 200 Chemical Literature (3)

An introduction in how to retrieve and understand chemical information from print and electronic sources. Discussion topics will include: the process of conducting research in chemistry, grant writing, manuscript preparation, the process of peer review, major publishers of chemical literature, different types of journals, and the various types of publications. The course will survey current chemical issues and research. 3 hours lecture

CHE 201 Introductory Organic Chemistry (3)

A basic course in the study of carbon compounds. 2 hours lecture, 2 hours laboratory. (Open to students who are not concentrating in chemistry) (Prerequisite: CHE 101-102 or 103-104)

CHE 202 Introductory Biochemistry (3)

An introduction to the study of lipids, proteins, carbohydrates, and nucleic acids in relation to metabolism. 2 hours lecture, 2 hours laboratory. (Open to students who are not concentrating in chemistry) (Prerequisite: CHE 201)

CHE 211 Organic Chemistry I (4)

A comprehensive study of the structure, reactions, and reaction mechanisms of organic compounds. 3 hours lecture, 3 hours laboratory (Microscale) (Prerequisite: CHE 103-104)

CHE 212 Organic Chemistry II (4)

A comprehensive study of the reactions and mechanisms of organic compounds with an emphasis on synthesis and how molecular structure effects reactivity. 3 hours lecture, 3 hours laboratory (Microscale) (Prerequisite: CHE 211)

CHE 303 Independent Study (1-6)

Independent study of advanced topics in chemistry with permission and guidance of a Chemistry Department faculty member.

CHE 304 Instrumental Analysis (4)

Gravimetric, volumetric, and instrumental analysis with emphasis on application of analytical separation techniques, spectroscopic methods, and other methods. 2 hours lecture, 4 hours laboratory (Prerequisite: CHE 103-104 and CHE 211-212)

CHE 310 Structural Organic Analysis (3)

Qualitative organic chemistry presented via a spectroscopic methodology supplemented by classical chemical and physical techniques. Topics include mass spectrometry, infrared spectroscopy, 1&2D NMR, multi-nuclear NMR, advanced NMR methods, and electron spin resonance (ESR). 3 hours lecture (Prerequisite: CHE 211-212)

CHE 313 Physical Chemistry I (4)

A qualitative and quantitative study of the properties of bulk matter. Classical chemical thermodynamics, fundamental thermodynamic functions, 1st, 2nd, and 3rd laws, electrochemistry, equilibria, properties of solutions, colligative properties, application of thermodynamics to biological processes, and chemical kinetics. 3 hours lecture, 3 hours laboratory (Prerequisite: CHE 211-212)

CHE 314 Physical Chemistry II (4)

A qualitative and quantitative study of the microscopic properties of matter. Statistical thermodynamics, partition functions, Quantum mechanics, chemical bonding, molecular symmetry/group theory, spectroscopy, IR, Raman, ESR, and NMR. CHE 313 is not a prerequisite. 3 hours lecture, 3 hours laboratory (Prerequisite: CHE 211-212)

CHE 315 Physical Chemistry III (3)

A study of the solid state, chemical processes at surfaces, and the role of photochemistry and photobiology. 3 hours lecture (Prerequisite: CHE 313-314)

CHE 317 History of Chemistry (1)

The evolution and ethics of modern chemistry from the late 1800's. 1 hour lecture

CHE 318 Advanced Organic Chemistry (3)

Physical organic chemistry, the thermodynamic and kinetic basis for organic reactions. Mechanisms of organic reactions and methods for studying them. 3 hours lecture (Prerequisite: CHE 211-212)

CHE 320 Inorganic Chemistry (3)

In-depth study of atomic and molecular structure related to metal and metalloid compounds. Review of acids and bases. Study of the structure and reactivity of the main group elements, transition metal, and organometallic complexes and compounds. Use of spectroscopic data in interpreting structure and reactivity of inorganic compounds. 3 hours lecture (Prerequisite: CHE 313)

CHE 330 Biochemistry I (3)

Physical and chemical behavior of biomolecules, receptors/signaling mechanisms, and a consideration of metabolism. 3 hours lecture (Prerequisite: CHE 211-212)

CHE 331 Biochemistry II (3)

Selected topics in metabolism, biosynthesis, hormonal regulation, and information pathways of biomolecules. 3 hours lecture (Prerequisite: CHE 330)

CHE 350 Seminar in Chemistry (1)

The first semester of a two-semester senior capstone experience. The focus includes the different aspects of chemical research such as: choosing an appropriate research project, writing a research proposal, writing a research paper, and presenting research results to peers. Students will obtain experience in these various areas through experiences with research either on- or off-campus.

CHE 351 Seminar in Chemistry (1)

The second semester of a two-semester senior capstone experience. The focus includes the different aspects of chemical research such as: choosing an appropriate research project, writing a research proposal, writing a research paper, and presenting research results to peers. Students will obtain experience in these various areas through experiences with research either on- or off-campus.

CHE 401 Advanced Research in Chemistry (1-6)

Student works on a laboratory research project with permission and guidance of a Chemistry Department faculty member.

CHE 402 Advanced Research in Chemistry (1-6)

Student works on a laboratory research project with permission and guidance of a Chemistry Department faculty member.

Education

Thomas Compitello, Chair, Division of Education
David W. Brennan
Mary D. Calderone
Joseph J. Corabi
Denise Kerr
JoAnne McAdams
Sharon A. McGrath
Kathleen Nolan
Patricia Madeira
Margaret Schooling
Charles Stefanski
Sister Marita Carmel McCarthy, IHM
James Osborne (Certification Officer)
Sister Anne Marie Burton, IHM, Emerita

The Education Division offers a major in Education that is aligned with Pennsylvania certifications in PreK-4, 4-8, and Special Education PreK-8 (with PreK-4). At the Secondary level (K-12 or 7-12), students must complete a major in the specific content area of certification along with the required Education courses.

VISION

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

OUTCOMES

Upon successful completion of the teacher education programs, students will be able to:

- demonstrate competence in teaching required in their field;
- manifest knowledge of the integrity and dignity demanded within their profession;
- evidence understanding of the obligations, responsibilities, and standards of the teaching profession;
- exhibit skills responsive to learning process for the individual student;
- display ability to address educational issues in contemporary society.

GENERAL REQUIREMENTS

Program requirements are in compliance with state and federal guidelines. Students who desire to teach make application no later than the first semester of their sophomore year. In addition to specific standards of each certification area, general initial admission criteria include:

- scholastic record of 3.0 or above;
- satisfactory completion of interview by the Teacher Education Committee;
- satisfactory completion of six semester hours in mathematics and six semester hours of English (composition and literature);
- completion of 30 hours of volunteer activities (CUS students).

The following are standards for retention in the program:

- evidence of professional growth as demonstrated by successful completion of assigned field experiences;
- maintenance of at least a 3.0 average in major area;
- maintenance of at least a B- grade in every course in the professional sequence;
- a 3.0 average in the professional sequence.

GENERAL REQUIREMENTS FOR EDUCATION MAJOR

In order to complete the Education major, students must meet all certification requirements including the following options:

- **PREK-4 Certification:** EDU 201-202, 203-204, 290, or 291 (H), 301, 302, 310, 317, 318, 319, 320, 331, 338, 345, 346, 352, 365, 366, 381, 384, 393; SOC 306; PSY 205
- **Grades 4-8 Certification:** EDU 201-202, 203-204, 290 or 291 (H), 301, 302, 310, 330, 346, 355, 381, 384, 393; PSY 204, 324; ENG 272. (A 30-credit Middle Level concentration is a requirement with 12 credits in four Middle Level areas. Areas include: English, Mathematics, Social Studies, and Science.)
- **Special Education (PreK-8) Certification with PreK-4 certification:** all PreK-4 courses with SPED 385, 386, 388, 389.

Note: Secondary and K-12 certification students major in the content area of their certification.

CERTIFICATION REQUIREMENTS

To become eligible for certification from Immaculata University a student shall:

- attain a minimum cumulative GPA of 3.0
- maintain at least a 3.0 average in the specific area of certification
- maintain a grade of at least B- in every course taken in the professional course sequence with a 3.0 average
- attain a grade of at least B for the student teaching experience
- attain at least the criterion level of 3 (good) for each of the competency areas on the checklist of the professional course sequence
- present evidence of having passed the PDE prescribed testing program PAPA, PECT and Praxis II

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

PDE INSTRUCTIONAL CERTIFICATION CHANGES

For instructional certificates issued before September 1, 2013, the grade level limitations shall be the following:

Early childhood (Pre-K through grade 3 or ages 3 through 8)

Elementary (K through grade 6 or ages 4 through 11)

Special education (Pre-K through grade 12 or up to age 21)

Instructional certificates issued before September 1, 2013 remain valid for the term of the certificate for the grade spans and age levels outlined above.

REQUIREMENTS FOR SECONDARY EDUCATION CERTIFICATION

For students preparing to teach in a secondary school, it is possible to obtain certification in the following areas: Biology (7-12), Business/Computers/Information Technology (K-12), Chemistry (7-12), English (7-12), French (K-12), Family and Consumer Science (K-12), Mathematics (7-12), Music (K-12), Social Studies (History) (7-12), and Spanish (K-12). *Students major in the certification content area.*

Course requirements for Secondary Certification: EDU 201-202, 203-204, 290, 301, 302, 310, 325, 330, 381, 384; EDU 393 or PSY 303 (all disciplines); PSY 324 or PSY 204 (K-12 only); English literature course: all majors listed above; ENG 272 (English 7-12: recommended)

PLEASE NOTE: All professional educator programs must include the components of field experiences (or prior classroom experience equivalency) and student teaching. Field experiences are on-going throughout the program, aligned with coursework, (infused in EDU 290, EDU 302, EDU 310, and EDU 384) and include varied experiences in diverse environments.

All certification candidates must complete nine (9) credits of special education and three (3) credits of teaching English Language Learners. All certification programs incorporate these credits in required courses. The Pennsylvania Department of Education requirement is effective for certifications awarded after January 1, 2013.

All certifications (including courses requirements) are subject to change to comply with the most current Pennsylvania Department of Education regulations and requirements. At the time of application for certification, students must be in compliance with the most current University requirements as well as PDE requirements. Students seeking Pennsylvania state certification in any specialized area are required to complete all requirements for certification including state-mandated tests and to submit completed forms to the Certification Officer at Immaculata University.

FIELD EXPERIENCES AND STUDENT TEACHING

A fee is charged for EDU 201, EDU 202, and EDU 203. No refund is made to anyone who withdraws from a field experience after pre-registration has been completed.

EDU 201-202

During sophomore year, students observe and participate in classroom settings for one morning each week. Students are placed in a different setting each semester.

EDU 203-204

During junior year, students observe and participate in the classroom setting for one morning each week during the first semester. During the second semester, students spend one day each week in the same classroom setting in which they will have their student teaching experience in the fall term of senior year. This preliminary experience is guided and directed by University staff in conjunction with the principals and teachers of the cooperating schools. Students are responsible for their own transportation.

EDU 325 or EDU 346 Student Teaching Experience

First semester of senior year: Full-time, daily experience for students in CUS. Students enrolled in CLL may student teach either in the fall or spring. (Students are responsible for their own transportation.) Students spend full time in the schools during the time of student teaching. During this time, the student teachers participate in a weekly seminar conducted by members of the University staff. Through lectures and discussions led by local school personnel, the prospective teachers are given the opportunity to become familiar with their professional obligations and benefits. Current trends in curricula and methods are considered and explained. A fee is charged for Student Teaching. No refund is made to anyone who withdraws from Student Teaching after pre-registration has been completed for this assignment. Applications for Student Teaching must be made by the date designated prior to Student Teaching (fall semester of junior year for CUS students. Students enrolled in CLL must make their application for spring Student Teaching in early January and in early September for fall Student Teaching). Special Education: Students are required to complete a 30-hour field experience during EDU 383 or a 40-hour field experience during SPED 389 (ordinarily, second semester of senior year). (Fee applies)

TEACHER CERTIFICATION

All teacher certification programs offered at Immaculata are pending approval by the Pennsylvania Department of Education. Graduates who have successfully completed an approved program and have been recommended by Immaculata University are eligible for a Pennsylvania Certificate to teach. Students not recommended for certification may appeal through the Campus Review Committee. All College of LifeLong Learning and transfer students seeking certification should contact the appropriate advisor in the education division upon admittance. Immaculata University makes every effort to help a student prepare to teach in a state other than Pennsylvania. However, students are responsible for ascertaining and completing the requirements of states other than Pennsylvania.

BA/MA PROGRAM

Students who graduate with certification and a GPA of 3.5 may pursue a master's degree in Educational Leadership at Immaculata. The program must be begun within one year of graduation.

EDUCATION

EDU 200 Topics in Education (1-3)

Selected topics to enrich the understanding of a variety of educational issues.

EDU 201 Sophomore I Field Experience (0)

Students participate in 40 hours of observations in varied schools and grade levels. (Fee applies)

EDU 202 Sophomore II Field Experience (0)

Students participate in a 40-hour field experience in an urban setting. (Fee applies)

EDU 203 Junior I Field Experience (0)

Students participate in a 40-hour field experience with initial teaching and managing responsibilities (in conjunction with EDU 310). (Fee applies)

EDU 204 Junior II Pre-Student Teaching (0)

Students participate in a 70-hour (10 full days) pre-student teaching experience in the same classroom in which they will complete their student teaching. Students are responsible for their own transportation.

EDU 290 Multicultural Education (3)

An exploration of global educational systems (focus on non-western). Students will investigate the impact of culture on children's cognitive and social growth. Includes an overview of English Language Learning (ELL) issues and instructional strategies. CUS students: A 40-hour field experience is required (EDU 202).

EDU 291 – Schools and Society (Honors) (3)

Exploration of the issues related to diversity in society and in education through the lens of a critical social justice framework. Students will explore the perspective that recognizes that society is stratified by race, class, gender, sexual orientation, and ability and that inequality is deeply embedded in our society. Students are introduced to key concepts such as critical thinking, socialization, group identity, prejudice, discrimination, oppression, power and privilege in order to gain new insights, and seek means to positively impact these issues in society and in schools. Students are encouraged to connect their personal experiences to course materials. The format for this course is modeled on the constructivist approach in which students are encouraged to construct their own knowledge through active involvement, critical thinking, key experiences, readings, and assignments.

EDU 301 Social Foundations of Education (3)

Extensive study of the school in contemporary America with emphasis on the three primary societies of family, church, and state in the education of children.

EDU 302 Educational Psychology (3)

A problem-solving approach to the study of human development as it relates to the learning environment, including: student development, learning styles, and exceptionalities; major learning theories in relationship to the instruction of all students; and assessment and management techniques. CUS students: A 40 hour field experience is required (EDU 201).

EDU 310 Orientation to Teaching (3)

Introduces pre-service teachers (Pre-K through high school) to appropriate and relevant pedagogy, learning activities, and resources. Topics include: effective teaching strategies applicable to all content areas, reflective decision making, professional issues, student diversity, lesson planning, classroom management and practical applications of these concepts. A 40-hour field experience is required.

EDU 317 Language Arts Methods (3)

Introduction to the reading/writing connection in the teaching of language arts to the PreK-4 child, including: types of writing, quality of writing, and speaking and listening as well as characteristics and functions of the English language.

EDU 318 Social Studies Methods (3)

Introduces pre-service, PreK-4 teachers to curriculum and instructional methods used by professional, elementary level, social studies educators. Students are exposed to the social studies curriculum as it relates to learning and development, differences in learning styles, critical thinking, problem solving, active learning, and inquiry. Areas of focus to be explored include effective teaching strategies and appropriate/relevant pedagogy applicable to the social studies content areas (geography, history, economics, and civics/government) based on standards identified by Pennsylvania Department of Education and the National Council for the Social Studies.

EDU 319 Mathematics Methods (3)

Address mathematics instruction consistent with the developmental needs of the PreK-4 student within the framework of helping to build children's beliefs about mathematics, what it means to know and apply mathematics, and establishing children as mathematical learners.

EDU 320 Science and Technology Methods (3)

Introduces pre-service PreK-4 teachers to methods and materials for teaching science. Emphasis is on problem solving, reasoning, communication, scientific inquiry, and the use of concrete materials to investigate scientific concepts. The content areas of biology, earth and space science, the physical sciences, and the use of technology will be explored. Students will develop curriculum materials containing both lessons and activities which demonstrate an understanding of the national and Pennsylvania state standards for science.

EDU 325 Student Teaching: Secondary (6)

See Field Experiences and Student Teaching above. (Fee applies)

EDU 330 Reading in the Content Areas (3)

An examination of instructional strategies that relate to reading in middle and secondary school content areas. The course will provide an overview of the developmental reading process, with methods for promoting student learning and thinking with reading materials.

EDU 331 Creative Thought and Expression (3)

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

EDU 338 Children's Literature (3)

Introduces pre-service teachers to various types of juvenile literature including drama. The course encourages extensive reading on selected levels and provides the opportunity for pre-service teachers to examine the integration of literature across the curriculum. There is a focus on the development, implementation, and modification of the reading curriculum through the lens of authentic fiction and non-fiction reading material. Additional focus on the application of literacy strategies as applied to examples found in literature written for children in grades PreK-4 as well as for students seeking grades 4-8 certification.

EDU 345 Fundamentals of Reading Instruction (3)

Focus on research-based reading instruction with emphasis on language and literacy. Relevant national standards from the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC) will be examined as a basis for developing meaningful literacy experiences for students in PreK-4.

EDU 346 Student Teaching: Elementary (6)

See Field Experiences and Student Teaching above. (Fee applies)

EDU 352 Differentiated Reading Instruction (3)

Focus on the manner in which reading instruction can be designed to meet the individual needs of students. Understanding of assessment measures/ instruments specific to literacy will be stressed. Knowledge of formal and informal reading assessments will be developed. Focus will be on students in PreK-4 classroom settings.

EDU 355 Educational Testing (3)

Introduction to the concepts, theories, and methods regarding educational and psychological testing. Students will learn about standardized tests and other diagnostic tools frequently encountered and/or used by classroom teachers, guidance counselors and/or school psychologists. Psychometric principles (e.g., validity and reliability), test construction, test and item analysis, and applications of testing in a variety of settings will be explored.

EDU 365 Early Childhood (3)

Focus on the field of early childhood education with an emphasis on creating an environment conducive to early learning with a reference to major early childhood models. This includes developing an understanding of the social, intellectual, creative and physical development of young children and the importance of working with parents in the educational process. Readiness skills and concepts in all curricular areas are addressed

EDU 366 Technology in Education (3)

Instructional (sometimes called educational) technology is becoming an increasingly important part of K-12 education. The course will take a look at SMARTboard, other Interactive White Boards (IWBs), Web 2.0 Tools, and iPads vs. Androids. There will be discussions and explorations of Web 2.0 tools, which will enhance the curriculum within the classroom. We will examine Interactive White Boards and how they impact the classroom and differentiation. Finally, the course will focus on professional development and where to learn about new technology as it becomes available.

EDU 381 Introduction to Special Education (3)

Survey course introducing the general categories and identification of children with disabilities as per the Individuals with Disabilities Education Improvement Act. It also introduces the process of special education at the federal and state (PA) levels including the legal rights, components, and implications for these persons. Factors that promote effective communication and collaboration among all school personnel, families, students, and other community members are included.

EDU 384 Adapting Instruction (3)

Topics include introductory level instructional adaptations and accommodations for all school-age students who are academically and functionally at-risk for learning and/or identified as needing special education. Also covered are 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. Responses to intervention models are utilized to allow for appropriate educational decision making for these diverse learners. (Prerequisite: EDU 381) CUS students: A 70-hour field experience is required, which should be in an inclusive setting (EDU 204).

EDU 393 Assessment: Theory and Practice (3)

Exploration of contemporary issues related to testing, grading, evaluation, and accountability. Students learn how to develop and use a variety of evaluation methods to monitor teaching effectiveness and student academic achievement. Special emphasis is placed on relating evaluations to curriculum and instruction. Students learn about standardized tests and other diagnostic tools frequently encountered and/or used by classroom teachers. Particular attention is given to adapting assessments to meet the needs of all students. Students will plan, construct, administer, and analyze data for a diagnostic evaluation of achievement for a content unit.

EDU 401 Independent Study and Research (1-6)

Opportunity for individual study and independent research in a specific phase of education with the approval of the department.

EDU 402 Independent Study and Research (1-6)

Opportunity for individual study and independent research in a specific phase of education with the approval of the department.

SPECIAL EDUCATION**SPED 385 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 student evaluations/assessments (evaluation reports—e.g., 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: EDU 381)

SPED 386 Strategies for High Incidence Disabilities (3)

Topics include advanced, research-based strategies/interventions for students who have high incidence disabilities (specific learning disabilities, attention deficit disorders, mild/moderate intellectual/developmental disabilities, speech/language disorders, social-emotional/behavioral disorders and high functioning autistic disorders). Specifically, the course includes instructional planning, pedagogical techniques (specially designed instruction) for all academic, social-behavioral and other functional skill areas, and monitoring of student progress resulting from these instructional techniques. (Prerequisites: EDU 381 and EDU 384)

SPED 388 Characteristics/Causes of Disabilities (3)

Topics include advanced characteristics and causes (etiologies) of all disabilities as per the categories described in IDEA. These developmental differences are in the realms of medical, biological, psychological, emotional-behavioral and social-cultural influences. Coverage about how these aspects affect academic and all other functional skills is also included. (Prerequisite: EDU 381)

SPED 389 Strategies for Low Incidence Disabilities (3)

Topics include advanced, research-based strategies/interventions for students who have Low Incidence Disabilities (LID): (Significant Cognitive Delays—Intellectual/Developmental Disabilities, Low Functioning Autism Spectrum Disorders or Pervasive Developmental Disorders, Serious Physical Disabilities—Orthopedic Impairments, Complex Health Issues—Other Health Impairments, Multiple Disabilities, Visual Impairments including Blindness, Hearing Impairments including Deafness and Severe Emotional Disorders). Specifically, the course includes instructional planning, pedagogical techniques (specially designed instruction) for all academic, social-behavioral and other functional skill areas, and monitoring of student progress resulting from these instructional techniques. Medical and physical management techniques for students in need are also included. A 40-hour field experience is required. (Prerequisites: EDU 381 and EDU 384).

English/Communication

James Mooney, Chair

John Church

Rita Colanzi

Timothy Fallis

Sean Flannery

Sister Elaine Glanz, IHM

Melanie Kisthardt

Sister Marcille McEntee, IHM

Sister Marie Hubert Kealy, IHM, Emerita

VISION

The English/Communication department remains faithful to the University's Christian values, demonstrates ongoing care among faculty and students, maintains integrity in its programs and courses, and models scholarship in its faculty and student achievements. In the spirit of service, the department's programs enhance students' communication skills and foster students' critical thinking across the curriculum. The department confirms its ongoing commitment to producing excellent writers, teachers, professionals and graduate students.

OUTCOMES

The English/Communication department offers courses in the liberal arts core through which students

- develop coherent and forceful essays and engage in a recursive writing process;
- demonstrate the ability to consider texts critically: to read, comprehend, summarize, analyze, evaluate, and extrapolate from a variety of source materials;
- define a topic of inquiry for a specific audience and disciplinary area;
- access and evaluate print and non-print information effectively
- handle acquired information ethically and legally;
- analyze works of literature with reference to literary types, elements, and devices;
- respond to literary works with clearly written essays that demonstrate creative and independent thought.

In the upper-level English courses offered by the English/Communication department, students

- develop further proficiency in written and spoken English
- learn the history of the English language and its relationship to other languages;
- read, analyze, interpret, and write about major works of British and American literature with reference to their historical and cultural contexts;
- analyze literature according to relevant historical and contemporary literary movements ;
- become familiar with the classics of ancient and medieval literature in translation;
- prepare for careers and further educational opportunities by learning effective oral, written, and technical communication skills.

In the Communication courses offered by the English/Communication department, students:

- acquire a thorough knowledge of communication principles and practice, with a solid grounding in the liberal arts;
- develop proficient written, oral, and technological skills appropriate to relevant careers in the fields of public relations, professional and technical writing, and communication in the business world;
- achieve a balance of theory and practice that can be applied to various communication environments;
- evaluate the role of media in society, including the Internet and film;
- participate in internships as concrete preparation for future careers
- prepare for positions in the field of professional communication or for further study in applied communication.

Credits to satisfy major concentration requirements must be earned at Immaculata, unless special permission to transfer credit is granted.

REQUIREMENTS FOR MAJOR IN ENGLISH

- **English (BA):** ENG 260, 299, 321, 400, and six credits from ENG 261- 275, excluding ENG 271; fifteen additional credits from 300-level English courses, including three credits from each of the following: British pre-1600, British 1600-1900, American pre-1900, American post-1900, and three credits from any 300-level course.
- **English (BA) with Secondary Education:** Requirements as listed above, except ENG 321 is recommended, not required. Students seeking certification in secondary education must take COM 226 or 227, COM 250, and ENG 337 or 338 to fulfill state requirements. A student who can demonstrate competency in any of these areas may apply to waive the requirement. Students seeking Middle School Certification must take ENG 271 and ENG 272 to fulfill PDE requirements. All students seeking PDE certification in education after January 2013 will be required to complete nine credits in special education and three credits in ESL.

REQUIREMENTS FOR MAJOR IN COMMUNICATION (B.A.)

Students choose one of three tracks within the Communication major: Organizational Communication, Public Relations and Journalism, or Digital Communication.

The following courses are required of all candidates: ENG 299; COM 305, 308 and 406 (or INFO 410 for Digital Communication); six credits 200-level literature courses; INFO 104 or 120 (Digital Communication—INFO 214).

- **Organizational Communication:** COM 200, 250, 340, 350; BUS 360 or 336; nine credits from COM 330, 401-402; BUS 301, 315, 327, 345; INFO 120 or 214 or 215 or 230; MKT 309. This program can easily be combined with minors, such as entrepreneurship, business, or marketing.
- **Public Relations and Journalism:** COM 206, 239, 306, 337, 350. Six credits from COM 200, 224, 226, 227, 250, 307, 403; CCS 340; INFO 214 or 215 or 230.
- **Digital Communication:** COM 224, 226, 308; INFO 215, 230.

Students may select to specialize through one of the following areas:

- **Media:** Fifteen credits from among: COM 210, 216, 217, 218, 220, 225, 227, 232, 233, 258; ENG 314; HIST 211, 239; THE 219.
- **Design:** Fifteen credits from among: CIS 105, INFO 404; BUS 340; ART 102, 105, 201, 302, 305, 311, 320; COM 350.

REQUIREMENTS FOR MINORS

- **American and British Literature:** Eighteen credits. Six credits from ENG 261-275 (except ENG 271 and 272); twelve credits from 300-level English courses. (Designed for non-English majors.)
- **Communication:** Eighteen credits from the English/Communication offerings to include ENG 299; COM 305, 403; INFO 214 or 215.
- **Film Studies:** Eighteen credits. COM 225, HIST 239; four courses chosen from COM 232, 233, 270; COM 258/PSY 338; ENG 314; HIST 209, 210, 211, 217; PHI 338; POL 216; THE 219.
- **Global Studies:** Eighteen credits. Required: COM 230. Fifteen credits from: ART 216; BUS 345; CCS 335, 340, 380; ECO 320; EDU 290; ENG 216, 338, 365; EXS 230; FIN 363; FNU 212; HIST/POL 345, 347; MUSC 102; PHI 220, 315, 331; POL 206, 216, 312; PSY 206, 308.
- **Irish Studies:** Eighteen credits. Required: IRL 101; ENG 349; HIS 218. Nine additional credits from: IRL 102; ENG 275; ENG 368; POL 337; BUS 301. Special topics (1 credit) in History (200) and English (275) vary each semester.
- **Public Relations and Journalism:** Eighteen credits. COM 206; COM 226, 239, 403; two courses from COM 250, 306, 337, 350; INFO 104 or 120 or 214, 215 or 230; CCS 340; MKT 309
- **Sports Communication:** Eighteen credits. Required: COM 305, EXS 202, and EXS 307. Nine credits from: COM 206, 224, 239, 250, 270, 308, 350, 406; COM 340 or COM 270 or BUS 200 [Special Topics (1-3 credits) as approved by department.]
- **Women's Studies:** Eighteen credits. Required: ENG 130. Fifteen credits from: ART 217; ENG 265, 266; COM 270 (Women and Media); CCS 300/SPAN 300; SPAN 319, 331; HIST 216; MES 306; MUSC 300; PHI 203, 326; EXS 103; PSY 343; SOC 318, 360; THE 217, 331.

REQUIREMENTS FOR ASSOCIATE OF ARTS

- **English (AA):** Eighteen credits to include: 100-level literature; ENG 260; ENG 299; three credits from ENG 261-275 (except ENG 271 and 272); six credits from 300-level English electives.
- **Communication (AA):** Eighteen credits to include: 100-level literature; three credits from ENG 261-275(except ENG 271 and 272); COM 305; nine credits chosen from the communication electives.

CERTIFICATE PROGRAMS

- **Certificate in Professional Communications:** A program designed for the working professional who wants to enhance his/her communication skills. Requirements include: COM 200 and 250, and twelve elective credits. Electives may be chosen from three-credit courses or one-credit special topic offerings including: COM 206, 226, 227, 239, 243, 305, 307, 308, 330, 337, 350; BUS 331; INFO102, 120, 214, 215, 230, and CIS 335.
- **Certificate in Irish Studies:** An interdisciplinary program that may be taken for cultural enrichment or for academic credit. Requirements include six credits of language and literature and six credits chosen from electives in language, literature, history, and other disciplines. Special topics in literature and history (one-credit courses) vary each semester and may be taken as electives. Course offerings are listed in the semester Course Guide or may be obtained from the department.

ENGLISH HUMANITIES CORE: All students in the baccalaureate program must take six credits in composition, except for honors students who are required to take three credits in ENG 117.

ENGLISH

ENG 106 Composition I (3)

Introduction to academic writing with emphasis on using language clearly and correctly. This course develops and reinforces skills needed for proficient academic writing.

ENG 107 Composition II (3)

Introduction to research techniques with continued emphasis on academic writing techniques developed in ENG 106. (Prerequisite: ENG 106)

ENG 117 HON: Rhetoric and Composition (3)

Concentration on developing critical reading, thinking, and writing skills. Students will research and respond to a variety of topics using both argumentative and expository compositional styles. The course also provides an opportunity for students to achieve high proficiency in academic research methods.

ENG 122 Introduction to Literature (3)

An introduction to short stories, poetry, and drama as literary genres with an emphasis on techniques of literary analysis and appreciation.

ENG 125 Introduction to Drama (3)

An examination of representative dramas from the Classical Greek period to the 20th century.

ENG 126 Introduction to Poetry (3)

An introduction to the themes and techniques of poetry of varied poetic genres with an emphasis on explication and analysis.

ENG 127 Studies in African-American Literature (3)

A study of the contributions of African-Americans to American literature from colonial to modern times. Readings and historical range will vary. Genres include: captivity narrative, autobiography, folktale, poetry, short story, novel, and drama.

ENG 130 Introduction to Women's Studies (3)

An introduction to the myriad influences on and contributions of women to investigate cultural patterns and trends of change as depicted in fiction and non-fiction. (Fulfills the Women's Studies minor requirement)

ENG 132 Themes in Literature (3)

An examination of the themes of innocence and experience, conformity and rebellion, culture and identity, love and hate, and the presence of death in various literary forms.

ENG 150 Special Topics in Literature (1-3)

Varied approaches to specific authors, themes, literary genres, and writing styles.

ENG 216 HON World Literature (3)

An introduction to the literature of many cultures. Students write response papers that explicate and analyze diverse literary works. They also research and compose a critical essay that explores the works of two writers, one from the traditional canon, one from outside the traditional canon.

ENG 241 Principles and Practice of Research (3)

Fundamental grounding in research methodology focusing on theoretical understanding and practical application of the research process. (Offered only in the accelerated format)

ENG 242 Writing for Applied Research (3)

Theoretical principles and practical application of the academic research process with a focus on business. Students learn to form initial inquiry questions; locate and evaluate print and electronic sources; and summarize, paraphrase, and incorporate source material in written presentations using the APA citation format. (Offered only in the accelerated format)

ENG 260 Literary Analysis and Research (3)

An introduction to methods of research required for literary studies with emphasis on the most useful print and electronic secondary sources. (Required for all English majors; should be taken during sophomore year)

ENG 261 Major American Fiction (3)

An exploration of the American Dream and how it is portrayed, glamorized, and deconstructed in early to late 20th century American fiction. The exploration is multicultural and acquaints students with the leading domestic literary figures of the last eighty years.

ENG 262 Twentieth Century British Authors (3)

An examination of the major trends in 20th century British poetry and fiction from World War I to the present. Critical approaches and written analysis form part of the course.

ENG 263 Modern Drama (3)

A study of selected texts in English and American drama from mid-nineteenth century to the present. The course includes readings in dramatic criticism.

ENG 264 Modern Poetry (3)

A study of major twentieth-century poets and literary movements in England and America and Modernism's complicated relationship with its literary predecessors.

ENG 265 Modern Women Writers I: Fashioning "A Room of One's Own" (3)

An exploration of the energies, purposes, attitudes, and literary contributions of modern and contemporary women writers.

ENG 266 Modern Women Writers II: Furnishing “A Room of One’s Own” (3)

A study of the work of women writers of mid- and late twentieth century. While ENG 265 is not a prerequisite for this course, its background provides a helpful framework for this sequel.

ENG 267 African-American Literature I: Captivity to Freedom (3)

Exploration of the writings of African-Americans from 17th-19th centuries in a cultural, historical, and literary context. The genres of captivity narrative, autobiography, and short story are examined with focus on their contribution to the canon of American literature as well as their unique African-American characteristics.

ENG 268 African-American Literature II: Transforming Identity (3)

What lies ahead? Focus on African-American literary tropes after Reconstruction, through the Harlem Renaissance, into the Civil Rights movement, and to the present. This course explores how race as a social construct and literary identity has been articulated and altered through the 20th century, and considers what lies ahead. (ENG 267 is not a prerequisite for this course)

ENG 271 Strategies for Teaching English (3)

An introduction to the strategies of teaching English. Students will learn methods for teaching the structure, grammar, style, research, and media of English. The study of rhetorical theory, composition theory, and literacy theory and the investigation of writing in the disciplines will help students gain insight for particular student audiences when teaching English. (Required for Middle School Certification. Recommended for Secondary Certification)

ENG 272 Adolescent Literature (3)

An exploration of the historical context, various reading strategies and contemporary critical theories of the Adolescent/Young Adult (YA) literature available for study on middle and secondary school levels. The cross section of works examined will enable discussions of multiculturalism, globalism, diverse audiences and subject matter. (Required for Middle School Certification. Recommended for Secondary Certification)

ENG 275 Special Topics in Literature (1-3)

Varied approaches to authors, themes, and literary genres.

ENG 299 Advanced Composition (3)

A further reinforcement of the strategies of rhetoric and style introduced in freshman writing courses. Students learn writing by investigating theories of writing, particularly argumentation. (Required for all English and Communication majors)

ENG 314 Film Adaptations of Literature (3)

An exposition of good literature and good films made from this literature as a means of learning to appreciate the value of both methods of presenting great stories and ideas. Students form a critical apparatus that allows perceptive judgments of both genres.

ENG 321 Literary Theory (3)

An introduction to literary theory and analysis. This course explores the development of literary theory, the variety of approaches that open up literary works, and the influence of cultural diversity on the varied theories. Students explore, evaluate, and discover their own preferences as literary critics.

ENG 329 Ancient and Medieval World Literature (3)

A study of representative works of ancient and medieval world literature (in translation) with a concentration on myth, epic, and drama.

ENG 330: HON The Creative Spirit of the Brontës (3)

Students will examine representative works of Charlotte, Emily, and Anne Brontë from biographical, cultural, social, and historical perspectives and concentrate particularly on issues of gender, class, and disability. In studying the Brontës, students will consider, not only what the three literary sisters have in common, but also what distinguishes the work of each writer.

ENG 337 History of the English Language (3)

An introduction to the development of modern English, with historical background providing proper perspective for examination of current linguistic trends. (Fulfills the requirement for a linguistics course for students pursuing secondary certification in English)

ENG 338 Linguistics: Introductory Readings (3)

A study of linguistic systems and related topics including language acquisition and comprehension, brain theory, language bias, and non-verbal communication. (Fulfills the requirement for a linguistics course for students pursuing secondary certification in English)

ENG 340 Chaucer (3)

A study of Chaucer’s major works, with special emphasis on The Canterbury Tales.

ENG 341 English Literature to 1500 (3)

A study of early English works with emphasis on Old English poetry, the evolution of Arthurian literature, medieval romances, and the development of drama.

ENG 342 Renaissance Literature (3)

An introduction to representative works of English literature of the 16th and 17th centuries, exclusive of Shakespearean drama.

ENG 343 Shakespeare (3)

A concentrated study of selected major comedies, histories, and tragedies with an introduction to Shakespearean criticism.

ENG 344 Restoration and Eighteenth Century Literature (3)

An introduction to the major literary movements in England from representative works in English literature 1660-1775, with emphasis on Dryden, Pope, Swift, and the development of the periodical essay and the novel.

ENG 346 Romantic Literature (3)

A study of Blake, Wordsworth, Coleridge, Shelley, Keats, Byron, with additional focus on contemporary essayists and writers of Gothic fiction.

ENG 348 Victorian Literature (3)

A study of the major poets and prose writers of nineteenth century Britain, including selected works of Carlyle, Arnold, Tennyson, Browning, Dante and Christina Rossetti, and Hopkins.

ENG 349 Irish Literature (3)

An introduction to selected works in of classical and contemporary writers; course fulfills a requirement for the minor in Irish Studies.

ENG 350 Major American Writers I (3)

A study of major American writers with concentration on Emerson, Thoreau, Poe, Hawthorne, and Melville.

ENG 351 Major American Writers II (3)

A study of major American writers with concentration on Whitman, Dickinson, Twain, James, Eliot, Hemingway, Faulkner, and Frost.

ENG 353 Major American Writers III (3)

A study of major American writers from the late 20th century and contemporary literature.

ENG 355 HON Tolkien: Political Thinker (3)

An exploration of JRR Tolkien's *The Lord of the Rings* and other writings both as literature and as political thought. Contemporary interpretations of Tolkien's work will also be critiqued, and special consideration will be given to the political teachings within *The Lord of the Rings*.

ENG 365 Postcolonial Literature (3)

A study of the literature of nations that have experienced and/or are reacting to some type of colonization. The course examines recurrent themes, such as identity, power, migration, race, gender, nation, representation, containment, and resistance.

ENG 367 Postmodernism (3)

This course engages literature in a state of entropic disillusionment over World War II, which reacts against anything resembling traditional ideals. The representative literature and social commentary is a complex, ironic, fragmented, inter-referential, parodic, non-traditional, and distrustful amalgam.

ENG 368 Irish Drama (3)

An examination of the themes and structures of drama from Brian Friel to contemporary authors, including Sebastian Barry, Marina Carr and Martin McDonagh.

ENG 400 English Seminar (3)

Independent research and seminar discussion on a literary theme chosen by the instructor. Work in progress and results of research are presented orally to the seminar; final papers are submitted to instructor. (Prerequisites: ENG 260 and ENG 321, or departmental permission)

ENG 401 Independent Study (3)

Research in a theme, genre, period, literary group or single author, or advanced writing in a specific mode. (Agreed upon by the student and instructor with permission of the department)

ENG 402 Advanced Research (3)

An opportunity to continue research begun in ENG 401. (Agreed upon by the student and instructor with permission of the department. Prerequisite: ENG 401)

COMMUNICATION**COM 190, 290, 390, 490 Theatre Practice (1, 1, 1, 1)**

Participation in the fall or spring production of Cue and Curtain (major role or responsibility). Open to all students who qualify by audition or experience.

COM 200 Business and Technical Writing (3)

An introduction to style and forms in business and technical writing with emphasis on an understanding of global communication in the modern workforce and the importance of purpose and audience, using direct writing and clear language.

COM 206 Journalism (3)

An introduction to the fundamentals of journalistic writing. Opportunity for internship experience.

COM 207 Introduction to Creative Writing (3)

Discussion of terms, strategies, and professional models in poetry and fiction with practice in writing and critiquing.

COM 210 Broadcasting Basics (3)

Introduces students to broadcasting history and medium. Includes principles of voicing, posture, composure, copy editing, and interaction with copy on the screen. (Tango Traffic Studio)

COM 216 Media Scriptwriting (3)

Introduction to writing scripts for broadcast radio and television, cable systems, and podcasts. Students learn the process and appropriate formats for writing continuity, including commercials and PSA's, as well as long-form informational programs.

COM 217 Broadcast Performance (3)

Focus on skill sets of moderating and interviewing: from posture and other body language issues to research, anticipating responses, and follow-up questions. (Tango Traffic Studio)

COM 218 Broadcast Marketing (3)

This course covers translating marketing objectives into media objectives, analysing audience data and estimating costs, as well as buying and selling advertising time and space for radio, television, Internet and mobile. Students will learn to evaluate all major media assessing their inherent strengths and weaknesses to ultimately develop focused media campaigns and compelling media presentations. (Tango Traffic Studio)

COM 220 Media Programming (3)

Introduction to the theory and practice of programming for Electronic Media, including broadcast radio and television, cable TV, satellite radio and TV and online video and audio.

COM 224 Writing for the Web (3)

A largely collaborative, ethically-conscious introduction to the writing vein of professional website development, blogging, and microblogging.

COM 225 Film Theory and Criticism (3)

Introduction to and analysis of literary, sensory, technical, genre-based, and production aspects of film. This will largely be accomplished via film clips and reaction papers. A cohesive study of entire films presented in long papers will culminate the course.

COM 226 Mass Media (3)

A survey of the historical development and contemporary issues of print and non-print media.

COM 227 Decoding the Media (3)

An analysis of how media values shape American lives and culture.

COM 230 Global Media (3)

Combining history, theory, critical viewing, film screenings, and media production, this course investigates the complex contemporary global media environment. (Fulfills the required course for the Global Studies Minor)

COM 232 Narrative and Screenwriting (3)

Introduces students to tools, vocabulary, and techniques used to tell a screen story and take an original idea to outline form. Students become familiar with screenwriting terminology as scenes from well-known films are analyzed to reveal structural elements in the writing. By the end of the course, students have developed an original idea into a detailed short-length screenplay.

COM 233 Short Film (3)

Students will take the screenplays from COM 232 and learn all of the production attributes of film necessary to bring those screenplays to life in the form of 10-20 minutes films.

COM 236 Children's Theatre (3)

Introduction to stagecraft with practical applications to productions for children.

COM 239 Introduction to Public Relations (3)

Focus on how the discipline of public relations evolved, and how public attitudes are influenced by the media. Students will learn to recognize ethical and legal implications of media situations.

COM 240 Forms of Professional Writing (3)

A study of the style and forms of business and professional writing with emphasis on direct sentence patterns and clear language. (Offered only in the accelerated format.)

COM 243 Contemporary Issues in Professional Writing (3)

An introduction to the range of career opportunities and responsibilities within the field of professional writing through article presentations, writing workshops, and discussion/research on current issues.

COM 250 Public Speaking (3)

Development of communication techniques through speech writing and delivery. This course helps to ease communication apprehension, organize speech material appropriately, and develop verbal and nonverbal techniques for delivery.

COM 258 Psychology through Literature and Film (3)

Interdisciplinary approach to the study of psychology through literature and film. (See Psychology 338)

COM 270 Special Topics in Communication (1-3)

This independent research enhances academic rigor while applying theories or processes to a specific field in communication studies.

COM 305 Communication Theory (3)

Introduction to theories and principles of communication as they apply to various communication environments, such as interpersonal, small group, organizational, and public communication. (Required for all communication majors)

COM 306 Advanced Reporting and Feature Writing (3)

Planning, researching, and writing in-depth news projects and features with attention to writing for radio and television. (Prerequisite: Communication 206 or approval of instructor)

COM 308 Media Ethics and Law (3)

A survey of first amendment theory and history; ethical and legal issues concerning libel, privacy, obscenity, newsgathering, access; censorship and copyright issues.

COM 330 Proposal and Grant-Writing (3)

The course examines proposal and grant-writing processes with substantial practice in developing proposals.

COM 337 Writing for Public Relations (3)

Preparation, writing, and presentation of promotional and publicity materials. (Prerequisite: COM 239 or approval of instructor)

COM 340 Small Group Communication (3)

An introduction to communication skills needed when working with people in small group settings. The focus is on developing a working knowledge of the theory and skills needed for participation in problem-solving groups.

COM 350 Business and Professional Speaking (3)

Principles of oral communication as directly applied to the business of global communication in the modern workforce. Includes a multitude of professional situations highlighting the use of technological aids.

COM 401-402 Independent Study (1-3)

Advanced research in a chosen area of communication study or advanced writing in a specific mode. (Agreed upon by the student and instructor, with permission of the department.)

COM 403 Field Experience in Public Relations (3)

Practical experience in publicity and public relations under professional supervision. (Agreed upon by the student and supervisor, with permission of the department.)

COM 404 Theatre Internship I (3)

Practical experience in play direction or stage management under the supervision of the faculty director.

COM 405 Theatre Internship II (3)

Practical experience in play direction or stage management under the supervision of the faculty director.

COM 406 Communication Seminar and Field Experience (3)

Practical experience in chosen areas of interest in communication under professional supervision. Students also participate in seminars led by department faculty. (Prerequisite: COM 305)

Fashion Merchandising and Family and Consumer Sciences

Chris Baeza, Chair
Sister Denise Mollica, IHM
Sister Carroll Isselmann, IHM, Emerita

FASHION MERCHANDISING OUTCOMES

Upon successful completion of the Fashion Merchandising Program, students will earn a Bachelor of Science degree and be able to:

- exhibit creativity in the application of technical and analytical skills;
- apply cutting-edge fashion principles and business concepts needed to succeed at multiple levels within the fashion industry;
- effectively use communication, organization, and multi-tasking abilities to achieve goals in a fast-paced environment;
- demonstrate the ability to work independently and as part of a team;
- model principles of business ethics.

REQUIREMENTS FOR MAJOR

Fashion Merchandising (BS): FMD 101, 106, 126, 127, 200, 309, 320, 324, 328, 334, 337, 338, 339, 341, 342; BUS 338, 360, 366; BIO 113; COM 350 OR COM 250; MKT 309, 3 credits of Math.

Fashion Merchandising students may also utilize available elective hours to pursue one or two minors related to their major. Related minors include the following:

Buying: ACC 201, BUS 324, BUS 345; FMD 328, FMD 344, MKT 352
Communication: COM 226, COM 227, COM 305, COM 403, ENG 299, INFO 214 or INFO 215

Entrepreneurship: ACC 201, BUS 324, 360, MKT 309; for non-business majors, two courses from BUS 311, 315, 327, 362; for business majors, two courses from MKT 331, COM 224, PSY 219 or SOC 245.

Graphic Design for Fashion: ART 102, ART 201, ART 302, FMD 209, FMD 208, FMD 322

Marketing: MKT 309, 331, 364; three courses from MKT 350, 351, 352, 354, 355, 357, 359, FMD 328.

Product Development: ART 201, FMD 206, FMD 207, FMD 209, FMD 310, FMD 344

Public Relations and Journalism: COM 206, COM 226, COM 239, COM 337, COM 350 (or 250), COM 403

Visual Merchandising: ART 102, ART 201, ART 211, ART 302, FMD 209, FMD 321

Family and Consumer Sciences (BS): The baccalaureate program in Family and Consumer Sciences is currently on hiatus.

GENERAL REQUIREMENTS

Consistent with University policy, a student may formally apply to the department to be accepted as a Fashion Merchandising major at the end of freshman year (24 credits), but no later than at the end of the first semester of sophomore year (36 credits).

The following are standards for retention in the program:

1. Minimum GPA of 2.5 in major area
2. A grade of B- or better in every course in the minor sequence.
3. A grade of C or better in Math
4. A presentation of well-defined and realistic short- and long-term career goals during advising appointment first semester sophomore year.
5. Evidence of ongoing fashion work experience including two fashion related work references due during advising appointment first semester sophomore year.

REQUIREMENTS FOR FASHION MERCHANDISING MINOR

Required courses: FMD 126, MATH, FMD 337; plus three of the following: FMD 101, FMD 106, FMD 127, FMD 206, FMD 208, FMD 209, FMD 320, FMD 321 (Prerequisite is FMD 320) FMD 328, FMD 344,

REQUIREMENTS FOR ASSOCIATE OF SCIENCE in FASHION MERCHANDISING

Required courses: FMD 101, 106, 126, 127, 200, 309, 320, 324, 328, 334, 337, 339, and 341; BIO 113; MKT 309; PHI 220 or 338; ENG 106-107 (6 credits.); MATH (3 credits); SOC SCIENCE (3 credits, rec. PSY 345 or ECO 203); THE (6 credits); HUMANITIES (3 credits, recommended COM 224).

FAMILY AND CONSUMER SCIENCES

FCS 219 Personal and Family Resource Management (3)

Management of resources to meet the goals of individuals and families across the life span. Focuses on personal development, communication skills, decision making, problem solving, risk management, maintaining a balance with work and family as well as management of time, energy, stress, and finances.

FCS 323 History and Philosophy of Family and Consumer Sciences Education (3)

Exploration of the history and philosophy of the Family and Consumer Sciences profession and its impact on Family and Consumer Sciences education today with emphasis on state and national standards.

FCS 324 Family and Consumer Sciences Education (3)

Fundamental concepts necessary to teach Family and Consumer Sciences in grades K–12 from a family perspective. Curriculum and materials developed in this course will reflect a process-oriented approach to problems of the family. (Prerequisite: FCS323)

FCS 331 Independent Study in Family and Consumer Sciences I (1-3)

Individual reading and research with permission from and under the guidance of a member of the department.

FCS 332 Independent Study in Family and Consumer Sciences II (1-3)

Individual reading and research with permission from and under the guidance of a member of the department.

FASHION MERCHANDISING

FMD 101 Apparel Construction and Design I (3)

Students apply textile principles, design elements and styling into constructing garments utilizing commercial patterns. Care and selection of fabrics, fabric utilization, measuring bodies and sizing are incorporated into the understanding of proper construction and fit. 1 hour lecture, 4 hours laboratory. (Fee applies)

FMD 106 Computer Applications for Fashion (3)

An introduction to the use of various computer applications used in the fashion industry. Students will experience and acquire skills in the fundamental use of the Adobe Creative Suite and Microsoft Office, including Excel, Word and PowerPoint. (Fee applies)

FMD 126 Introduction to Fashion Merchandising (3)

Comprehensive study of the fashion industry including history, current events and potential career paths in fashion. Students will gain an understanding of business and economic principles and understand the direct application to the rationale and decision-making of the fashion industry. From the Industrial Revolution to contemporary trends in textiles and fashion, this course explores business and economic theories through real world, up-to-date examples applied to the fashion industry. (Fee may apply)

FMD 127 Introduction to Product Development (3)

An in-depth study of product development and the processes involved in creating new products from concept to consumer which include business planning, consumer markets, trend forecasting, color management, fabrication, garment styling, line development, sizing, quality, sourcing, pricing, costing, sales, production, and distribution. (Prerequisite: FMD 126)

FMD 200 Special Topics in Fashion (1)

Survey of contemporary trends in fashion focusing on specific categories of fashion products or specific segments of the industry. Topics include: menswear, bridal, lingerie, children's, accessories, cosmetics, film, sustainability, outdoor/activewear etc.).

FMD 206 Flat-Pattern Making and Designing (3)

Principles of design and textiles are applied in the development of original designs utilizing flat pattern methods. 1 hour lecture, 4 hours laboratory. (Prerequisite: FMD101) (Fee applies)

FMD 207 DRAPING (3)

Principles of design and textiles are applied in the development of original designs utilizing draping methods. 1 hour lecture, 4 hours laboratory. (Prerequisite: FMD 101, 206) (Fee applies)

FMD 208 Technical Design in Adobe (3)

Exploration of the technical design process and creation of flats and specifications for various types of garments and products. Students learn about print repeats along with woven and knit simulation. (Prerequisite: FMD 209)

FMD 209 Adobe II for Fashion (3)

Students advance their skills in using Adobe for technical drawings, illustrations, print design and store layouts for visual presentations. (Prerequisite: FMD 106).

FMD 300 Study Tour (3)

Travel to key countries/cities of the world during spring break experiencing various aspects of the fashion industry and meeting industry professionals abroad. These trips are customized for fashion merchandising students to provide a hands-on experience.

FMD 309 Textiles (3)

Analysis of fabrics from the seven basic concepts of fabric performance: fiber content, yarn construction, fabric construction, finishes, applied surface design, dyeing and printing, and the basic components of construction. (Fee applies)

FMD 310 Apparel Constructions and Design II (3)

Students advance their construction and design skills while furthering their understanding of proper construction and fit. Industrial sewing machines will be used for construction. Students will develop a collection from concept to technical packs to final garments. 1 hour lecture, 4 hours laboratory. (Prerequisite: FMD 207) (Fee applies)

FMD 320 Visual Merchandising I (3)

A study of the importance of eye appeal, consumer buying habits in the fashion industry, and the impact of visual design. Students design various displays on campus using principles and techniques of visual merchandising.

FMD 321 Visual Merchandising II (3)

Students advance their visual display skills by using a mix of various mediums and products to create exhibitions and one-of-a-kind displays on and off campus. (Prerequisite: FMD 320)

FMD 322 Advance CAD (3)

A senior level course in which students develop advanced skills in the Adobe Creative Suite and apply these skills to various graphic related projects with the objective of designing product for a global marketplace using current trend information. (Prerequisite: FMD 208, ART 302)

FMD 324 History of Costume (3)

Study of historic costume from ancient times to the present day with emphasis on the geographical, political, religious, and social factors, which affected the clothing worn.

FMD 328 Buying Principles and Practices (3)

In-depth study of the purchasing functions and responsibilities of the buyer (traditional retailer) or merchant (private-label retailer) of various product categories. Analysis of buying plans based on merchandise assortment and dollar planning. (Prerequisite: MATH, FMD 106)

FMD 331 Independent Study in Fashion Merchandising I (1-3)

Individual reading and research with permission from and under the guidance of a member of the faculty.

FMD 332 Independent Study in Fashion Merchandising II (1-3)

Individual reading and research with permission from and under the guidance of a member of the faculty.

FMD 334 Fashion Seminar (3)

Senior level course designed to provide students with job search skills and strategies and to hone their presentation and interview skills. This course builds and expands on all coursework with the goal of integrating content and applying it to real-life scenarios. The students will use their business and creative skills to craft an innovative response to the needs of a company. (Prerequisite: FMD 339)

FMD 337 Fashion Field Experience I (3)

90-120 hours of off-campus work experience in the fashion industry arranged in consultation with instructor.

FMD 338 Fashion Field Experience II (3)

Additional 90-120 hours of off-campus experience in the fashion industry arranged in consultation with instructor. Experience I and II must be with different companies. (Prerequisite: FMD 337)

FMD 339 Portfolio Development (2)

Students will design and develop a professional portfolio from class projects, internship experiences, and work experiences. After portfolio is completed, students will convert a portion of the portfolio into an electronic presentation for job searching. (Senior status required)

FMD 341 Fashion Promotion (2)

In-depth study of promoting fashion products in various venues and with various organizational layouts. Advertising, marketing, and public relation careers in fashion are examined. Students create a promotion event for various store sizes and types.

FMD 342 Fashion Show Production (2)

A key promotional activity, students will learn all aspects of producing a fashion show including developing a theme, budget, publicity, advertising, model coordination, staging, choreography, music and lighting. (Prerequisite: FMD 341)

FMD 344 Product Line Management (PLM) (3)

Product managers, sometimes known as brand managers, are responsible for managing the marketing activities for their product or brand and typically have responsibility for sales volume and revenues. The courses will focus on developing critical skills such as developing brand strategy, advertising, promotional programs, and the planning activities associated with those tasks. (Prerequisite: FMD 127)

Global Languages and Cultures

Marisa N. Pereyra, Chair
Kathleen M. Clark
Sister Marie Lorraine Bruno, IHM, Emerita

VISION

The Department of Global Languages and Cultures will; foster understanding among all peoples through the study of their languages, literatures and cultures; be a catalyst for justice and peace by improving cross-cultural communication; and provide the cultural intelligence tools needed to respond to the challenges of a global society.

OUTCOMES

Upon successful completion of major programs in Global Languages and Cultures, students will be able to:

- demonstrate competence in the linguistic and grammatical aspects of the target language for interpersonal (speaking and writing), interpretive (listening, reading, and viewing), and presentational (speaking and writing) communication;
- share knowledge of and appreciation for diverse cultures, identifying the relationships among their perspectives, products, and practices;
- integrate the world language experience with business, social service, education, political science, and other academic disciplines in response to global societal needs;
- demonstrate knowledge of the great works of major writers of the target cultures in their historical setting, assessing their impact on the present and future;
- display genuine enthusiasm, interest, and success in the target language and culture for possible further study, travel, or use in the professional world.

CONCENTRATION REQUIREMENTS

See Spanish section for Spanish concentration requirements.

Concentration in International Careers Foreign Languages SPA, an interdisciplinary program, is available to students who fulfill the requirements in the global language (Spanish) and the business/accounting/economics requirements. See lists of course requirements under Spanish and under the Business and Accounting department offerings.

Students concentrating in Spanish may obtain teaching certification in secondary education (K-12). See the Education requirements listed under the Education Department.

Students concentrating in major programs offered by the University are eligible to complete a minor field in French or Spanish. See requirements listed under the respective language sections.

STUDY ABROAD

At universities throughout the world, Immaculata co-sponsors study abroad programs which have been designed to meet the needs of students who wish to continue the study of a language in the country in which it is spoken or pursue study of a discipline other than language in another country. Students who achieve satisfactory grades may receive academic credit for this program.

Immaculata also offers an intensive Spanish program in Mexico every summer with emphasis in Spanish in the professions (medical, criminal justice, dietetics and nutrition, and teaching profession.) Students who achieve satisfactory grades will receive academic credit for this program.

CERTIFICATE AND MINOR PROGRAMS

Certificates and minors in one or more global languages are available to students who successfully complete 18 semester hours chosen from departmental offerings with approval of the department.

COURSES CONDUCTED IN ENGLISH

CROSS CULTURAL STUDIES

CCS 103 Comparing Cultures-U.S. / Others (3)

Study of the assumptions and values of mainstream U.S. culture as contrasted with other cultures of the world. Oral presentations, roundtable discussions, and written essays to encourage contrastive analysis of U.S. and other cultures. (Open only to international students)

CCS 300 Crossing Borders: Hispanic Women's Images in the U.S. (3)

Topics concerning Hispanic females in the U.S., the restrictions imposed on them by the roles ascribed by American society, and how they adapt to or rebel against such limitations. Themes of exile, machismo, marginalization, integration and freedom will be explored. Students will be able to contrast and compare their own experiences in American society with those of the many Latin-American cultures in the U.S. in order to discover a universal global female experience. Conducted in English. Students may receive credit for Spanish 300, with approval from the department, only if written assignments are submitted in Spanish. (Offered online)

CCS 320 Hispanic Cultures (3)

Students learn the most important traits of the cultures of the Spanish-speaking world within and outside of the U.S. and further develop their sensitivity toward and appreciation of Hispanic cultures. Offered only through corporate training opportunities. (Prerequisites: SPAN 160, 161, 162)

CCS 335 HON: Global Studies (3)

Theories of globalization. As the peoples of the world become more interdependent in terms of technology, economics, and cross-cultural exchange, various issues arise. Examination of the major views of globalization and its critics, studying how the process occurs in the context of one specific non-Western city.

CCS 340 Cross Cultural Communication (3)

Exploration of the dynamics of international diversity and intercultural communication within the context of the globalization of the world economy.

CCS 341 Cultural Modes of Expression (3)

Exploration of the nuances of intercultural expression in the global community for an awareness and sensitivity needed for mutual understanding in international affairs. (ACCEL® only)

CCS 380 International Business Seminar (3)

In-depth analysis and application of conducting business in a foreign country. (Prerequisite: BUS 301)

ENGLISH AS A SECOND LANGUAGE

ESL 215 Advanced Oral English (3)*

Vocabulary development and emphasis on idiomatic use of spoken English. Improvement of pronunciation through class work and recordings prepared by students. Appropriate written exercises.

ESL 220 Advanced Written/Oral English (3)*

Exercises aimed at developing facility in written and spoken English. Grammar review. Vocabulary development.

ESL 221 Critical Reading (3)*

Exploration, intensive study, and critical analysis of notable works in English. Emphasis on style, structure, and meaning of each work.

** These courses satisfy the global languages requirement for international students.*

GLOBAL LANGUAGES EDUCATION

FLE 307 Strategies for Teaching FL (3)

Specialized instruction in the theories and practices of global language teaching and learning, integrating the use of current technologies. (Offered in alternate years)

ARABIC

ARA 101 Elementary Arabic I (3)

Fundamentals of spoken and written modern standard Arabic (Fusha) including proficiency development in basic skills of listening, speaking, reading, and writing. This form of Arabic is universally understood throughout the Arabic-speaking world and used in Islamic practice. (Offered every fall)

ARA 102 Elementary Arabic II (3)

Continuation of the fundamentals of spoken and written modern standard Arabic (Fusha) including proficiency development in basic skills of listening, speaking, reading, and writing. (Prerequisite: ARA 101 or instructor's approval) (Offered every spring)

ARA 201 Adv. Intermediate Arabic I (3)

Contemporary overview of Arabic language, syntax, and grammar with materials selected for exploring cultures of the Arabic-speaking world. Emphasis on development of student autonomy in Arabic, especially in speaking and writing. Laboratory work required. (Prerequisite: ARA 102 or instructor's approval)

ARA 202 Adv. Intermediate Arabic II (3)

Continuation of the study of Arabic language, syntax, and grammar with materials selected for exploring cultures of the Arabic-speaking world. Emphasis on development of student autonomy in Arabic, especially in speaking and writing. Laboratory work required. (Prerequisite: ARA 201 or instructor's approval)

FRENCH

The baccalaureate program in French is currently on hiatus.

REQUIREMENTS FOR MINOR

French: FREN 201-202, 309, 310, and six credits from any other 300 level FREN courses offered.

Francophone Cultures: 201-202, 309, 310, 336 and 314

French for the Fashion Industry: 201-202, 309,310, 323, and 314

FREN 101 Elementary French I (3)

Introduction to the four basic language skills: speaking, writing, listening, reading. Emphasis on pronunciation and the fundamental elements of verb and sentence structure. Laboratory work required. (Offered every fall)

FREN 102 Elementary French II (3)

Continuation of the study of the four basic language skills: speaking, writing, listening, reading. Emphasis on pronunciation and the fundamental elements of verb and sentence structure. Laboratory work required. (Prerequisite: FREN 101 or instructor's approval)(Offered every spring)

FREN 201 Advanced Intermediate French I (3)

Contemporary overview of French language, syntax, and grammar with materials selected for exploring French culture. Emphasis on development of student autonomy in French, especially in speaking and writing. Laboratory work required. (Prerequisite: FRE 102, 104 or instructor's approval) (Offered every fall)

FREN 202 Advanced Intermediate French II (3)

Continuation of contemporary overview of French language, syntax, and grammar with materials selected for exploring French culture. Emphasis on development of student autonomy in French, especially in speaking and writing. Laboratory work required. (Prerequisite: FREN 201 or instructor's approval) (Offered every spring)

FREN 302 Intensive Study Abroad (3)

Study/travel immersion course conducted in French. Classes meet once a week in the spring. Travel in May/June and final paper required to receive credit. Limited enrollment. Travel costs additional. (Prerequisite: 201-202 and departmental approval)

FREN 309 Phonetics and Conversation (3)

Concentrated exercises in French diction, pronunciation, and conversation; application of international phonetic principles. Emphasis on oral proficiency. Extensive laboratory work required. (Prerequisite: FREN 202 or instructor's approval)

FREN 310 French Stylistics: Composition (3)

Concentrated study of the elements of grammar and expression through the imitation of selected passages and the writing of various forms of original composition: essay, instruction, narration, description, correspondence, and poetry. (Prerequisite: FREN 202 or instructor's approval)

FREN 312 Advanced Conversation (3)

Intensive group discussions and oral reports revolving around current themes and issues. Emphasis on oral proficiency and use of specialized vocabulary and idioms. Laboratory work required. (Prerequisite: FREN 309 or instructor's approval)

FREN 314: Francophone Cultures Through Film (3 credits)

Exploration of the French-speaking world through film. Study of people, places, and contributions of French speakers from around the globe. Discussion of similarities and differences among Francophone cultures and in comparison with American culture. (Prerequisite: FREN 309, 310 or instructor's approval)

FREN 323 French for Careers (3)

Specialized French language for careers in industry, government, and service to respond to the needs of international transactions in the French-speaking world. (Prerequisite: FREN 309, 310 or instructor's approval) (Offered in alternate years)

FREN 327 Literary Thought/Expression I (3)

Analysis of literary trends and tenets from the Middle Ages to the French Revolution. Emphasis on major genres and authors and their legacy to contemporary society. (Prerequisite: FREN 309, 310 or instructor's approval)

FREN 329 Literary Thought/Expression II (3)

Survey of literary trends from the beginning of the 19th century to the present. Emphasis on great literary figures who reflect and influence contemporary thought and expression. Prerequisite: FREN 309, 310 or instructor's approval)

FREN 336 La Francophonie (3)

Study of the geography and cultures of the French-speaking world. Independent readings and discussion of major Francophone authors and the social and political issues reflected in their work. (Prerequisite: FREN 309, 310 or instructor's approval)

FREN 337 Culture/Readings: 19th Century (3)

Taught in seminar mode, this course includes independent readings and discussion of major authors of the 19th century and their importance in the literary and cultural development of post-revolutionary France. (Prerequisite: FREN 309, 310 or instructor's approval) Offered in alternate years.

FREN 339 Contemporary Culture/Readings (3)

Taught in seminar mode, this course is the study of contemporary issues, culture and civilization in France. Independent readings and discussion of major 20th century French authors. (Prerequisite: FREN 309, 310 or instructor's approval) (Offered in alternate years)

FREN 401 Independent French Studies I (1-3)

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

IRISH

IRL 101 Elementary Irish Language I (3)

Introduction to speaking, reading, and writing. Emphasis on pronunciation and basic grammar. Includes the study of Irish culture. (Offered every fall)

IRL 102 Elementary Irish Language II (3)

Continuation of speaking, reading, and writing skills. Emphasis on pronunciation and basic grammar. Includes the study of Irish culture. (Prerequisite: IRL 101 or instructor's approval) (Offered every spring)

IRL 201 Adv. Interm. Irish Language I (3)

Contemporary overview of Irish language, syntax, and grammar with materials selected for exploring Irish culture. Emphasis on development of student autonomy in Irish, especially in speaking and writing. Laboratory work required. (Prerequisite: IRL 102 or instructor's approval)

IRL 202 Adv. Interm. Irish Language II (3)

Continuation of contemporary overview of Irish language, syntax, and grammar with materials selected for exploring Irish culture. Emphasis on development of student autonomy in Irish, especially in speaking and writing. Laboratory work required. (Prerequisite: IRL 201 or instructor's approval)

ITALIAN

ITA 101 Elementary Italian I (3)

Introduction to the four basic language skills: speaking, writing, listening, reading. Emphasis on pronunciation and the fundamental elements of verb and sentence structure. Laboratory work required. (Offered every fall)

ITA 102 Elementary Italian II (3)

Continuation of pronunciation and basic elements of verb and sentence structure through oral and written exercises. Laboratory work required. (Prerequisite: ITA 101 or instructor's approval) (Offered every spring)

ITA 201 Advanced intermediate Italian I (3)

Contemporary overview of Italian language, syntax and grammar with materials selected for exploring Italian culture. Emphasis on development of student autonomy in Italian, especially in speaking and writing. Laboratory required. (Prerequisite ITA 102, 104 or instructor's approval)

ITA 202 Advanced Intermediate Italian II (3)

Continuation of contemporary overview of Italian language. Emphasis on development of student autonomy in Italian, especially in speaking and writing. Laboratory required. (Prerequisite ITA 201)

SPANISH

REQUIREMENTS FOR MAJOR

Spanish (BA): SPAN 303, 314, 315, 316, 323, 328, 329, 330, 333, 334

Spanish (BA) with Education (K-12): SPAN 303, 314, 315, 316, 328, 329, 330, 333, 334 and FLE 307

Spanish-Psychology (BA): PSY 101, 208, 303, 312 or 319, 313-314, 320, 324, 418-419, six credits in PSY electives (PSY 316 recommended); SPAN 201-202, 303, 314, 323, 328, 333; Seminar (PSY 419/SPAN 334) is interdepartmental

Spanish-Social Work (BA): SOC 202, 328; SWK 245, 250, 275, 343, 346; SPAN 201-202, 303, 314, 323, 328, 333, 334; PSY 324; SOC 306 (fulfills Social Science elective); ECO 203 (fulfills Social Science elective)

International Careers Foreign Languages SPA (BA): SPAN 303, 314, 323, 328, 333 and two 3-credit SPAN 300/400 level courses; ECO 201, 202 (fulfills social science requirement); ACC 201; BUS 345; CCS 340, 380; POL 206; THE 314 (fulfills 3 credits of theology requirement); MKT 309; and two electives taken from Business, Accounting, Economics, Finance or Marketing courses

REQUIREMENTS FOR MINOR

The following courses are required for all minors:

SPAN 201, 202, 303, 333.

Spanish Minor: SPAN 314, 328;

SPAN for Medical Professions; SPAN for Criminology Careers (Criminology majors only); SPAN for Teaching Profession; SPAN for Nutrition/Dietetics: SPAN 332 and SPAN 335 (study abroad)

REQUIREMENTS FOR ASSOCIATE OF ARTS

Professional Spanish (AA): SPAN 201, 202, 303, 314, 328, 333. Liberal arts core by advisement. This degree is for those with a general working knowledge of Spanish.

REQUIREMENTS FOR CERTIFICATE IN HISPANIC CROSS-CULTURAL COMMUNICATION

(offered only through corporate training opportunities)

SPAN 163, 164, 165; CCS 320, 341

SPAN 101 Elementary Spanish I (3)

Pronunciation, basic elements of grammar through oral and written exercises. Laboratory work required. (Offered fall and summer I)

SPAN 102 Elementary Spanish II (3)

Continuation of pronunciation and basic elements of grammar through oral and written exercises. Laboratory work required. (Prerequisite: SPAN 101 or instructor's approval) (Offered every spring and summer II)

SPAN 103 Intermediate Spanish I (3)

Emphasis on review, expansion, and application of grammar, vocabulary, and pronunciation through listening, speaking, reading, and writing exercises. Discussion of geography and culture of Spain and Latin America. Laboratory work required. (Offered every fall)

SPAN 104 Intermediate Spanish II (3)

Continuation of review, expansion, and application of grammar, vocabulary, and pronunciation through listening, speaking, reading, and writing exercises. Discussion of geography and culture of Spain and Latin America. Laboratory work required. (Prerequisite: SPAN 103 or instructor's approval) (Offered every spring)

SPAN 150 Spanish for Medical Personnel (3)

Basic communication skills for those involved in medicine, nursing, and allied medical services in the Hispanic community. Emphasis on functional, situational conversation and elementary grammar. (Offered every fall and summer I)

SPAN 151 Spanish for Pastoral Ministry (3)

Basic communication skills for those working within the context of pastoral ministry in the Hispanic community. Emphasis on functional, situational conversation and elementary grammar. (Offered in the IHM Formation Academic Program)

SPAN 152 Intermediate Spanish/Medical Personnel (3)

An intensive course designed to advance the language proficiency of those working in the medical field. (Prerequisite: SPAN 150 or instructor's approval) (Offered every spring and summer II)

SPAN 163 Spanish and Hispanic Culture I: For Consumer Services I (3)

Basic communication skills for those in the service industry. Emphasis on cultural sensitivity and functional conversation. This is the foundation course for SPAN 163 and SPAN 164. (Offered only through corporate training opportunities.)

SPAN 164 Spanish and Hispanic Culture I: For Consumer Services II (3)

Continuation of SPAN 160. Basic communication skills will be further developed through oral and situational exercises. Emphasis on cultural sensitivity and the importance of customer service. (Offered only through corporate training opportunities.) (Prerequisite: SPAN 163)

SPAN 165 Spanish and Hispanic Culture I: For Consumer Services III (3)

Students will be challenged to effectively communicate with customers and associates in basic work-related situations. Communication skills will be further developed through oral and situational exercises while emphasizing cultural sensitivity and the importance of customer service. Offered only through corporate training opportunities. (Prerequisites: SPAN 163, 164)

SPAN 201 Adv. Intermediate Spanish I (3)

Contemporary overview of Spanish language, syntax, and grammar with materials selected for exploring Hispanic culture. Emphasis on development of student autonomy in Spanish, especially in speaking and writing. Laboratory work required. (Prerequisite: SPA 102 or 104, or 152 or instructor's approval) (Offered every fall)

SPAN 202 Adv. Intermediate Spanish II (3)

Continuation of contemporary overview of Spanish language, syntax, and grammar with materials selected for exploring Hispanic culture. Emphasis on development of student autonomy in Spanish, especially in speaking and writing. Laboratory work required. (Prerequisite: SPAN 201 or instructor's approval) (Offered every spring)

SPAN 300 Crossing Borders: Hispanic Women's Images in the U.S. (3)

Topics concerning Hispanic females in the U.S., the restrictions imposed on them by the roles ascribed by American society, and how they adapt to or rebel against such limitations. Themes of exile, machismo, marginalization, integration and freedom will be explored. Students will be able to contrast and compare their own experiences in American society with those of the many Latin-American cultures in the United States in order to discover a universal global female experience. The course will be conducted in Spanish. Students may receive credit for Spanish 300, with approval from the department, only if written assignments are submitted in Spanish.

SPAN 301 Study Travel (3)

Study/travel immersion course conducted in English with the option of receiving credit in Spanish. Classes meet once a week in the spring. Travel in May with final paper required to receive credit. Limited enrollment. Travel costs additional. Students who opt for Spanish credit will utilize the Spanish versions of the readings and films where available. (Prerequisite for Spanish credit: 201-202 and departmental approval. Students may be enrolled in 202 simultaneously with this course. This course is cross-listed with HIST 301. No prerequisite required for history credit)

SPAN 302 Intensive Study Abroad (3)

Study/travel immersion course conducted in Spanish. Classes meet once a week in the spring. Travel in May/June and final paper required to receive credit. Limited enrollment. Travel costs additional. (Prerequisite: 201-202 and departmental approval)

SPAN 303 Advanced Composition (3)

Advanced study and practice in the Spanish language to enhance written proficiency. The reading of texts from a variety of sources will serve as a point of departure for class discussion and written assignments. (Prerequisite: SPAN 202 or instructor's approval) (Offered every spring or abroad every summer abroad.)

SPAN 313 Hispanic Cultures through Film (3)

Exploration of the Spanish speaking world through film. Study of people, places and contributions of Hispanic and Latino speakers from around the globe. Discussions of similarities and differences among Latino cultures and in comparison with American culture. (Prerequisite: SPA 333 or instructor's approval) (Offered in alternate years)

SPAN 314 Culture/Civilization of Spain (3)

An overview of the major social and cultural movements in Spain, its people and their contribution to the arts and literature. (Prerequisite: SPAN 303/333 or instructor's approval) (Offered in alternate years)

SPAN 315 Spanish Literature I (3)

Reading and analysis of major works from the Middle Ages through 18th century Spain. (Prerequisite: SPAN 314 or instructor's approval) (Offered in alternate years)

SPAN 316 Spanish Literature II (3)

Analysis of literary trends and study of representative authors of 19th and 20th century Spain. (Prerequisite: SPAN 314 or instructor's approval) (Offered in alternate years)

SPAN 319 Spanish Women Writers (3)

Reading and discussion of the major works of women writers of Peninsular Spain. Selected works are examined in the context of the literary and cultural conditions that gave rise to their expression. (Offered in Spanish or English)

SPAN 323 Spanish for Careers (3)

Specialized Spanish language for careers in industry, government, and service to respond to the needs of international transactions in the Spanish-speaking world. (Prerequisite: SPAN 303, 333 or instructor's approval)

SPAN 325 Field Experience I (1-3)

Supervised and directed placement in language-related areas of business, industry, government, law, commerce, or community service. Log and analyses are prepared by the student and evaluated by the cooperating agency or institution and the faculty director. (Departmental approval required)

SPAN 326 Field Experience II (1-3)

Supervised and directed placement in language-related areas of business, industry, government, law, commerce, or community service. Log and analyses are prepared by the student and evaluated by the cooperating agency or institution and the faculty director. (Departmental approval required)

SPAN 328 Latin American Culture/Civ. (3)

Discussion of the historical, literary, and artistic development of Spanish-America from pre-Columbian times to the present. (Prerequisite: SPAN 303/333 or instructor's approval) (Offered in alternate years)

SPAN 329 Latin American Literature I (3)

Study of the development of the main Spanish-American literary movements in the novel, drama, and poetry from Colonial times to the end of the nineteenth century. (Prerequisite: SPAN 328 or instructor's approval) (Offered in alternate years)

SPAN 330 Latin American Literature II (3)

Discussion and analysis of the literary movements of the 20th century in the novel, drama, and poetry in the works of major Spanish-American female and male authors. (Prerequisite: SPAN 328 or instructor's approval) (Offered in alternate years)

SPAN 331 Latin American Women Writers (3)

Reading and discussion of the major works of Spanish-American women writers of various periods and genres. Selected works are examined in the context of the literary and cultural conditions that gave rise to their expression. (Offered in Spanish or English)

SPAN 332 Latinos in the US (3)

Study of the historical, literary, artistic development of Latinos in the USA, immigration issues and Latino participation in politics and civil life. (Prerequisite SPAN 333 or 303 or Instructor's approval.) (Offered in alternate years)

SPAN 333 Intermediate-Advanced Conversation (3)

Intensive group discussions, oral and written reports revolving around current themes and issues. Review of subtleties of Spanish grammar. Emphasis on oral proficiency and use of specialized vocabulary and idioms. (Prerequisite: SPAN 202 or instructor's approval)
(Offered every fall)

SPAN 334 Seminar (3)

In-depth study, analysis, and presentation of research topics. This seminar is interdepartmental for Spanish-psychology and Spanish-social work. Offered in alternate years. This is the senior capstone course for majors. (Departmental approval required)

SPAN 335 Advanced Conversation (3)

Intensive oral practice tailored to the professions: Spanish for Criminal Justice, Spanish for Nutrition and Dietetics, Spanish for the Teaching Profession, and Spanish for the Medical Profession. (Offered abroad every summer)

SPAN 401 Independent Spanish Studies I (1-3)

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

SPAN 402 Independent Spanish Studies II (1-3)

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

Health Sciences and Services

Robert Rimkis, Chair

VISION

The Department of Health Sciences and Services prepares professionals for fast-paced careers in health care services. Capitalizing upon the strength of Immaculata University's tradition of quality liberal arts and sciences education, the department educates students in the best of current science and trains them to apply cutting edge technology through forward-thinking career preparation in health services. In this way, the students experience a curriculum that educates and prepares them to be exceptional professionals.

OUTCOMES

Upon successful completion of the Health Sciences and Services programs, students will be able to:

- demonstrate the ability to apply theories and principles of the liberal arts along with content specific to health care clinical and management situations;
- utilize critical thinking and problem-solving skills in the management of health care issues and the care of clients;
- identify and assess the spiritual, cultural, biological, psychological, social, and economic concepts of health/illness as it applies to health care consumers;
- evidence effective oral, written, and information technology skills when interacting with clients, health team members, health care organizations, and the public.

ACCEPTANCE TO MAJOR

Immaculata students formally declare a major during the second semester of freshman year. However, in the Health Sciences and Services Department, students are encouraged to declare and pursue their major unofficially as early in their studies as possible because of the number of requirements which must be satisfied by junior year.

Transfer students may be accepted into the major on a case-by-case basis. Because of the limitations in specialization placements, no guarantee can be made for choice of specialization.

Students interested in the major are encouraged to become informed about the curriculum and to contact the chair of the department.

REQUIREMENTS FOR MAJOR

Allied Health Science: Because of the limitations on the number of students by specialization, students having no course grade below C and preferably B or better in all completed science and math courses will be considered for acceptance as an Allied Health major.

To continue in the major, students must maintain an overall GPA of 2.0 and a minimum of 2.0 in all mathematics, science and specific departmental courses. Students are encouraged to review specific admissions criteria for the certification/specialization area they plan to pursue.

Selection of Allied Health Specialization: Students are encouraged to make an initial specialization selection when they declare Allied Health as their major. Specialization selection is subject to the approval of the chair of Health Sciences & Services. Changes in specialization must be approved by the chair. Since application for specialization is typically made by fall semester of junior year, changes in specialization after that point will be granted only under unusual circumstances. Students must meet application criteria for the site and certification/specialization area for which they are applying.

REQUIREMENTS FOR ALLIED HEALTH MAJOR

The Allied Health Science major is a program which leads to a Bachelor of Science (BS) degree which includes completion of certification requirements (a minimum of thirty-two (32) credits in coursework and practica) taken through affiliated partner schools. In addition to the liberal arts core, Immaculata students must complete the following course requirements: BIO 208, 209,210; CHE 101, 102, 201, 202; INFO 104; MATH 203, 204 (or 207, 208); PHY 152, 153 (or 203, 204); PSY 101, 208; SPAN 150, 152; THE 218; AHS 100, 200, 300; HCM 120, 201, 421

At the conclusion of the third year of study at Immaculata, the student will transfer to a selected partner school program for study in the clinical field. After successfully completing the first year of study at the partner institution, a minimum of 30 credits will be transferred back to Immaculata University and the student will be awarded a BS in Allied Health Science from Immaculata University.

Program Outcomes

Allied Health majors meet all the program outcomes for the Health Sciences and Services Department. In addition, they meet the specific outcomes associated with the areas of specialization as determined by the partner institutions.

ALLIED HEALTH PROGRAMS OF STUDY:

Programs of study within the Allied Health major include Diagnostic Medical Sonography, Cardiovascular Invasive Specialty, Nuclear Medicine, Surgical Technology, Cardiac Electrophysiology, Radiological Sciences, Radiography, Radiation Therapy, Medical Dosimetry, Pre-Pharmacy, and Bioscience Technology. In addition, advanced training in MRI and CT is available at affiliated institutions.

Partner Institutions:

Bucks County Community College offers a clinical program in Radiography with advanced training programs in Computerized Tomography (CT) and Magnetic Resonance Imaging (MRI).

The Johns Hopkins University Schools of Medical Imaging offers clinical programs in Radiography, Nuclear Medicine Technology, and Diagnostic Medical Sonography.

Thomas Jefferson University (TJU) offers clinical programs in Radiological Sciences which includes Radiography and advanced training programs in Sonography, Radiation Therapy, Computerized Tomography, Magnetic Resonance Imaging, Medical Dosimetry, Nuclear Medicine, and Invasive Cardiovascular Technology.

Pennsylvania College of Health Sciences offers a clinical program in Radiography with advanced clinical training in Diagnostic Medical Sonography, Cardiac Electrophysiology, Nuclear Medicine, and Cardiovascular Invasive Specialty. In addition, PCHS offers clinical training in Surgical Technology.

Thomas Jefferson University also offers a program in Bioscience Technology which includes Biotechnology, Cytotechnology, and Medical Laboratory Sciences (also offered at PCHS). Requirements for this program of study include the liberal arts core curriculum and the following: BIO 103, 104, 208, 209,210; CHE 201, 202, 211, 212; INFO 104; MATH 207, 208 or 301, 302; PHY 203, 204; PSY 101, 208; SPAN 150, 152; THE 218; AHS 100, 200, 300; HCM 120, 201, 421

Students in the Bioscience Technology Program take a total of two years of study at TJU. After year one, a minimum of 30 credits are transferred back to Immaculata University in order to grant the Bachelor of Science in Allied Health Science. After year two, all credits earned at TJU are applied to the Master of Science (MS) degree in Bioscience Technologies granted by TJU (a Master of Science is not awarded by PCHS for studies in Medical Laboratory Sciences).

Allied Health Science - Bioscience Technologies (BS) with Thomas Jefferson University (MS) (3 Years + 2 Years): In addition to the liberal arts core, requirements include: BIOL 103, 104, 208, 209, 210; CHE 201, 202, 211, 212; INFO 104; MATH 207-208 or 301-302; PHY 203, 204; PSY 101, 208 (meets social science requirements); SPAN 150, 152 (meets foreign language requirement); THE 218 (meets one theology requirement); AHS 100, 200, 300; HCM 201, 421 (meets liberal arts core ethics requirement). In addition: specified program requirements at Thomas Jefferson University. Students in Bioscience Technologies take a total of two years of study at Jefferson. After year one, a minimum of 30 credits are transferred back to Immaculata in order to grant the BS Degree for Immaculata University. After year two, all credits earned at Jefferson are applied to the MS (Masters of Science) degree in Bioscience Technologies granted by Jefferson.

Allied Health Science - Pre-Pharmacology (BS) with Doctorate in Pharmacology from Thomas Jefferson University (Pharm.D.) (3 Years + 4 Years): In addition to the liberal arts core requirements, pre-pharmacology program requirements include: AHS 100, 200, 300; BIO 209, 210, 233, 234, 323; CHE 103, 104, 211, 212; HCM 201, 421 (meets ethics requirement); INFO 104; MATH 207-208 or 301-302; PHY 203, 204; PSY 101, 208 (meets social science requirements); SPAN 150, 152 (meets foreign language requirement); THE 218 (meets one theology requirement). In addition: specified program requirements at Thomas Jefferson University. Students in Pharmacology take a total of four (4) years of study at Jefferson. After year one, a minimum of 30 credits are transferred back to Immaculata in order to grant the BS Degree for Immaculata University. After four years, all credits earned at Jefferson are applied to the PharmD (Doctor of Pharmacology) degree granted by Jefferson.

Allied Health Science (BS) Track for Clinical Professionals: This program is a collaborative transfer/advanced placement program designed for students who have completed a clinical training program at community college or accredited training programs. Applicants seeking admission to this track must have the equivalent of 30 academic credits within an allied health clinical field. Credits must be completed at a regionally accredited institution or a program approved by the American Council on Education. Additionally, when a state or national exam is required to practice in the clinical field, the applicant must provide documentation of successful completion of the required exam. Applicants seeking admission to the B.S. in Allied Health Science must be practicing clinicians, documented in a current resume, or have completed their training programs within 5 years of application for admission; BIOL 208, 209, 210; CHE 101-102, 201-202; CIS 226; INFO 104; MATH 203-204; PSY 101, 208; SPAN 150, 152 (meets foreign language requirement); THE 218 (meets one Theology requirement); AHS 100, 200, 300; HCM 421 (meets liberal arts core ethics requirement).

REQUIREMENTS FOR HEALTH CARE MANAGEMENT MAJOR

Health Care Management (BS) an accelerated degree completion program: HCM 302, 306, 311, 312, 321, 326, 340; HPM 301, 303, 304, 307, 312, 320, 390; CCS 341; ENG 242; PHI 384; THE 381. Requirements beyond ACCEL® program by advisement to complete liberal arts core courses and electives as needed for a total of 126 credits.

Health Care Management Program Outcomes

Graduates of the Health Care Management program will be able to:

- lead and manage human resource and health care professionals in multifaceted and diverse organizational environments;
- use various information technologies to access and manage health care information in a variety of health care settings;
- conduct financial management processes for budgetary operations at various levels within a health care operation;

- lead and manage organizational effectiveness and identify and promote organizational and clinical virtues;
- analyze the health status of various populations served by health care organizations and be able to identify and address service needs;
- have an awareness of legal, regulatory and ethical considerations of the United States health care delivery system and how they affect providers, policies, and payments in a variety of social environments;
- have an understanding of the qualitative and quantitative factors involved in the management of health care delivery and health care outcomes in the United States;
- effectively communicate with internal and external stakeholders involved within a health care organization;
- utilize information and organizational knowledge to identify and create effective outcomes that deal with strategic, tactical, and operational issues in the management of health care operations;
- understand the complexities of the U.S. health care system, including factors that influence health care outcomes, delivery modalities, performance, and growth in health care resources.

REQUIREMENTS FOR HEALTH INFORMATION MANAGEMENT MAJOR

Students entering the Health Information Management program from high school will require a high school GPA of 3.0 and SAT Math score of at least 500.

In order to remain in either the four-year or accelerated degree completion Health Information Management programs, students will be required to maintain a college GPA of a minimum of 2.8. Students who do not maintain this GPA will be asked to leave the program. Students will receive no more than 1 semester of probation.

Health Information Management (BS): BIO 118, 209, 210; CIS 226, 335; HCM 120, 201, 306, 312, 321, 340; HIM 218, 290, 301, 311, 322, 331, 341, 392, 394, 395; INFO 104, 404; PSY 208.

Health Information Management (BS) an accelerated degree completion program: BIO 118, 209, 210; CIS 226, 335; HCM 201, 306, 312, 321, 340; HIM 218, 290, 301, 311, 322, 331, 341, 390, 395; INFO 104, 404; Designated social sciences: HPM 312, 320

Health Information Management Program Outcomes

Graduates of the Health Information Management program will:

- demonstrate personal leadership skills essential for success in the health care industry;
- develop and master effective oral and written communication and interpersonal skills;
- identify divisions, segments, and departments of the health care industry, the functions of each, and how they interact within the scope of the industry;
- recognize, apply, and assess information management theory specific to health care and health data management;
- build critical thinking, problem analysis, and evaluative application skills required in the health care and health information industries;
- demonstrate an understanding of health information classification, organization, retrieval and analysis of data;
- exhibit clarity and proficiency in the use of health care statistics, research and quality management;
- apply the principles governing health care privacy, confidentiality, legal and ethical requirements within the health care and health informatics professions.

ALLIED HEALTH SCIENCE

AHS 100 Allied Health Seminar I(1)

The first in the series of major courses/seminars for allied health majors. Students are oriented to the curriculum and to the allied health disciplines, including the collaboration with partner institutions. Students are coached on professional preparation in anticipation of applying for their clinical assignments. Guest speakers present other topics and students attend selected University and outside events. Special topics are covered each time the course is offered.

AHS 200 Allied Health Seminar II (1)

The second in the series of major courses/seminars for Allied Health majors. Students in this course are encouraged to explore selection of their specialization in anticipation of the collaboration with partner institutions. Students are coached on professional preparation in anticipation of applying for their clinical assignments. Guest speakers present other topics and students attend selected University and outside events. Special topics are covered each time the course is offered. (Prerequisite: AHS 100)

AHS 300 Allied Health Seminar III (1)

The third in the series of major courses/seminars for Allied Health majors. Students will deepen their investigation of their chosen specialization and prepare their application/placement for clinical training with partner institutions. Students are coached on professional preparation in anticipation of their clinical assignments. Guest speakers present other topics and students attend selected University and outside events, especially in conjunction with their chosen specialization. (Prerequisite: AHS 200)

HEALTH CARE MANAGEMENT

HCM 120 Introduction to Health Care (2)

Introduction to the health care environment and information that is pertinent to the delivery of health care. Emphasis is placed on legal, ethical, safety, interpersonal behaviors, and communication considerations within the health care system. The course also reviews selected health professions and covers associated details of the occupation including work descriptions, environments, education and training, licensure, advancement and trends.

HCM 201 Medical Terminology (1)

An overview of medical terminology for students which is predominately self-instructional, utilizing course information from a textbook and accompanying software.

HCM 302 Contemporary Issues in Health Care (3)

Introduction to the challenges facing the contemporary health care system and its managers. Focus is on the increasing complexity of the health care system, the underlying forces affecting health care outcomes, sources of health care data, and the rapid proliferation of health care resources.

HCM 306 Human Resource Management in Health Care (3)

Conveys the principles of human resource management in the health care environment. Emphasizes management techniques such as interviewing, training, performance evaluation, compensation and benefits. Addresses trends in human resource management in the health care arena.

HCM 311 Health Care Information Systems (3)

Foundational knowledge needed to participate in the selection, implementation and use of clinical and administrative information systems. Familiarizes the student with new and emerging software applications in the health care field and how they can be used by health care managers.

HCM 312 Budgeting and Finance in Health Care (3)

Exploration of the financial management functions at the institutional and department level. The institutional financial process is reviewed. Focus is on budgeting and cost analysis for department-level operations and the accounting for capital expenditures.

HCM 321 Leadership in Health Care (3)

Exploration of various concepts and theories of leadership and how these might be applied to and impact management functions in health care settings. Review of the multiple leadership structures in health care organizations. Discussed are leadership versus management skills, team development, systems theory, organizational culture, and the role of the middle manager.

HCM 326 Community Relations in Health Care (3)

Delineation of the dual role of the health care industry as a provider of a public "good," while at the same time, functioning as a business enterprise. Students are introduced to the field of population (public) health. Students discuss outreach to underserved populations, health education and information, community activism, as well as marketing principles and strategies, market research, advertising and public relations as these are applied in health care.

HCM 340 Legal and Social Issues in Health Care (3)

Students become familiar with the legal and ethical issues in the delivery of health care services and the social environment in which health care is provided. In addition to aspects of the law pertaining to negligence, contracts, consents, confidentiality, privacy, risk management and medical research, students investigate the implications of the socio/economic status of patients, demographics, and health insurance/payment policies.

HCM 421 Health Ethics (3)

This course meets Liberal Arts Core Requirements for ethics. An introduction to Health Ethics for those anticipating a career in health care. Health Ethics includes but is not limited to Medical Ethics, Health care Ethics, Bioethics, Biomedical Ethics, and Health Professional Ethics. Topics include the foundation for ethics in the theories and principles of ethics as applied to health care and a variety of ethical issues in health, including beginning of life issues (e.g. cloning, abortion, etc.) and end of life issues (e.g. euthanasia, assisted suicide, etc.). The Ethical and Religious Directives for Health care from the American Council of Bishops is covered. Special topics according to the interests of the professor and students will also be included (e.g. transplants, informed consent, medical mistakes). Required course for Health Care Management and Allied Health majors. (Prerequisite: THEO 218 or similar course)

HPM 301 Group and Organizational Behavior (3)

The study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed upon decision-making and conflict resolution. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or by individuals.

HPM 303 Organizational Concepts (3)

Students examine the formal and informal functions of organizations and analyze an agency or organization based upon a systems model. Students will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to students' work-related Research Projects.

HPM 304 Organizational Communications (3)

Investigates the role of communication in creating a productive organizational environment. Aids students in developing and strengthening their communication skills by focusing on interpersonal, group, and presentation skills.

HPM 307 Adult Development and Life Assessment (3)

Introduction to adult development theory, linking these concepts to life through a process of individual reflection. Classical and contemporary adult development theories are examined to provide the paradigm for self-analysis and life assessment.

HPM 312 Introduction to Applied Research (3)

Introduction to the research design process and honing of analytical thinking skills. One meeting is devoted to library orientation and investigation of campus resources, including an introduction to the Writing Center. Students begin their research project curriculum with an introduction to literature review and assistance in establishing topics for their research proposals. Students will create a research problem statement and consider basic research design elements.

HPM 320 Research and Analysis Using Statistics (3)

An introduction to research and its tools with specific emphasis on helping the students complete the requirements of their Research Proposal. Content includes research design, descriptive and inferential statistics using Microsoft Excel. Students are given the opportunity to critique business research studies and discuss managerial decision-making.

HPM 390 Research Methodology (3)

This course assists students in formulating a research problem statement, identifying its hypothesis, proposing a research design and formulating proposed intervention and analysis. Provides students the opportunity to conduct a professional presentation on their own research topics.

HEALTH INFORMATION MANAGEMENT

HIM 218 Health Care Statistics and Quality Improvement (3)

Development of an understanding, application and analysis of health care statistics. Use of health care statistics for the creation of quality improvement applications in health care practice.

HIM 290 Coding: Standards and Regulations (3)

Examination, review and application of coding registries and varied indices. Emphasis on understanding regulatory guidelines, data security, and clinical data management.

HIM 301 Health Data Management (3)

An introduction to the storage and retrieval, classification systems, access and release of health information, transcription, electronic document management systems will be addressed. Documentation requirements and standards for data sets will be reviewed.

HIM 322 Reimbursement in Health Care (3)

Processes and procedures governing reimbursement practices. The course addresses the uses of coded data and health information in reimbursement and payment systems appropriate to all health care settings and managed care.

HIM 331 Data Classifications and Coding Systems (3)

The primary focus is the development of an understanding of clinical classification systems, current coding diagnostic coding systems, and related areas of study such as data quality.

HIM 341 Electronic Health Record (3)

The purposes and uses of the electronic health record and documentation are explored. The development, content, format, and standards of the health record will be studied representing varied health care settings. The application of HIPPA guidelines will be incorporated throughout the course.

HIM 390 Health Information Management Capstone (3)

Focus is on the use of basic research methods for the completion of the research proposal developed in HPM 312. Students complete proposal and a shared online presentation. (Prerequisites: HPM 312 and 320)

HIM 392 Capstone in Health Information Management I (3)

Focus is on the use of basic research methods for the completion of the review of the literature and initial research proposal. Students complete review of the literature and a shared presentation. (Prerequisites: HIM 395 and PSY 208)

HIM 394 Capstone in Health Information Management II (3)

Focus is on the use of basic research methods for the completion of the research proposal developed in HIM 392. Students complete proposal and a shared presentation. (Prerequisite: HIM 392)

HIM 395 Health Information Management Internship (3)

Students complete a minimum of 90 hours in a field experience in health information management. The internship-based course will address varied areas of application and include a minimum of four (4) class meetings.

History — Political Science — International Relations

Eugene J. Halus, Chair
John S. Hill
Sarah L. Trembanis
William E. Watson

VISION

The Department of History, Political Science, and International Relations will foster an understanding of both the historical and political disciplines and the complexity of contemporary international and national issues. Faculty will help students to engage in research and interpretation, and to respond to the human condition in an informed manner through an appreciation of the influence of the many cultures that have contributed to the transmission of the human heritage. The department seeks to prepare students for graduate study, law school, government service, and a wide range of careers.

OUTCOMES

Upon completion of the programs of the Department of History, Political Science, and International Relations, students will be able to:

- utilize various types of historical sources, including primary documents; secondary interpretations, contemporary literature and art, and quantitative data;
- locate and report reliably on historical or political evidence, with the ability to evaluate the evidence in terms of credibility;
- compare and contrast the different interpretations offered by historians or political scientists in terms of questions asked and sources employed;
- evaluate the major debates within the academic disciplines of history and political science;
- construct a written historical narrative integrating original research with existing literature on the subject.

REQUIREMENTS FOR MAJOR

There are two majors offered by the Department of History, Political Science and International Relations. Students concentrating in History or Political Science and International Relations are strongly urged to develop proficiency in at least one global language. Required courses for the majors are listed below.

- **History (BA):** HIST 207; two European courses from: HIST 231, 34, 235, 219, 304, 228, 226, 360, 236; 311-312; HIST/POL 359; HIST/POL 371 (Junior Seminar); HIST/POL 415 (Senior Seminar); GEO 101; POL 201; and one course chosen from HIST/POL Third World history: 335, 342, 345, 346, 347.
- **Political Science and International Relations (BA):** POL 201, 202/206, 203/319; POL 205/POL 233; POL317/318/338, 311/339; HIST/POL 359; HIST/POL 371 (Junior Seminar); HIST/POL 415 or POL 420 (Senior Seminar); GEO 101 (satisfies Social Science requirement in liberal arts core); and six elective credits in political science (POL) courses
- **Secondary Education Certification in Social Studies (BA):** HIST 115, 116, 207, 311 and 312; choice of any two courses from European sequence HIST 234, 235, 219, 304, 228, 226, 360, 236; 311, 312; 348; one course chosen from HIST/POL Third World history: 335, 342, 345, 346, 347, 371, 415; POL 201, GEO 101, and twelve (12) credit hours from two of the following: Economics, Sociology, or Politics. For additional requirements of this program, see the Education Department.

REQUIREMENTS FOR MINOR

- **American and Industrial Archeology:** ARCH 201, 301, 302; SOC 353; HIS 200 or HIS 220; HIS 311 or 312
- **History:** HIST 234, 311, POL 201, GEO 101; choice of one course from HIST/POL 335, 342, 345, 346, 347; one additional History elective

- **Middle East Studies:** HIST/POL 346, PHI 310 or THE 314, ARA 101, 102 or 6 credits of Middle Eastern Literature; 2 electives chosen from Middle East Studies courses
- **Military History:** HIST 219, 228, POL 206; nine additional credits from among: HIS 205, 206, 224, 295, 296; POL312, MES 201, ENG 275
- **Politics:** Required: POL 201; POL 203/319; POL 202/206; and an additional three electives chosen from Politics courses
- **Irish Studies (See also English Department) 18 credits:** Required: IRL 101, ENG 349, HIST 218; nine additional credits from among: IRL 102; ENG 150/THE 200: Celtic Spirituality; BUS 345; POL 337; Special topics are also offered, at times.

REQUIREMENTS FOR ASSOCIATE OF ARTS

- **History/Politics (AA):** HIST 311-312; one course from HIST/ POL 335, 342, 345, 346, 347; nine semester hours of additional electives (18 semester hours)

MIDDLE EAST STUDIES CERTIFICATE

The Middle East Studies certificate program provides students with a background in the history, language, politics and culture of the Middle East.

Certificate Program Requirements: HIST/POL 346, PHI 310 or THE 314, ARA 101, 102 or 6 credits of Middle Eastern Literature; 2 electives chosen from Middle East Studies courses

ARCHEOLOGY

ARCH 201: Historical Archeology in Industrial Setting (3)

Philadelphia was a major center of the American Industrial Revolution, and the area is replete with important surviving sites. This course will explore the various kinds of historic industrial sites located in our region, including those associated with the railroads and canals. The course may include attending a meeting of the Society of Industrial Archeology.

ARCH 301: Archeology Field School I (3)

This course is the first in a two part Archeology Field School. This two course sequence entails two semesters of archaeological field experience at a local archaeological site under the supervision of an archaeologist. Students will learn proper archaeological techniques excavating at a historic site. (Prerequisite: ARCH 201)

ARCH 302: Archeology Field School II (3)

This course is the second in a two part Archeology Field School. This two course sequence entails two semesters of archaeological field experience at a local archaeological site under the supervision of an archaeologist. Students expand upon the proper archaeological techniques that they learned in ARCH 301 by continuing their excavation experiences at a historic site. (Prerequisite: ARCH 301)

HISTORY

HIST 115 World Civilization I (3)

An introductory survey of the origins, development, and achievements of the world's major civilizations from ancient times to the end of the European Middle Ages; emphasizes the comparative study of cultures and institutions, and contacts among different civilizations.

HIST 116 World Civilization II (3)

An introductory survey of the development and transformation of the world's major civilizations since the 15th century; emphasizes the process of social, economic, and political change as the West asserted global dominance, the reaction of non-western societies, and the development of interdependence among civilizations in the contemporary world.

HIST 200 Special Topics in History (1-6 credits)

Selected topics in history and politics. Topics will rotate based on student and faculty interest.

HIST 201 Sports History (3)

This semester-long class will introduce students to the significance of sport as part of the larger American experience. Throughout the course, students will engage with the role of sport in relation to nationalism, race and racism, gender politics, class conflict, and community formation.

HIST 204 IHM History (3)

History and spirituality of the Congregation of the Sisters, Servants of the Immaculate Heart of Mary.
(Offered in the IHM Formation Academic Program)

HIST 205 The American Revolution (3)

Origins, progression, and consequences of the founding of the American Republic.

HIST 206 The American Civil War (3)

Military, social, and political history of the American Iliad.

HIST 207 The Historian's Craft (3)

An introduction to historiography and to the methods of historical research, analysis and writing. This course should be taken in sophomore year and is required for the major.

HIST 208 African American History I (3)

This course will examine the experiences of African Americans in the United States from the colonial era to the present.

HIST 209 Screening History: American History and Film (3)

For moviegoers, films both reinforce and challenge their conceptions of their world and their past. This course will examine noteworthy American films in light of their historical significance and context.

HIST 210 The Science Fiction 1950s (3)

Many interesting films were produced in the Cold War 1950s that reflected pervasive American fears of communist infiltration and invasion. This course will explore major and minor films of that period, and examine the varied ways in which Hollywood portrayed the "enemy" and the scientific wonders of the emerging Space Age.

HIST 211 Documentary Film (3)

This course examines the problems, techniques, and achievements of efforts to record or reconstruct events on film in a historically accurate way.

HIST 213 The Contemporary United States (3)

An exploration of the roots of contemporary issues in society in the United States: the increased power of the executive in government, the rise of minority groups, the changing family, the place of communications media in the formation of public opinion, and changes in the economy.

HIST 214 HON: Refugees (3)

Examines the origins, experiences, consequences and future of mass flights of humans across national boundaries.

HIST 215: History and Television: American History, 1950s-1990s (3)

This course will be a social and cultural history of American society as viewed through the medium of television. Students will read and analyze the audio-visual texts of television in concert with a variety of primary and secondary readings in order to trace the changes in American society during and immediately after the Cold War. Attention will be paid to both the content of the television texts as well as to the variety of genres consumed by American television watchers during the various time periods.

HIST 216 Women's History (3)

Historical perspectives on the evolution of women's lives and roles in America and the rest of the world.

HIST 217 Ireland and the Irish Diaspora in Film (3)

This course examines decisive moments and important developments in the history of Ireland and of the Irish abroad through the medium of film.

HIST 218 The History of Ireland (3)

Survey of the history of Ireland from pre-Celtic times through the present with a special emphasis on the development of the Anglo-Irish ethnic and religious conflict.

HIST 219 The First World War (3)

Military, political, economic, social, and cultural aspects of the watershed event in modern history, the war of 1914-1918.

HIST 220 The Legend of Duffy's Cut (1)

Examine the tragic death by cholera and violence of 57 Irish immigrant railroad laborers near campus in 1832 from the perspectives of American immigration, epidemiology, labor history, and forensics. A subject unique to Immaculata University, the course will utilize the exclusive book and film of the same subject.
(Usually one credit, but may run as three credits).

HIST 222 The History of American Education (3)

Examines the development of educational policy, the school system, reform movements, professionalization, and the changing social and political frameworks of education in America from the Colonial era to No Child Left Behind.

HIST 223 Slavery Today (3)

Slavery is alive and well, though often hidden, throughout the world. Learn about the cultural, political, and social factors that contribute to the enslavement of more people today than ever before.

HIST 224 The World Conquerors (3)

This course explores, through biographies and other sources, the global history created through the activities of five individuals who created personal, universal empires and shaped whole epochs of human history: Alexander the Great, Attila the Hun, Genghis Khan, Napoleon Bonaparte and Adolf Hitler.

HIST 228 The Second World War (3)

Examines the many facets of the most important event of the 20th Century in its global context.

HIST 231 The Age of Discovery and Reform (3)

Investigation of the European world from the voyages of discovery to the eve of the French and Industrial Revolutions. Topics addressed include the political, economic, and intellectual foundations of the rapid transformation in the modern era and the growth of European contacts with the non-western world.

HIST 234 Revolutionary Europe (3)

European history from the late 18th century to the outbreak of the First World War. Examines the political, economic, and social revolutions of the century of European ascendancy.

HIST 235 Europe in the Twentieth Century (3)

The European experience from the outbreak of the First World War through the Great Depression and the crisis of democracy, the Second World War and reconstruction, to the collapse of communism and the movement toward European unity.

HIST 238 Italian Renaissance (3)

The Italian Renaissance represents a crucial moment in the shaping of the modern world. Serving as a bridge between the ancient Romans and Greeks and the Enlightenment, the men and women of the Renaissance

reshaped their world and challenged the status quo. In this course, we will examine the history of the Italian Renaissance through the study of the intellectual, cultural, social, and political tumult of the age. With a special emphasis on primary sources, students will engage with the revolutionary thinkers of the time and will be able to understand the world of the Italian Renaissance.

HIST 239 Film History (3)

A survey of the history of film from silent film to the present. The course introduces students to genres, directors, and national cinemas while touching upon changing technologies, modes of production, and forms of distribution

HIST 293 Westerns (3)

Examines the history of the Westward movement through film and scholarship. Topics covered include race and culture, gender, capitalism, law and order, war, and the West in myth and legend.

HIST 294 Crime Story (3)

Examines the portrayal and reality of major themes in crime and policing in films and literature.

HIST 295 War Movies (3)

Examines the evolution of the military art across time, some of the chief professional and moral issues facing commanders, and artistic representations of war.

HIST 296 Staff Ride (1-3)

This course examines the anatomy of a battle on the terrain where it occurred. The course involves trips to actual battlefields.

HIST 300 The Holocaust (3)

This course examines the 20th Century global phenomenon of genocide. It focuses on the Nazi German attempt to annihilate the Jewish population of Europe during the Second World War. The concerns of the course are 1) the destructive potential in modern systems of social order and 2) human behavior under extreme conditions. (See PSY 300)

HIST 301 Study Travel (3)

Study/travel immersion course conducted in English with the option of receiving credit in French or Spanish. Classes meet once a week in the spring. Travel is in May with final paper required to receive credit. Limited enrollment. Travel costs additional. Students who opt for French/Spanish credit will utilize the French/Spanish versions of the readings and films where available. Prerequisite for French/Spanish credit: 201-202 and departmental approval. Students may be enrolled in 202 simultaneously with this course. This course is cross-listed with FREN301/SPAN301. No prerequisite required for history credit.

HIST 302: History of Science and Medicine (3)

This course will familiarize students with the history of science and medicine from the ancient period through the twentieth century. Students will gain an appreciation and understanding of the intersections of science, religion, and politics.

HIST 303 History of American Business (3)

The history of American business from colonial times to the present. The course offers a variety of case studies from well-known companies and industries and a thematic emphasis on government-business relations. (See BUSA 303)

HIST 304 Medieval Studies (3)

History of the Western world from the mid-5th Century to the mid-15th century. Topics include the end of the Roman regime, the Germanic barbarian kingdoms, Byzantium and the Slavs, the rise of Islam, the Vikings, Church reform and crusade, economy and society, "Gothic Age" culture.

HIST 311 American Studies I (3)

A study of the American character, revolutionary America, and an analysis of America's race relations. (Fall semester)

HIST 312 American Studies II (3)

An examination of modernity, reform, race, gender, and conflict in twentieth century America. (Spring semester)

HIST 335 Industrial East Asia (3)

Topics in the history of East Asia to illustrate the growing significance of the area and of its relations with the Pacific Rim. (See POL 335)

HIST 342 Foundations of Latin America (3)

A study of selected themes in the colonial background, culture, nation-building, and contemporary evolution of a new society in the lands south of the United States. (See POL 342)

HIST 345 History and Politics of Africa (3)

Historical analysis of the major personalities, states, and societies of Africa with an emphasis on sub-Saharan Africa. Focuses upon colonial Africa, the subsequent development of nationalism, the political situation, and its impact on world affairs. (See POL 345)

HIST 346 Middle East History and Politics (3)

A study of the historic forces that have shaped the contemporary Middle East, and an analysis of the region's significance in international politics including basic principles of Islam, Arab culture, and the influence of new forces in the Middle East. (See POL 346 and MES 346)

HIST 347 Russia: Politics and People (3)

Historical forces shaping the Russian identity and institutions; the rise and fall of the Communist regime, and contemporary developments in Russia. (See POL 347)

HIST 348 Studies in History/Politics (3)

Selected issues and readings for students seeking teacher certification in Social Studies. This course is only for students preparing for certification as teachers.

HIST 359 Field Experience/Internship (3)

An active participation in field areas related to history, politics, law, public policy, and international studies. Students may explore the work of museums, government agencies, aspects of the legal system, archives and historical societies, and social service agencies. Students seeking certification in education normally take HIST 348.

HIST 360 The Ancient World (3)

History of the ancient societies of Mesopotamia, Egypt, Greece and Rome, from the rise of the Sumerian city-states to the fall of the Western Roman Empire in 476.

HIST 370 Themes in Religious Life (3)

Students will focus on the life and times of men and women who have embraced the consecrated life and develop a greater awareness and appreciation of the influence of this vocation within the Catholic religious tradition. (Offered in the IHM Formation Academic Program)

HIST 371 Junior Seminar in History (3)

Preparation for the Senior Seminar entailing an examination of topics to be explored in greater depth in HIS 415. Students will prepare a detailed annotated bibliography for use in research for the Senior Seminar paper. This course is required for the major.

HIST 415 Senior Seminar in History (3)

In-depth research on a specific historical theme. Formal oral presentation to the seminar class, followed by a polished scholarly paper. This course is required for the major.

HIST 417 Independent Study and Research (1-6)

Designed to provide one or more students at the junior or senior level with the opportunity to engage in independent study and research in a specific area of the major field.

HIST 418 Independent Study and Research (1-6)

Designed to provide one or more students at the junior or senior level with the opportunity to engage in independent study and research in a specific area of the major field.

POLITICS**POL 201 Government in the United States (3)**

A study of the history, problems, and functions of government in the United States; the relations of the federal, state, and local governments; separation of powers; checks and balances; the relationship between civil and political rights under the Constitution.

POL 202 Comparative Government (3)

A comprehensive comparative study of the social and cultural bases of politics, political parties, government, and public policy in several Western and non-Western nations.

POL 203 The American Presidency (3)

Examination of the growth of the executive as the focal point of leadership in the American political system.

POL 204 Western Political Thought (3)

Examination of the great political theorists who have affected the growth of the modern concepts of the state, freedom, democracy, and human rights.

POL 205 Urban Politics and Policy (3)

An analysis of state and local administrative and political systems. Student participation in urban field work available.

POL 206 International Relations (3)

Theoretical models and basic concepts in international relations; e.g., power, diplomacy, negotiation, sovereignty, balance of power, national interest, the decision-making process in the formulation of foreign policy. (Fall semester)

POL 211 Violence (3)

Examines the origins, nature, and impact of violence in American society from a variety of disciplinary perspectives.

POL 216 Reels of Change (3)

Examines the contemporary issue of globalization as it is portrayed in some of the best movies ever made. Cultural conflict, gender roles, economic change, race, love, and murder all receive attention as key themes of the modern age. The accompanying sound-track for the course may be available on CD at the end of the term.

POL 219 Comparative Urban Politics (3)

The issues facing cities in the developing world are having a significant impact upon a variety of public policy issues ranging from questions of globalization to vast economic disparities to environmental problems. By 2050, most of the world's mega-cities will be in what we now think of as the developing world.

POL 223 Urban America and the Roman Catholic Church (3)

Explores the role that the Roman Catholic Church played in influencing governmental policy in relation to urban affairs at the local, state and federal levels, and how these events, in turn, caused the church itself to change. Particular attention will be paid to the development of Catholic social doctrine- specifically its commentary on human work, economic life and the political community and individuals who played significant roles in developing church doctrine and responding to the problems of urban America such as Msgr. Geno Baroni and Msgr. George Higgins. (See THE 223)

POL 228 Philadelphia Politics (3)

An examination of the political and social development of the City of Philadelphia with particular emphasis placed on recent political leaders beginning with the reform mayors, Clark and Dilworth, continuing through Tate, Rizzo, Green, Goode, Rendell and Street.

POL 229 Campaigns and Elections (3)

American campaigns and elections from the nomination process through the general elections. Pays particular attention to campaign finance, research, polling, advertising, and media.

POL 230 The Irish-American Political Experience (3)

Examines the evolution of the Irish-American community in the United States in light of the nation's political development with an emphasis upon the period from the Civil War forward. Special attention will be paid to the role of the urban political machine, portrayals of Irish ethnicity and their political effects throughout U.S. history, and the role of Irish-Americans in lobbying for change in Northern Ireland.

POL 233 American Public Policy (3)

Combines theory, case studies, and historical analysis to see how particular issues are included on the government agenda, how policy then is shaped, and what impact policies actually have. Issues studied will be drawn from the broad categories of health care, economic policy, science and environmental regulation, and social problems: poverty and welfare, racial divisions, crime, generations.

POL 235 Food Policy (3)

An examination of the major issues surrounding food production and nutrition in the United States: organic versus industrial food, the environmental and health effects of current methods of food production, hunger in America, food deserts, the decline of farming as a vocation, the role of interest groups, think tanks and corporations in the evolution of food policy, and the politics surrounding such food related governmental activities such as the Farm Bill, food stamps, school lunch programs and regulatory activities related to food consumption and production.

POL 237 Education Policy (3)

With the enactment of No Child Left Behind during the Bush Administration and its successor, Race to the Top, under the Obama Administration American education has gone through a series of radical and profound changes that will have profound consequences for the nation's future. This course examines how those educational policies were developed and evaluates their consequences. Comparisons of the effectiveness of the American educational system will also be made with other major industrialized democracies.

POL 239 Scorsese's America (3)

An exploration of the themes central to both the urban ethnic experience in America and to political theory through the films of Martin Scorsese. Students will also be introduced to the techniques and cinematic style that Scorsese has used across his career. Like the political theorist Hannah Arendt, Scorsese tends to explore large philosophical questions through personal experience and moral crisis, and the exercise of judgment required in response to said experiences.

POL 241 Haiti in International Politics (3)

An examination of Haitian politics and history in light of international relations. Such an approach is necessary for understanding Haiti. While Haiti was the second nation in the New World to gain independence from a European colonial power, Haiti has faced, almost since its inception, repeated governmental failure and has been extremely dependent on international aid just to carry out basic governmental and societal functions. The course will examine how and why Haiti has devolved to its current state and explore the question of what might be necessary to re-establish stability in Haiti

POL 311 Parties and Interest Groups (3)

Explores the roles that parties, interest groups and social movements play in effecting party organization and electoral strategies and outcomes. Special attention is paid to the historical development of the two major political parties. Case studies may be used to evidence the developmental differences between interest groups and social movements.

POL 312 Cyber War and Cyber Peace (3)

Examines the role of computers, the Internet, and telecommunications in and as the subject of international affairs.

POL 314 Conservatism (3)

Perhaps no term is more misunderstood in American politics today than the word conservative. Many political leaders attempt to claim that they are conservatives, but very few seem to understand the principles underlying conservatism. This course challenges contemporary understandings of conservatism by returning to conservatism's roots and exploring what the term actually means as well as its consequences for political thinking. Thinkers such as Edmund Burke, David Hume, John Adams, Alexis de Tocqueville, Henry Adams, George Santayana, Winston Churchill, Russell Kirk, Michael Oakeshott, Wendell Berry, George Kennan and John Lukacs will be explored.

POL 317 The Politics of Jurisprudence (3)

An examination of the appointment process to the federal court system, the role of a federal judge, and the intellectual challenges Supreme Court Justices face in their development of a method of constitutional meaning. Original writings from Supreme Court Justices will be used to explore these issues.

POL 318 American Political Thought (3)

An examination of the development of political thought in the United States centered around themes such as liberty, justice, manifest destiny, and the melting pot. Special attention will be paid to such thinkers as Jefferson, Franklin, Madison, Hamilton, Tocqueville, Calhoun, Lincoln, James, Emerson, Thoreau through to modern thinkers such as Dewey, King and Berry.

POL 319 The United States Congress (3)

The role of Congress in the legislative process; its internal operations and external political relations with the other branches of government. Special attention is paid to the effect that changes in the internal operations of Congress have had upon the legislative process.

POL 320 Environmental History and Policy (3)

Examination of the relationship between humans and their environment, and the political, social and economic consequences of that relationship. Interdisciplinary in its approach, the course draws upon the disciplines of history, the social sciences, the hard sciences and even literature, at times, to develop an understanding of the role of the environment in the development of American history.

POL 322 The Political Economy of Coffee (3)

After oil, coffee is the next most traded commodity in the world. How that trade is managed has profound economic, political and social effects upon the producing nations. This course examines coffee both as a commodity and as a question of social justice. Attention will mainly be paid to the coffee producing nations of Central and South America and the challenges and consequences of coffee production, while also exploring the rise of coffee culture in the United States. Both La Columba, One Village Coffee and 10,000 Villages will be used as case studies of American corporations and non-profits practicing Fair Trade principles in order to evaluate their approaches from the perspective of political economy and public policy.

POL 335 Industrial East Asia (3)

Topics in the history of East Asia to illustrate the growing significance of the area and of its relations with the Pacific Rim. (See HIS 335)

POL 337 Irish Politics (3)

Examination of the development of the Irish constitution, political institutions and political parties since the emergence of the Irish Free State in the early twentieth century. Special attention will be paid to the Oireachtas (parliament) and the role of the Taoiseach (prime minister), the development of party and electoral systems, and the changing role of Ireland in relation to Northern Ireland, the European Union and the larger world.

POL 338 American Constitutional Law (3)

The study of the impact of the Supreme Court's power of judicial review upon the American system of government. Specific topics include the court's effect upon federalism, the separation of powers, and the civil rights of free speech, press, and religion.

POL 339 Public Administration (3)

Study of the administrative process. Emphasis is on judicial review and the relationship of agencies to the executive and legislative branches of government and to public and private interest groups.

POL 342 Foundations of Latin America (3)

A study of selected themes in the colonial background, culture, nation-building, and contemporary evolution of a new society in the lands south of the United States. (See HIS 342)

POL 345 History and Politics of Africa (3)

Historical analysis of the major personalities, states, and societies of Africa with an emphasis on sub-Saharan Africa. Focuses upon colonial Africa, the subsequent development of nationalism, the political situation, and its impact on world affairs. (See HIS 345)

POL 346 Middle East History and Politics (3)

A study of the historic forces that have shaped the contemporary Middle East, and an analysis of the region's significance in international politics including basic principles of Islam, Arab culture, and the influence of new forces in the Middle East. (See HIS 346 and MES 346)

POL 347 Russia: Politics and People (3)

Historical forces shaping the Russian identity and institutions; the rise and fall of the Communist regime, and contemporary developments in Russia. (See HIS 347)

POL 352 Nursing and the Law (3)

Overview of the current legal structure of the health care system, including informed consent, medical ethics, malpractice, elder and insurance law, nurses and litigation, and health care risk management.

POL 354 Government Structures for Crisis Management (3)

Provides an historical foundation and a thorough understanding of the strategic, political, legal and organizational challenges associated with the defense of the U.S. homeland, the efforts that are underway to meet these challenges, and possible policy options. The course addresses the implications of challenges and policies regarding interdepartmental cooperation across local, state, and federal governmental structures, constitutional rights, legal protections, and civil liberties.

POL 371 Junior Seminar in Political Science (3)

Preparation for the Senior Seminar entailing an examination of topics to be explored in greater depth in POL 415. Students will prepare a detailed annotated bibliography for use in research for the Senior Seminar paper. This course is required for the major.

POL 415 Senior Seminar in Political Science (3)

In-depth research on a specific political science topic. Formal oral presentation to the seminar class, followed by a polished scholarly paper. This course is required for the major.

GEOGRAPHY

GEO 101 Introductory World Geography (3)

A study of the physical environment for its geographic significance. Examination of the similarities and differences from place to place, on a world scale, of man and his works. (Spring semester)

GEO 102 Urban Planning (3)

Introduction to the methods of analyzing problems of urban and regional planning for growth, with special attention to housing and recreation, transportation and communication infrastructure, and the needs of business.

MIDDLE EAST STUDIES

MES 200 Middle Eastern Literature (3)

Examination of the development of the short story, novel, and verse in Turkey, Iran, and the Arabic countries. Because this literature is so rich and diverse, the specific subject of the course will vary from semester to semester. Repeatable to a total of twelve credits.

MES 201 Wars of the Middle East (3)

Examination of the history of conflicts in this vital area from the First World War to the current war in Iraq. While the course provides appropriate political, social, and economic context for understanding events, the emphasis is upon understanding international relations and military.

MES 301 The Arab Encounter with the World (3)

Examination of Arab encounters with the outside world from the Middle Ages through the present, looking at Islam's outward reach in such areas as exploration, trade missions, and conquest, and at the response to foreign cultures.

MES 302 History of Israel (3)

Exploration of the foundation and development of the state of Israel from the Zionist ideal in the late 19th century to the peace process with the Palestinian state. Topics covered will include the social, intellectual, and political motives for Zionism, the conflict with Arab nationalism, the effort to construct a new society from diverse immigrant groups, and Israel's relations with the great powers.

MES 303 The Power, Politics and Ethics of Oil (3)

An overview of the historic, economic, political, and legal development oil industry from its formation to the present. Special attention is paid to the intricate relationship between the oil industry, the Arab states, and the world economy.

MES 304 Modern Middle Eastern Politics (3)

Examination of the domestic politics and international relations of the Middle Eastern states since the end of colonialism. Topics include the tension between Pan-Arabism and the nation-state, strategies of political and economic development, the contested history of democracy, and engagement with the great powers.

MES 305 Islamic Art and Architecture (3)

Survey of the diverse forms of artistic expression in the Islamic world from the time of the Prophet through the present.

MES 306 Role of Women in the Middle East (3)

Examination of the familial, social, traditional, religious and political status of women within a range of Middle Eastern countries and ethnic groups including Iran, Iraq, Egypt, Turkey and Israel.

MES 346 Middle East History and Politics (3)

A study of the historic forces that have shaped the contemporary Middle East, and an analysis of the region's significance in international politics including basic principles of Islam, Arab culture, and the influence of new forces in the Middle East. (See HIS 346 and POL 346)

Human Movement Sciences

*Carolyn Albright, Chair
Barbara Gallagher
Michele Monaco
Kelly Stalker*

VISION

The Department of Human Movement Sciences strives to promote positive lifestyles for its students through a variety of educational and recreational opportunities. The department recognizes the need to educate young adults through internships and practical experiences in the sport, fitness and wellness areas to meet the needs of the ever-expanding recreation and health care fields. Foremost in the educational process, the discipline of mind and body will foster well-being in the development of positive lifestyles for each student.

EXERCISE SCIENCE

OUTCOMES

- Upon successful completion of the program, students will be able to:
- effectively communicate issues which relate to health, fitness, and sport performance;
 - demonstrate an ability to design and implement fitness and rehabilitative programs for the general and athletic populations;
 - critically analyze concepts of the basic sciences, nutrition, and psychology related to human movement;
 - demonstrate health and safety techniques in the prevention of injuries in the sport and fitness setting;
 - exhibit professional behaviors through practical experiences in the field of exercise science.

REQUIREMENTS FOR A MAJOR IN EXERCISE SCIENCE

Exercise Science (BS) There are six tracks offered within the Exercise Science Major. The required courses for each track are:

- **Movement Science:** BIOL 202; ACC 201; HRM 311; BUS 315 or 338, 360; ECO 203; CHE 100; EXS 106, 201, 202, 301, 302, 303, 304, 305, 307, 309, 310, 403, 405; FNU 208, 317; PSY 250 or 357; 3 additional credits in MATH. EXS 201 meets the liberal arts Exercise Science core requirement for graduation.
- **Pre-Physical Therapy:** BIOL 209-210, 233-234, 335; MATH 207-208 or 301-302; CHE 103-104; EXS 201, 301, 302, 303, 304, 305, 308, 310, 403; FNU 208, 317; PSY 101, 208, 324, and one of the following PSY 205, 250, 311, 320, or 357; PHY 203-204. EXS 201 meets the liberal arts Exercise Science core requirement for graduation.
- **Pre-Occupational Therapy:** BIOL 103-104 or higher, 209-210; MATH 203-204 or 207-208; EXS 201, 301, 302, 303, 304, 305, 308, 310, 403; FNU 208, 317; PSY 101, 208, 320, 324, and one of the following PSY 205, 250, 311, or 357; SOC 202, 328. EXS 201 meets the liberal arts Exercise Science core requirement for graduation.
- **Sport Management:** ACC 201, ECO 203; HRM 311; BUS 320, 315 or 338, 366 and MKT 309; BIOL 202; CHE 100; PSY 250 or 357; EXS 201, 202, 301, 302, 306, 307, 310, 403; FNU 208, 317; 3 additional credits in MATH. EXS 201 meets the liberal arts Exercise Science core requirement for graduation.
- **Physical Therapy DPT (Doctor of Physical Therapy) Program with Thomas Jefferson University (3 Years + 3 Years):** BIOL 209-210, 233,335; CHE 103-104; MATH 207-208 or 301-302; EXS 201, 301, 302, 303, 404; PHY 203-204; PSY 208, 320, 324; FNU 208, 317. EXS 201 meets the liberal arts Exercise Science core requirement for graduation. At the conclusion of the third year of study at Immaculata, the student will transfer to Thomas Jefferson University School of Health Professions (TJU) for an additional three years of study. After successfully completing the first year of study at TJU, a minimum of 30 credits will be transferred back to Immaculata, and the student will be awarded a B.S. from Immaculata in Exercise Science.

- **Occupational Therapy EMOT (Master of Science in Occupational Therapy) Program with Thomas Jefferson University (3 years + 2.5 years):** BIOL 209-210; MATH 203-204 or 207-208; SOC 202, 328; PSY 208, 320, 324; FNU 208, 317; EXS 201, 301, 302, 303, 404. EXS 201 meets the liberal arts Exercise Science core requirement for graduation. At the conclusion of the third year of study at Immaculata, the student will transfer to Thomas Jefferson University School of Health Professions (TJU) for an additional two and one half years of study. After successfully completing the first year of study at TJU, a minimum of 30 credits will be transferred back to Immaculata, and the student will be awarded a B.S. from Immaculata in Exercise Science.

* **The following courses must be completed at Immaculata University in order to obtain a degree from the Human Movement Sciences Department: EXS 310 and EXS 403.**

REQUIREMENTS FOR EXERCISE SCIENCE MINORS

- **Movement Science:** EXS 201, 302, 303; three courses chosen from EXS 202, 301, 304, 305, 308, 309, 310, 405
- **Pre-physical therapy:** Prerequisites: Biology major or special permission of the department; BIOL 209-210 (or BIOL 232 and BIOL 304), CHE 103-104, PHY 203-204, BIOL 335 or FNU 317. Requirements: EXS 301, 302, 303, 304, 305 and 310
- **Sport Management:** Prerequisite: Business Administration Major or permission of department; BUS 320/324, BUS 338, EXS 301, EXS 306, EXS 307 or 202 and 310

REQUIREMENTS FOR ACCEPTANCE INTO THE EXERCISE SCIENCE MAJOR

Formal acceptance into the Exercise Science major occurs at the end of freshman year and is contingent on successful completion of EXS 201 or an equivalent with a minimum of a 'C'. Students preparing for careers in physical therapy or occupational therapy must maintain a high degree of academic excellence to be considered for the competitive graduate school process. Therefore, once accepted into the program, students in the Pre-Physical Therapy track must earn a 'C' or above in all department and science courses (BIOL, CHE, MATH, and PHY). Students in the Pre-Occupational Therapy track must earn a 'C' or above in all department and social science courses (PSY and SOC). Students earning below a 'C' in any of these courses must successfully re-take the course in order to remain in the major.

REQUIREMENTS FOR ACCEPTANCE INTO THOMAS JEFFERSON PROGRAMS IN PHYSICAL & OCCUPATIONAL THERAPY

In addition to the Immaculata University admission requirements, the affiliation programs with Thomas Jefferson University require students to have a cumulative high school GPA of 3.2 or higher, SAT scores of 1650 or higher and a minimum of 25 hours of volunteer/observation in a physical or occupational therapy setting. Students must acknowledge interest in this program on their initial application and be accepted to the program through an interview process with both Immaculata University and Thomas Jefferson University. Consistent with Thomas Jefferson College of Health Professions, students in either program must complete an additional 50 hours of clinical observation in two different settings, maintain a cumulative GPA of 3.0 and earn a 'C' in all prerequisite courses; in addition, students in the 3+3 DPT program must maintain a 3.0 science GPA.

EXERCISE SCIENCE

EXS 101 Personal Fitness and Wellness (2)

Addresses students' lifestyles, attitudes, and behaviors as they relate to personal fitness and wellness. A combination of lecture and activity sessions empowers the students to develop personal strategies that will enable them to achieve positive lifestyle practices.

EXS 102 American Heart Association Emergency Response (2)

This course provides the knowledge and skills necessary to work as a first responder in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical help can arrive. This course prepares students for the American Red Cross CPR/AED for the Professional Rescuer and American Red Cross Emergency Response examinations.

EXS 103 What Every Woman Needs to Know (2)

Examines the various health issues that affect women today. These issues will be critically examined in the context of history, gender, socio-economic status, ethnicity, and recent medical research.

EXS 104 Men's Health Issues (2)

Examines the various health issues that confront men during each of life's stages. Emphasis will be placed on the benefits of a positive healthy lifestyle as it relates to a variety of men's health concerns.

EXS 105 Consumer Issues in Fitness and Wellness (2)

A variety of consumer issues relating to fitness, wellness, and health will be examined. Topics will include quackery and fraud in health and fitness, consumer product safety, environmental health issues, and other current issues.

EXS 106 Group Fitness Instruction (2)

Students will learn the various methods and techniques for teaching group fitness classes in cardiovascular and strength training.

EXS 107 American Red Cross Lifeguard Training (2)

This course provides the knowledge and skills needed to prevent and respond to aquatic emergencies. Students will be able to recognize and respond quickly and effectively to emergencies and prevent drowning and injuries. This course prepares students for the American Red Cross Lifeguarding and CPR for Lifeguards examinations.

EXS 200 Special Topics in Exercise Science (1-2)

Selected topics in exercise science, fitness, and wellness. Topics will rotate based on student and faculty interest. (Does not meet a liberal arts core requirement.)

EXS 201 Introduction to Exercise Science and Fitness (3)

An introduction to the concepts, theories, principles, and concerns associated with exercise science and fitness. (Required for all exercise science majors)

EXS 202 Current Issues in Sport & Fitness (3)

With the continuance of research in the exercise science area, this course examines the current trends and findings in sports and fitness as it relates particularly to injury and illnesses as well as the promotion of health education through individual and community education.

EXS 203 Irish Traditional Dancing (2)

Irish traditional dancing will be examined, with attention given to the cultural, historical and social aspects in which these dances developed. The ways in which Irish dancing expresses the cultural norms and aspirations of the people of Ireland will be examined through music, costumes, origins and evolution. Several forms of dancing will be studied, from "sean-nos" to broom/brush dancing to traditional Irish Set and Step dancing of today.

EXS 230 African Dance - A Cultural and Historical Perspective (3)

West African secular and sacred dance forms will be examined, with attention given to the religious, cultural, and social histories in which these dances developed and to the ways in which dance expresses the cultural norms and aspirations of a people. Studies will also include the critical impact that African dance has made on dance in the United States, from the Charleston to Elvis to Alvin Ailey American Dance Theater.

EXS 301 Prevention and Care of Athletic Injuries (3)

The study of prevention and treatment of athletic injuries and first aid techniques. Emphasis is on the integration of the classroom study to the practical application of treating injuries in their initial phases.

EXS 302 Kinesiology (3)

Examination of the human body with regard to how movement is created and maintained. Emphasis is on the anatomical basis of human motion with focus on the skeletal, neural, and muscular systems. (Pre- or co-requisite BIOL 209-210 or BIOL202 or with permission of the department)

EXS 303 Exercise and Sport Physiology (3)

Exploration of a wide variety of subject matter that focuses on enhancing athletic and training accomplishments. Emphasis is on the description of relevant physiological techniques proven to augment readiness and improve performance in exercise and sport settings. (Prerequisite BIOL 209-210 or BIOL202 or with permission of the department)

EXS 304 Exercise Assessment and Programming (3)

Examination and study of the techniques, procedures, and practical laboratory experience in aerobic strength, flexibility, blood pressure, and related measurements. (Prerequisite: EXS 302)

EXS 305 Biomechanics (3)

Study of the structural and functional applications of movement related to the physical constraints on body support and movement. Topics include walking, running, jumping, throwing and swimming movement analysis. (Prerequisite BIOL 209-210 or BIOL202 and EXS 302 or with permission of the department)

EXS 306 Sport Facility and Event Management (3)

Provides the necessary background and foundation needed to plan, organize, and administer various athletic and/or special events in sports or other related activities.

EXS 307 Sport Administration (3)

Examination of the administrative tasks and policies/procedures necessary for sports managers in the operation of programs. Included is the development of organizational skills and human resource management, issues regarding risk management and liability, and the development of media relationships.

EXS 308 Exercise Program Management (3)

Examination of the administrative components of physical and occupational therapy practice. Students learn to recognize various medical conditions seen in the therapeutic setting and demonstrate how to evaluate patients to determine a clinical diagnosis. Emphasis is placed on the evaluation techniques associated with rehabilitative care and the design and management of therapeutic exercise programs. (Prerequisite: EXS 302)

EXS 309 Personal Training Certification Preparation (3)

This course enhances student knowledge in the areas of health and fitness. Focus is on assessment of fitness, motivation techniques, goal setting and design of individual fitness and wellness training programs. This course prepares students to take personal training certification examinations.

EXS 310 Practicum (3)

The practicum course requires direct participation in experiences with sport, fitness, recreation and/or physical and occupational therapy facilities to develop and understand the theories and information presented in the classroom and apply them to a real world setting. Weekly seminar meetings help students integrate their knowledge and experiences and offer students a wide range of professional development topics. (Exercise Science majors and minors only)

EXS 311 Sport and Film (3)

Examination of themes expressed in current and historical sport films. Emphasis will be placed on social, cultural, and gender issues in sport.

EXS 312 Sport Law (3)

Focus on various sports law issues and on the regulation of interscholastic, intercollegiate, professional, and Olympic sports. Topics include tort and contract law, Title IX, and the legislation that governs sport organizations.

EXS 401 Independent Study (1-6)

Designed to further enhance a student's experiences in Exercise Science through additional mentoring opportunities.

EXS 402 Independent Study (1-6)

Designed to further enhance a student's experiences in Exercise Science through additional mentoring opportunities.

EXS 403 Senior Seminar/Research Methods (3)

Incorporation of the fundamental concepts of research methodology by research design and problem selection, literature review, statistical analysis and presentation of data in the area of Exercise Science and related fields.

EXS 404 DPT/EMOT Seminar (3)

This seminar, for students in the DPT/EMOT affiliation programs at Thomas Jefferson University, develops the fundamental concepts of research methodology, integrates exercise science concepts into the practice of physical or occupational therapy and offers experiences in clinical settings.

EXS 405 Strength and Conditioning Specialist Preparation (3)

Designed to enhance student knowledge in the areas of improving athletic performance, including sport-specific testing and the design and implementation of strength and conditioning programs. Preparation for taking the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist Examination. (Prerequisites: BIOL 209-210 or BIOL 202, EXS 302, or permission of the instructor, senior status)

EXS 410 Exercise Science Study Abroad (3)

Emphasis on the study of selected sport programs, sport facilities, education programs, and clinical exercise settings outside of the United States. Through travel and lecture, this course builds an appreciation of sport and exercise culture in other countries and the affect globalization has on sport and exercise culture internationally.

ATHLETIC TRAINING

ATHLETIC TRAINING PROGRAM OUTCOMES

Upon successful completion of the Athletic Training Program curriculum, students will be able to:

- demonstrate evidence-based knowledge of athletic training practices and show proficiency in the eight areas of athletic training competency;
- demonstrate knowledge and practical skills in injury prevention and risk management of athletic injuries and illnesses;
- recognize and identify signs and symptoms and perform appropriate evaluation techniques in order to make appropriate diagnosis of athletic injuries and illnesses;
- demonstrate critical decision making and problem solving skills that are essential in the management of athletic injuries;
- design, implement, and assess treatment and rehabilitation protocols and reconditioning programs;
- demonstrate critical decision making and problem solving skills that are essential to athletic training facilities and health care administration;
- demonstrate understanding of the importance of ethical decision-making within the scope of professional practice;

- exhibit personal leadership skills essential for success in athletic training;
- integrate technology into professional practice;
- demonstrate effective written and oral communication skills in academic and professional activities;
- apply and synthesize athletic training knowledge to current issues in the variety of athletic training settings;
- demonstrate understanding of the importance of involvement within the National Athletic Trainers' Association as a student and a professional through an appreciation of lifelong learners.

REQUIREMENTS FOR A MAJOR IN ATHLETIC TRAINING

Athletic Training (B.S.): ATEP 201, 202, 210, 301, 302, 303, 304, 305, 306, 310, 311, 401, 403, 410, 411; BIOL , 209-210; CHE 100; EXS 201, 302, 303, 304, 305; FNU 208, 317; ; PSY 101, 208, 250 or 357. EXS 201 meets the liberal arts Exercise Science core requirement for graduation.

REQUIREMENTS FOR ACCEPTANCE INTO THE ATHLETIC TRAINING MAJOR

All students interested in majoring in Athletic Training will be accepted into the pre-professional phase of the major. All students who wish to enter the professional phase in Athletic Training must complete a formal application process.

Applications will be reviewed at the completion of each semester. All applicants (freshmen, transfers, and upperclassmen) must meet the following requirements: minimum of 30 college credits, minimum cumulative GPA of 2.7 or above, achieve a "C" or better in the following courses: BIOL 209-210 Human Anatomy and Physiology I & II and ATEP 201 Foundations in Athletic Training.

Students meeting the eligibility requirements complete an interview process. Admission to the professional phase of the Athletic Training major is based on academic qualifications and application materials. A limited number of students will be accepted to the professional phase of the Athletic Training major.

In addition, students admitted into the Athletic Training major are required to maintain a cumulative GPA of 2.75 and achieve a "C" or above in all required coursework. Any student falling below these guidelines will be placed on probation pending successful recompletion of the course with a "C" or above. If requirements are not met during the next semester in which the course is offered, the student will be excused from the program.

ATHLETIC TRAINING

ATEP 201: Foundations in Athletic Training (3)

The fundamentals of athletic training, including the history, purpose, and professional standards of the National Athletic Trainers' Association (NATA). Introduction to the educational curriculum standards, career options, professional ethics and professional responsibilities as well as medical terminology and legal concepts as related to athletic training. Basic first aid and CPR/AED skills will be introduced. (Successful completion of this course is required for admission into the Athletic Training program.)

ATEP 202: Fundamental Skills in Athletic Training (2)

Introduction to the foundational skill sets necessary to function at a proficient level at each clinical site. Techniques, principles, and theory will focus on developing essential cognitive and psychomotor competencies and proficiencies used in athletic training. Skill sets include but are not limited to: fitting of protective equipment, protective padding/splint fabrication, taping and wrapping skills, and modality application.

ATEP 210: Clinical I (2)

Course includes both didactic and experiential learning. Students will be assigned to assist the preceptors on campus or at an affiliated site with various sport assignments for a minimum of 100 hours. Focus of this clinical will be to understand the daily responsibilities of

the certified athletic trainer and be introduced to the procedures for preventing, recognizing, evaluating, and treating athletic injuries and illnesses. (Athletic Training majors only)

ATEP 301: Lower Extremity Evaluation (3)

Introduction to procedures and tests used to examine and diagnose injuries of the lower extremities and spine. Students will be able to identify risk factors for musculoskeletal injuries and be instructed in theory and proper techniques for diagnostic and special tests, including neurological, strength and range of motion assessment. (Prerequisite BIOL 209-210) 2 hours lecture, 2 hours laboratory

ATEP 302: Upper Extremity Evaluation (3)

Introduction to the procedures and tests used to examine and diagnose injuries of the upper extremity, chest and head. Students will be able to identify risk factors for musculoskeletal injuries and illnesses and be instructed in theory and proper techniques for diagnostic and special tests, including neurological, strength and range of motion assessment. (Prerequisite BIOL 209-210) 2 hours lecture, 2 hours laboratory

ATEP 303: Therapeutic Exercise (3)

Focus on therapeutic exercises and rehabilitation used in the treatment of athletic injuries and illness. Introduction to various rehabilitation protocols stressing the importance of safe progression and body mechanics. Indications and contraindications for exercises are thoroughly examined. (Prerequisite BIOL 209-210) 2 hours lecture, 2 hours laboratory

ATEP 304: Therapeutic Modalities (3)

Overview of the planning and implementation of therapeutic modalities used to treat injuries and illnesses. An introduction to the physical, chemical, and mechanical modalities will complement the students' understanding of wound healing and their purpose in the treatment protocol. Students will gain an understanding of the human body's physiological response to various treatment methods. (Prerequisite BIOL 209-210) 2 hours lecture, 2 hours laboratory

ATEP 305: Athletic Training Administration (3)

Examination of the administrative policies and procedures related to state licensure, national certification, continuing education, legal concerns, and athletic training department staffing, budgeting, equipment maintenance and record keeping.

ATEP 306: Pharmacology and Pathology in Athletic Training (3)

Examination of how illnesses and pharmacological agents effect body functions, including the cardiorespiratory and musculoskeletal systems. Focus will be on common illnesses and diseases that strike the physically active population, as well as common medications prescribed to physically active individuals. The ethical dilemmas and legal ramifications surrounding the use of recreational drugs and performance enhancing drugs will also be discussed.

ATEP 310: Clinical II (3)

Course includes both didactic and experiential learning. Students are assigned to a minimum of 150 hours working with a preceptor either on campus or an affiliated site. The didactic portion of the course will focus on student understanding of methods used to assess and treat upper and lower extremity injuries. (Prerequisite: Clinical I, Athletic Training majors only)

ATEP 311: Clinical III (3)

Course includes both didactic and experiential learning. Students are assigned to a minimum of 150 hours working with a preceptor either on campus or an affiliated site. The didactic portion of the course focuses on student understanding of methods used to assess and treat upper and lower extremity injuries. (Prerequisites: Clinical I & II, Athletic Training majors only)

ATEP 401: Introduction to Research (3)

Fundamental concepts of research introducing the students to research design, problem selection, review of literature, and research methodology. Students will develop their own research question for intensive study and proceed through the various steps of the research proposal process. (Prerequisite: PSY 208)

ATEP 403: Athletic Training Seminar (3)

Focus on current issues in athletic training. Students learn to become critical reflectors of published research and present their completed research projects at a department symposium. Students receive assistance in preparation for the National Athletic Trainers' Association Board of Certification (BOC) exam. (Prerequisites: ATEP 401, Athletic Training majors only, senior status)

ATEP 410: Clinical IV (3)

Focus is mainly on experiential learning in the athletic setting. Students will be assigned to a minimum of 200 hours working with a preceptor either on campus or an affiliated site. Students will also complete a didactic portion of the course to discuss issues related to these experiences, especially bringing classroom theory to practice. (Prerequisites: Clinical I, II & III, Athletic Training majors only)

ATEP 411: Clinical V (3)

Focus is mainly on experiential learning in the athletic setting. Students will be assigned to a minimum of 200 hours working with an ACI either on campus or an affiliated site. Students will also complete a didactic portion of the course that will focus on development as a professional in the field of athletic training. (Prerequisites: Clinical II, III, & IV, Athletic Training majors only)

CORE REQUIREMENTS FOR PHYSICAL EDUCATION AND EXERCISE SCIENCE

For graduation, all students in the College of Undergraduate Studies are required to successfully complete two credits of Exercise Science at the 100 level and earn two physical education (PED) contact hours. These contact hours may be selected from areas of lifetime sports and activities, dance, and intercollegiate sports. Students with permanent medical excuses must complete only the Exercise Science requirement.

Students may earn the required physical education units through participation on Immaculata's intercollegiate sports teams. Participation on one sports team can be used for one PED unit. Participation on a second, different sports team must be completed to earn the second PED unit. In order for team participation to count for PED unit, a student must compete in the sport for the entire season and be on the final roster for each sport he/she will be applying toward his/her PED units.

Students not enrolled in the College of Undergraduate Studies pay a fee (plus any additional fees) for elective physical education courses.

OUTCOMES

Upon successful completion of the physical education and exercise science requirements, students will be able to:

- demonstrate knowledge of safe and healthy behaviors towards wellness and fitness;
- show an appreciation for lifetime fitness activities as they relate to health and longevity;
- understand the relationship between physical fitness and wellness and their application to all phases of life;
- develop personal goals towards nutrition and regular exercise and understand how to successfully reach these goals;
- understand the health implications of negative health behaviors and learn guidelines for prevention.

PHYSICAL EDUCATION

Physical Education electives are offered in a rotational schedule.

Each of the following courses is offered for one physical education contact hour:

PED 101 Intercollegiate Women's Soccer
PED 102 Intercollegiate Women's Basketball
PED 103 Intercollegiate Women's Field Hockey
PED 104 Intercollegiate Women's Volleyball
PED 105 Intercollegiate Women's Cross Country
PED 106 Intercollegiate Softball
PED 107 Intercollegiate Women's Tennis
PED 108 Intercollegiate Women's Lacrosse
PED 109 Intercollegiate Men's Basketball
PED 110 Intercollegiate Men's Soccer
PED 111 Intercollegiate Men's Tennis
PED 112 Intercollegiate Men's Cross Country
PED 113 Intercollegiate Golf
PED 114 Intercollegiate Baseball
PED 115 Intercollegiate Men's Lacrosse
PED 116 Intercollegiate Men's Indoor Track & Field
PED 117 Intercollegiate Men's Outdoor Track & Field
PED 118 Intercollegiate Women's Indoor Track & Field
PED 119 Intercollegiate Women's Outdoor Track & Field
PED 125 Freshmen Fitness
PED 199 Ballroom Fitness
PED 201 Golf
PED 202 Fencing
PED 203 Tennis
PED 205 Badminton
PED 216 Racquets and Paddles
PED 218 Step Aerobics
PED 219 Weight Training
PED 220 Team Sports
PED 221 Principles of Coaching
PED 222 Yoga
PED 223 Fitness through Martial Arts
PED 224 Fitness Swimming
PED 225 Water Aerobics
PED 226 Pilates
PED 227 Triathlon Training
PED 228 Basketball
PED 229 Irish Dancing
PED 230 Advanced Strength Training
PED 231 Kickboxing
PED 232 Zumba
PED 233 Balletone
PED 250 Aquatic Fitness
PED 301 Aerobic Activities
PED 304 Aerobic Dance
PED 306 Jazz Dance
PED 307 Creative Movement and Modern Dance
PED 308 Folk and Square Dance
PED 310 Ballet
PED 313 Cardio Fitness
PED 314 Tap Dance
PED 315 Self Defense
PED 316 Rhythmic Activities and Social Dance
PED 317 Personal Fitness
PED 319 Pickleball
PED 320 Yoga for Athletic Performance
PED 321 Plyometrics and Core Training
PED 322 Intermediate Fencing
PED 402 Swimming
PED 405 Teaching Aids

Mathematics—Information and Digital Systems

Mary Elizabeth Jones, Chair
Namyoun Choi
Sister Regina Mauricia DeFeo, IHM
Delbert Ferster
Sister Ann M. Heath, IHM
Michael Schutz
Sister Monica Therese Sicilia, IHM

VISION

The Immaculata University motto, “Scientia Floret Virtute” (“Knowledge Flourishes in Virtue”), guides the pedagogy of the Department of Mathematics – Information and Digital Systems. Our students learn and live the motto by gaining knowledge and skills rooted in faith, reasoning, and creativity.

Our students recognize the necessity of faith when developing the understanding that scientific and mathematical laws are based on content specific principles. The principles establish an orderly and rational framework in which our students apply reasoning and creativity to solve theoretical and practical problems in mathematics and computing.

The Immaculata faculty aid our students in recognizing their uniqueness, realizing their potential, developing their reasoning, applying their creativity, and developing their ethical integrity and professionalism. As a result, our students serve others in their chosen careers and their communities while being dedicated to life-long learning and the sharing of knowledge.

OUTCOMES

Upon successful completion of department programs, students will be able to:

- Utilize systematic, orderly, and exact habits of thought using relevant data and information;
- Apply the power of reasoning through accurate and effective communication and assimilation of information;
- Develop, distinguish, relate and apply creative and analytical interdisciplinary applications;
- Apply and renew essential concepts and skills that will facilitate further career success and advanced research.

APPLICATION TO DEPARTMENT

Consistent with University policy, students may formally apply to the department to be accepted as Mathematics, Mathematics-Data Sciences, or Information Science majors at the end of their freshman year (24 credits), but no later than the end of the first semester of sophomore year (36 credits).

ACCEPTANCE TO MAJOR: Mathematics

Students must satisfactorily complete the following prerequisite sequence before taking any Mathematics major’s courses (MATH 300 or higher).

- MATH 301** – Calculus I
- MATH 302** – Calculus II
- MATH 216** – Discrete Mathematics

For all students, these prerequisites are typically taken in their first year of study. Students who decide to major in this discipline after their first year or are part-time must still meet these requirements. Students will be exempted from the prerequisite sequence if, in the previous 3 years:

- they have satisfactorily completed (C or above) a one-year college calculus course **-OR-** they have satisfactorily completed (C or above) a one-year high school AP calculus course with a score of at least 4, and

- they have satisfactorily completed (C or above) a one-semester college discrete mathematics course **-OR-** they have satisfactorily completed (C or above) a one-semester high school discrete mathematics course.

Note: To continue in the program, students must remain in “good standing” by maintaining an average of C+ (2.33) in all college mathematics and computing courses with no grade lower than a C (2.0) in all college mathematics and computing courses taken to fulfill major requirements. Students receiving a grade of C- or lower may re-take the course once in order to raise the grade.

ACCEPTANCE TO MAJOR: Mathematics-Data Sciences

Students must satisfactorily complete the following prerequisite sequence before taking Mathematics – Data Sciences major courses (INFO 300 or higher **and** CIS 300 or higher).

- MATH 301** – Calculus I
- CIS 218** – Software Design and Programming
- MATH 216** – Discrete Mathematics

For all students, these prerequisites are typically taken in the first year of study. Students who decide to major in this discipline after their first year or are part-time, must still meet these requirements.

Note: To continue in the program, students must remain in “good standing” by maintaining an average of C+ (2.33) in all college mathematics and computing courses with no grade lower than a C (2.0) in all college mathematics and computing courses taken to fulfill major requirements. Students receiving a grade of C- or lower may re-take the course once in order to raise the grade.

REQUIREMENTS FOR MAJOR IN MATHEMATICS (BA)

Required of all candidates: MATH 216, 301, 302, 303, 304, 305, 307, 310, 311, 322, 410; PHY 203-204; CIS 105. Further requirements depend on the particular concentration chosen.

- **Mathematics:** MATH 409 and CIS 218. As a complement to this degree, it is recommended that students complete a minor in a related field.
- **Mathematics for Secondary Level Educators:** MATH 312; one mathematics course numbered 300 or above; and all secondary education certification requirements. (See Education: Requirements for Secondary Education Certification.)

REQUIREMENTS FOR MAJOR IN MATHEMATICS-DATA SCIENCES (BS)

MATH 216, 301, 302, 303, 304, 309, 311; CIS, 218, 224, 345, 326, 335; INFO 115, 125, 404, 410; PHY 203-204; 6 elective credits from department courses, which may include: MATH, 305, 307, 310, 312, 400, 408, 409; CIS 105, 343, 351, 406; INFO 310, 405, 420, 430.

REQUIREMENTS FOR MINOR IN MATHEMATICS

18 credits to include: MATH 301-302 or 207-208, 216; and 9 elective credits chosen from any mathematics course numbered 300 or above, except MATH 301-302.

MATHEMATICS

MATH 101 Basic College Mathematics I (3)

Survey course for students majoring in non-science fields. Concepts and applications of problem solving, set theory, logic, properties of numbers, application of number systems, algebra, and personal finance.

MATH 102 Basic College Mathematics II (3)

Survey course for students majoring in non-science fields. Concepts and applications of measurement, geometry, probability, statistics, voting and apportionment, and graph theory.

MATH 106 Introductory Algebra (3)

Introduction to algebraic concepts and language. The fundamental concepts of algebra are explored through development of mathematical models, interpretation of graphs, and solving of real-world problems. Topics include: linear equations and inequalities; polynomials and factoring; rational expressions; radical expressions; quadratic equations; and function notation. (Designed for students who need to refresh their mathematical background prior to entering MATH 203-204.)

MATH 109 Math Fundamentals for Educators I (3)

For education students, this course is an overview of the mathematical topics commonly taught in elementary and middle schools, including: numbers and operations; algebra; geometry; measurement; and data analysis and probability. In addition to the mathematical topics in the course, classroom discussions will focus on pedagogical methods.

MATH 110 Mathematics for Nurses (3)

Exploration and application of mathematical concepts including: roman numerals, fractions, decimals, ratio and proportion, percentages, conversions, and various calculation methods within the context of nursing. The material is taught from a problem-solving perspective.

MATH 111 Math Fundamentals for Educators II (3)

For education students, this course is an overview of the mathematical topics commonly taught in elementary and middle schools, including: numbers and operations; algebra; geometry; measurement; and data analysis and probability. In addition to the mathematical topics in the course, classroom discussions will focus on pedagogical methods.

MATH 203 Intermediate Mathematics I (3)

Focus on the study and analysis of data and functions through the interpretation of real-world examples. Course content includes reading, displaying, and interpreting data; gaining a graphic, symbolic, and numeric understanding of the algebra of functions including compositions, transformations, and inverses; understanding the differences between the basic functions including linear, polynomial, exponential, logarithmic, and trigonometric functions; and transforming data into equations through regression analysis. Use of spreadsheet technology will be integrated. (Requires competency in content covered in MATH 106.)

MATH 204 Intermediate Mathematics II (3)

Continues the content of MATH 203 with an emphasis on developing, using, and interpreting mathematical models. Course content includes: solving systems of equations and inequalities including the use of matrices and linear programming; developing a deeper understanding of the basic functions including linear, polynomial, exponential, logarithmic, and trigonometric functions; and applying arithmetic and geometric sequences and series to real-world examples. Use of spreadsheets and other technology will be integrated. (Prerequisite: MATH 203 or equivalent)

MATH 207 Applied Calculus I (3)

Focus on the study and analysis of data and functions through the use of limits and derivatives. Course content includes understanding of limits and continuity; interpreting the growth or decay of a function by using derivatives; and solving optimization problems. In addition, students will transform real-world data into symbolic representations through regression analysis, and then use the symbolic representation to perform calculations. Use of spreadsheets and other technology will be integrated. (Requires competency in content covered in MATH 203 -204.)

MATH 208 Applied Calculus II (3)

Focus on the study and analysis of data and functions through the use of integration. The emphasis will be on using integrals to solve real-world problems. Students will often transform data into symbolic representations through regression analysis, and then use the symbolic representation to perform calculations. Use of spreadsheets and other technology will be integrated. (Prerequisite: MATH 207 or MATH 301 or equivalent)

MATH 216 Fundamentals of Discrete Mathematics (3)

Introduction to discrete mathematical concepts including: logic, sets, sequences, probability, combinatorics, functions, relations, and graphs. The material will be taught from a problem-solving perspective with emphasis on applications to Information Technology.

MATH 217 Math Concepts for Managers I (3)

This course makes explicit the connections between mathematics, mathematical modeling, and organizational dynamics. Students explore the mathematics behind tools used in the business environment and build an understanding of the mathematical infrastructure that supports management decisions. Topics include use of path analysis, linear programming, and the interpretation of graphs and statistics.

MATH 219 Math Concepts for Managers II (3)

This course makes explicit the connections between mathematics, mathematical modeling, and organizational dynamics. Students explore the mathematics behind tools used in the business environment and build an understanding of the mathematical infrastructure that supports management decisions. Topics include saving models, borrowing models, mathematics supporting digitizing information, and growth models.

MATH 301 Calculus I (3)

In addition to being a traditional course in differential calculus that covers limits, continuity, and differentiation, this course emphasizes conceptual understanding, mathematical modeling, and data analysis through a series of laboratory exercises. Exercises will utilize technology to increase understanding, including graphing calculators, computer algebra systems, and spreadsheets. 2 hours lecture and 2 hours laboratory. (Requires competency in content covered in MATH 203-204.)

MATH 302 Calculus II (3)

Continuation of MATH 301, covering topics from integral calculus, including a variety of integration techniques and applications of integrals. Students will continue with the principles from MATH 301, including laboratory exercises that utilize technology to address conceptual understanding, mathematical modeling, and data analysis. 2 hours lecture and 2 hours laboratory. (Prerequisite: MATH 301)

MATH 303 Introduction to Proof (3)

Introduction to mathematical proof techniques. Elementary topics from set theory and number theory will be used to teach common proof methods. This course is designed to facilitate the transition into the expectations of upper-level mathematics courses.

MATH 304 Calculus III (3)

Continuation of MATH 301-302, covering additional topics from calculus, including L'Hôpital's Rule, improper integrals, infinite series, parametric equations, polar coordinates, vectors, and surfaces in space. This course continues with the principles from MATH 301-302, including lab exercises that utilize technology to address conceptual understanding, mathematical modeling, and data analysis. 2 hours lecture, 2 hours laboratory. (Prerequisite: MATH 301-302)

MATH 305 Calculus IV (3)

The culmination of the calculus sequence, covering topics in multi-variable calculus, including vector-valued functions, partial derivatives, multiple integration, and line integrals. The principles from the rest of the calculus sequence are continued in this course, including laboratory exercises that utilize technology to address conceptual understanding, mathematical modeling, and data analysis. 2 hours lecture and 2 hours laboratory. (Prerequisite: MATH 304)

MATH 307 Probability and Statistics (3)

Topics include: basic concepts of probability; random variables, common distributions, and applications; and basic concepts of statistics including sampling distributions, confidence intervals, hypothesis testing, and regression. (Prerequisite: MATH 305 or instructor's approval)

MATH 309 Differential Equations (3)

Ordinary differential equations taught from a mathematical modeling perspective. Topics include: first-order equations, linear equations with constant coefficients, special systems of equations, and special equations of higher order. Real-world applications and technology are integrated. (Prerequisite: MATH 302 or 208)

MATH 310 Modern Algebra (3)

A rigorous introduction to the theory of groups, rings, and fields. (Prerequisite: MATH 303 or instructor's approval)

MATH 311 Linear Algebra (3)

A study of vector spaces, matrices, determinants, and systems of linear equations. (Prerequisite: MATH 303)

MATH 312 Modern Geometry (3)

This course covers the development of postulational systems. Both Euclidean and non-Euclidean geometry will be discussed. (Recommended prerequisite: MATH 303)

MATH 322 Real Analysis (3)

A rigorous treatment of the topics of calculus, including: sequences, limits, continuity, derivatives, integrals, and series. (Prerequisite: MATH 303 and MATH 304)

MATH 400 Topics in Math (1-3)

A study of selected topics outside usual offerings; by prior arrangement with the department. The topics of the course will vary depending on the students' interests.

MATH 405 Professional Internship (1-3)

A limited-enrollment, mentored professional field experience in the application of mathematics skills. Students will apply for positions that will provide hands-on field experience and enhance career readiness. (By prior arrangement with a member of the department.)

MATH 408 Research Fundamentals (1-3)

Provides an introduction to the methods currently used by researchers in this field. The research area (mathematics, computer and/or information technology) and specific topic are selected by the student in consultation with the instructor. (See INFO 408)

MATH 409 Directed Reading (3)

Examines specific themes via assigned readings. The themes are selected by the group and instructor. Oral presentations as well as written reports are required. (See INFO 409)

MATH 410 Senior Seminar (3)

Uses professional research methods for the development of an in-depth research paper and presentation on a mathematics, computer, and/or information-technology related topic. Topics are chosen by the student in consultation with the instructor from current research areas or areas of emerging interest. (See INFO 410)

MATH 411 Strategies for Teaching Mathematics (3)

For pre-service mathematics teachers, exploring strategies for teaching mathematics in middle and high schools, and the appropriate use of computers and technology in the classroom. Discussions and projects will explore how the use of historical and multi-cultural materials can enhance the experience of students. Students will be introduced to the benefits of membership in professional organizations.

MATH 412 Capstone Experience for Teachers (3)

Focus on selected topics in linear algebra, algebraic structures, statistics, number theory, and mathematical modeling and how these topics apply to middle and high school curriculum. The completion of a written paper is required. (Prerequisite: MATH 301-302)

INFORMATION SYSTEMS

ACCEPTANCE TO MAJOR: Information Systems

Students must satisfactorily complete the following prerequisite sequence before taking any Information Systems major courses (INFO 300 or higher and CIS 300 or higher).

CIS 105 – 3D Computing

CIS 218 – Software Design and Programming I

MATH 216 – Discrete Mathematics

For all students, these prerequisites are typically taken in the first year of study. Students who decide to major in this discipline after their first year or who are part-time, must still meet these requirements.

Students will be exempted from the prerequisite sequence if, in the previous 3 years:

- they have satisfactorily completed (C or above) a one-year college programming course (JAVA, C, C++, or VB.net, or a language approved by the department) –OR– they have satisfactorily completed (C or above) a one-year high school programming course (JAVA, C, C++, or VB.net, or a language approved by the department) **and**
- they have satisfactorily completed (C or above) a college-level Discrete Mathematics course.

Note: To continue in the program, students must remain in “good standing” by maintaining an average of C+ (2.33) in all college mathematics and computing courses with no grade lower than a C (2.0) in all college mathematics and computing courses taken to fulfill major requirements. Students receiving a grade of C- or lower may re-take the course once in order to raise the grade.

REQUIREMENTS FOR MAJORS IN INFORMATION SYSTEMS

Information Systems (BS): INFO 110, 230, 310, 404, 405, 410, 420; CIS 105, 218, 224, 317, 335; CIS 343, 345, 351; MATH 216; 3 credits from INFO 408, 409, 430

REQUIREMENTS FOR ASSOCIATE OF SCIENCE

Information Systems (AS): MATH 216; INFO 230; CIS 105, 218, 224, 317, and 9-elective credits chosen from: INFO 110, 310, 404, 410, 420, 430; CIS 326, 335, 343, 345, 351

REQUIREMENTS FOR MINOR

Information Systems: 18 credits to include: CIS 105, 218, 224; INFO 404; and 6 elective credits chosen from INFO 110, 215, 310, 420; CIS 317, 326, 335, 343, 345, 351

Informatics: 18 credits to include: INFO 110, 115, 125, 215, 404; CIS 224

Interactive Digital Media: 21 credits to include: IDM 110, IDM 120; INFO 214, 230; CIS 105; ART 105; COM 224

COMPUTER SCIENCE

CIS 105 3D Computing (3)

Introduces computing concepts using a 3D visual environment which simplifies the complexities associated with computing. Provides an understanding of computing constructs, logic, object-oriented programming, event-driven programming, algorithms, and problem solving through the creation of 3D characters and environments. (Open to all students)

CIS 203 Computers and Information (3)

Explores how and why computers are bringing about the current shift in the meaning of and the access to information. Hands-on use of computers will be an essential ingredient in the development of the knowledge and skills necessary to use computers for common business applications, in an understanding of the fundamentals of technology, and in the ability to assess the advantages and limitations of computers. (Accelerated format only)

CIS 218 Software Design & Programming I(3)

Applies intermediate concepts for designing and creating software applications. Content includes problem solving, algorithm design, decomposition of complex ideas into manageable and understandable components, evaluation of algorithm design and implementation via an object-oriented programming. (Prerequisite: CIS 105, an approved prior programming course, or instructor's approval)

CIS 224 Data and Information I (3)

Introduces the fundamentals of database, including: development life cycle, data modeling, SQL, architecture, and a survey of new developments. Hands-on projects give the student practical experience with these concepts.

CIS 226 Databases: Querying and Reporting (3)

Introduces the concepts driving the data modeling process with an emphasis on interpreting data models, creating queries via Structured Query Language (SQL), and determining reporting requirements.

CIS 317 Networks and Infrastructure (3)

Introduces technical strategies in terms of the hardware, software, and networking concepts that form the infrastructure supporting data communication for organizations.

CIS 326 Data Structures (3)

Explores basic concepts of data organization. Topics include strings, lists, graphs, and trees; file structure; searching and sorting techniques, applications. (Prerequisite: CIS 218, approved prior programming course(s), or instructor's approval)

CIS 335 Technology and Ethical Issues (3)

Presents the social and professional environment and context in which information technologists work. Explores the historical, ethical, and legal aspects of computing as it applies to organizations. Also develops communication and teamwork skills relevant to presenting technical information.

CIS 343 Analysis and Modeling (3)

Introduces the concepts and approaches used to perform analysis; thus, determining the requirements needed for an information system. Applies the analysis results by illustrating the requirements using modeling techniques.

CIS 345 Data and Information II (3)

Explores advanced topics of data theory and practice, including data quality, data integration, data administration, and overviews of distributed databases and object-oriented data modeling. (Prerequisite: CIS 224)

CIS 351 Software Design and Programming II (3)

Applies advanced concepts for designing and creating software applications. Continues the development of problem solving, algorithm design and implementation via object-oriented programming begun in CIS 218 (Prerequisite: CIS 218)

CIS 405 Professional Internship (1–3)

A limited-enrollment, mentored professional field experience in the application of computer-science skills. Students apply for positions that will provide hands-on field experience and enhance career readiness. (By prior arrangement with a member of the department)

CIS 406 Software Quality and Testing (3)

An introduction to the processes, procedures, techniques, and best practices used to increase software product quality. (Prerequisites: CIS 218 and CIS 224)

INFORMATION SYSTEMS

INFO 104 Computer Technology and Applications (3)

Explores the skills required to effectively and efficiently use technology to increase productivity in terms of electronic communication and the management of information systems. Case studies are used to show the use of technology in various industries.

INFO 110 Introduction to Information Technology (3)

Introduces the discipline of Information Technology by providing an overview via historical, technical, professional, organizational and interpersonal perspectives. Addresses the varied contexts, viewpoints, and challenges when implementing information technology solutions. (Open to all students)

INFO 115 Introduction to Informatics (3)

Introduces the concepts and approaches used for collecting, storing, and accessing data from a technology perspective as well as an organizational perspective. Describes and demonstrates how data, through its use and application, becomes an asset to individuals and organizations within the decision making process.

INFO 120 Web Design Fundamentals (3)

Introduces the fundamental technology and tools used for designing and managing web-based content. Hands-on projects provide the development of the skill proficiency required for designing and managing web-based content. (Open to all students)

INFO 125 – Introduction to Information Policy (3)

Explores information policy through case studies that highlight the advantages and challenges regarding the collection and use of data/information for individuals and organizations. Information policy topics include, but are not limited to the collection, access, security, and privacy of data/information.

INFO 214 Multimedia: Concepts & Design (3)

Explores the philosophical, cultural, and sociological aspects of multimedia. Hands-on projects utilize both creativity and the design process required to organize and produce a multimedia presentation. (Open to all students)

INFO 215 Social Media Dynamics (3)

Examines the use of social software while exploring the benefits and issues associated with the latest digital technology. Develops proficiency in terms of effective use of data and information: searching, organizing, analyzing, storing, and communicating via the latest social computing tools. (Open to all students)

INFO 230 Web Design Applications (3)

Develops skills for designing, implementing, and testing web-based applications. Considers design approaches leading to the implementation of effective interfaces appropriate for the users of the applications. Includes the use of current tools, databases, and digital media. (Prerequisite INFO 120)

INFO 240 Technology Workshops (0 – 3)

Develops basic skills in specific electronic tools and technologies. Specific content offerings vary. (Open to all students)

INFO 310 System & Project Management (3)

Explores the processes needed to define, design, build, buy, validate, and integrate systems into an organization. Develops the skills required for requirements engineering, identifying system components, acquiring, sourcing, integrating, testing and deploying systems for organizations.

INFO 400 Topics in Technology (1 – 3)

Explores, through study or research, a specific topic chosen by the student (or a small group of students) and approved by a member of the department. (By prior arrangement with a member of the department.)

INFO 404 Human Computer Interaction (3)

Introduces the issues concerning computer and software application usefulness and usability to the user community. Focuses on the ability to recognize the needs of application users in the context of accomplishing work within and across organizations. Considers a broad spectrum of skills, including but not limited to topics such as user and task analysis, ergonomics, human factors, accessibility standards as well as cognitive psychology.

INFO 405 Professional Internship (1 – 3)

A limited-enrollment, mentored professional field experience in the application of information-technology skills. Students will apply for positions that will provide hands-on field experience and enhance career readiness. (By prior arrangement with a member of the department.)

INFO 408 Research Fundamentals (1-3)

Provides an introduction to the methods currently used by researchers in this field. The research area (mathematics, computer and/or information technology) and specific topic is selected by the student in consultation with the instructor. (See MATH 408)

INFO 409 Directed Reading (3)

Examines specific themes via assigned readings. The themes are selected by the group and instructor. Oral presentations as well as written reports are required. (See MATH 409)

INFO 410 Senior Seminar (3)

Uses professional research methods for the development of an in-depth research paper and presentation on a mathematics, computer, and/or information technology related topic. Topics are chosen by the student in consultation with the instructor from current research areas or areas of emerging interest. (See MATH 410)

INFO 420 Information Security (3)

Examines information assurance and security topics in an organizational context by explaining and exploring operational issues, policies, procedures, attacks, defense mechanisms, risks and recovery. (Prerequisite: CIS 317 or instructor approval)

INFO 430 Capstone Experience (3)

Hands-on, student led and developed technology or software project applying the best practices for the selection, creation, application, integration and administration of computing technologies. The project will challenge students to apply concepts from their completed course work as they use and integrate technology to create a technology solution.

INTERACTIVE DIGITAL MEDIA**IDM 110 Living in the Digital World (3)**

Study of the wide variety of ways that technology is used in everyday life, as well as, how our lives are impacted by our daily technological choices. Our society would not exist without the aid of technology, and our dependence upon technological devices for the management and communication of every facet of our lives is paramount. Topics covered include the technological impact upon such themes as: religion, politics, entertainment, healthcare, education, sports, social media, and business.

IDM 120 Introduction to Interactive Digital Media (3)

Introduction to interactive and digital media design. Focus is on creating interactive experiences that are both functional and engaging. This will be approached from various points-of-view: design, usability, technique, and entertainment. Students will explore ways of constructing types of digital media and consider aesthetic, technical, and social effects of this work.

PHYSICS**PHY 110 Physics for Everyday Life (3)**

Introduces non-science majors to the basic concepts of physics and demonstrates the role physics plays in everyday activities. Demonstrations, virtual labs and hands-on activities allow for the exploration of the world of physics from Galileo to Einstein and beyond. (no prerequisites necessary)

PHY 152 General Physics I (4)

Algebra-based course in the fundamental principles of translational, rotational, and vibrational mechanics: motion in one, two, and three dimensions, Newton's laws, energy, momentum, statics, and periodic motion. 3 hours of lecture and 2 hours of laboratory are integrated with student problem solving in a studio format. (Prerequisite or co-requisite: MATH 203-204)

PHY 153 General Physics II (4)

Algebra-based course in the fundamental principles of heat, sound, light, magnetism, electricity, relativity, and quantum theory. 3 hours of lecture and 2 hours of laboratory are integrated with student problem solving in a studio format. (Prerequisite: PHY 150 or equivalent; Prerequisite or co-requisite: MATH 203-204)

PHY 203 Physics I (4)

Calculus-based course in the fundamental principles of translational, rotational, and vibrational mechanics: motion in one, two, and three dimensions, Newton's laws, energy, momentum, statics, and periodic motion. 3 hours of lecture and 2 hours of laboratory are integrated with student problem solving in a studio format. (Prerequisite or co-requisite: MATH 207-208 or 301-302)

PHY 204 Physics II (4)

Calculus-based course in the fundamental principles of heat, sound, light, magnetism, electricity, relativity, and quantum theory. 3 hours of lecture and 2 hours of laboratory are integrated with student problem solving in a studio format. (Prerequisite: PHY 203 or equivalent; Prerequisite or co-requisite: MATH 207-208 or 301-302)

PHY 300 Topics in Physics (1-3)

A study of selected topics outside the usual offerings in physics. (By prior arrangement with a member of the department.)

PHY 305 Electricity and Magnetism (3)

Electrical and magnetic properties, direct and alternating circuits, introduction to Maxwell's equations. (By prior arrangement with a member of the department.)

PHY 310 Modern Physics (3)

A survey of the topics of modern physics, including: historical basis, relativity, introductory quantum mechanics, atomic, nuclear, and molecular structure, solid state, and elementary particles. (By prior arrangement with a member of the department.)

Music

National Association of Schools of Music
American Music Therapy Association

Sister Regina Foy, IHM, Chair

William Carr

Sister Kathleen C. Doult, IHM

Lillian Eyre

Andrea Hunt

VISION

The Immaculata University Music Department is committed to developing an understanding and appreciation of the power and place of music in the lives of students and throughout the world. By maintaining music as a primary discipline among the liberal arts and by preparing students to recognize and experience the power of music to teach, heal, and worship, students will enrich their own lives and those of all people by promoting the art of music as a spiritual and cultural force in society.

OUTCOMES

Upon successful completion of the Music Department programs, students will be able to demonstrate:

- the ability to foster an environment for the musical arts within the community;
- a broad awareness of the historical, cultural, aesthetic, psychological, and applied qualities of music as a discipline among the liberal arts;
- integrated knowledge of music theory, history, and performance;
- theoretical and clinical knowledge and skills integral to service in the fields of music therapy and music education;
- aesthetic and technical knowledge integral to music performance;
- knowledge of music technology specific to educational, therapeutic, and compositional practices;
- professional competence in both music and music-related fields.

REQUIREMENTS FOR ENTRY INTO MAJOR

All students must demonstrate sufficient aptitude through a comprehensive music audition and interview.

REQUIREMENTS FOR FORMAL ACCEPTANCE INTO MAJOR

- Students majoring in Music must earn at least a grade of C- or higher at Immaculata in all required MUSC and MUA courses. In accordance with current University policy, grades from all transfer music courses must be a C or higher. Students earning lower than a grade of C- in any MUSC or MUA course or lower than a grade of C in any MTR course must repeat that course until a higher grade is earned.
- Students must maintain a cumulative GPA which permits them to maintain satisfactory academic progress as stated in the Academic Life section of this catalog.

REQUIREMENTS FOR MAJORS

Students in all music programs are required to complete the following General Music Studies Core program:

- **General Music Studies Core program:** MUSC 090, 130, 131, 132, 133, 135, 136, 140, 230, 231, 232, 233, 235, 236, 239, 317, 333, 341, 342, 344, 441, large (primary) and small (secondary) ensembles, applied lessons (MUA) (see below for specific requirements for ensembles and applied lessons)

Degree Programs available to music students:

- **Music (Bachelor of Arts):** Arts and Sciences Core program; General Music Studies Core program; MUSC, 242 or 321. Note: Only 9 elective credits may be MUSC, MUA or MTR prefixes. Total hours: 130.

An emphasis in performance may be added to the Music (Bachelor of Arts) degree program, with department approval, by taking the following additional twelve credits: MUSC 180-196 (1 credit total), 105 or 106, 306(2 credits), 307 or 308, 332 (1 credit), 404 (6 credits total). Note: All courses beyond the music core and performance emphasis must be outside music. Total hours: 130

- **Music Education (Bachelor of Music in Music Education):** Professional Studies Core program; General Music Studies Core program; MUSC 105 or 106, 107, 108, 207, 208, 306, 313, 314, 315, 321, 334, 391. Also EDU 201, 202, 203, 204, 290, 301, 302, 325, 330, 355, 384; and, PSY 324. For additional Education Department requirements, see the Education section of this catalog. Total hours: 143
- **Music Therapy (Bachelor of Music in Music Therapy):** Professional Studies Core program; General Music Studies Core program. MUSC 102, 103 (8 credits), 105 or 106, 108, 255, 345, 391; MTR 100, 200, 201, 202, 203, 300, 301, 400, 406; BIO 202 (meets liberal arts core requirement in natural science); PSY 101, 320, 324 (meets liberal arts core requirement in Social Science). Total hours: 141

The Bachelor of Music in Music Therapy prepares students to practice music therapy in a range of clinical settings. The program provides training in the musical, clinical, and theoretical components of music therapy, emphasizing multiple dimensions of promoting health through music experiences and therapeutic relationships that develop therein. Upon completion of all music therapy course work from MTR 100-MTR 406 with a grade of C or higher in each, along with demonstration of functional proficiency on piano, guitar, and voice (through a diagnostic examination and yearly clinical skills evaluations administered by music therapy faculty; consult department handbook for specific guidelines), the student becomes eligible to enroll in MTR 400 (Music Therapy Internship). Upon successful completion of MTR 400 and verification of all professional music therapy competencies, the student becomes eligible to take the examination administered by the Certification Board for Music Therapists (CBMT). Upon successful passage of the CBMT examination, the student earns the national credential of Music Therapist-Board Certified, or MT-BC. The Bachelor of Music in Music Therapy is approved by the American Music Therapy Association (AMTA).

ENSEMBLE PARTICIPATION

- Voice, piano and guitar majors are in MUSC 180 Chorale a minimum of four semesters (2 credits).
- String, wind and percussion majors are in MUSC 180 Chorale a minimum of two semesters (1 credit), ideally freshman year.
- String majors are in MUSC 185 Symphony Orchestra a minimum of two semesters (1 credit).
- Wind and percussion majors are in MUSC 188 Concert Band a minimum of two semesters (1 credit).
- All music majors take a minimum of two semesters (1 credit) of a small ensemble.

Exception: Music Education majors and B.A. students adding the performance emphasis must take an additional two semesters (1 credit) of the appropriate large ensemble.

MUSIC CONVOCATION (MUSC 090)

All music majors must enroll in and pass Music Convocation with the required number of semesters based on major.

- B.A. in Music = 7 semesters
- B.Mus. in Music Education = 6 semesters
- B.Mus. in Music Therapy = 4 semesters

APPLIED LESSONS (MUA)

- **Music Education and B.A. Music majors** must enroll in 60-minute applied lessons in the major performance area for a minimum of eight semesters.
- **Music Therapy majors** must enroll in 60-minute applied lessons in the major performance area for a minimum of six semesters.

PROFICIENCY EXAMS

- **Piano Proficiency Exam (PPE):** All Music majors must pass a Piano Proficiency Exam (MUSC 333) before graduation. This exam may be taken in sections or it may be completed all in one session. It is advisable that the PPE should begin in junior year and be completed by senior year in order to graduate.
- **Guitar Proficiency Exam (GPE):** The Pennsylvania Department of Education (PDE) requires that all music certification candidates demonstrate functional performance skills in acoustic guitar. In accordance with this requirement, all Music Education majors must pass the guitar proficiency exam (MUSC 334) by the end of senior year in order to graduate. MUSC 117 (Guitar Class) is designed to enable students to fulfill this requirement.
- **Music Skills Proficiency Exams:** All Music Therapy majors must pass three music skills evaluations during their degree program (MTR104, 105, 106). Exams are scheduled in sophomore, junior and senior years. Competence must be demonstrated on guitar, piano and voice. Students may not enroll in internship (MTR400) until passing all music skills proficiency evaluations. Further details of specific exam requirements can be found in the undergraduate Music Therapy Handbook.

REQUIREMENTS FOR MINOR

- **Music:** MUSC 101, 130, 131, 132, 133, 134 or 135, three credits from 102, 341, 342, or 441, two credits in Applied Music; two credits selected from ensembles 180-196.
- **Liturgical Studies (Music and Theology):** MUSC 195 (a minimum of two credits) and four selected music credits; THE 306, THE 403 and two of the following: THE 110, THE 311, THE 321.

MUSIC

MUA XXX Applied Lessons (.5-1)

All students are able to take applied lessons on voice, piano, guitar, and all orchestral instruments for 30-minute or 60-minute lessons. Additional fee applies. (Offered every semester.)

MUSC 090 Music Convocation (0)

This non-credit course meets once throughout the semester. It provides for experience of student recitals, guest recitals, music seminars and exchange. It also allows for similar experiences at other on-campus and off-campus events. Pass/Fail (Offered fall and spring semesters.)

MUSC 101 Music Appreciation (3)

This course is designed to assist students in the understanding and appreciation of a wide variety of musical styles which include classical and popular music. Open to all students. (Offered every fall.)

MUSC 102 World Music (3)

This cross-cultural course explores the diverse array of global music which represent the mainstream as well as the perimeter of the world's musical languages. Varied media, Internet, and live performances will be included. Open to students of all disciplines. (Offered every spring.)

MUSC 103 Functional Skills (1)

Private instruction for one-half hour weekly. This course concentrates on learning functional or proficiency skills in piano, voice, or guitar and is a requirement for all Music Therapy majors. Course may be repeated. Additional fee applies. (Offered every semester.)

MUSC 105 Voice Class (1)

Introduction to principles of correct vocal production through voice building and song literature. Required of all music students except those whose major performance area is voice. (Offered every spring)

MUSC 106 Diction Class (1)

Group instruction on the correct pronunciation and enunciation for singing classical music repertoire in the most commonly used global and native languages. These languages include French, Italian, German, and English. Required of all music students whose major performance area is voice. (Offered every spring)

MUSC 107 Brass Methods (1)

Overview of teaching procedures for beginning class instruction. Methods and techniques for learning basic performing skills on various brass instruments with applications for music teaching and learning theory. (Offered every fall)

MUSC 108 Percussion Methods (1)

Overview of teaching procedures for beginning class instruction. Methods and techniques for learning basic performing skills on various percussion instruments with applications for music teaching and learning theory. (Offered every spring)

MUSC 117 Guitar Class (1)

This course is designed to provide students with a functional and practical knowledge of fundamental guitar skills. These skills include basic techniques for chording, strumming, accompanying, picking, and reading guitar ligatures. This course is one opportunity for Music Education majors to prepare for passing the guitar proficiency exam (GPE) required by PDE. (Offered every fall)

MUSC 118 Music Fundamentals (1)

A thorough presentation of music essentials: note-reading in all clefs, rhythmic development and usage, major/minor scale construction, intervals and inversions, basic triad construction and usage. Introduction to aural, vocal and written skills. (Offered every fall)

MUSC 130 Music Theory I (3)

Course includes a thorough but concise review of music fundamentals: elements of pitch and rhythm, scale patterns, intervals and inversions. Primary course work includes: structure of triads and sevenths chords, diatonic triads in major and minor keys, principles of voice-leading, examining the melodic line, part-writing with root position chords, principles of harmonic progression, use of sequential devices, and introduction to musical form. (Co-requisite: MUSC 131) (Offered every fall)

MUSC 131 Aural Skills I (1)

Classroom and computer-assisted ear-training will include basic melodic, rhythmic, and harmonic dictation. Sight-singing will focus on diatonic major melodies based on scalar patterns and on tonic, subdominant, dominant, supertonic, and leading-tone triads. The three forms of the minor scales will be introduced (Co-requisite: MUSC 130). (Offered every fall)

MUSC 132 Music Theory II (3)

Content includes: use of harmonic progressions with attention to root movement and sequential patterns; part-writing with inversions of triads and 7th chords; the study and identification of basic musical forms through analysis and composition; identification and use of non-chord tones as found in the harmonic /melodic texture of music; use of extended 7th chords in introduction to chromaticism, tonicization and secondary harmonic functions. (Co-requisite: MUSC 133) (Offered every spring)

MUSC 133 Aural Skills II (1)

Classroom and computer-assisted ear-training will include increased melody length, varied meters, beat subdivisions, and patterns derived from secondary harmony. Sight-singing will emphasize both major and minor melodies and occasional chromaticism. Students will sing short chorale passages in four parts (Co-requisite: MUSC 132) (Offered every spring)

MUSC 134 Piano Lab for Non-Music Majors (1)

Designed for the non-music major with emphasis on how to read music, coordinating two hands in playing the keyboard, understanding melodies, playing chords for popular music and learning how rhythm is contained within the piano as a percussion instrument. No Prerequisites. Course may be repeated. (Offered fall and spring semesters)

MUSC 135 Piano Laboratory I (1)

Sequential development of functional piano skills with emphasis on keyboard and mechanics, technique, accompaniment styles, and style of Popular music. (Offered every fall)

MUSC 136 Piano Laboratory II (1)

Sequential development of functional piano skills with emphasis on scales and chords of the major mode and an understanding of the cyclical relationship between melody and harmony. Popular music and fake books are utilized (Prerequisite: MUSC 135 or permission of the instructor). (Offered every spring)

MUSC 140 Introduction to Music Technology (1)

Students will be introduced to the department's Music Lab, its computers, keyboard access, technology and extensive software. First-year students will use Auralia and Practica Musica software for ear-training, sight-singing, theory drill, and keyboard development. Use of Sibelius musical notation software will facilitate creative and practical writing, and Garage Band will provide for a variety of musical usage.

MUSC 180 Chorale (0-.5 per course)

Ensemble open to students of all disciplines and voice ranges (soprano, alto, tenor, bass). Participation fulfills large/primary ensemble requirement for students whose primary concentration is voice, guitar, or piano. (Offered fall and spring semesters)

MUSC 181 Madrigal Singers (.5 per course)

Chamber ensemble dedicated to performance of music from Renaissance and Baroque periods. Membership by audition. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 183 Piano Ensemble (.5 per course)

Participation in Piano Ensemble will enhance piano skills for accompanying, sight reading, playing duets and literature for multiple pianos. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 184 Men's Glee Club (.5 per course)

This ensemble is the male vocal performance organization. It is open to male students of all disciplines in the university community. The Men's Glee Club will perform a diverse repertoire of music ranging from the classics to spirituals to more popular songs. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 185 Symphony Orchestra (0-.5 per course)

Ensemble open to all students who qualify by audition. Participation fulfills large/primary ensemble requirement for students whose primary performance area is an orchestral stringed instrument. (Offered fall and spring semesters)

MUSC 186 String Ensemble (.5 per course)

Ensemble designed to provide performing experience for instrumentalists majoring in violin, viola, cello, and string bass. Open to all students by audition. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 187 Woodwind Ensemble (.5 per course)

Ensemble provides opportunities to rehearse and perform standard Woodwind Trio and Quintet literature. Open to all students by audition. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 188 Concert Band (0-.5 per course)

Open to students of all disciplines, this ensemble provides performing experience for instrumentalists majoring in brass, woodwind, and percussion. Participation fulfills large/primary ensemble requirement for students whose primary instrumental area is woodwind, brass, or percussion. Open to all students by audition. (Offered fall and spring semesters)

MUSC 189 Saxophone Ensemble (.5 per course)

Ensemble provides experience rehearsing and performing standard jazz ensemble repertoire. Open to all students by audition. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 190 Flute Choir (.5 per course)

Ensemble provides an opportunity to rehearse and perform flute ensemble literature in a chamber music setting. Open to all students by audition. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 191 Brass Ensemble (.5 per course)

Ensemble provides an opportunity to rehearse and perform standard brass ensemble literature from Gabrieli to contemporary literature. Open to all students by audition. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 192 Guitar Ensemble (.5 per course)

Ensemble provides opportunities for both music and non-music majors to learn how to perform ensemble music for guitar. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 193 Percussion Ensemble (.5 per course)

Ensemble provides opportunities to rehearse and perform standard percussion ensemble literature. Open to all students by audition. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 194 Jazz Ensemble (.5 per course)

Ensemble provides opportunities to rehearse and perform Jazz Combo, Big Band, and Jazz Ensemble literature. Open to all students by audition. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 195 Liturgical Music Ensemble (.5 per course)

Ensemble provides opportunities for singers and instrumentalists interested in Music Ministry. Participation fulfills requirement for Liturgical Studies minor and small ensemble requirement. Open to all students by audition. (Offered fall and spring semesters)

MUSC 196 Trumpet Ensemble (.5 per course)

Ensemble provides opportunities for students to perform a variety of trumpet repertoire to include fanfares, flourishes, and other standard repertoire from the Baroque, Classical, Romantic, and 20th-Century eras of music. Open to all students by audition. Fulfills small ensemble requirement. (Offered fall and spring semesters)

MUSC 200 Special Topics in Music (1-3)

Including "Circles of Expression" courses.

MUSC 202 Jazz Improvisation (1)

This course is designed to be a theoretical and practical study of the art of Jazz Improvisation. Students will learn the basic and standard 12-bar blues progressions as well as other forms of Jazz Improvisation to include the study of jazz harmonies and rhythms. (Prerequisites: MUSC 132 and MUSC 133.) (Offered upon request)

MUSC 207 String Methods (1)

Overview of teaching procedures for beginning class instruction. Methods and techniques for learning basic performance skills on various orchestral string instruments with applications for music teaching and learning theory. (Offered every fall)

MUSC 208 Woodwind Methods (1)

Overview of teaching procedures for beginning class instruction. Methods and techniques for learning basic performing skills on various woodwind instruments with applications for music teaching and learning theory. (Offered every spring)

MUSC 230 Music Theory III (3)

This course builds on foundations laid in Theory I and II. Content includes: secondary functions, chromaticism and altered chords within sequential patterns; modulation, shifting tonal levels and tonicization; various modulatory techniques; analysis of larger musical forms; mode mixtures; the augmented sixth chords and wide range of resolution potential. (Co-requisite: MUSC 231) (Offered every fall)

MUSC 231 Aural Skills III (1)

Classroom and computer-assisted ear-training will include medium to advanced melodic, rhythmic, and harmonic dictation. Sight-singing will incorporate chromatic and modulatory melodies with increasing attention to non-scalar passages. Rhythmic skills will extend to include asymmetrical and changing meters (Co-requisite: MUSC 230) (Offered every fall)

MUSC 232 Music Theory IV (3)

Having reached the close of the 19th century, this course moves in new directions. Content includes: enharmonic spellings, interpretations, and modulatory effects; new harmonic vocabulary and late 19th century tonalities; introduction to twentieth century music and Impressionism; new scale materials and chord structures; new concepts in sound, rhythm and meter; wholly new post-tonal approaches and directions. (Co-requisite: MUSC 233) (Offered every spring)

MUSC 233 Aural Skills IV (1)

Class and computer-assisted ear-training will be used to strengthen dictation skills with advanced melodic lines and harmonic progressions. Sight-singing will include advanced 3-4 part singing in major, minor, and modal excerpts, and melodic lines in various non-traditional scales, atonal, jazz, and contemporary styles (Co-requisite: MUSC 232). (Offered every spring)

MUSC 235 Piano Laboratory III (1)

Sequential development of functional piano skills with emphasis on improvisation, transposition, scales and chords in the minor mode (Prerequisite: MUSC 136 or permission of the instructor) (Offered every fall)

MUSC 236 Piano Laboratory IV (1)

Sequential development of functional piano skills with emphasis on song writing to given harmonic progressions, transpositions, fake book songs, accompaniment styles, chording and harmonization. Final assessment will be based on a cumulative perspective of all four semester of Piano Laboratories I to IV (Prerequisite: MUSC 235 or permission of the instructor) (Offered every spring)

MUSC 239 Counterpoint (1)

Study of 18th century polyphonic style. Development of skill in writing two- and three-part counterpoint. (Prerequisites: MUSC 232 and MUSC 233). (Offered every fall.)

MUSC 242 Composition (2)

Application of compositional techniques in the writing of small musical works for voices and instruments. (Offered even spring semesters.)

MUSC 255 Technology for Music Therapy (1)

This course provides an overview of applications of music technology in the context of clinical music therapy. The fundamental language and concepts of audio technology (analog and digital) will be reviewed and the literature on technology in music therapy will be surveyed. Students will be introduced to computer-based music production and recording,

including the basic uses of music sequencing, recording, editing, as well as the basics of MIDI technology including sound modules and controllers. Through creative projects students will explore the application of these technologies to help clients work towards physical and psychological goals. (Offered every fall.)

MUSC 300 HON: Women in the Performing Arts (3)

This course will investigate the acceptance and recognition of outstanding women musicians, composers, and performers from Biblical times through the present. Students will be encouraged to relate the research to their personal interests and academic curricula.

MUSC 306 Orchestration (2)

An introduction to scoring musical compositions for string, woodwind and brass ensembles will lead to scoring for the entire orchestra. A more focused knowledge of instrumental ranges timbres and capabilities is developed. Skill in instrumental transposition is reinforced and knowledge of effective scoring devices are presented for success in transferring idiomatic musical figurations. (Prerequisites: MUSC 232 and MUSC 233) (Offered every spring.)

MUSC 307 Vocal Pedagogy (1)

This course will cover the various learning strategies for teaching private and group voice lessons. Course will address how to teach performance skills and techniques to voice performance majors and will include advanced diction training in the primary vocal languages. (Prerequisite: MUSC 106) (Offered even fall semesters.)

MUSC 308 Instrumental Pedagogy (1)

This course will cover the various learning strategies for teaching private and group instrumental lessons. Course will address how to teach performance skills and techniques to orchestral, band, and keyboard musicians as part of a private instrumental studio. (Offered odd spring semesters.)

MUSC 313 Professional Orientation in Music Education (1)

Introduction to the methodologies, standards, and current issues of the music education profession. Course is taught in conjunction with directed observations in diverse music education settings. Fulfills EDU 310 requirement for Music Education majors (Offered every fall.)

MUSC 314 Music in the Elementary School (3)

Principles, practices, and materials of classroom music education in levels kindergarten through six. Introduction to the Kodály, Orff, Dalcroze, and Gordon methods. Emphasis on voice as the primary instrument. (Offered every spring.)

MUSC 315 Music in the Secondary School (2)

Principles, practices, and materials of music education at the secondary level. Emphasis on music learning theory and curriculum development. (Offered every fall.)

MUSC 317 Basic Conducting (2)

An introduction to the fundamental techniques for conducting instrumental and choral ensembles. Topics will include learning basic conducting patterns, use of the left hand, and fundamental technical/musical development with a baton. (Offered every fall.)

MUSC 321 Advanced Conducting (2)

This course will be an advanced application of basic techniques for conducting choral and instrumental music. Topics will include score study, rehearsal planning, rehearsal techniques, examples of repertoire, and interpretation of various musical styles as well as an opportunity to rehearse and conduct a large vocal and instrumental ensemble. (Prerequisite MUSC 317) (Offered every spring.)

MUSC 332 Senior Recital (0-1)

Recital in the major performance area during the senior year. With permission of applied instructor, a full recital of 60 minutes can be taken for 2 credits. A recital of 30 minutes or a joint recital of 30 minutes each can be taken for 0 or 1 credit. (Offered fall and spring semesters.)

MUSC 333 Piano Proficiency (0)

All music majors must pass a Piano Proficiency Exam before graduation. This exam may be taken in sections or completed in a single session. The exam is typically pursued in the junior year and completed by the first semester senior year. MUSC 135, 136, 235, 236 assist with preparation for this exam. Pass/Fail. (Offered fall and spring semesters)

MUSC 334 Guitar Proficiency (0)

The Guitar Proficiency Exam is in response to the Pennsylvania Department of Education (PDE) requirement that all music certification candidates demonstrate functional performance skills in acoustic guitar. All music education majors must pass this exam, preferably prior to student teaching. MUSC 117 Guitar Class assists with preparation for this exam. Pass/Fail. (Offered fall and spring semesters)

MUSC 341 Music History I: Bach and Before (3)

Survey of Western music including Medieval, Renaissance, and Baroque periods. Representative works will be studied, analyzed, and performed. (Prerequisites: MUSC 132 and MUSC 133) (Offered every spring)

MUSC 342 Music History II: Classic and Romantic Eras (3)

Survey of Western music from Haydn and Mozart through Liszt and Wagner. Representative works will be studied, analyzed, and performed. (Prerequisites: MUSC 132 and MUSC 133) (Offered every fall)

MUSC 344 Seminar in Music (2)

In-depth study of research for application to music therapy, music education, or other related fields. Emphasis on linkage of musicological styles through the creative process. (Prerequisite: MUSC 341, 342, and 441 or with permission of the instructor). (Offered every spring)

MUSC 345 Psychology of Music (2)

An overview of the physiological, neurological, psychological, developmental and social foundations of music. Students develop an understanding of auditory processing and music perception, music cognition, developmental foundations of music perception and learning, and disorders specifically related to music perception and processing. A study of the acoustics of music will be incorporated into the course. Research in the Psychology of Music will be surveyed and evaluated. (Co-requisites: PSY 101) (Offered every fall)

MUSC 391 Music for Exceptional Learners (3)

Techniques, methods, and materials used in teaching music to exceptional learners with a wide range of individual needs, especially as encountered in the inclusive classroom setting. This course develops skill and knowledge relevant to both music education and music therapy. Fulfills EDU 381 requirement for Music Education majors. (Offered every fall)

MUSC 401 Independent Music Studies (1-6)

Individual reading, research, and presentation of a topic or development of a special project with the permission of and under the direction of a member of the department. (Offered upon request)

MUSC 404 Semester Performance (1 credit per semester)

This course will allow the student in the performance emphasis to have additional opportunities to be coached in performance and to perform in public. The course will help prepare the student for his/her culminating and required performance experience: Senior Recital. This course must be repeated for 6 semesters, beginning the sophomore year. (Offered fall and spring semesters)

MUSC 441 Music History III: Twentieth Century Styles (3)

Survey of Western music beginning with Post-Romanticism and continuing through present day. Includes both classical and vernacular genres. (Prerequisites: MUSC 132 and MUSC 133) (Offered every spring)

MUSIC THERAPY**MTR 100 Orientation to Music Therapy (1)**

An overview of the music therapy field. Areas addressed include educational and training requirements in music therapy; historical underpinnings of music therapy; and an introduction to major orientations to clinical practice. Includes the opportunity to observe music therapy in clinical settings. (Offered every spring)

MTR104 Music Skills Evaluation I (0)

An evaluation of musical competence in which the student prepares 10 songs (5 children and 5 adults) on piano and guitar, and performs a selection of these in a jury. These music skills are evaluated using competency criteria that include tunefulness of singing, quality of accompaniment, and overall musical integration. In addition, the student is required to transpose one of the prepared songs at sight and provide a simple accompaniment for a melody line provided during the jury using I, IV and V chords. Students must pass this evaluation in order to be admitted into MTR200 Music Therapy Foundations, and MTR300 Music Therapy Practicum. Pass/Fail. (Offered every spring)

MTR105 Music Skills Evaluation II (0)

An evaluation of musical competence in which the student prepares 20 songs (5 children and 15 adult) on piano and guitar, and performs a selection of these in a jury. The student demonstrates a range of accompaniment styles on both piano and guitar, including folk, jazz, Latin and Blues. In addition, students transpose 4 and 5 chord songs at sight and provide an accompaniment to a notated melody that includes I, ii, IV, V, V7 and VI chords. Students must pass this evaluation in order to continue in music therapy practicum (MTR300). Pass/Fail. (Offered every spring)

MTR 106 Music Skills Evaluation III (0)

An evaluation of musical competence in which the student prepares 30 songs (5 children and 25 adult) on piano and guitar, and performs a selection of these in a jury. Students demonstrate a range of accompaniment styles on both piano and guitar, accomplished during level I and II evaluations, as well as Travis picking, pentatonic improvisations on piano, and 12-bar Blues in at least three keys. In addition, students transpose 4 and 5 chord songs at sight and provide an accompaniment to a notated melody that includes I, ii, IV, V, V7 and vi chords. Students must pass this evaluation in order to be eligible for MTR400 Music Therapy Internship. Pass/Fail. (Offered every fall)

MTR 200 Music Therapy Foundations (3)

Students survey the music therapy discipline and are oriented to professional issues. Areas addressed include defining music therapy, areas of practice, and multicultural considerations in clinical practice. Methods of music therapy are introduced theoretically and applied in an experiential format. Students receive bibliographical instruction and are introduced to music therapy research through music-centered self-inquiry. (Prerequisite: MTR 100, PSY 101) (Offered every spring)

MTR 201 Didactic Practices in Music Therapy (3)

Introduction to didactic practices in music therapy, in which music experiences and therapeutic relationships promote the acquisition, restoration, or maintenance of cognitive abilities and skills integral to well-being. Clinical, and research literature pertaining to these practices are reviewed. The role of music experiences in client assessment and treatment is introduced in simulated didactic music therapy experiences. (Prerequisites: MTR 200, MUSC 391, MUSC 103; Co-requisite: PSY 324) (Offered every fall)

MTR 202 Medical Practices in Music Therapy (3)

An examination of biopsychosocial medical practices in music therapy, in which music experiences and therapeutic relationships promote physiological and emotional wellbeing. (Prerequisites: MTR 200, MUSC 103; Co-requisite: BIO 205) (Offered every spring)

MTR 203 Psychiatric Practices in Music Therapy (3)

An examination of psychotherapeutic practices in music therapy, in which music experiences and therapeutic relationships promote mental and emotional wellbeing. (Prerequisite: MTR 200, MUSC 103; Co-requisite: PSY 320) (Offered every fall)

MTR 300 Music Therapy Practicum (1)

A supervised clinical field training experience in various music therapy settings. Students have the opportunity to apply various principles, skills, and resources acquired through course work, as well as to develop new skills and resources. Students work under the supervision of both an on-site music therapist and university music therapy faculty. A weekly clinical training forum provides students with opportunities to share experiences, address problems and issues, and exchange peer support. Students document the practicum in a professional report (presented at the culmination of the semester), and record their personal experiences in self-inquiry logs. Each student must complete a minimum of three practicums (each featuring a different client population), at 1 credit each (3 credits total), for a minimum of 65-70 clinical training hours per semester (200 hours total). With permission of the department, students may complete more than one practicum within a given semester. Prerequisites: MUSC 103, MTR 100, 200. This course is repeated. (Fee: \$75 per credit) (Offered fall and spring semesters)

MTR 301 Ethical Practice in Music Therapy (1)

Students gain an understanding of ethical thinking in music therapy, focused on clinical practice, supervision and research. Students develop a working knowledge of AMTA and CBMT ethics and competency guidelines, discuss case examples, and develop critical thinking skills. Students also develop an understanding of HIPAA, professional relationships, confidentiality, and the relationship between education, training, clinical competence, and ethical practice. (Prerequisite: MTR 200) (Offered every spring)

MTR 302 MfP: Circles of Expression (1)

An introduction to instrumental and vocal improvisation facilitated by the Music for People organization under the direction of cellist David Darling. Students gain experience in free, non-referential improvisation in both small ensembles and large groups. An emphasis is placed on the development of active listening skills central to facilitating improvisational experiences. This course may be taken up to three times for a total of 3 credits. (Offered every spring and summer)

MTR 400 Music Therapy Internship (2)

An extended, intensive, clinical field training experience featuring one or more client population(s) and/or setting(s). Students continue to work under both on-site and academic supervision, and continue to participate in the weekly clinical training forum. Students document the internship through various reports and summaries, and continue to record their personal experiences in self-inquiry logs. Each student must complete a minimum of two semesters of internship (approximately six months in total, combined duration), at 2 credits each (4 credits total), and must accrue a minimum total of 1000 clinical training hours combined over all semesters elected). By special arrangement and with the permission of the department, internship may be completed on a part-time basis over three semesters (approximately one year in total, combined duration), at 2 credits each (6 credits total). Prerequisites: MTR 100, 200, 201, 202, 203, 300 (3 credits); all music therapy course grades at C or higher; successful completion of MTR 104, 105, 106. This course is repeatable. (Fee: \$75 each time student registers regardless of the number of credits; normally student will register for 2 credits per semester) (Offered every semester)

MTR 401 Music Therapy Special Topics (1-6)

Individual reading, research, and presentation of a topic or development of a special project on an independent basis, under the direction of music therapy faculty. (Offered upon request.)

MTR 406 Theoretical Orientations to Music Therapy Clinical Practice (2)

Students gain an understanding of the philosophical and theoretical underpinnings of music therapy clinical practice, contextualized around the Wilbur (1995) four-quadrant model. Philosophies of therapy, human development, music and health are explored and connected to clinical practice with an emphasis on research. Students develop their own philosophy of therapy related to Music Therapy. (Offered every spring)

MTR 408 Song Writing in Music Therapy (3)

An in-depth orientation to using songs in music therapy clinical practice. Students develop a theoretical, methodological and practical understanding of song writing, along with various forms of lyric substitution. (Prerequisite: MTR 200) Elective course offered as needed.

MTR 410 Songs in Therapy: Repertoire Development (3)

Students survey the popular music literature and develop song repertoire in various genres, specifically focusing on children's music, spirituals, classic rock, folk, and popular music from the 1980s onwards. Sociocultural and developmental factors are discussed. (Prerequisite: MTR 200) Elective course offered as needed

MTR 415 Music Therapy Research (1)

Students develop an understanding of research in music therapy, including the various methods that characterize qualitative and quantitative approaches to research. Students develop a working knowledge of APA style, with a particular emphasis on citation style. Students gain skills in research literature search tools and methods, and in so doing, develop an understanding of reading and analyzing research. (Offered every spring)

Nursing

Margaret Lacey, Chair, Division of Nursing
Marguerite Ambrose
Nancy Barker
Patricia Becker
Beth Chiatti
Nina Chychula
Janice Cranmer
Sister Agnes Cummings, IHM
Sister Paula Jameson, IHM
Michelle Kaulback
Kathleen Lawler
Janice Reilley
Jane Hsiao-Chen Tang
Karen Thompson
Stephanie Trinkl

There are two tracks in the Bachelor of Science in Nursing (BSN) program:

1. Prelicensure BSN track for the individual who is not a registered nurse (RN)
2. RN to BSN track for the individual who is a registered nurse (RN). The RN to BSN track is offered in an accelerated format.

VISION

The Division of Nursing, in accordance with the Immaculata University mission statement, strives to develop “a truly educated person who is value oriented and committed to truth, justice, service, and peace.” The division seeks to stimulate the expansion of personal and professional consciousness from a holistic perspective within a Christ-centered academic environment. The BSN generic track prepares students academically, socially, and spiritually to practice within today’s complex health care systems. The RN to BSN track is designed to facilitate the educational mobility of associate degree and diploma nursing programs graduates. Building on the liberal arts and sciences, the program promotes the growth of knowledge, professional skill, and intellectual inquiry. The BSN program prepares the student to engage in graduate study and to meet the challenges of a dynamic health care system for a global community while fostering an appreciation for and the importance of life-long learning for professionals.

OUTCOMES

Upon successful completion of the BSN Program, students should be able to:

- demonstrate a holistic perspective in all areas of professional practice;
- value the dignity of self and others in professional practice by seeking truth, acting justly, and fostering peace;
- exhibit professional values based on ethical, legal, and moral standards for professional nursing practice;
- act as a change agent to promote the health and welfare of all people;
- integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care;
- identify the impact of cultural forces, particularly the social, economic, and political aspects, on the health of individuals, families, neighborhoods and the global community;
- employ inter-and intra-professional communication and collaborative skills to deliver safe, evidence-based, patient-centered care;
- exhibit skills in using patient care technologies, information systems, and communication devices that support safe nursing practice;
- apply teaching-learning principles in promoting health;
- evidence an awareness of and interest in life-long learning.

PRELICENSURE BSN TRACK

Admission Requirements

Immaculata University views each application based on a holistic approach taking into account all of the admission criteria. Application materials are based on the candidate’s current status: prospective, transferring, or current Immaculata student. All students are admitted as pre-nursing students.

Prospective Students

Fulfillment of basic requirements for admission to the College of Undergraduate Studies.

- High school transcript with a GPA in the general range of 3.0 or higher with courses to include three years of mathematics (including algebra) and two in the sciences, with related laboratory or the equivalent.
- Acceptable SAT/ACT scores, 1500 minimum. If SAT/ACT scores are older than 5 years, an entrance test will be required.
- Two letters of recommendation from: teacher(s), coach(es), employer(s), counselor(s), etc.
- Essay on why you would like to pursue a career in nursing.
- Application to Immaculata University online at www.immaculata.edu/admissions/apply OR through The Common Application at www.commonapp.org

ADMISSION TO NURSING PROGRAM

Students who meet the following criteria:

- GPA of 3.0 or higher
- Grade of C+ or above in all sciences
- Acceptable score on HESI Admission test taken at end of freshman year (may repeat test one time only).

Transfer Students must meet the following criteria:

- Transcripts from high school and previous college(s) documenting successful completion of at least 24 credits of study at an accredited institution.
- College GPA generally in the area of 3.0 or higher on a 4.0 scale.
- Minimum of a C+ in any required science course, if applicable.
- Two letters of recommendation from: teacher(s), coach (es), employer(s), counselor(s), etc.
- Essay on why you would like to pursue a career in nursing.
- Application to Immaculata University online at www.immaculata.edu/admission/apply OR through The Common Application at www.commonapp.org
- Satisfactory score on HESI Admission Test; may repeat one time only.

Internal Transfer Students must meet the following criteria:

- Completion of minimum of 24 credits or two full terms of study at Immaculata University.
- Immaculata transcript with GPA in the general area of a 3.0 or higher on a 4.0 scale. Minimum of C+ in all required science courses.
- Two letters of recommendation from: teacher(s), coach (es), employer(s), counselor(s), etc.
- Essay on why you would like to pursue a career in nursing.
- Submission of the Immaculata University application:
 - Current CLL students should meet with the CLL advisor and complete the application for the CUS at www.immaculata.edu/admissions/apply
 - Current CUS students interested in admission to the Division of Nursing should complete application process in consultation with the Director of Academic Advisement.
- Satisfactory score on HESI Admission Test (may repeat one time only)
- All transfer applicants are reviewed by the Nursing Admissions and Progression Committee

Note: Admission to the Nursing Program is competitive. Meeting the minimum admission requirements does not guarantee acceptance.

NURSING DIVISION REQUIREMENTS

All students enrolled in the generic BSN program must meet the following requirements prior to their first clinical experience. These requirements must be renewed annually. Certified Background Services monitors all student requirements; information will be provided at the nursing sophomore orientation.

- Completed physical exam, immunization records, and diagnostic tests including Performance of Essential Functions (performed by physician, physician assistant or a licensed nurse practitioner) within six (6) months of University admission;
- Hepatitis B vaccine series (3 doses) completed or in progress or signed waiver;
- All immunizations up to date and Immunization Record completed, with the last Tdap (diphtheria & tetanus toxoids/acellular pertussis) within the last ten years;
- Negative PPD test for TB (tuberculosis) within last 6 months;
- Chest x-ray (normal results) for positive TB test;
- Evidence of current health insurance;
- Current CPR certification - Must be American Heart Association(AHA), Health Care Provider
- Child Abuse Clearance;
- PA State Police Criminal Background Check*;
- FBI Background Check*;
- Mandatory drug screening*.

*Note: The Pennsylvania State Board of Nursing requires the Nursing Program to inform applicants that “the Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No.64), known as ‘The Controlled Substance, Drug, Device, and Cosmetic Act,’ or convicted of a felony relating to a controlled substance in a court of law in the United States or any other state, territory or country unless: at least ten (10) years have elapsed from the date of conviction; the applicant satisfactorily demonstrates to the Board that the applicant has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations; and the applicant otherwise satisfies the qualifications contained in or authorized by this act.” “The term ‘convicted’ shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant’s statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary.” (The Professional Nursing Law, amended Dec. 20, 1985, P. L. 409, No. 109) The PA State Police Criminal Background Check also serves to enforce the Older Adult Protective Services Act-Amend, Act of 1997, P. L. 160, No. 13 of the Commonwealth of Pennsylvania.

Progression Requirements

The Nursing Program requires that students:

- Maintain a cumulative GPA of 2.67 or higher;
- Achieve a satisfactory score on HESI Admission Test, given at end of freshman year or before nursing course begins; may repeat one time only;
- Complete nursing courses in the order listed in the program sequence plan;
- Complete nursing program within five (5) calendar years of the start of the first nursing course;
- Pass the theory, lab and clinical components of each nursing course concurrently. A clinical grade of “Unsatisfactory” results in a clinical failure which is equivalent to a course grade of “F”;
- Pass all nursing courses with a grade of C+ or higher.
 - Students who receive a grade below C+ must repeat the course before they can progress to the next nursing course.
 - Only one clinical nursing course may be repeated (one time only). Enrollment in the repeated course is contingent upon space availability in that course when offered again.
 - Any student who fails more than one nursing course (clinical or nonclinical) will be placed on academic review by the program.
 - When a student has been placed on academic review, an

academic progression plan will be initiated by the director of the BSN program.

- In addition to meeting the general University requirements, all science courses listed in the previous semester(s) must be completed with a “C+” grade or higher. Students may repeat a course one time in order to earn the necessary C+ grade. Courses must be repeated at IU.
- Maintain satisfactory personal performance that is consistent with professional responsibility and accountability. Clinical performance and behavior must be in compliance with the ANA Nursing Scope and Standards of Practice, and the Ethical Code.
- Meet Attendance Requirements: Students are required to attend all scheduled learning activities (class, lab and clinical) since they are essential to meet the course and program objectives. Excessive classroom absence may jeopardize the student’s ability to master the course objectives. Time missed in the lab should not exceed 2 days per course. A student should not miss more than one clinical day per course. Clinical absences exceeding this policy must be made up and a fee will be charged.

Note: The nursing program policies may be revised in order to meet the guidelines or requirements of the program’s regulatory bodies.

REQUIREMENTS FOR PRELICENSURE BSN TRACK

English Composition (6); MATH 110 (3) ; History (3); Humanities elective (3); SOC 202; PSY 101, 208, 324; BIO 205, 208,209-210; CHE 100; FNU 208; Theology (6, THE 408 required); Philosophy (6, PHI 209 required); Global Language (6) or demonstrated competency; EXS 100-level (2); FYE (1); PHYS ED (2 contact hours); Nursing major courses (55): NUR 200, 202, 304, 307, 308, 311, 314, 404, 405, 406, 410, 435, 3 credit NUR elective; electives as needed to complete 128 credits.

REQUIREMENTS FOR THE RN TO BSN TRACK

The ACCEL® RN TO BSN Nursing Program is comprised of the required major core courses, which are necessary for earning a BSN degree. The ACCEL® nursing program delivers 50 of the 126 credits necessary for the Bachelor of Science in Nursing Degree.

The program is open to registered nurses who meet the following criteria:

1. graduate from an accredited diploma or associate degree nursing program
2. current state licensure as a registered nurse

Documentation of all of the above must be submitted with the application for the program.

Immaculata University’s requirements for a BSN degree include the completion of 126 credits and a cumulative grade point average of 2.0 or above (on a 4.0 scale). Students must receive a grade of “C” or higher in all NUR classes to progress in the program.

Admission Requirements

(54 - 57 credits)

English Composition (6); Introduction to Sociology (3); Introduction to Psychology (3); Lifespan Development (3); Natural Sciences (9-12): - required Microbiology (3-4) and Anatomy and Physiology (6-8); lower division nursing concentration (30)

Upper Division

(62 - 68 credits)

Philosophy (3); Theology (3); English Literature (3); and World Civilization (3); foreign language (3); electives as needed to complete 126 credits

ACCEL® CORE –offered in a prescribed sequence (50):

NUR 312, 350, 370, 426, 434, 451 (35, upper division nursing); ENG 241; HPM/ORG 311; PHI 209; POL 352; THE 408 (15 credits support courses)

SCHOOL NURSE CERTIFICATION

This certification has been approved by the Pennsylvania Department of Education. Students who have completed the approved program and have been recommended by Immaculata University are eligible for a preliminary Pennsylvania Certificate to work in school settings as a school nurse. Students seeking certification should contact the Coordinator of the School Nurse Certification Program.

REQUIREMENTS FOR CERTIFICATION

- Current R.N. Licensure, B.S.N. or current enrollment in the Immaculata University BSN program
- Major requirements: Education 301, 381; Nursing 420 (one education course must be taken before Nursing 420), and Nursing 424. Education courses may also be taken at the graduate level.

COURSE DESCRIPTIONS FOR THE PRELICENSURE BSN TRACK

NUR 200 Nursing Concepts (3)

Introduction to the profession of nursing from a historical and theoretical perspective. The roles of the baccalaureate generalist nurse within today's health care system are presented. (Prerequisites: CHE 100; BIOL 209 and 210; co-requisite: BIOL 208. Special permission by the nursing division to take one other science course concurrently is required.)

NUR 202 Fundamentals of Holistic Nursing Practice (5)

Emphasis on foundational nursing concepts and skills necessary for practicing holistic nursing care. Three credits of lecture; Two credit hours are experiential learning in the nursing simulation laboratory and in a long-term care facility. (Prerequisite: NUR 200; co-requisite: BIOL 205; NUR 307. Special permission by the nursing division to take one other science course concurrently is required.)

NUR 304 Pharmacology (3)

An overview of pharmacotherapeutic principles and the basics of pharmacokinetics and pharmacodynamics are presented. Students develop the necessary knowledge base and skills for safety in medication administration. The effects of drugs on different age groups and the nurse's responsibilities in drug therapy are explored. Legal and ethical issues will be examined. (Prerequisites: All 100 & 200 level science courses and NUR 200, 202 & 307; co-requisites NUR 307 and 308)

NUR 307 Holistic Health Assessment and Promotion (4)

Introduction to the concepts of holistic health assessment of clients across the lifespan. Students develop assessment skills for the collection of subjective and objective data. Concepts, models and theories of health promotion, disease and injury prevention will be introduced. One credit is experiential learning in the nursing simulation laboratory. (Prerequisites: All 100 & 200 level science courses; NUR 200; co-requisite NUR 202) 3 credits of lecture, 2 hours laboratory

NUR 308 Holistic Nursing Care I (5)

Introduction to concepts and principles associated with alterations in holistic integrity in the adult. Students will care for adults with selected acute health problems. Two credit hours are experiential learning in a variety of health care settings. (Prerequisites: All 100 & 200 level science courses; NUR 200 and NUR 202; co-requisite NUR 304) 3 credits of lecture, 6 hours of clinical practice

NUR 309 Holistic Nursing Care of Families (6)

Introduction to the concepts and principles of nursing care of the child-bearing and childrearing family. Concepts of growth and development and family-centered care will be emphasized. Four credit hours will be didactic with 2 credit hours of experiential learning in a variety of health care settings. (Prerequisites All prior nursing courses; co-requisite NUR 311) 4 credits of lecture, 6 hours of clinical practice

NUR 311 Holistic Nursing Care II (5)

Emphasis on concepts and principles of psychiatric/mental health nursing for clients across the lifespan. Two credit hours are experiential learning in a variety of health care settings. (Prerequisites: All prior nursing courses and PSY324; co-requisite NUR 309/314) 3 credits of lecture, 6 hours of clinical practice

NUR314 Holistic Nursing Care of Childbearing Families (5)

Introduction to the concepts and principles of nursing care of the child-bearing and childrearing family. Issues in women's health, concepts of growth and development and family-centered care will be emphasized. Three credit hours will be didactic with two credit hours of experiential learning in a variety of health care settings. (Prerequisites: All prior nursing courses and PSY 324) 3 credits of lecture, 6 hours of clinical practice

NUR 311 Holistic Nursing Care II (5)

Emphasis on concepts and principles of psychiatric/mental health nursing for clients across the lifespan. Two credit hours are experiential learning in a variety of health care settings. (Prerequisites: All prior nursing courses and PSY324; co-requisite NUR 309/314) 3 credits of lecture, 6 hours of clinical practice

NUR 404 Nursing Research (3)

The fundamentals of nursing research are introduced and developed through the critical reading of research studies and their application to nursing practice. Students develop skills in the identification, interpretation, and use of research findings, and their application to evidence based practice. (Prerequisites NUR 201, and all 300 level nursing courses, except nursing 300 electives) (Pre- or co-requisite: PSY 208)

NUR 405 Holistic Nursing Care III (6)

This course will expand the student's knowledge and skills to care for adult clients experiencing complex alterations in holistic integrity. Three credit hours are experiential learning in a variety of health care settings. (Prerequisites: All prior nursing courses) 3 credits of lecture, 9 hours of clinical practice

NUR 407 Holistic Nursing Practice in Communities (6)

Knowledge and concepts applicable to public health and aggregate care. An understanding of the impact of health and social systems on human well-being in local, national, and global communities is emphasized. Three credits are experiential learning in a variety of community settings. (Prerequisites: All prior nursing courses) 3 credits of lecture, 9 hours of clinical practice

NUR 408 Concepts of Public Health Nursing (5)

Knowledge and concepts applicable to public health and aggregate care. Community assessment is emphasized. Three credits are experiential learning applying course concepts in a variety of community settings. (Prerequisites: All prior nursing courses) 3 credits of lecture, 6 hours of clinical practice

NUR 410 Concepts in Nursing Leadership and Management (3)

Theories and principles of leadership and management in health care environments will be examined and discussed. Health care policy, organizational mission and vision, strategic planning, legal/ethical issues, motivational and change theories are applied to health care systems. (Prerequisites: NUR 201 and all 300 level nursing courses, except nursing 300 electives)

NUR 414 Transcultural Nursing Study Abroad (3)

Discover the art and science of nursing on a semester break to Europe. This study-abroad course provides an opportunity to develop an understanding of nursing through art, literature, and music, nursing education and practice, health care systems, and cultural aspects of care using transcultural nursing theory in a country outside the United States. (Elective)

NUR 418 Holistic Health (3)

This course expands the student's knowledge and practice in holistic nursing. The student analyzes and applies evidence-based research findings of integrative and alternative modalities to nursing care. (Elective)

NUR 433 Transition into Holistic Nursing Practice (4)

The course will enable the student to synthesize knowledge and skills gained from prior courses in order to transition from the role of a student to the role of a professional nurse. Three credits are used for an independent clinical experience with a preceptor in a health care setting. (Prerequisites: All prior nursing courses) 1 hour of lecture, 3 credits of clinical practice

NUR 435 Preparation for Professional Practice (5)

Preparation for the role of a professional nurse. The course emphasizes preparation for NCLEX-RN® and independent clinical experience. 2 credits of lecture and 3 credits of clinical practice. (Prerequisites: All prior nursing courses)

NUR 452 Environmental Health (3)

Introduction to the concepts related to the health effects of environmental influences. The course explores the physiologic and developmental effects of exposure to physical hazards and biochemical substances, and the role of health care professionals in reducing potentially harmful exposures. (Elective).

COURSE DESCRIPTIONS FOR THE RN to BSN TRACK

With the exception of NUR 420: School Health Theory and Practice and NUR 424: School Health Theory and Practice II, all RN to BSN courses listed are offered only through the ACCEL® program. NUR 420 & NUR 424 are offered only as semester-long courses. Students must earn a C or better in all RN to BSN Nursing Courses.

NUR 312 Professional and Holistic Nursing (6)

Exploration of nursing as a profession examining its history, trends, and current role in the health care system. Critical reflective thinking as a basis for professional nursing is explored. The student, using critical thinking skills, identifies and examines concepts related to holism and holistic nursing theory. The application of this theory to self-care and nursing practice is emphasized. (Prerequisite: ENG 241)

NUR 350 Holistic Health Assessment (6)

This course builds on the RNs' knowledge and clinical skills expanding health history-taking and physical assessment skills. The principles of health promotion and illness prevention are applied in the analysis of physical findings and health behaviors of the adult client. Anthropological theories, concepts, and methods are introduced to provide the skills needed to perform a comprehensive cultural assessment in order to deliver culturally congruent nursing care to clients from various cultural groups. Laboratory practice of health assessment skills is included, as well as experiential learning. (Prerequisite: NUR 312)

NUR 370 Nursing Research (5)

The fundamentals of nursing research are introduced and developed through the critical reading of research studies and their application to nursing practice. Students develop skills in the identification, interpretation, and use of research findings in application to evidence based practice. (Prerequisite: ORG 311; All prior nursing courses)

NUR 426 -Leadership in Nursing (6)

Theories and principles of leadership and management in health care environments will be examined and discussed. Organizational mission, vision and strategic planning, legal/ethical issues, motivation and change theory are applied to health care systems. (Prerequisite: All prior nursing courses)

NUR 434 -Holistic Care of the Chronically Ill (6)

This course builds on the knowledge and theories of holistic nursing. Students develop a holistic framework for the care of elders and the chronically ill using evidence based research findings of integrative and alternative modalities. Issues related to role changes, vulnerability, stigma, ethics, advocacy, and end-of-life care are addressed. (Prerequisite: All prior nursing courses)

NUR 451- Capstone in Public Health Nursing (6)

Students consider the concepts and implications of community-oriented and community-based nursing care and investigate the factors that impact public health. Health problems and issues facing vulnerable populations and the various roles of the nurse in promoting community and public health are explored. Course objectives are achieved through service learning, community assessment, and health promotion programs. The structure of health organizations and the impact of this structure on national and global community health are explored. GUIDED FIELD EXPERIENCE REQUIRED (Prerequisite: All prior nursing courses)

COURSE DESCRIPTIONS FOR SCHOOL NURSE CERTIFICATION**NUR 420 School Health Theory and Practice I (4)**

This course is part of the School Nurse Certification Program and examines the health status of children and personnel in the school setting. Emphasis is placed on the assessment, identification, and resolution of health problems common to these populations. CLINICAL PRACTICUM REQUIRED (150 HOURS IN A SCHOOL SETTING). (Prerequisites: B.S.N. or matriculation into the Immaculata University B.S.N. program, and EDU 301 or EDU 381. Education courses may also be taken at the graduate level).

NUR 424 School Health Theory and Practice II (3)

This course is devoted to addressing accommodations and adaptations necessary for students with disabilities. A clinical practicum will include 10 to 15 hours in an inclusive school setting, 2 hours of which will be a field experience at a child development center. (Prerequisite: NUR 420)

Nutrition and Dietetics

Laura B. Frank, Chair

Tracy L. Oliver, Coordinator, DPD

Rena Quinton

Patricia Thibault

Sister M. Carroll Isselmann, IHM, Emerita

The Department of Nutrition and Dietetics offers major curricula leading to the Bachelor of Science degree. The courses are adapted to meet the requirements of The Academy of Nutrition and Dietetics (formerly American Dietetic Association) by means of the accredited Didactic Program in Dietetics*.

VISION

The focus of the Nutrition and Dietetics program is on providing our students with the tools to become contributing and effective Registered Dietitians. Current and relevant nutrition and foodservice information is taught as well as the skills of research and nutrition counseling. Professional experience is provided. The program is taught within the context of a liberal arts education.

OUTCOMES

Upon successful completion of the Didactic Program in Dietetics, students will be able to:

- evidence logical and critical thought, independent study, integration of knowledge, and appreciation of lifelong learning;
- demonstrate the ability to communicate effectively in a multicultural society, respecting diversity;
- exhibit values of personal integrity and ethical conduct.
- pass the Registration Examination for Registered Dietitians

*For those students who have a baccalaureate degree, these programs can be completed without earning an additional degree. Courses required will vary based on transcript evaluation. It may be possible to take some courses at the graduate as well as undergraduate levels. (A minimum of 6 credits must be taken at Immaculata University including one semester of Medical Nutrition Therapy at the graduate or undergraduate level.)

REQUIREMENTS FOR MAJOR

- Nutrition — Didactic Program in Dietetics* (BS): FNU 109, 205, 212, 305, 310, 320, 322, 325, 326, 333, 335, 353, 357, 358, 359, 362; CHE 101-102, 201, 202; BIOL 204, 205, 207; PSY 208, 324; SOC 202; ECO 203; ACC 201

REQUIREMENTS FOR MINOR

- Nutrition: BIOL 207 or 209, 210; CHE 201, 202; FNU 109, 305, 322, 325-326.

REQUIREMENTS FOR ACCEPTANCE INTO MAJOR

Undergraduate students who begin their studies at Immaculata will be accepted into the Nutrition and Dietetics major if they have a GPA of 2.6 or higher and have earned a B- or higher grade in FNU courses at the end of freshman year. They must maintain the 2.6 GPA and earn a B- or higher grade in all professional courses to remain in the major. Students who have a GPA lower than 2.6, or did not earn a B- or higher grade in all professional courses, may re-apply at the end of their sophomore year. If a student earns less than a B- in a professional course, he or she must repeat the course within one academic year; those who earn a higher grade can then re-apply. Students may retake a professional course only once and a maximum of two professional courses may be repeated. The department chair will notify the students of their status.

Transfer students must study at Immaculata University for at least two semesters and complete at least 24 credits before applying for acceptance to the Nutrition and Dietetics major. They must maintain a 2.6 GPA and earn a B- or higher in all professional courses.

Upon completion of requirements for the major, students must have achieved an overall GPA of 2.6 and a B- or higher grade in all FNU courses to receive a Verification of Completion of the Didactic Program in Dietetics. This document is required to apply for a dietetic internship or to be eligible to take the exam to be a Dietetic Technician Registered (DTR.)

NUTRITION AND DIETETICS

FNU 109 Fundamentals of Food and Its Preparation (3)

Study of food, food preparation and meal planning, with an emphasis on composition, nutritive value, convenience, preservation, and safety. 2 hours lecture, 2 hours laboratory (For Nutrition and Dietetics and majors only. Others with permission of instructor. Fall and Spring semesters.)

FNU 110 Management of Food Service Operations (1 credit/non-credit)

The essentials of a retail food operation are presented with emphasis on utilization of resources, organizational goals, and management and leadership skills. Delivery of quality products and services in a safe, sanitary, and pleasant setting is stressed. Elements of merchandising, shrinkage, labor control, and profit in the context of in-store and community environments will be covered. (Offered only through Corporate Education.)

FNU 200 Special Topics in Food and Nutrition (1-3)

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

FNU 205 Introduction to Nutrition and Dietetics (3)

Survey of the historical and philosophical foundations of the profession of dietetics, including the Academy of Nutrition and Dietetics (formerly America Dietetic Association), professional ethics, the professional role of the dietitian, and career opportunities. Overview of normal nutrition and contemporary consumer topics. Information literacy, including criteria for selection and evaluation of professional articles, use of the Academy of Nutrition and Dietetics Evidence Based Library, and presentation skills as related to nutrition and dietetics.

FNU 208 Normal Nutrition (3)

The role of nutrients in body structure and function. Identification of the normal nutritional needs of individuals. Clarification of contemporary issues concerning health and nutrition. (For non-nutrition majors only)

FNU 212 Culture and Diversity in Foods and Nutrition (3)

Study of historical, socio-economic, religious and immigration factors that have influenced the food and nutritional habits of diverse groups around the world and in the United States.

FNU 213 HON: Current Issues in Nutrition (3)

Identification and investigation of timely nutrition issues; critical thinking skills, research and analysis applied to scientific, consumer-oriented, and global aspects of nutrition.

FNU 305 Nutrition (3)

Principles of human nutrition; factors involved in the availability, digestion, absorption, and utilization of macronutrients; energy balance; techniques for assessing personal nutritional status. (Prerequisites: CHE 201; FNU 109)

FNU 310 Experimental Foods (3)

Experimental techniques and procedures used to study the physical and chemical properties of basic food materials and the alterations they undergo during preparation. (Prerequisites: CHE 101-102; FNU 109) 2 hours lecture, 2 hours laboratory

FNU 313 HON: Cultural Anthropology of Food (3)

The evolution of food and drink from prehistoric times to the present, explored in the context of cultural anthropology. Attitudes, customs, and associated behaviors will be examined through readings, discussions, electronic media and food demonstrations. (See SOC 313)

FNU 317 Sports Nutrition (3)

The role of nutrients in physical activity and performance. Application of the principles of nutrition to the special requirements of the athlete. Exploration of ergogenic aids and supplements. (Prerequisites: FNU 208 or 305)

FNU 320 Community Nutrition (3)

Study of nutritional needs during the stages of the life cycle; methods used to provide care through utilization of local, state, and federal resources, services for health promotion, health maintenance, and rehabilitation; evaluation of multicultural factors in nutrition. (Prerequisite: FNU 305)

FNU 322 Advanced Nutrition (3)

Study of the nutritive process with a focus on the micronutrients; interrelationships among nutrients and mechanisms by which nutrients are metabolized in the cell; the interpretation and application of current research in nutrition studies. (Prerequisites: FNU 305; CHE 202)

FNU 325 Medical Nutrition Therapy I (3)

Study of the physiological basis for therapeutic diets in disease; dietary modifications for specific disease conditions; role of the dietitian in patient care. (Prerequisites: CHE 202; FNU 305; FNU 322)

FNU 326 Medical Nutrition Therapy II (3)

Study of the physiological basis for therapeutic diets in disease; dietary modifications for specific disease conditions; role of the dietitian in patient care. (Prerequisites: CHE 202; FNU 305; FNU 322; FNU 325)

FNU 331 Independent Study in Foods and Nutrition (1-3)

Individual reading and research with the permission and under the guidance of a member of the department.

FNU 332 Independent Study in Foods and Nutrition (1-3)

Individual reading and research with the permission and under the guidance of a member of the department.

FNU 333 Principles of Dietetics Practice (2)

Study of practice and research skills in acute, long-term care, and community environments. To be taken concurrent with or following a Medical Nutrition Therapy course. (Prerequisite: FNU 353)

FNU 335 Experience in Dietetics Practice (2)

Application of practice and research skills in acute, long-term care, and community environments. Combination of classes and off-campus experiences. To be taken concurrent with or following a Medical Nutrition Therapy course and concurrent with FNU 333. (Proof of medical insurance is required. Transportation to and from facilities is each student's responsibility)

FNU 353 Strategies in Teaching Nutrition Concepts (3)

Survey of historical and philosophical development of the profession of dietetics. Study of educational objectives, teaching strategies, selection and production of nutrition education materials, and evaluation techniques. Application of these strategies to in-service and client instruction. (Prerequisite: FNU 305)

FNU 357 Foodservice Operations (3)

Essentials of the operation of a foodservice facility; cycle menus, purchasing specifications, food and equipment, storage, production, quality control, safety and sanitation, delivery and service. (Prerequisite: FNU 109)

FNU 358 Foodservice Management (3)

Concepts, theory and design of foodservice organizational structure. Management decision-making, planning, communication, implementation, and control. (Prerequisites: FNU 357, 359)

FNU 359 Experience in Foodservice Operations (1)

Four class meetings and 48 hours of off-campus experience in foodservice operations. To be taken concurrently with FNU 357. (Proof of medical insurance is required. Transportation to and from facility is each student's responsibility.)

FNU 362 Nutrition Counseling (3)

Examination and application of counseling skills, strategies and tools needed to promote changes in nutritional health behavior. (Prerequisite: FNU 305)

FNU 363 Alcoholic Beverages from Past to Present (1)

History, production and customs related to alcoholic beverages. (For students with 90+ credits only.)

Philosophy

Sister Judith Parsons, IHM, Chair
Joseph P. Healey
Stephanie Theodorou

VISION

Philosophy involves reflection on and understanding of all facets of human activity. The courses offered by the department are concerned with such topics as the nature of knowledge, reality, society, moral judgments, politics, and religion, as well as art and aesthetic experience, science, and value. Students consider philosophical issues and hypotheses relating to the basic principles, methodologies, and concepts which underlie, integrate, and compete in all areas of inquiry. The study of Philosophy gives students the opportunity to examine the philosophical issues involved in their fields of concentration and, at the same time, to become familiar with their philosophic heritage: ancient and medieval, modern, contemporary and post-contemporary.

The Philosophy curriculum is designed to meet the needs of three types of students:

- those who wish to use philosophy as the basis for unifying their liberal arts studies;
- those who desire to use philosophy as one of the means to understand the reasonableness of religious belief;
- those who wish to pursue further philosophical or professional study: e.g., law, government, social work, political science, theology, or medicine.

OUTCOMES

The Philosophy Department offers courses in the liberal arts core through which students

- actively engage in the foundational skill of self-examination;
- identify various forms of ethical reasoning and action;
- analyze written and oral communications for logical argumentation;
- demonstrate the ability to consider critically primary and secondary philosophical sources;
- explore philosophy according to historical and global perspectives;
- evaluate major debates among philosophers.

REQUIREMENTS FOR MINOR IN PHILOSOPHY

PHI 101, 209, and 12 credits of Philosophy from any philosophy electives and/or one independent study (to be approved by the consensus of the members of the Philosophy Department).

REQUIREMENTS FOR BACHELOR OF ARTS IN LIBERAL STUDIES (COLLEGE OF LIFELONG LEARNING STUDENTS ONLY)

The B.A. in Liberal Studies is an interdisciplinary degree that allows for curriculum and scheduling flexibility. In addition to the Liberal Arts Core and Major Requirement courses, students take advanced-level courses of their choice from either the Humanities or the Social Sciences track. Courses can be taken during the day or in the evening, with many evening courses delivered in a variety of formats. The program provides skills for an ever-changing job market, including critical thinking, effective communication and technology utilization, preparing students for career change, advancement, or graduate study.

OUTCOMES

Students completing the B.A. in Liberal Studies will be able to:

- Communicate clearly and persuasively, using a wide variety of modalities;
- Read, write, speak, and listen analytically with logical judgment;
- Analyze, problem-solve, and evaluate in a thoughtful manner;
- Apply the insights of great writers and thinkers from a broad sampling of academic areas;
- Analyze deductive and inductive arguments and explanatory hypotheses;
- Write papers incorporating thesis, evidence, and organization;

- Understand and respect major cultures of the world;
- Organize knowledge to maintain information and facilitate learning;
- Utilize technology to effectively and efficiently find, analyze, store, and communicate information.

REQUIREMENTS FOR MAJOR:

- **Liberal Studies:** ECO 203, ENG 299, INFO 215, COM 250 or COM 350, six credits of MATH (100- level or higher), PHI 100 or 101, PHI 208, PHI 400, eighteen (18) credits from one of the following clusters:

Humanities Electives:

Art: ART 102, 208, 211, 215, 217, OR 218

Communication: All 200- and 300- level courses, except 240, 306, 337

English: All upper level courses, except ENG 271, 272, 400

Global Languages: CCS 300, 335, 340, 380; FREN 301, 302, 309, 310, 311, 312, 323, 327, 329, 331, 336, 337, 339; SPAN 301, 302, 303, 314, 315, 316, 319, 323, 328, 329, 330, 331, 333.

Global Language courses are conducted in that language.

History: ALL 100- 200- and 300- level courses, except 204, 359, 370, and 371

Music: MUSC 100, 102, 104, 117, 134, 180-196, AND 203

Philosophy: All 200- and 300-level courses

Theology: All 200-, 300-, and 400-level courses, except 450

Social Science Electives:

Economics: ECO 207, ECO 320, ECO 322,

Political Science: All 200- and 300-level courses, except POL 213 AND 371

Psychology: PSY 101, any 200- or 300- level courses, except 208, 303, 313, 314, 316, 317

Sociology: SOC 245, 247, 248, 250, 262, 275, all 300-level courses

PHILOSOPHY

PHI 100 Introduction to the Liberal Arts (3)

Study of the organization and classification of knowledge in the liberal arts, as well as basic philosophical concepts and themes as expressed in various disciplines. Students apply philosophical concepts, and engage various methods of argumentation while considering contemporary personal and professional issues. (CLL only)

PHI 101 Introduction to Philosophy (3)

Philosophy is the "love of wisdom" and it begins with the act of wondering. In this course, students will wonder actively as did the great philosophers of ancient and medieval times. Through reading primary and secondary, students will acquire understanding of basic philosophical vocabulary and concepts. In this one-semester course, students will examine metaphysical, epistemological, aesthetical, and ethical themes which provide a firm foundation for further philosophical study.

PHI 201 Stein and Phenomenology (1)

Introduction to the life and work of Edith Stein, a German philosopher who studied under Edmund Husserl. Stein's German, Jewish, feminist, Catholic, and Carmelite experiences are woven into the fabric of her philosophy. In this course, students are introduced to phenomenology and to Edith Stein as her life and works are explored. (See THE 200 ST)

PHI 202 Stein's Psychophysical Person (1)

Study of Edith Stein's use of the phenomenological method to investigate how a human being understands the experiences of another person. Stein delves into the problem of how several persons experience the same phenomenon and how this experience impacts the sense of community. In this section, students will explore concepts of empathy and the psychophysical individual. (See THE 200 ST)

PHI 203 Stein's Essays on Women (1)

Focus on Edith Stein's interest in the human person and her determination to live a life committed to Christian principles. It also focuses on Stein's public addresses to women, her critique of National Socialism, and her canonization. (See THE 200 ST)

PHI 204 Survey of Catholic Philosophy (3)

Philosophy, based on reason, and theology, based on faith, seem to be divergent studies. However, Catholic philosophers have a long and fruitful history of contributing to philosophical discourse. This course examines how beliefs can relate to human reason. Texts from the Bible, Plato, Aristotle, the Patristic Age, the Middle Ages, the Renaissance through Nineteenth Century, and the Twentieth Century and beyond will highlight the richness of dialogue that exists between reason and faith.

PHI 208 Liberal Studies Colloquium (3)

What is the relationship between the Liberal Arts and an individual's pursuit of career and professional planning? The Liberal Studies Colloquium enables students to see how skills needed for the 21st century job market are developed in the Humanities and Social Sciences disciplines. While examining approaches to knowledge and intellectual inquiry through selected texts, students will create an electronic portfolio with written assignments and projects that will support their academic and career development. (Prerequisite for PHI 400 Capstone Project)

PHI 209 Logic and Knowledge (3)

This course aims at both formal argument analysis and extended argumentation in topics that introduce the student to the different modes of thought employed in various disciplines with some particular attention to philosophic issues. Students will practice critical thinking skills, especially in the areas of deduction, induction, cogent and sound arguments, and hypothetical deductive reasoning.

PHI 210 The Philosophy of Hardiness (3)

Through a selection of readings from primary sources, students will acquire understanding of basic philosophical underpinnings of hardiness. Students will examine metaphysical, epistemological, aesthetical, existential, and ethical themes which provide a firm foundation for further philosophical study and the application of hardiness skills. Hardiness is a particular combination of motivations and skills that enhances performance, conduct, morale, stamina, and health. The motivation is contributed by the HardiAttitudes of commitment, control, and challenge. The emphasis of this course will be on helping students learn about hardiness philosophy and conceptualization, assessment and preparation, and applying what is learned to improve their own performance, conduct, morale, stamina, and health. (Nursing students only)

PHI 215 Edith Stein and Phenomenology (3)

An in-depth analysis of the life and work of Edith Stein, a German philosopher who studied under Edmund Husserl. Stein's German, Jewish, feminist, Catholic, and Carmelite experiences are woven into the fabric of her philosophy. In this course, students are introduced to phenomenology and to Edith Stein. The life and works of Edith Stein are explored.

PHI 220 Global Economic and Environmental Ethics (3)

Students consider ethical decisions as they relate to the environment and subsequently impact global economics. In studying the moral dilemmas concerning world energy and its economic influence, students become more aware of environmental and cultural ramifications. Students consider and work toward positive actions for a new world environment.

PHI 309 Philosophy in History (3)

A historical and thematic survey of the major themes and thinkers in the Western philosophical tradition from the early modern through post-contemporary periods. Emphasis is placed on the rise of rationalism, empiricism, the nature of mind, and the historical and contextual nature of thinking. Through study of Descartes, Hume, Hegel, Heidegger and others, students acquire deeper understanding of the Western tradition and its culmination in recent philosophical developments. The course engages the student through primary and secondary materials, writing, and reflective conversation and debate.

PHI 312 Ethics (3)

The study of ethics is concerned with action, motivation, consequence and the character of a person. In this course, students will read from primary sources, tracing key ethical theories as they developed throughout history. Applying varied ethical theories, students will address contemporary problems.

PHI 314 HON: Asian Thought (3)

Study of the major texts and thinkers in classical Asian philosophy and religion, providing an in-depth experience of Hinduism, Buddhism, Confucianism, and Daoism. Through close reading of primary and secondary sources, students will reflect upon key issues and concepts, such as the nature of perception and language, the self, consciousness, ultimate reality, truth, illusion, social praxis, and ethics. Requirements include a willingness to consider radically alternative perspectives, reflection, open discussion, and serious engagement with primary texts. (Meets cross-cultural studies requirement)

PHI 315 HON: Logic II (3)

While continuing to master the theoretical principles at work within formal logic, students will continue to develop a deeper understanding of how theoretical principles can be applied within real-world practical situations. In Logic II, therefore, students learn how arguments can be extrapolated from real-world contexts not only by learning new rules of advanced systems of logic, but by engaging in debates which require both research and thinking on one's feet. Topics include examining the philosophical foundations of logic; working with arguments as they are found in real-world practical contexts and situations; and learning new systems of logic in order to further refine and intensify one's existing understanding of categorical and modern symbolic logic.

PHI 336 Ancient Philosophy (3)

Ancient Greece boasted great prosperity, especially in terms of intellectual genius. In this course, students will meet the early Greek thinkers who set philosophy in motion. First, "fragments" or excerpts from the Pre-Socratics will be studied. Then, we will concentrate on understanding the central ideas of Socrates, Plato, and Aristotle. Through reading primary sources, students will acquire a familiarity with ancient philosophers, their methods, and their thought. An understanding of these ancient thinkers' philosophies will provide a sturdy foundation for future courses in philosophy as well as enrichment for a daily search for wisdom.

PHI 337 Medieval Philosophy (3)

A study of medieval thought with the dominant theme of faith seeking understanding enhances any study of the humanities. This course will emphasize Augustine's Christian and Neo-Platonic synthesis and the theologian-philosophers of the twelfth and fourteenth centuries. We will explore the metaphysics of creation and how it impacts the notions of being, essence, and existence. The readings will focus on selections from St. Augustine, St. Anselm, St. Thomas Aquinas, Maimonides, Giles of Rome, and Henry of Ghent.

PHI 324 Philosophy of Literature (3)

Philosophy is often given voice in literature. While reading and analyzing traditional and popular literature, students will discover the relationship between literature and philosophy. Special emphasis will be placed on modern literature wherein students will discover recurring philosophical themes.

PHI 326 Women Thinkers (3)

Interdisciplinary methods are used in order to examine philosophical issues connected to women, gender, and knowledge. Students will be introduced to the classic texts in feminist thought and continue the analysis of the role of gender in the construction of various academic and theoretical frameworks, including literature, science and epistemology, psychoanalysis, and social theory. In addition, students will read the work of women thinkers who have influenced the development of philosophy without emphasizing gender as a basic mode of interpretation.

PHI 328 Artificial Intelligence (3)

Students are provided with a general introduction to philosophy of mind and its implications for artificial intelligence (AI), allowing them to explore topics ranging from the nature of consciousness, the mind/body problem, personal identity, intelligent and complex adaptive systems, to robotics and related ethical questions. The course utilizes a historical, thematic, and multi-media approach which extends to interdisciplinary components from biology and neuroscience.

PHI 329 Contemporary Philosophy (3)

A developmental approach to contemporary Continental philosophy in the 19th and 20th centuries; the historical and contextual nature of reason, knowledge, meaning, and existence will emerge in conversation with major phenomenological thinkers such as Kant, Hegel, Heidegger, etc. Attention will also be given to philosophers who critically analyze the roles of social/political institutions and power dynamics. Course involves reading complex material, research, and reflection.

PHI 330 Philosophical Anthropology (3)

Students learn philosophical theories dealing with the origin, nature, and destiny of human beings. Through reading, discussion, and application of theories to contemporary problems facing the person and society, students will formulate a coherent theory that describes a human being and his/her responsibilities within the global community.

PHI 331 Philosophies of the Middle East (3)

Study of ancient, medieval, and contemporary philosophy of religion associated with Near and Middle East, including Jewish, Christian, Gnostic, Medieval, and Muslim currents of thought and practice. While each tradition will be considered in its own context, students are encouraged to understand each in relation to the others in order to gain a more comprehensive view. This is accomplished through reading primary and secondary materials while engaging in critical reflection and dialogue within and among the traditions. (Meets cross-cultural requirement)

PHI 333 Faith and Reason (3)

This course considers the meaning and significance of John Paul II's encyclical Faith and Reason (Fides et Ratio). The Pope affirms that "philosophy is a form of human adventure that lies open to every person" and in this encyclical, he reconciles the intellectual inquiry for truth with the Gospel of Christ. The search for truth is complemented by the use of faith and reason. (See THE 333)

PHI 334 HON: Reason & Reality: Questing (3)

This is a cross-registered honors course in philosophy and theology wherein students experience first-hand the tradition of Catholic philosophy which appreciates the power of faith but must rely on the power of reason. "Questing" or seeking earnestly for truth has been a driving force in philosophy. Historically, Catholic philosophers have recognized the compatibility of reason and faith in their quest for truth. In this course, students will embark on a personal philosophical quest as they read classic, primary texts of Catholic philosophers; write philosophical journal entries; engage in philosophical discourse; and collaborate with fellow "questers" in presenting a research paper that blends reason and reality. (See THE 334 HON)

PHI 335 HON: Global Studies (3)

Theories of globalization. As the peoples of the world become more interdependent in terms of technology, economics, and cross-cultural exchange, various issues arise. Students will investigate major views of globalization and its critics while examining how the process of globalization occurs in the context of one particular non-Western city.

PHI 338 Philosophy and Film (3)

Engagement of fundamental questions combines with the fundamentals of the film medium. We will explore the nature, interpretation, and value of film. We will also consider, through our experience of different genres, styles, and techniques, how film enhances and/or alters our view of life.

PHI 350 Special Studies in Philosophy (1-3)

Special course for students and faculty interested in topics not usually offered; tutorials, independent study, and research.

PHI 384 Organizational Ethics (3)

Several major ethical theories are reviewed. Students examine personal values through readings and workplace analysis to consider management accountability, human rights, and a responsible lifestyle in the contemporary world. (Offered only in ACCEL® format)

PHI 400 Capstone Project (3)

The multidisciplinary capstone course will enable students from varying academic backgrounds to compare perspectives based on their research, analysis, and unique expertise. The course will address contemporary issues selected from a range of social and civic topics. (Prerequisite: PHI 208)(BA in Liberal Studies students only)

Professional Studies

George Schwartz, Chair

VISION

In keeping with Immaculata University's mission which encourages "a commitment to lifelong learning and professional excellence," the Department of Professional Studies offers innovative academic programs for adult learners that fuse the University's core values with real-world applications.

OUTCOMES

Through successful completion of any program offered by the Department of Professional Studies, students will be able to:

- speak and write effectively
- think critically about a wide range of issues;
- develop and lead teams toward the achievement of established goals;
- conduct projects of various size, scope and complexity that may be international in nature;
- exhibit values of personal integrity and ethical conduct;
- evidence an appreciation of life-long learning.

EMERGENCY PLANNING AND MANAGEMENT PROGRAM (BS) (Offered only through CLL)

Through successfully completing courses in the Emergency Planning and Management program, students will be able to:

- demonstrate skill in analysis and understanding of the rapidly-changing face of emergency management;
- analyze and employ problem-solving techniques in response to issues of emergency/crisis management and in conjunction with Incident Command Structure (ICS) and National Incident Management Structure (NIMS) processes;
- describe the various federal, state and local regulatory issues that impact all facets of emergency preparedness and response;
- conduct informed research regarding the impact of issues pertinent to changes in safety management and policy;
- demonstrate the ability to collect, collate, and organize large amounts of information from multiple sources;
- employ management skills needed for success in dealing with both internal and external constituencies in the public safety environment;
- exhibit appropriate oral/written communication and negotiation skills and the ability to learn from the experience of others.

REQUIREMENTS FOR MAJOR

Emergency Planning and Management (BS) an accelerated degree-completion program: EPM 301, 303, 310, 312, 315, 350, and 390; ORG 301, 303, 312, 320, 381, and 390; CCS 341, ENG 242, HPM 360, PHI 384, POL 354, THE 381. Requirements beyond ACCEL® program by advisement to complete liberal arts core courses and electives as needed for a total of 126 credits.

PROFESSIONAL STUDIES

EPM 301 Principles of Emergency Management (3)

This introductory course provides the scope, objectives, and principles of emergency management; preparedness, including prevention, protection, mitigation, response, and recovery strategies as well as roles of federal, state and local emergency management agencies, and private agencies. Learners will also be able to explain how various emergency management services work together in a system of resources and capabilities.

EPM 303 Emergency Management Systems (3)

Examination of the emergency management practices used during an emergency situation by responders, particularly the structure and responsibilities of the Incident Command System (ICS), the management of facilities and resource identification. National Incident Management System (NIMS) principles are also discussed and applied.

EPM 310 Risk Analysis and Threat Assessment (3)

This course prepares emergency response managers to conduct a comprehensive, capabilities-based threat and risk assessment for terrorism/all-hazards incidents under the National Response Framework (NRF) and National Preparedness Guidelines. Learners will identify shortfalls, perform gap analysis and develop a needs assessment to fill shortfalls/gaps identified within the preparedness cycle.

EPM 312 Public Sector Accounting and Finance (3)

Introduction to the general principles of accounting and budgets specific to emergency management, including an overview of fiscal issues related primarily to the public sector in emergency services, specifically public funding sources, spending, budgeting/allocations, risk management, and grant writing. The fundamentals of financial planning, cost concepts, capital budgeting and management analysis are applied in the public and private sectors. Issues surrounding the development and management of budgets are also examined.

EPM 315 Legal Aspects of Emergency Management (3)

An overview of the major legal and liability issues in emergency management. The focus is on the legal environment within which emergency managers operate, including their roles in rule-making, policy administration, contract law and their potential personal legal liability for discretionary actions.

EPM 350 Disaster Management and Community Planning (3)

This course prepares emergency managers to communicate and negotiate with the public and media concerning a variety of threats to community wellbeing. Students will understand and be able to develop strategies for community-based planning, emergency preparedness, environmental response, site damage and conflict management.

EPM 390 Capstone: Emergency Planning and Project Management (3)

The culminating academic experience for the learners, drawing on the foundational information from earlier courses in law, budgeting research, technology, threat assessment and risk analysis and business continuity in the production of a comprehensive emergency management plan that meets state and federal standards. (Prerequisites: EPM 301, 303, 310, 350)

HPM 301 Group and Organizational Behavior (3)

The study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed upon decision-making and conflict resolution. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or by individuals.

HPM 303 Organizational Concepts (3)

Students examine the formal and informal functions of organizations and analyze an agency or organization based upon a systems model. Students also explore and solve organizational problems using a step-by-step method. This analysis will be applied to students' research throughout the program, which typically is work-related.

HPM 312 Introduction to Applied Research (3)

Introduction to the research design process and helps them write a well-structured, soundly presented literature review. The course will assist students in selecting a topic, researching and analyzing prior literature, and finally writing the literature review. In addition, emphasis will be placed on utilization of the American Psychological Association (APA) style. The course includes library orientation, investigation of campus resources, and an introduction to the writing center.

HPM 320 Research and Analysis Using Statistics (3)

An introduction to research and its tools with specific emphasis upon helping the students complete the requirements of their Research Proposal. Content includes research design, descriptive and inferential statistics using Microsoft Excel. Students are given the opportunity to critique business research studies and discuss managerial decision-making.

ORG 381 Organizational Leadership (3)

The knowledge, abilities and skills of leading effectively in an organization are explored and developed in this course. Leadership theory, consideration of individual temperament, group and organizational dynamics, problem and decision analysis, and conflict resolution are examined.

HPM 390 Research Methodology (3)

This course assists students in formulating a research problem statement, identifying its hypothesis, proposing a research design and formulating proposed intervention and analysis. Provides students the opportunity to conduct a professional presentation on their own research topic.

CCS 341 Cultural Modes of Expression in the Global Community (3)

An exploration of the nuances of intercultural expression for an awareness and sensitivity needed for mutual understanding in international affairs.

ENG 242 Writing for Applied Research (3)

Theoretical principles and practical applications of academic research with a focus on emergency management. Students learn to form initial inquiry questions; locate and evaluate print and electronic sources; and summarize, paraphrase and incorporate source material in written presentations using APA citation format.

HPM 360 Personnel Management and Development (3)

Examination of relationships and issues in personnel administration and human resource development within the context of local, state, and federal government as well as private organizations' emergency management sectors. Topics covered include: personnel management, organizational development productivity, recruitment and selection, performance management systems, discipline, conflict negotiation/ resolution and collective bargaining.

PHI 384 Organizational Ethics (3)

A study of ethical situations in organizations, accountability in government, respect for human rights, and responsibility for contemporary life choices. Ethical theories and personal values are examined through readings and analysis of situations in organizations.

POL 354 Government Structures for Crisis Management (3)

The goal of this course is to provide learners with both an historical foundation and a thorough understanding of the strategic, political, legal and organizational challenges associated with the defense of the U.S. homeland, the efforts that are underway to meet these challenges, and possible policy options. The course addresses the implications of challenges and policies regarding interdepartmental cooperation across local, state, and federal governmental structures, constitutional rights, legal protections, and civil liberties.

THE 381 Foundations of Spiritual Freedom (3)

Exploration of the foundations of morality and adult spiritual formation. Through a study of the biblical roots of holiness, a focus on Christ as model, and an analysis of virtue, the student will come to know the path to authentic freedom.

Psychology

Dawn K. Kriebel, Chair

Maria Cuddy-Casey

Bascom Raulerson

Peter Rondinaro

Janet Kane

Sister Agnes Hughes, IHM, Emerita

VISION

The Psychology Department strives to create a holistic understanding of and appreciation for the behavioral sciences by its diverse course offerings, individual advising, and exposure to developmental, experimental, clinical, and research opportunities. This exposure will prepare students for graduate study or for entry level positions in social service agencies and business settings. Through the study of Psychology, students gain a broad background in the major areas of psychological investigation and deepen their concept of the true nature and dignity of the individual.

OUTCOMES

Upon successful completion of programs in Psychology, students will be able to:

- identify and utilize aspects of psychological theory to explain human behavior scientifically and objectively;
- demonstrate facility with identifying important assessment measures and processes and with interpreting statistical inference;
- exhibit clinical and counseling skills and psychological assessment appropriate for individual and group settings;
- evidence an understanding and appreciation for research and literature in the field of human behavior;
- employ enhanced oral and written communication skills.
- utilize strong critical thinking, objective assessment, and research skills for use in either further study and/or in human services careers, including social service agencies, schools, industry, and other relevant settings.
- engage in collaborative learning as a means of building appreciation for and facilities with interpersonal relations.

REQUIREMENTS FOR MAJOR

Four programs are available for concentration in Psychology:

- **Psychology (BA):** PSY 101, 208, 303, 311, 312 or 219, 313-314, 320, 324, 303, 418-419; two psychology electives; six hours of mathematics or computer science; three hours of ethics in theology or philosophy.
- **Biology-Psychology (BA):** Students may also pursue a joint concentration in Psychology and Biology to obtain the training necessary for careers in psychobiology. For requirements of this program, see Biology Department.
- **Spanish-Psychology (BA):** Students wishing to combine a fluency in Spanish with training in mental health in order to serve the Spanish-speaking people through mental health services may pursue a joint major in Psychology and Spanish. For requirements of this program, see listings under Spanish (Global Languages and Cultures Department)
- **Human Performance Management (BS)** is an accelerated degree completion program for the working adult. HPM 301, 303, 304, 307, 312, 320, 350, 352, 354, 356, 358, 382, 390; CCS 341; ENG 242; PHI 384; THE 381. Requirements beyond ACCEL® program by advisement to complete liberal arts core courses and electives as needed for a total of 126 credits.

REQUIREMENTS FOR MINOR IN PSYCHOLOGY

- PSY 101 and any five PSY courses totaling 18 credits.

RELATED MINORS

The following minors are pertinent to various careers in psychology: Biology, Business, Information Systems, Sociology, and Social Work.

PSYCHOLOGY

PSY 101 Foundations in Psychology (3)

Introductory examination of the fundamental concepts of psychology with particular emphasis on the description of normal human behavior, the methodology by which it is studied, and the factors influencing its modification.

PSY 110 Effectiveness in the Workplace (3 credits/non-credit)

Maximizing effectiveness in the workplace is the focus of this course. Personality assessment tools, such as the Myers-Briggs Trait Inventory (MBTI), will assist in identifying one's personality type and interpersonal style with others. Emphasis will be placed upon the formation of high performance teams, leadership skills, mutual respect, and collaborative coaching. (Offered through Corporate Education)

PSY 111 Conflict Resolution Strategies (1 credit/non-credit)

This course raises awareness of the critical need for the investment of time and energy in developing expertise in conflict intervention. Learners will study several communication and conflict intervention strategies and their application on the job. (Offered through Corporate Education)

PSY 204 Adolescent Development (3)

Examination of adolescent development from middle childhood through young adult in each of the following areas: physical growth, cognitive and language development, and social/emotional changes. The course integrates major theoretical approaches to development and shows how each applies to the various developmental stages.

PSY 205 Child Development (3)

Examination of child development from the prenatal stage through age 10 in each of the following areas: physical growth, cognitive and language development, and social/emotional changes. The course integrates major theoretical approaches to development and shows how each approach relates to each developmental stage.

PSY 206 Cross-Cultural Psychology (3)

Covers many aspects of the intersection between culture and psychological phenomena, including development, cognition, communication, social behavior and psychopathology, with special emphasis placed on non-Western cultures.

PSY 208 Statistics (3)

Fundamental concepts of statistics for the behavioral sciences: measures of central tendency and variability, transformed scores, the normal distribution, probability, tests of significance, correlation, regression, chi square, and analysis of variance.

PSY 217 Career Planning (3)

The study and application of the necessary skills for comprehensive career planning. These include: self-assessment, career decision-making, resume preparation, interviewing and job search techniques.

PSY 219 Applied Psychology (3)

Application of psychological principles to professions directly concerned with human behavior. Special emphasis on the various positions psychologists fill in: business and industry, consumer research and advertising, law and government, education, health management, sports and athletic performance, and the social services.

PSY 250 Health Psychology (3)

Examines the compelling connection between the mind and the body in issues of wellness. Special emphasis on how anger, worry, loneliness, conflict and stress can increase susceptibility to illness. Additional focus on how optimism, humor, physical fitness, spirituality and hardiness can fortify the immune system and improve health.

PSY 300 HON: The Holocaust (3)

Examination of the 20th Century global phenomenon of genocide, focusing on the Nazi German attempt to annihilate the Jewish population of Europe during the Second World War. The concerns of the course are 1) the destructive potential in modern systems of social order and 2) human behavior under extreme conditions. See HIS 300)

PSY 303 Principles of Psychological Testing (3)

Study of basic criteria which an authentic psychological test is expected to meet: standardization, reliability, and validity. Description of most prominently known tests of intelligence, achievement, aptitude, and personality.

PSY 307 Social Psychology (3)

Examines the scientific study of social behavior. Students will be challenged to investigate and critically think of such interesting human topics as: the intrigue of personal attraction; the accuracy of impressions, the emotional sources of persuasion, conformity, prejudice; and altruism; and finally the influence of personal attitudes and beliefs on social behavior.

PSY 308 HON: Children and Societies Worldwide (3)

Exploration of the effects of societal institutions on child development around the globe, with special emphasis on non-Western societies. Students will examine political, social, and economic forces that affect children's psychological, physical and cognitive growth and development.

PSY 311 Brain and Behavior (3)

Examines our current understanding of the physiological processes underlying hunger, thirst, sexual behavior, learning, reward, pain, attention, arousal, sleep, and psychological disorders. Emphasis is on brain function and neural transmission.

PSY 312 Theories of Personality (3)

Study of diverse theoretical approaches to understanding personality; review of current assessment and research methods employed in the study of the person.

PSY 313 Experimental Psychology I (3)

Examines the steps of the research process, in particular research design, using various methods of psychological research. Students will participate in co-operative lecturing of text material and participate in corresponding lab assignments and experiments. Students will conduct experiments, gather and analyze data, review and write research reports and develop skills in the critical analysis of research design. Students will be required to produce an original Experimental Research Study (ERS) on a topic of learning to include research questions, problem identification and literature review. Prerequisites: PSY 101 & 208)

PSY 314 Experimental Psychology II (3)

As a continuation of PSY 313, students will further examine the steps of the research process, in particular research analysis, using various methods of psychological research. Students will investigate published research in the different areas of psychology. They will participate in co-operative lecturing of text material and in corresponding lab assignments and experiments. Students conduct experiments, gather and analyze data, review and write research reports and develop skills in the critical analysis of research analysis. They will be required to expound upon their Experimental Research Study (ERS) from PSY 313 to include hypothesis development, variables, data collection, descriptive and inferential statistics, and research presentation. (Prerequisites: PSY 208 & 313)

PSY 316 Preprofessional Internship (3)

Combination internship and independent study. Placements are available in clinical, educational, and industrial/business settings. A weekly seminar helps students process their experiences and presents

information on a range of professional issues. Students must obtain permission of instructor before registering for internship.

PSY 317 Preprofessional Internship (3)

Combination internship and independent study. Placements are available in clinical, educational, and industrial/business settings. A weekly seminar helps students process their experiences and presents information on a range of professional issues. Students must obtain permission of instructor before registering for internship.

PSY 320 Abnormal Psychology (3)

Modern concepts of diagnosis, classification, treatment, and prevention of psychological disorders. Emphasis is on the necessity for developing an understanding of the diversity of approaches to psychopathology including: behavioral, biomedical, cognitive, interpersonal, psychoanalytic, and humanistic.

PSY 321 Self-Awareness through Groups (3)

Opportunities through group dynamics for students to expand their awareness of self and others, try out new patterns of behavior, and develop effective communication techniques. Students will learn behavioral skills that enhance interpersonal interactions.

PSY 324 Lifespan Development (3)

Explores the entire range of human life from the moment of conception through death. The content is designed to encourage respect for theory and research and at the same time provide information that can be applied in a meaningful, practical sense. In essence, the course tells the story of human beings and how they get to be the way they are.

PSY 327 Honors Positive Psychology (3)

Positive Psychology focuses on what is "right" about people and seeks to understand which human strengths are critical for high levels of life satisfaction. This course explores current research that supports the notion that specific human strengths are predictors of optimal psychological well-being. Some of these strengths include: Happiness, Hope, Positive Affect, Emotional Intelligence, Mindfulness, Wisdom, Courage, Empathy, Gratitude, Forgiveness, Spirituality, Love, Gainful Employment, Resilience, and many more topics.

PSY 338 Psychology of Literature and Film (3)

An interdisciplinary approach to the study of psychology through literature and film. (See COM 258)

PSY 343 Human Sexuality (3)

Examines in-depth the phenomenon of human sexuality. Topics include sexual myths and fallacies, the female sexual system, the male sexual system, sexual attitudes and behavior in today's society, sexual dysfunctions and treatment. Special emphasis placed on the development of the physical and psychological aspects of a committed, intimate sexual relationship.

PSY 345 Organizational Behavior (3)

Examination of the psychology of human performance on organizational effectiveness. Emphasis is placed on individual and group performance in such crucial areas as leadership, communications, conflict resolution, decision making, organizational systems and dynamics. Students study and develop psychological strategies for optimal organizational effectiveness.

PSY 350 Introduction to Counseling (3)

An introduction to the basic dimensions and skills of the counseling process; an examination of the essential characteristics of an effective counselor; a review of the major theories of counseling and psychotherapy; and some experience in applying these components to a counseling situation.

PSY 356 Selected Topics in Psychology (3)

An in-depth examination of a single contemporary psychological issue such as: wellness, substance abuse, eating disorders, mother and daughter relationships, spirituality, or a critical examination of specific therapeutic approaches. Topics will rotate based on current research trends and student interest. See course schedule for current topic.

PSY 357 Sport Psychology (3)

Exploration of a wide variety of subject matter that focuses on enhancing athletic and training accomplishments. Emphasis is on the description of relevant psychological techniques that have proven to augment readiness and improve performance in exercise and sport settings.

PSY 401 Independent Study and Research (1-6)

An opportunity to engage in independent study, research, or agency experience in a specific phase of the major field. (Prerequisite: Honors standing)

PSY 402 Independent Study and Research (1-6)

An opportunity to engage in independent study, research, or agency experience in a specific phase of the major field. (Prerequisite: Honors standing)

PSY 418 History of Psychology (3)

In a seminar format, students examine the philosophic and scientific antecedents of modern psychology; beginnings of modern psychology in the various schools of psychology; and contemporary influence of existential and phenomenological psychology. (Prerequisites PSY 313 and 314 or special permission from the department chair)

PSY 419 Contemporary Research Issues (3)

Students select a contemporary research question for intensive study. Results of research are shared in a formal oral presentation as well as in a comprehensive written literature review. (Prerequisites: PSY 418)

HUMAN PERFORMANCE MANAGEMENT (BS)

(Offered only through ACCEL®)

REQUIREMENTS FOR DEGREE COMPLETION

- **Liberal Arts:** English (6); world civilization (3); foreign language (3)*; philosophy (6)*; theology (6)*; designated humanities (9)*; social science (9)*; laboratory science (3); mathematics (3).
**Three credits each of foreign language, philosophy, humanities, and social science may be met through successful completion of modules within ACCEL®.*
- **Major:** HPM 301, 303, 304, 307, 312, 320, 350, 352, 354, 356, 358, 382, 390, CCS 341, ENG 242, PHI 384, THE 381. Electives as needed to complete a total of 126 credits.

HPM 301 Group and Organizational Behavior (3)

The study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed upon decision-making and conflict resolution. Students develop strategies for efficient and productive group management and determine which tasks are handled by groups or by individuals. (Fulfills social science core requirement)

HPM 303 Organizational Concepts (3)

Students examine the formal and informal functions of organizations and analyze an agency or organization based upon a systems model. Students also explore and solve organizational problems using a step-by-step method. This analysis will be applied to students' research throughout the program, which typically is work-related.

HPM 304 Organizational Communications (3)

Investigates the role of communication in creating a productive organizational environment. Aids students in developing and strengthening their communication skills by focusing on interpersonal, group, and presentation skills. (Fulfills humanities core requirement)

HPM 307 Adult Development and Life Assessment (3)

Introduction to adult development theory, linking these concepts to life through a process of individual reflection. Classical and contemporary adult development theories are examined to provide the paradigm for self-analysis and life assessment.

HPM 312 Introduction to Applied Research (3)

Introduction to the research design process and writing a well-structured, soundly-presented literature review. Students receive assistance in selecting a topic, researching and analyzing prior literature, and writing the literature review. In addition, emphasis will be placed on utilization of the American Psychological Association (APA) style. The course includes library orientation, investigation of campus resources, and an introduction to the Writing Center.

HPM 320 Research and Analysis Using Statistics (3)

Introduction to the theoretical principles and practical applications of academic research with a focus on business. Students learn to form initial inquiry questions, locate and evaluate print and electronic sources, and summarize, paraphrase, and incorporate source material in written presentations using the APA citation format.

HPM 350 Psychometrics: Employee Selection (4)

Examines the uses of psychological testing in employee selection, placement, and career development and includes the use of specific instruments as well as interviewing skills. The impact of legal and ethical issues on selection practices will be discussed.

HPM 352 Performance Assessment (3)

Presentation of motivational practices in business and industry as well as current performance appraisal theories and practices. Contemporary theories of motivation are discussed including need, cognitive and reinforcement theories. Effects of job enrichment, goal setting, incentive systems, and worker participation are examined.

HPM 354 Performance Development and Training (3)

Considers the role of training and development in today's business environment including: learning styles, needs assessment, learning objectives, instructional techniques, and evaluation of training effectiveness.

HPM 356 Managing Employee Stress (3)

Examines the identification and management of stress factors which can impact employee health and productivity including: interpersonal relationships, time management, family crises, addiction issues, and the role of employee assistance programs.

HPM 358 Conflict Resolution and Negotiation (3)

Presents the diagnostic questions needed to understand a conflict and explores strategies available to manage the situation. Personal conflict management style will be identified and interpreted. Techniques for negotiation and mediation will be discussed.

HPM 382 Human Resource Issues (3)

Exploration of the values and perceptions of selected groups affecting social and economic life through an analysis of policies and procedures relating to recruitment, selection, training, development, and compensation of employees. Special attention is given to Equal Opportunity Employment and the Office of Safety and Health Administration legislation through a series of case studies and simulations.

HPM 390 Research Methodology (3)

Students will formulate a research problem statement, identify its hypothesis, propose research design, and formulate proposed intervention and analysis. Provides students the opportunity to conduct a professional presentation on their own research topics.

Sociology – Criminology – Social Work

Frank Hartleroad, Chair
Miriam Franco

VISION

The Department of Sociology-Criminology-Social Work provides programs which enable students to develop a value-based, service-oriented approach to their chosen field of endeavor. The Department offers a comprehensive selection of courses that incorporate Immaculata University's vision of caring, service, and integrity while providing academically challenging programs to a highly diverse student body. Each student has the opportunity to engage in a direct experience working with people that is applicable to and complements careers in law and advocacy, management and personnel, social work, criminology, psychology and any of the allied medical/mental health fields.

OUTCOMES

Upon successful completion of the courses and programs in the Sociology-Criminology-Social Work department, students will be able to:

- employ the basic conceptual tools, methods, and theories necessary to address social behavior, social groups, and society;
- demonstrate ability to document a deepening awareness of society's needs and to exercise their commitment to social justice;
- evidence proficiency for working with diverse populations in the public or private sector;
- display skills in working with and helping people in the social work or criminology professions or exhibit a knowledge base appropriate for graduate study in social work, criminology and degree programs in other related fields.

The Sociology-Criminology-Social Work faculty is committed to helping students select courses in other departments according to their interests and the goals of liberal arts education. The Department will help and encourage majors to develop their skills of critical thinking, effective speaking, and clear writing.

REQUIREMENTS FOR MAJOR

Sociology, Social Work, Spanish-Social Work, and Criminology majors take SOC 202 and SOC 321 to fulfill their Social Science core requirement.

Sociology (BA): SOC 245, 262, 306, 312, 328, 345, 352, 354, two SOC electives; ECO 203, PSY 324, and PSY 208.

Social Work (BA): SOC 245, 250, 262, 275, 306, 312, 328, 345, 352, 354, 343, 346; PSY 208, 324; and ECO 203.

Criminology (BA): SOC 307, 312, 314, 317, 345, 352, 354; PSY 208; and five courses chosen from SOC 213, 247, 248, 250, 255, 256, 264, 275, 343, 346, 348, 402&403. Criminology majors are encouraged to take SOC 343 & 346 as two of their electives.

Spanish-Social Work (BA)*: SOC 245, 250, 262, 275, 306, 328, 343, 346; SPAN 201-202, 303, 314, 323, 328, 333, 334; PSY 208, 324, and ECO 203.

*This track prepares the student for social work practice in the Spanish-speaking community. See listings under Spanish.

REQUIREMENTS FOR MINOR

Sociology: SOC 202, 245, 312, 321; two courses chosen from SOC 223, 262, 263, 306, 307, 314, 328, 343, 345, 353.

Social Work: SOC 202, 245, 306, 328, 343, 346.

Criminology: SOC 307, 312, 314, 317, and two courses from the following: SOC 213, 247, 248, 250, 255, 256, 264, 275, 345, 348, 402 & 403.

Each semester the Department offers a number of one credit workshops. Any three can satisfy a three credit elective.

SOCIOLOGY-CRIMINOLOGY-SOCIAL WORK

Key: F (Course typically offered fall only)
S (Course typically offered spring only)
B (Course typically offered fall and spring)

SOC 202 Introduction to Sociology (3) (B)

Introduction to the analysis of sociocultural behavior; emphasis is upon the development of the social individual, collective and group behavior, social institutions and culture. The presentation of basic terms, concepts, and theories provide an understanding of the functioning of society and society's impact on the individual.

SOC 213 Adolescent Addiction (3) (S)

This course examines adolescents struggling with addictions from a biopsychosocial perspective. This serves as the theoretical framework for understanding challenges and various interventions to facilitate recovery. Social institutions that influence the adolescent such as the family, the courts, and education will be dissected and we will explore various treatment issues and recovery models. Socioeconomic factors will also be analyzed.

SOC 214 HON: Ethics: Theory and Praxis (3)

This course will benefit students planning careers in helping professions and those providing services to diverse populations. Foundations of the Western philosophical tradition regarding ethical concepts and human nature will be examined in the first part of the course, with special emphasis given to key thinkers. The second part will involve both examination and application of the process of ethical decision-making, with strong focus upon the types of current ethical issues that workers face. (See PHI 214)

SOC 223 Grief and Loss across the Lifespan (3) (F)

Therapeutic work with clients dealing with grief and loss will be viewed within a developmental framework for different age groups. Students will learn how grief is influenced by biological, psychological and sociological responses to grief. Topics include ambiguous loss, disenfranchised loss, and spiritual losses in the mourning stages. Developmental issues, coping mechanisms, and identification of poor coping skills and risky behavior during grief and loss stages for each age group will be addressed

SOC 245 Social Values (3) (F)

A study of the history and values underlying American responses to human needs. Emphasis on the individual's rights to services and the dilemmas that now confront American social policy.

SOC 246 Social Issues in the Workplace (3) (B)

Addresses social concerns experienced in the work environment with emphasis on using the sociological perspective to find solutions to these concerns. (Also offered in accelerated format)

SOC 247 Hi-Technology Crime (3) (S)

The epidemic of high technology crime in America will be examined in regard to the criminal's methods and motives and the social, economic, legal and technological factors that have facilitated the prevalence of these crimes in the U.S. Specific investigative and prosecution hurdles experienced by the criminal justice system will be explored and the solutions offered will be addressed and analyzed.

SOC 248 Criminal Courts: Structure and Process (3) (S)

An overview of the history and structure of the Pennsylvania and Federal criminal courts. Included is an in-depth analysis of criminal court procedures including initiation of charges, bail, summary proceedings, preliminary hearing, pre-trial motions, trial and sentencing using the Pennsylvania Rules of Criminal Procedure with case reviews. The course will also focus on the various roles and tasks of the court personnel at each stage of the criminal process.

SOC 250 Working with Adolescents (3) (S)

Adolescence is explained from a biopsychosocial perspective. This theoretical framework serves as a foundation for applying various intervention strategies to facilitate growth. Social institutions that influence American adolescents are examined as are factors of ethnicity, mental health and cultural diversity.

SOC 255 Organized Crime (3) (F)

This course will examine criminals who obtain money through illegal activities; including intimidation, corruption, extortion and violence. The different types of organized crime, its history and progression both in America and abroad as well as a look inside Philadelphia organized crime and some of its more well-known members will be discussed. Also explored are the structure and activities of organized criminal enterprises, the different models that have been employed to describe organized crime groups, and the theories that attempt to explain the phenomenon. The history and strategies police use to combat organized crime will also be discussed.

SOC256 Serial Killers (3)(F)

In this course, we will study the phenomenon of serial crime and, in particular, the serial killer. We will define serial and related homicides, review the history of serial killing, and discuss theories as to why individuals become serial killers. We will identify the traits and categories of serial killers and the methods by which they carry out their crimes. Finally, we will look at case studies of notorious serial killers and identify and discuss what factors may have been responsible for their becoming serial killers.

SOC 262 Medical Sociology (3) (S)

Medical Sociology brings sociological perspectives, theories, and methods to the study of health and medical practice. Major areas of investigation include the social facets of health and disease, the social behavior of health care personnel and people who utilize health care, the social functions of health organizations and institutions, the social patterns of health services, and the relationship of health care delivery systems to other systems. This course also provides an overview of social work practice in a variety of medical settings including inpatient, outpatient, clinics, hospitals, skilled nursing facilities, and home care. Students will gain information on the history of medical social work, the diverse settings in which medical social work is conducted, the responsibilities of medical social workers, the issues currently facing medical social workers, and the factors that impact social work practice in a multidisciplinary health care teams.

SOC 263 Sociology of Health and Illness (3) (F)

Sociology of Health and Illness will examine health, illness, and the health care system from a sociological perspective. More specifically, the course will study how social forces promote health and illness, why some social groups suffer more illness than others do, and how the understanding of social forces can assist in addressing the issues. It will also examine how illness affects an individual, his/her relationships, or his/her ideas about what causes illness. The course will then view health care providers, the health care system, and health care settings from a sociological perspective.

SOC 264 Victimology (3) (F)

The scientific study of victimization, including the relationships between the victims and the offenders, the interactions between victims and the criminal justice system – that is the police, the courts, and corrections officials – and the connection between victims and other societal groups and institutions, such as the media, business, and social movements. Topics include child maltreatment, intimate partner violence, elder abuse, cybercrime, hate crime and current topics including human trafficking, home invasion, gang violence, terrorism and wrongful convictions.

SOC 275 The Sociology of Mental Disorders (3) (F)

Examination of the social factors contributing to the onset of mental disorders. Social institutions that provide resources to the mentally ill, their social organization and delivery will be explained, as well as consequences of mental disorders for individuals and for society.

SOC 306 Sociology of the Family (3) (S)

A sociological study of the family with an emphasis on historical trends, cultural variations, and current family issues.

SOC 307 Criminology (3) (F)

A study of the key concepts in criminology, measurement of crime, historical and contemporary theories of crime; criminal behavioral systems, and an overview of the adult criminal justice system.

SOC 312 Sociology of Deviance (3) (S)

A sociological examination of rule-breaking behavior, the nature and extent of deviance, and the seven major perspectives on deviance and social control measures. An in-depth analysis of the many varieties of crime, substance abuse, sexual behavior, mental disorders, suicide, and disability.

SOC 314 Juvenile Delinquency (3) (S)

Examination of the meaning and scope of juvenile delinquency; a comparison of the adult and juvenile justice systems; and a review of the chronological development of delinquency theories with a major focus on gang delinquency processes.

SOC 317 Introduction to Criminal Justice (3) (F)

A broad overview of the operations of the administration of justice and a description of the criminal justice system from arrest to parole, examining the issue of crime and focusing on the specific agencies and actors who constitute the system of criminal justice - police, courts, and correctional agencies.

SOC 321 Sociological Theory (3) (S)

Examination and discussion of the writings of major theorists, such as Durkheim, Simmel, Mead, Weber, Mills, and Parsons. These individuals and others are used as a basis for discussion of issues and schools of thought in sociology. (Prerequisite: Senior and Junior majors or permission of the instructor)

SOC 328 Minority Groups (3) (F)

Analysis of intragroup and intergroup relations of the major minority groups in the U.S., their structures, conflicts, and relations with the dominant culture. The primary focus is on ethnic and racial groups.

SOC 343 Field Practicum I (3) (F)

A study of how to help people with problems in living. Includes values, skills, and useful theoretical approaches to helping. Special attention to development of self-awareness and use of self in the helping process. Supervised field experience (one day a week) matching the student's interests, time, and abilities in a variety of settings. (Juniors and Seniors)

SOC 345 Social Problems: A World at Risk (3) (F)

A study of the global context of social problems with an examination of cross-cultural comparisons integral to the study of contemporary social problems in the United States. Application of both micro- and macro-level systems of sociological inquiry and explanations will be explored.

SOC 346 Field Practicum II (3) (S)

Twelve to Sixteen (12-16) hours per week in a field setting under professional supervision working with people in a variety of ways. An intensive, hands-on experience helping people to cope, problem-solve, and gain access to resources they need. Includes group supervision on campus. (Prerequisite: SOC 343)

SOC 348 Police and Society (3) (S)

Introduces students to policing in America by examining a wide range of areas including the historical development of policing, recruitment, training, organizational procedures, and current trends in law enforcement. Key issues of criminal and civil law, current and developing policing trends, and recent incidents in policing will be discussed.

SOC 350 Independent Study (1-3) (B)

Independent study, sociology, criminology, social work internship, or advanced supervised field experience by arrangement with department. (Open only to juniors and seniors)

SOC 352 Seminar I: Methods (3) (F)

The first of a two-course sequence, this course is devoted to the principles, procedures, and techniques in the development of a research proposal. Focus is on the structuring of inquiry used in the discipline of sociology and the writing of a research proposal

SOC 353 Cultural Anthropology (3) (F)

An in-depth study of the diversity of human behavior and lifestyles around the world, exploring the social and cultural similarities and differences of human society and culture. The scope of the course ranges from the simplest people to the highly developed civilizations of the modern world. Additionally, this course will focus on another major anthropological field, Archaeology, through which our human past is studied.

SOC 354 Seminar II: Field Research (3) (S)

The second of a two-course sequence, this course is devoted to the principles, procedures and techniques in the development of a research proposal. Focus is on the basic research methods used in the discipline of sociology and completion of the writing of the research proposal developed in Seminar I. (Prerequisite: SOC 352)

SOC 360 HON: Gender and Culture (3)

A critical examination of the claims which explain and sanction social differences between the sexes from various theoretical perspectives; biological, psychological, sociological and anthropological. The social construction of gender will be examined across culture as well as the paradoxes and differing perspectives that gender study evokes.

SOC 402 Crime Scene Investigation (CSI) (3) (S)

This course is designed for students who have little or no knowledge of crime scene investigation procedures and techniques and is designed to educate students in the primary skills and procedures necessary to properly respond to, identify, preserve and collect evidence necessary for criminal prosecution. Topics such as responding to and securing the crime scene, crime scene sketching, photography and videographer techniques, evidence identification, collection and documentation, interviewing, report writing, and courtroom testimony will be presented. In addition to the class room material students do hands on work where they practice what is being taught in each module. The final exam (SOC 403) requires processing a staged crime scene. Must also register for SOC 403.

SOC 403 Crime Scene Workshop (1) (S)

Students taking this workshop, like Police CSI's, will be assigned to five member teams and will perform the duties and functions of each team member. This workshop will require students to properly respond to, identify, preserve and collect evidence necessary for criminal prosecution. Skills learned in SOC 402 will be demonstrated. Think of this workshop as a crime scene lab with the final exam the processing of a staged crime scene. Must also register for SOC 402.

Theology

Stephen D. Miles, Chair

Sister John Sheila Galligan, IHM

Sister Mary Henrich, IHM

Sister Margaret McDonald, IHM

Sister Annette Pelletier, IHM

VISION

The Department of Theology strives to help students acquire an intellectual foundation for the lifelong development of habits of theological, spiritual, and ethical reflection. This aim is pursued as an expression of commitment to the education of the whole person and in fulfillment of the desire to enable students to live more fully satisfying and integral lives. In keeping with these aims, the department offers courses and programs that provide students a transformative learning experience by initiating them into the dynamic tradition of Christian theology. Successful completion of the Theology major, combined with knowledge and skills gained through Immaculata's liberal arts core curriculum, prepares students to excel in graduate study in multiple disciplines and in a variety of professional and voluntary lay ministries.

OUTCOMES

Successful completion of the Theology liberal arts core requirement enables students to do the following:

- acquire a basic working knowledge of the Bible;
- recognize major identifying beliefs of the Christian community;
- use tools of critical inquiry to interpret theological sources;
- reflect upon and interpret contemporary realities, both personal and social, in light of a Christian theological vision;
- recognize and explain the meaning of human dignity in Christian theological perspective and explore its implications;
- recognize the many manifestations of human suffering and evil, and articulate the basis of the Christian imperative to respond;
- discover resources (print and media) to continue to cultivate one's theological development.

Successful completion of the requirements for the major in Theology enables students to do the following:

- demonstrate an understanding of Christian revelation and heritage in light of the Catholic intellectual tradition;
- display fundamental knowledge in the areas of biblical, systematic, moral, and sacramental theology;
- exhibit appreciation of prayer, ministry, and Gospel proclamation;
- evidence skill in relating theological principles with the reality of contemporary life.

REQUIREMENTS FOR MAJOR

Theology (BA): Eleven (11) courses (33 total credits) are required for the major, including:

- THE 109, 110, 218, 222, and 306;
- One course from each of the following clusters:
 - Scripture: THE 311, 312, 321
 - Spirituality: THE 206, 226, 227, 235, 328
 - Systematic Theology: THE 209, 211, 221, 224, 340
 - Moral Theology: THE 217, 317, 342
- Two elective courses

Fulfillment of the major requirements also satisfies the Theology requirements in the liberal arts core.

REQUIREMENTS FOR MINOR

Theology: A minimum of six (6) courses (18 total credits) are required for the minor, including:

- Two courses selected from THE 109, 110, 218, 221, 222, 306
- Four elective courses from departmental course offerings

REQUIREMENT FOR ASSOCIATE OF ARTS

Theology (AA): A minimum of eight (8) courses (24 total credits) are required for the associate degree, including:

- THE 109, 110, 218, 222, 306;
- Two elective courses for the liberal arts core
- One course from THE 206, 217, 221, 311, 312, 317.

THEOLOGY LIBERAL ARTS CORE REQUIREMENT

All students in the baccalaureate program must take two (2) courses (six total credits) in Theology. The first course must be selected from the following foundational courses: THE 109, 110, 209, 221, 222.

It is strongly recommended that the second core course be selected from courses outside the range of the five foundational courses.

FOUNDATIONAL COURSES

THE 109 Introduction to Theology (3)

Introduction to the study of theology offering an overview of the fundamental questions, issues, sources, and content of the Christian theological tradition. This course seeks to invite reflection on the deepest questions raised by human life and to explore ways that Christian faith responds to these questions with an aim to foster an understanding of St. Anselm's definition of theology as "Faith Seeking Understanding" and to deepen understanding of the significance of Christian theology for human existence in the world today.

THE 110 Introduction to the Bible (3)

A general overview of Sacred Scripture. Students will gain an acquaintance with the history and geography of the biblical literature; the formation of the two testaments and types of biblical literature; important themes and persons of the Bible; and the role of scripture in the Church and in Christian theology today.

THE 209 In Pursuit of Wholeness: Salvation in Everyday Life (3)

This course illuminates the Biblical understanding of the reality of sin as broken/breaking relationship with God, self, others and creation. It explores the pivotal Christian claim that this human reality has been transformed in a definitive way by the life, death and resurrection of the Savior, Jesus Christ.

THE 221 Christian Anthropology (3)

Examination of essential elements of a Christian understanding of the human person before God. This course helps students explore life's "big questions": where do we come from; is there a purpose to our existence; what are we to make of so much evil and suffering; where is God to be found; and for what may we hope? Students will be introduced to key biblical, historical, and contemporary sources that have shaped Christian thinking about human existence.

THE 222 Faith Alive: Catholic Belief and Practice (3)

Examination of the faith content, faith dynamics, and historical background of the Catechism of the Catholic Church. It explores the major contents of the "four pillars" upon which the Catechism is built: 1) the Creed – the Faith Professed; 2) the Sacraments – the Faith Celebrated; 3) the Commandments and Moral Life – the Faith Lived; and 4) Prayer/The Lord's Prayer – the Faith Prayed. The course seeks to deepen and enrich understanding of key beliefs, teachings, and practices of the Catholic tradition. It offers a contemporary explanation of Catholicism that is grounded in the history and traditions of the Church.

MORAL THEOLOGY

THE 217 Christian Marriage and Family (3)

This course lays the foundation for an authentic, historical, and contemporary Christian theological understanding of marriage and the family. Through an in-depth study of Old and New Testament passages, key Church documents, and historical and contemporary sources, the course explores God's original plan for marriage and family "from the beginning" and the redemptive vision of the Church for marriage and family today.

THE 218 Introduction to Christian Ethics (3)

Introduction to the discipline of Christian moral and ethical reflection, equipping students with the capacity to raise and pursue questions about human flourishing in light of fundamental theological convictions about God, humanity, and our world. Emphasis will be given to the nature and requirements of good moral discernment and effective moral practice.

THE 317 Christian Social Ethics (3)

Exploration of the dynamic interaction between Christian faith and complex social realities of our time in light of the Catholic social tradition. The course proceeds historically and systematically, exploring ways this tradition has engaged important ideas, movements, and institutional arrangements that have shaped contemporary social existence. Emphasis is given to the connections between personal and communal flourishing and to the requirements of safeguarding and promoting these goods within the contexts of the family, work, the economy, political life, international relations, and our relations with the natural environment.

THE 332 HON: Christian Faith and Economic Life (3)

Jesus told his followers, “give to Caesar what is Caesar’s, and to God what is God’s” (NIV). Today He might say, “Give to Wall Street what is Wall Street’s, and to God what is God’s.” Determining what belongs to Wall Street and what belongs to God is difficult but essential since economic issues typically intersect with Christian ethical concerns. This course compares and contrasts different theological approaches as to the extent the church can and should be involved in ethical issues in economics.

THE 342 Moral Wisdom (3)

Exploration of classic texts (ancient, medieval, modern) within the Western philosophical and theological traditions that have profoundly influenced the ways we think about and pursue the good life. Texts include works authored by Aristotle, Augustine, Aquinas, Kant, and others.

THE 408 Contemporary Medical Ethics (3)

Introduction to the discipline of Christian medical ethics. In light of philosophical and theological foundations of the discipline, it explores aspects of contemporary health care practice that bear upon the pursuit of personal and communal flourishing. It aims to help students acquire knowledge and skills that are required for good ethical analysis and decision-making within the medical moral environment. Attention will be given to clinical, institutional, and social contexts that shape the moral dimensions of medical practice and the vocational experience of health care professionals.

SCRIPTURE

THE 232 The Child in the Bible (3)

Investigation of the biblical understanding of the child and childhood in Judeo-Christian tradition. The social implications of a theological understanding of childhood are examined in light of the family, the school, and society.

THE 311 Exploring the Gospels (3)

A survey of the Gospels of Mark, Matthew, Luke and John, highlighting the unique theological perspective of each evangelist and the distinctive facets of the life and ministry of Jesus that each Gospel writer emphasizes. It seeks to familiarize students with what the gospels say about Jesus, with tools for reading the gospels intelligently, and with some history of the first century world. The course examines the structure, plan, and major themes of each author and invites reflection on the meaning of the Gospel for our contemporary world. (Suggested preparation: THE 110)

THE 312 St. Paul: Mission and Message (3)

This course delves into the life and letters of St. Paul in order to understand his importance as a missionary and as a theologian. Some contemporary social issues are examined in the light of St. Paul’s teachings. (Suggested preparation: THE 110)

THE 321 Biblical Wisdom: Introduction (3)

Wisdom? In the Biblical tradition, wisdom is linked with a specific way of life, a world view rooted in everyday human experience. This course examines selected themes in the Hebrew Scriptures (Proverbs, Qoheleth, Job, Wisdom, Psalms) in order to sharpen an understanding of how to seek and find wisdom and show its relevance to our daily lives. (Suggested preparation: THE 110)

SPIRITUALITY

THE 112 Francis of Assisi: Path to Joy (3)

Exploration of the life and legacy of Francis of Assisi. Course topics will include Francis’ core spiritual insights, prayers and his witness to simplicity, joy and peace-making.

THE 206 Exploring God and Self in Prayer (3)

This course aims to deepen the student’s understanding and experience of what prayer is and to foster familiarity with some approaches to prayer used by the great spiritual masters in the Christian tradition. It seeks to encourage growth and development of the Christian life through an exploration of the many prayer styles which are part of the rich Catholic spiritual tradition.

THE 226 History of Spirituality (3)

An overview of figures and movements within the history of Christian Spirituality. Students will explore the different expressions of Christian Spirituality in relation to their context as well as their relevance to contemporary life.

THE 227 Contemporary Christian Spirituality (3)

Examination of what is meant by Christian spirituality in today’s challenging world. Significant spiritual writers, movements and issues of the twentieth century will be explored. It seeks to broaden awareness and integrate personal understanding of the connections between Christian spirituality, the lived reality and the culture.

THE 235 Images of Jesus (3)

This course seeks to examine images of Jesus that have come down to us through the ages that can impact or enrich one’s faith and understanding. Seeing and appreciating the power of the artists’ renditions and the theology that informs the art will be explored. Consideration will be given to faith influencing art while art is influencing faith in the interplay between the artists and their images of Jesus.

THE 328 Saints Rediscovered (3)

This course is an inquiry into the nature of Christian living through an examination of the lives and influence of classical and contemporary saints.

SYSTEMATIC THEOLOGY

THE 211 Christology (3)

Examination of the person and ministry of Jesus of Nazareth and explores the theological significance of the mystery of Jesus Christ for our world today. It poses the question which Jesus himself posed to his disciples: “But who do you say that I am?” (Mk. 8:29) and examines various responses to this question throughout the Christian tradition. It also offers a historical overview of various waves of renewal in Christology and highlights some contemporary emphases in the study of Christology.

THE 212 Insights and Images: Mary Rediscovered (3)

This course delves into the Gospel portrait of Mary, the development of Marian doctrine and forms of authentic Marian devotion. John Paul II’s Marian teaching will also be explored.

THE 224 Mission, Missionaries and Missions (3)

Examination of Christian missionary activity as an expression of Christ’s mandate to the first disciples to “go teach all nations.” The history of Christian missionary activity, the theology of mission, and current missionary practice are examined.

THE 230 Forgiveness (3)

Exploration of the biblical and theological foundations of the Christian understanding of forgiveness. Spiritual and pastoral applications will focus on the craft of exercising the virtue of forgiveness in daily life.

THE 303 Theology of the Church (3)

Exploration of the origin, foundation, and mission of the Church. The symbols which express the mystery of the Church, the names which identify the Church, and the structures which make the Church present as a historical reality will be examined. Sacred Scripture, liturgy, and the teachings of the Second Vatican Council will inform and guide this study.

THE 306 Signs, Symbols, Sacraments: Christian Prayer and Worship (3)

Introduction to earliest forms of prayer and worship practiced by Christian communities. Students will discover how Christians passed on the rituals and prayer forms enacted by Jesus and the first Christian communities. The examination of the sacramental life of the Church, especially Baptism and Holy Eucharist, will furnish a source of worship for life.

THE 333 Faith and Reason (3)

This course considers the meaning and significance of John Paul II's encyclical Faith and Reason (Fides et Ratio). The Pope affirms that "philosophy is a form of human adventure that lies open to every person" and in this encyclical, he reconciles the intellectual inquiry for truth with the Gospel of Christ. The search for truth is complemented by the use of faith and reason. (See PHI 333)

THE 340 Theological Wisdom (3)

This course is an exploration of classic texts (ancient, medieval, modern) within the Christian tradition that have profoundly influenced the ways Christians understand and relate to God. Texts include works authored by the Biblical writers, Augustine, Aquinas, Bonaventure, Luther, and others.

THEOLOGY AND CULTURE**THE 200 Topics in Theology (1-3)**

Selected topics to enrich the understanding of a variety of theological themes.

THE 219 Theology and Film (3)

This course enables students to 1) learn what can be uncovered about faith, redemption, ethics and spirituality through film clips and selected movies; 2) think critically about movies that have explicit and implicit theological dimensions; and 3) investigate the theological significance of stories in human life.

THE 223 Urban America and the Roman Catholic Church (3)

This course explores the role that the Roman Catholic Church played in influencing governmental policy in relation to urban affairs at the local, state and federal levels, and how these events, in turn, caused the church itself to change. Particular attention will be paid to the development of Catholic social doctrine- specifically its commentary on human work, economic life and the political community and individuals who played significant roles in developing church doctrine and responding to the problems of urban America such as Msgr. Geno Baroni and Msgr. George Higgins. (See POL 223)

THE 225 John Paul II: A Remarkable Life (3)

Exploration of the life and literary legacy of John Paul II. Content will include perspectives on John Paul II's personal witness, theological thinking, and the prophetic humanism that situates his teaching at the heart of Catholicism in the contemporary world.

THE 302 C.S. Lewis: Mentor and Model (3)

An instructive and inspirational study of the writings of the influential and prophetic Christian: C.S. Lewis. The exploration will develop theological, ethical, spiritual, and pastoral implications in a variety of his works.

THE 314 World Religions in Dialogue (3)

Using the principles of interreligious dialogue, this course investigates the principle beliefs, rituals, and moral codes of the major world religions: Christianity, Hinduism, Buddhism, Confucianism, Judaism, and Islam. It seeks to broaden awareness of religious diversity and develop attitudes of understanding, respect, and collaboration with members of other religious traditions.

THE 315 Search for Meaning (3)

This course introduces the study of theology through the lens of the human search for meaning. Special emphasis is given to the life and teachings of Viktor Frankel, a Holocaust survivor and psychiatrist. Throughout, the course explores the integration of Frankel's teachings on hope, faith, love, God, suffering and mental health into traditional Catholic and Protestant theologies.

THE 334 HON: Reason and Reality: "Questing" (3)

"Questing" or seeking earnestly for truth has been a driving force in philosophy. Historically, Catholic philosophers have recognized the compatibility of reason and faith in their quest for truth. In this course, students will embark on their own philosophical quest as they read primary texts of Catholic philosophers, write philosophical journal entries, engage in philosophical discourse, and collaborate with fellow "questers" in presenting a research paper that blends reason and reality. (See PHI 334)

THE 336 HON: Religious Faith and Culture (3)

Religious consciousness has always been at the root of human culture since time began. This course examines the relationship between religious faith, cultural diversity, and religious pluralism. Students will read texts of Christian scholars and theologians in order to analyze, interpret, and critique cultural institutions and systems that challenge and/or enhance religious belief.

THE 450 Independent Sacred Studies (3)

Individual reading and research with the permission and under the guidance of a member of the department.

ACCEL®**THE 201 Living the Truth in Love (3)**

This course investigates, reflects, and applies moral principles to personal and professional life. Issues concerning life and death, sexuality and marriage, rights and justice are among the many topics addressed. (Accelerated format only)

THE 335 Christian Faith in Action (3)

This course investigates the fundamental teaching of the Christian faith and the role of prayer and spirituality in living an authentic Christian life. (Accelerated format only)

THE 381 Foundations of Spiritual Freedom (3)

This course explores the foundations of morality and adult spiritual freedom. Through a study of the biblical roots of holiness, a focus on Christ as model, and an analysis of biblical and cultural roots in human life, the student explores the paths to authentic freedom. (Accelerated format only)

THE 408 Contemporary Medical Ethics (3)

This course introduces students to the discipline of Christian medical ethics. In light of philosophical and theological foundations of the discipline, it explores aspects of contemporary healthcare practice that bear upon the pursuit of personal and communal flourishing. It aims to help students acquire knowledge and skills that are required for good ethical analysis and decision-making within the medical moral environment. Attention will be given to clinical, institutional, and social contexts that shape the moral dimensions of medical practice and the vocational experience of healthcare professionals. (Accelerated format only)

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Lori Getz, B.S., M.E. B.S., M.E., Cabrini College	<i>Lecturer in Mathematics</i>	Andrea McGraw Hunt, B.M., M.M.T., Ph.D., B.M., Michigan State University M.M.T., Ph.D., Temple University Certification Board for Music Therapists, (MT-BC)	<i>Assistant Professor of Music Therapy</i>
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Joseph Gnias, B.S., M.B.A. B.S., University of Scranton M.B.A., St. Joseph's University	<i>Lecturer in Accounting</i>	Vincent Iannone, B.Mus., M.M., M.Mus. B.Mus., Philadelphia College of Performing Arts M.M., West Chester University M.Mus., New England Conservatory of Music	<i>Lecturer in Music</i>
Regina Gordon, B.Mus. Ed., M.M., Ed.D. B.Mus. Ed., Temple University M.M., Westminster Choir College Ed.D., Immaculata University	<i>Lecturer in Music</i>	Ellen Jackson, B.A., M.A. B.A., College of Mount Saint Vincent M.A., Manhattan College	<i>Lecturer in Mathematics</i>
Diane S. Grimes, B.S., M.A., M.F.A. B.S., Moore College of Art M.A., The University of the Arts M.F.A., Marywood University	<i>Professor of Art</i>	Janice Jacobs, B.A., M.S., Ph.D. B.A., Temple University M.S., Villanova University Ph.D., Temple University	<i>Professor of Organization Leadership</i>
Angela Guerriero, B.S., M.A., M.M. B.S., M.M., West Chester University M.A., Immaculata University	<i>Affiliate in Music</i>	Sister Paula Regina Jameson, B.A., R.N., B.S.N., M.S.N. B.S.N., Neumann College M.S.N., Neumann College	<i>Instructor in Nursing</i>
Julie L. Guay, B.S., M.B.A., Psy.D. B.S., M.B.A., Indiana University Psy.D., Illinois School of Professional Psychology at Argosy University	<i>Associate Professor of Psychology</i>	Edward B. Jenny, B.A., M.Ed., Psy.D. B.A. University of Pennsylvania M.Ed. University of Delaware Psy.D. Immaculata University Licensed Professional Counselor, Commonwealth of Pennsylvania Certified Secondary Level Guidance Counselor, State of Maryland Certified Secondary Level Guidance Counselor, Commonwealth of Pennsylvania National Certified Counselor, (NBCC)	<i>Associate Professor of Psychology</i>
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Eugene J. Halus, B.A., M.A., Ph.D. B.A., La Salle University M.A., Ph.D., Catholic University of America	<i>Associate Professor of Politics</i>	Anthony Jones, B.Mus., Mus.Ed.Cert., M.Mus. B.Mus., Combs College of Music Mus.Ed.Cert., Temple University M.Mus., Combs College of Music	<i>Affiliate in Music</i>
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Joseph P. Healey, B.A., M.A., Ph.L. B.A., Stonehill College M.A., Ottawa University Ph.L., St. Paul's University	<i>Associate Professor of Philosophy</i>	Paul Joyce, B.S., M.S. B.S., Delaware Valley College of Science and Agriculture M.S., West Chester University	<i>Lecturer in Biology</i>
Sister Ann M. Heath, B.A., M.A., Ph.D. B.A., Immaculata College M.A., Villanova University Ph.D., Bryn Mawr College	<i>Vice President for Academic Affairs, Associate Professor of Mathematics</i>	Janet F. Kane, B.A., M.S., Ed.D. B.A., Goucher College M.S., Ed.D., Johns Hopkins University Certified School Psychologist, Commonwealth of Pennsylvania	<i>Assistant Vice President for Academic Affairs, Dean of College of Graduate Studies, Professor of Psychology</i>
Sister Mary Henrich, B.A., M.A., M.A. B.A., Immaculata University M.A., Villanova University M.A., Creighton University	<i>Assistant Professor of Theology</i>	Michelle Kaulback, B.S.N., M.S.N., R.N. B.S.N., Temple University M.S.N., Thomas Jefferson University	<i>Instructor of Nursing</i>
April Herring, B.A., M.A., Ed.D. B.A., Messiah College M.A., Slippery Rock University Ed.D., University of Pennsylvania	<i>Assistant Professor of Higher Education</i>		
Joseph Hesh, R.M.T., M.Theo. R.M.T., Ellis Vile State College M.Theo., Dallas Theological Seminary	<i>Affiliate in Music</i>		
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James F. Konieczny, B.S., M.S. B.S., M.S., Saint Joseph's University	<i>Lecturer in Criminology</i>	Sharon McGrath, B.S., Ed.D. B.S., Kutztown University Ed.D., Widener University	<i>Assistant Professor of Education</i>
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Margaret Lacey, R.N., B.S.N., M.S.N., Ph.D., A.O.C.N. B.S.N., Gwynedd-Mercy College M.S.N., Widener University Ph.D., Temple University	<i>Professor of Nursing</i>	Laurie Meehan, B.A., M.S. B.A., LaSalle University M.S., Drexel University	<i>Lecturer in Mathematics</i>
Kathleen Byrnes Lawler, B.S., B.S.N., M.S.N., R.N., CRNP, Ed.D. B.S., St. Joseph's University B.S.N., Eastern College M.S.N., Temple University Ed.D., Widener University Certified Registered Nurse Practitioner, Commonwealth of Pennsylvania	<i>Associate Professor of Nursing</i>	Stephen Miles, B.A., M.T.S., Ph.D. B.A., Bucknell University M.T.S., Duke University Ph.D., Boston College	<i>Associate Professor of Theology</i>
Charles Lohse, B.A., M.Ed B.A., Franklin & Marshall College M.Ed., Temple University	<i>Lecturer in Mathematics</i>	Machael L. "Shay" Miller, B.S., M.S. B.S., Lindenwood College M.S., New Mexico State University	<i>Lecturer in Family & Consumer Sciences</i>
Kathryn A. Lysko, B.S., M.S., Ph.D. B.S., Virginia Polytechnic Institute and State University M.S., Ph.D., University of Massachusetts	<i>Professor of Chemistry</i>	Sister Denise M. Mollica, B.S., M.S., C.F.C.S. B.S., Immaculata College M.S., Drexel University Certified in Family and Consumer Sciences, (AFCSA)	<i>Assistant Professor of Family & Consumer Sciences</i>
Jacqueline Macri, B.A., M.A. B.A., Lafayette College M.S., Immaculata University	<i>Affiliate in Music</i>	Michele J. Monaco, B.S., M.S., DSc. B.S., Lock Haven University M.S., St. Thomas University DSc., Rocky Mountain University	<i>Assistant Professor of Exercise Science</i>
Patricia Madeira, B.A., M.Ed., Ph.D. B.A., Arcadia University M.Ed., Ph.D., Temple University	<i>Assistant Professor of Education</i>	James J. Mooney, B.A., M.A. B.A., Kings College M.A., Niagara University	<i>Associate Professor of English</i>
Michael Markowski, A.B., M.A. A.B., King's College M.A., George Mason University	<i>Lecturer in Health Sciences & Services</i>	Wayne Mugrauer, B.A., M.A. B.A., Temple University M.A., Pennsylvania State University	<i>Lecturer in Health Sciences & Services</i>
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David Emil Martinson, B.A., M.E., Ph.D. B.A., Bob Jones University M.E., University of South Carolina Ph.D., University of South Carolina	<i>Assistant Professor of Psychology</i>	James Murray, B.S., M.S., Ph.D. B.S., M.S., Ph.D., Drexel University	<i>Associate Professor of Chemistry</i>
James McCloskey, B.S., M.B.A. B.S., LaSalle University M.B.A., Temple University	<i>Lecturer in Finance & Business</i>	Marie José Napier, M.A. M.A., Institut des Hautes Etudes d'Interpretariat and Cultures et de Traductions, Université de Paris, Rome	<i>Lecturer in Global Languages</i>
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Kelly A. Orlando, B.S., Ph.D. B.S., Villanova University Ph.D., University of Pennsylvania	<i>Assistant Professor of Biology</i>	Wendy B. Scheirer, B.F.A. B.F.A., Beaver College	<i>Lecturer in Art</i>
Sister Judith Kathryn Parsons, B.A., M.A., Ph.D. B.A., Immaculata University B.A., St. Joseph’s University M.A., Ph.D., Duquesne University	<i>Assistant Professor of Philosophy</i>	Peggy Schooling, B.S., M.S., Ed.D. B.S., Bloomsburg State University M.S., Bloomsburg State University Ed.D., Immaculata University	<i>Assistant Professor of Education</i>
Mary Pavelic, B.S., M.S. B.S., Villanova University M.S., Drexel University	<i>Lecturer in Finance & Accounting</i>	Laurie Schrecengost, B.S.M., B.R.E., M.M. B.S.M., B.R.E., Baptist Bible College M.M., Binghamton University	<i>Affiliate in Music</i>
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Marisa N. Pereyra, B.A., M.A., Ph.D. B.A., National Institute of Teaching of Rosario M.A., University of Illinois Ph.D., Temple University	<i>Associate Professor of Global Languages and Cultures</i>	George Schwartz, B.A., M.S., M.S.S. B.A., Mansfield University of Pennsylvania M.S., Villanova University M.S.S., US Army War College	<i>Lecturer in Professional Studies</i>
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Janice Lynn Reilley, B.S.N., M.S.N., Ed.D. B.S.N., Villanova University M.S.N., Ed.D., Widener University	<i>Assistant Professor of Nursing</i>	Kelly A. Stalker, B.S., M.Ed., Ed.D., ATC B.S., Ursinus College M.Ed., Bowling Green State University Ed.D., Widener University Licensed Athletic Trainer, Commonwealth of Pennsylvania Certified Athletic Trainer (NATA)	<i>Associate Professor of Exercise Science</i>
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Peter Rondinaro, B.A., M.S., Ph.D. B.A., M.S., Duquesne University Ph.D., Temple University Certified School Psychologist, Commonwealth of Pennsylvania Licensed Psychologist, Commonwealth of Pennsylvania	<i>Professor of Psychology</i>	Tracy Stinchfield, B.S., M.S., Ed.D., NCC B.S., University of Pittsburgh M.S., Shippensburg University Ed.D., Duquesne University National Certified Counselor	<i>Assistant Professor of Psychology</i>
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Charles N. Tannery, B.A., M.Ed. B.A., Susquehanna University M.Ed., Lehigh University	<i>Lecturer in English/ Communication</i>
John Teeple, B.S., M.B.A., Ph.D. B.S., LaSalle University M.B.A., Saint Joseph's University Ph.D., Temple University	<i>Lecturer in Accounting</i>
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Karen Thompson, R.N., B.S.N., M.S.N. B.S.N., Immaculata University M.S.N., West Chester University	<i>Instructor of Nursing</i>
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Immaculata University
1145 King Road
Immaculata, PA 19345

General University FAX: 610 - 251-1668

College of LifeLong Learning FAX: 484 - 323-3904

College of Graduate Studies FAX: 610 - 993-8550

Internet Address: <http://www.immaculata.edu>

Telephone: (610) 647-4400

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Human Resources	Ext. 3078
Institutional Research.....	Ext. 3177
Kitchen/Dining Hall Services.....	Ext. 3040
Library.....	Ext. 3839
Mission and Ministry.....	Ext. 3084
Registrar	Ext. 3007
Safety and Protection.....	Ext. 5555
Technology Services.....	Ext. 3836
Vice President for Academic Affairs	Ext. 3004
Vice President for Finance and Administration.....	Ext. 3054
Vice President for Student Development & Undergraduate Enrollment.....	Ext. 3111
Vice President for University Advancement	Ext. 3134
Vice President for University Communications	Ext. 3874

School Closing/Snow Codes: Day-871, Evening-2871, Graduate-868

Traveling to Immaculata University

BY CAR:

Using an online map service or GPS?
Use this address: 1145 W. King Rd, Malvern, PA 19355

From Lancaster Pike (Route 30)

Travel east or west to Route 352.
Follow Route 352 south 1 mile to King Road.
Turn right onto King Road for 1 mile.
The University entrance is on the right.

From West Chester Pike (Route 3)

Travel east or west to Route 352.
Follow Route 352 north to King Road.
Turn left onto King Road for 1 mile.
The University entrance is on the right.

From Philadelphia

Travel Schuylkill Expressway (Route I-76) west to Route 202 south to Malvern Exit (Route 29).
Follow Route 29 south to Route 30.
Follow Route 30 west to Route 352.
Follow 352 south to King Road.
Turn right onto King Road for about 1 mile.
The University entrance is on the right.

From the Pennsylvania Turnpike, From East (I-276)

Travel to Valley Forge Exit #326.
Follow Route 202 south to Malvern, south, Route 29.
Follow Route 29 south to Route 30.
Follow Route 30 west to Route 352.
Follow Route 352 south to King Road.
Turn right onto King Road for about 1 mile.
The University entrance is on the right.

From the Pennsylvania Turnpike, From West (I-76)

Travel to Downingtown Exit #312.
Follow Route 100 south to Route 30.
Follow Route 30 east to Route 352.
Follow Route 352 south to King Road.
Turn right onto King Road for 1 mile.
The University entrance is on the right.

From Wilmington and I-95

Travel north on Route 202 to Paoli Pike Exit, travel east on Paoli Pike to Route 352.
Follow Route 352 north 2½ miles to King Road.
Turn left onto King Road for 1 mile.
The University entrance is on the right.

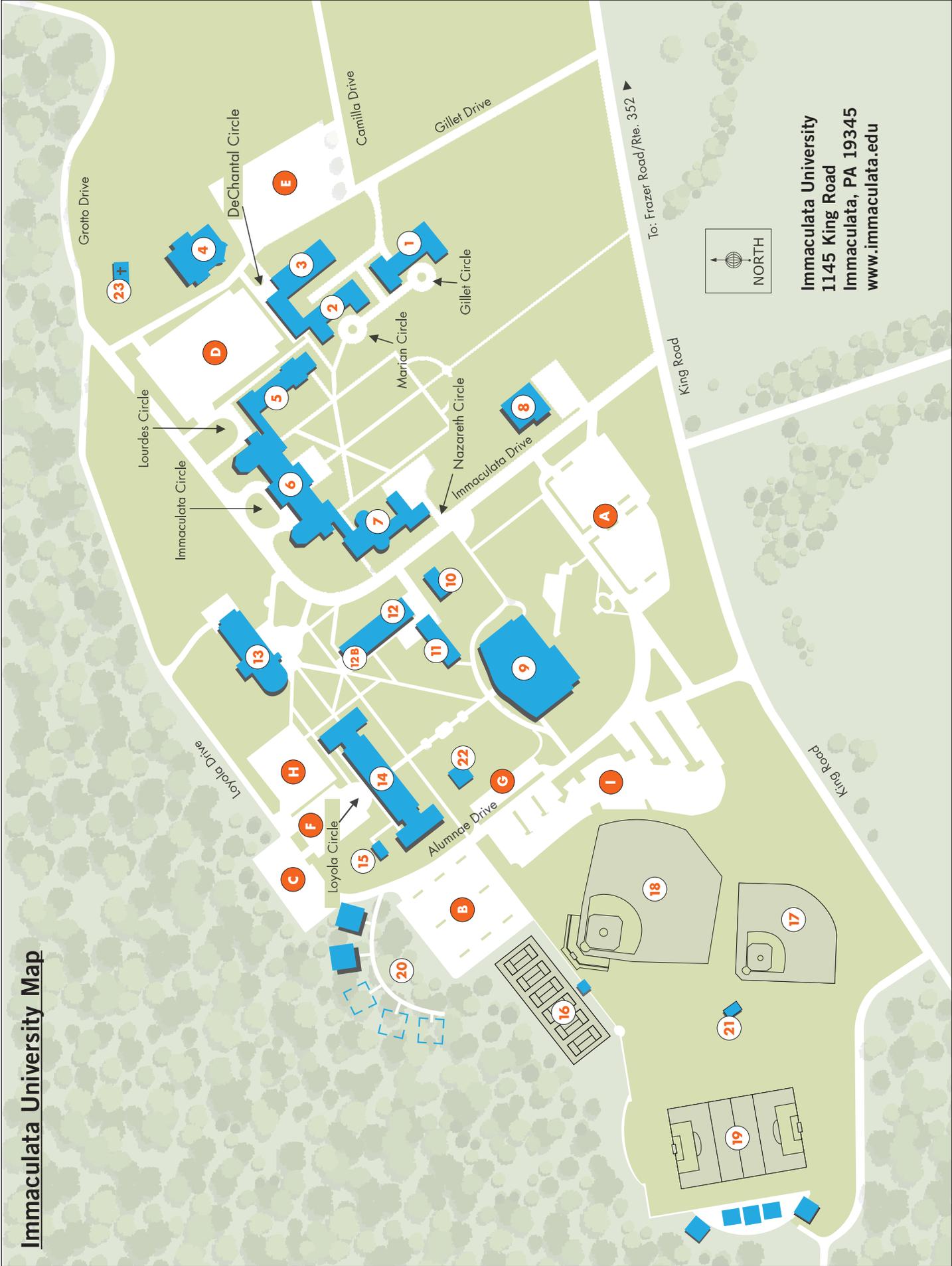
BY TRAIN or BUS:

From Center City Philadelphia: Take SEPTA R5 train west to Paoli.
SEPTA bus 92 runs from King of Prussia through Paoli to the University.

BY AIR:

Immaculata is approximately a 50-minute drive from Philadelphia International Airport.
Limousine service is available to the Paoli/Malvern area.
The SEPTA R1 train from the airport connects with the R5 train (Paoli Local).

Immaculata University Map



Immaculata University
1145 King Road
Immaculata, PA 19345
www.immaculata.edu

To: Frazer Road/Rte. 352

King Road

King Road

Grotto Drive

Camilla Drive

Gillet Drive

DeChantal Circle

Marian Circle

Nazareth Circle

Lourdes Circle

Immaculata Circle

Immaculata Drive

Loyola Drive

Loyola Circle

Alumnae Drive

Campus Map and Key

BUILDINGS

1. Gillet Hall

Chapel
IHM Faculty Residence

2. Marian Hall

Chapel
Residence Hall

3. DeChantal Hall

Residence Hall
Student Life Offices
Campus Ministry

4. Admissions and Financial Aid Center (Lettiere Center)

Administrative Offices
Campus Safety
The Great Hall
Residence Hall
Office of Technology Services (OTS)
University Communications
Immaculata Room

6. Villa Maria Hall

Administrative Offices
Business Office
Canon Copy Center
Green Room
Memorial Hall
Music Studios
Registrar
Residence Hall
College of Undergraduate Studies

Administrative Offices

Undergraduate Academic Advisement
Post Office

7. Nazareth Hall

Fashion Merchandising
Nutrition & Dietetics
Main Chapel
Main Dining Facilities
Guest Dining Room
Faculty Offices
Facilities

8. Power House

Alumnae Hall
Athletic Training Facility

Athletic Offices

Cue and Curtain Office

Gymnasiums

Pool

Theater

10. Mary A. Bruder Center for Personal and Career Development

Counseling Services
Campus Health Services
Career Development

11. Faculty Center

Faculty Offices
Faculty Lounge
Conference Room

12. Good Counsel Hall

College of LifeLong Learning
Administrative Offices

Humanities Departments

Campus Learning/Language Laboratory

Music Listening Rooms

Seminar Centers

12b. Barnes and Noble

Campus Bookstore

13. Gabriele Library

Administrative Offices
Media Classroom
Office of Technology Services (OTS)
Immaculaté
Writing Center

14. Loyola Hall

College of Graduate Studies
Administrative Offices
Nursing and Allied Health Sciences
Amphitheaters
Art

Education

Mathematics

Psychology

Science Departments

Computer Centers

Curriculum Library

Laboratories

POD Market (Provisions on Demand)

15. McIntyre Greenhouse

16. Tennis Courts

17. Softball Field

18. Baseball Field

19. Draper Walsh Stadium

20. West Campus Housing

21. Mighty Macs Training Facility

22. Loyola Modular Structure

23. Lourdes Grotto

PARKING LOTS

A. Alumnae Hall General Parking, Freshman

B. General Parking Area

C. General Parking Area

D. Lourdes Employee Parking Area
Administration, faculty, employees and visitors. CLL, graduate and commuter students ONLY may park in this lot between 4 and 11 PM weekdays.

E. Upper Class Resident Students Parking Area

F. Faculty/Administration Parking Area

G. Faculty/Administration Parking Area

H. General Parking Area, No overnight parking

I. General Parking Area

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